

1

The DOK Wheel Is Inaccurate!
Understand What Depth of Knowledge is Not and Why the DOK Wheel Must Be Discarded

Depth of Knowledge (DOK) Levels

INACCURATE

Read the Introduction

<p>Level One Activities</p> <ul style="list-style-type: none"> Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent an word or diagrams a scientific concept or relationship. Perform routine procedures like measuring lengths or using punctuation marks correctly. Describe the features of a place or people. 	<p>Level Two Activities</p> <ul style="list-style-type: none"> Identify and describe the major events in a text. Identify cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data. 	<p>Level Three Activities</p> <ul style="list-style-type: none"> Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts. 	<p>Level Four Activities</p> <ul style="list-style-type: none"> Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results. Apply mathematical model to illustrate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.
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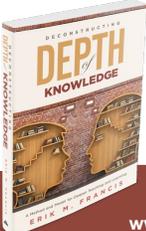
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2

What Exactly Is Depth of Knowledge?

The Cognitive Demand of the Mental Processing Students Must Perform and the Response Students Must Provide

Read Chapter 1



<p style="text-align: center; color: red;">Ceiling of Assessment</p> <p style="text-align: center; color: red; font-size: 2em;">DOK 1</p> <p style="text-align: center; color: red;">What is the knowledge?</p> <p style="text-align: center; color: red;">recall information recall how to answer correctly</p>	<p style="text-align: center; color: green;">Ceiling of Assessment</p> <p style="text-align: center; color: green; font-size: 2em;">DOK 2</p> <p style="text-align: center; color: green;">How and why can the knowledge be understood or used?</p> <p style="text-align: center; color: green;">apply knowledge, concepts, and skills use information and basic reasoning establish and explain with examples</p>	<p style="text-align: center; color: blue;">Ceiling of Assessment</p> <p style="text-align: center; color: blue; font-size: 2em;">DOK 3</p> <p style="text-align: center; color: blue;">How and why could the knowledge be understood or used?</p> <p style="text-align: center; color: blue;">think strategically use complex reasoning supported by evidence examine and explain with examples</p>	<p style="text-align: center; color: purple;">Ceiling of Assessment</p> <p style="text-align: center; color: purple; font-size: 2em;">DOK 4</p> <p style="text-align: center; color: purple;">What else could be done with the knowledge?</p> <p style="text-align: center; color: purple;">think extensively use extended reasoning supported by examples and evidence explore and explain with examples and evidence (over an extended period)</p>
Progression of Performance ↑ ↓ Pathway to Proficiency	Progression of Performance ↑ ↓ Pathway to Proficiency	Progression of Performance ↑ ↓ Pathway to Proficiency	Progression of Performance ↑ ↓ Pathway to Proficiency

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What Exactly Is Depth of Knowledge?

The Cognitive Demand of the Mental Processing Students Must Perform and the Response Students Must Provide

- Standards-Based: All grade level and content area teaching and testing starts and stops with the DOK level of the standard. (practice)
- Socially and Emotionally Supportive: All students will be expected and encouraged to achieve and surpass the DOK level of the standard. (philosophy)
- Student Responsive: All instruction and learning begins at the DOK level where students are and build upon their strengths and successes so they can rise to, reach, and go beyond the DOK Bar. (personal)

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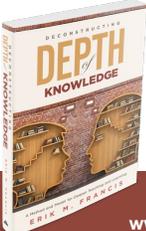
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What Is a DOK Teaching & Learning Experience?

What Does *Instructing and Learning for Depth of Knowledge* Look Like?

- ✓ **Goal:** Comprehend and communicate learning.
- ✓ **Expectation:** Establish, examine, explore and explain using examples and evidence.
- ✓ **Approach:** Teacher led to student centered to student driven
- ✓ **Exchange:** Ask and address good questions (authentic literacy).
- ✓ **Evidence of Learning:** Answer / Explain / Justify / Extend
- ✓ **Outcome:** Develop education, experience, and endowments (gifts) into personal expertise



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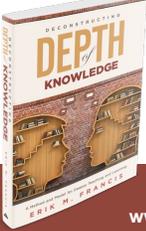
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5

DOK Teaching & Learning Experiences

Using *Depth of Knowledge* to Engage in and Encourage Authentic Literacy

<h3>AUTHENTIC LITERACY</h3> <ul style="list-style-type: none"> • Purposeful reading • Purposeful writing • Purposeful discussion • Informative • Expository • Argumentation 	<p>STUDENT CHOICE Let students choose what they read based on their personal interests. Provide a variety of reading materials from which to choose. Students apply comprehension strategy work within self-selected reading</p> <p>STOP AND JOT Students jot their thinking about text. Jots capture quick thoughts while a student is reading on sticky notes or in a Reader's Notebook. Jots focus on comprehension strategy work. Jots make student thinking visible.</p> <p>WRITTEN RESPONSE A written response captures student thinking after finishing a reading selection. These responses show how students process and connect the smaller jotted thinking into a cohesive piece that conveys understanding about the text.</p> <p>INQUIRY Inquiry provides opportunities to generate questions about topics they are interested in. The teacher can facilitate research strategies for finding answers and solutions to questions.</p>	<p>ACCOUNTABLE TALK Students should be given opportunities to share their reading thinking with each other and with you. Reading inspires talk! Accountable talks helps develop the art of conversation AND the art of hearing two sides of a story! Students provide reliable evidence to support their thinking.</p> <p>READING REFLECTION Written reflections show student thinking about strategy use, reading feelings, and how to process text. Reading Reflections can occur at strategic times throughout the year.</p> <p>READING PROJECTS Reading projects provide opportunities for students to represent their final thinking about a text (or texts). Students choose a project from a list of possible projects or submit a proposal to the teacher for approval of how they want to represent their thinking.</p> <p>WRITING WITH PURPOSE Writing with a purpose provides students with real audiences and purposes to write.</p>
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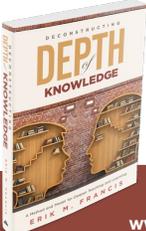
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DOK Teaching & Learning Experiences

Using Depth of Knowledge to Develop & Deliver Teaching & Learning Experiences

Read Chapter 2



Ceiling of Assessment

DOK 1

KNOWLEDGE ACQUISITION

Students recall information or recall how to use procedures to answer correctly.

Progression of Performance

Ceiling of Assessment

DOK 2

KNOWLEDGE APPLICATION

Students demonstrate and communicate how to apply knowledge, concepts, and skills or use information and basic reasoning to answer questions, address problems, accomplish tasks, or analyze texts and topics.

Progression of Performance

Ceiling of Assessment

DOK 3

KNOWLEDGE ANALYSIS

Students think strategically or use complex reasoning supported by evidence to examine and explain responses, results, or reasoning.

Progression of Performance

Ceiling of Assessment

DOK 4

KNOWLEDGE AUGMENTATION

Students think extensively or use extended reasoning supported by expertise to explore and explain with examples and evidence how they could use what they have learned in-depth, insightfully, and in their own unique way.

Progression of Performance

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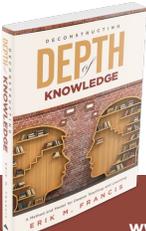
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DOK Teaching & Learning Experiences

Teacher's Role and Responsibilities

Read Chapter 2



DOK 1



TEACHER

DOK 2



DIRECTOR

DOK 3

TOP 10 QUALITIES OF A GREAT FACILITATOR



- 1 **Unbiased**: Ability to stimulate interaction without bias
- 2 **Safe**: Skill to create and maintain a safe environment
- 3 **Listens**: Practices good listening habits
- 4 **Structured**: Has a natural gift for providing structure for discussion
- 5 **Fearless**: Questions to challenge thinking and create new possibilities
- 6 **Proactive**: Is not reactive in groups
- 7 **Flexible**: Is not too rigid to allow necessary conversation
- 8 **Connects**: Can connect with the group
- 9 **Timely**: Will hold the group accountable to the clock
- 10 **Social**: Has high level of social intelligence

DOK 4



THE WATCHER

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DOK Teaching & Learning Experiences

Student's Role and Responsibilities

DOK 1

student

DOK 2

DOK 3

Think like a....

DOK 4

HELLO I AM...

An Expert

Read Chapter 2

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DOK and PLC

Using Depth of Knowledge to Address the Four Essential Questions of a PLC

FOUR PLC QUESTIONS	DEPTH OF KNOWLEDGE	FOCUS	PURPOSE
What do we want our students to learn?	The level of Depth of Knowledge demanded by the grade level or content area academic standard.	Instruction	Goals and Expectations
How do we know if they learned it?	We assess student learning up to the level of Depth of Knowledge demanded by the grade level or content area academic standard.	Assessment	Information
How do we respond if students struggle to learn?	We tier our instruction to the DOK level where students are and guide them to rise to, reach, and go beyond the DOK ceiling – or “DOK Bar” – set by the grade level or content area academic standard.	Intervention	Support for Understanding
How do we respond once students have learned it?	We encourage and support students to understand and use their learning beyond the DOK level demanded by the grade level or content area academic standard, curricular activity, or test item.	Extension	Deeper and Extended Understanding

Read Chapter 3

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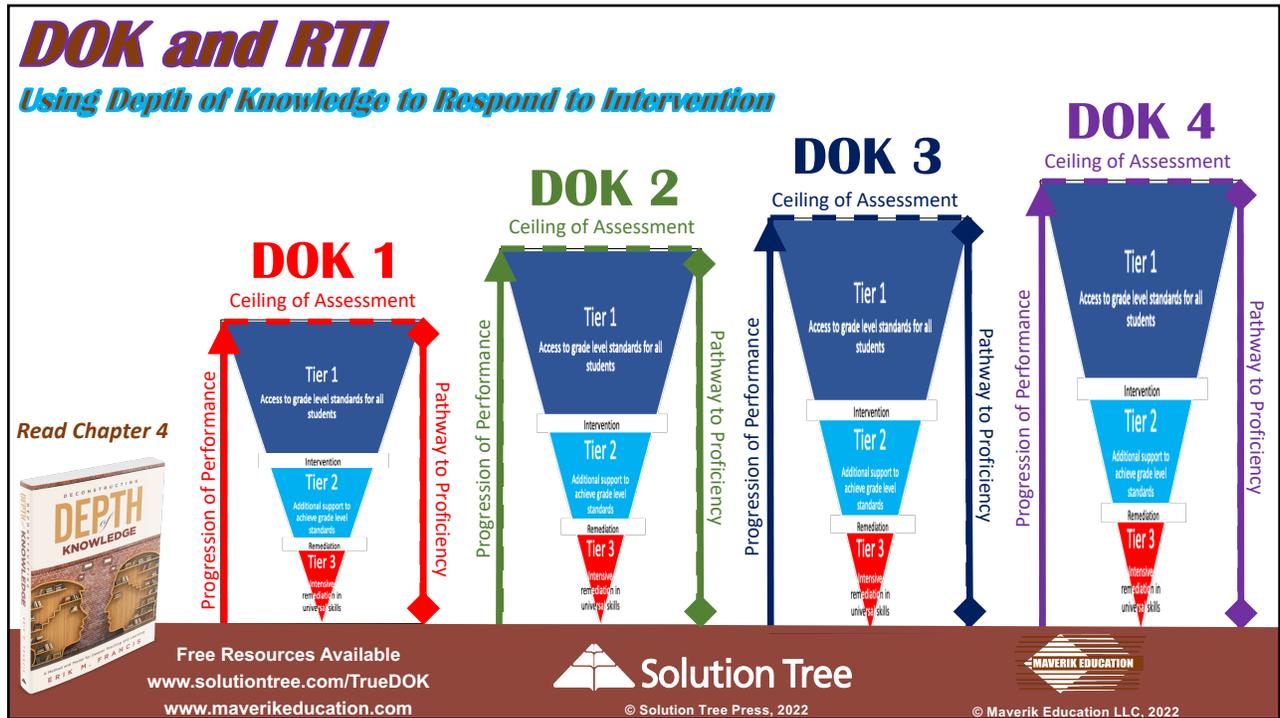
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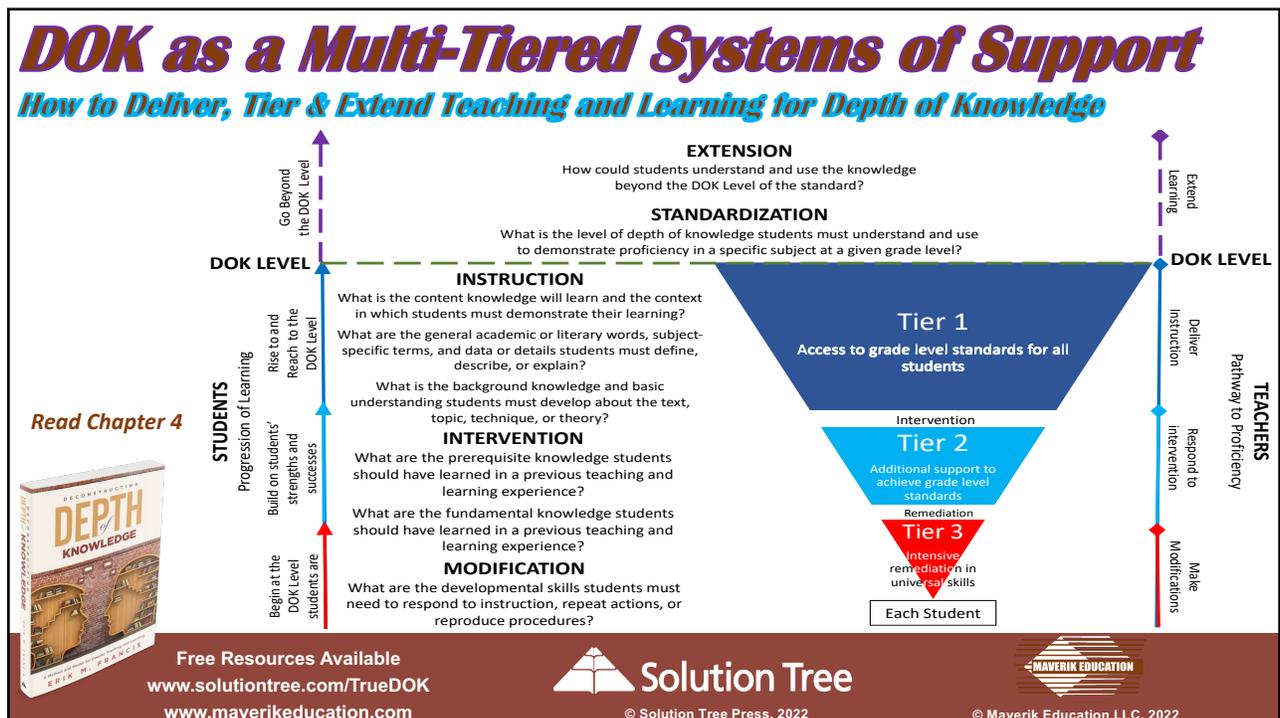
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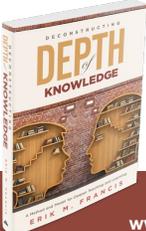


12

EDOK for Exceptional Students

How to Deliver, Tier & Extend Teaching and Learning for Depth of Knowledge

Read Chapter 4



EDOK 1	EDOK 2	DOK 1	DOK 2	DOK 3	DOK 4
RESPOND Students can comprehend and communicate in the target language to indicate, or acknowledge features or stimuli using physical gestures, words (orally or in writing), or pictures.	REPRODUCE Students can comprehend and communicate in the target language to copy, match, or replicate features and repeat or re-enact actions, steps, or tasks as explicitly as they are performed or shown.	RECALL Students can recall information or how to use procedures to answer questions, solve problems, complete tasks, or understand texts or topics correctly.	APPLY KNOWLEDGE, SKILLS, OR REASONING Students can demonstrate and communicate conceptual and procedural understanding accurately to answer questions, address problems, accomplish tasks, or analyze texts or topics.	STRATEGIC THINKING AND COMPLEX REASONING Students can think strategically or use complex reasoning supported by evidence to examine and explain actions, answers, analyses, alternatives, or arguments – be it their own or those made by others.	EXTENDED THINKING AND REASONING Students can use extended reasoning supported by expertise or think extensively how and why they could understand and use the knowledge deep within a subject area, among texts or topics, across the curriculum, beyond the classroom, and in their own unique way.
Developmental Goal and Success Criteria	Developmental Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria

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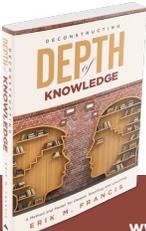
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13

GDOK for Gifted, Talented, and 2E Students

How to Deliver, Tier & Extend Teaching and Learning for Depth of Knowledge

Read Chapter 4



DOK 1	DOK 2	DOK 3	DOK 4	GDOK 1	GDOK 2
RECALL Students can recall and restate information or recall and reproduce procedures to answer questions, solve problems, complete tasks, or understand texts or topics correctly.	APPLY KNOWLEDGE, SKILLS, OR REASONING Students can demonstrate and communicate conceptual and procedural understanding accurately to answer questions, address problems, accomplish tasks, or analyze texts or topics.	STRATEGIC THINKING AND COMPLEX REASONING Students can think strategically or use complex reasoning supported by evidence to examine and explain actions, answers, analyses, alternatives, or arguments – be it their own or those made by others.	EXTENDED THINKING AND REASONING Students can use extended reasoning supported by expertise or think extensively how and why they could understand and use the knowledge deep within a subject area, among texts or topics, across the curriculum, beyond the classroom, and in their own unique way.	ACCELERATION Students demonstrate aptitude and readiness to demonstrate their learning successfully at a quicker pace and at a higher grade level than their peers.	ENRICHMENT Students are interested and motivated to expand or extend their learning in-depth, innovatively, insightfully, or in their own unique way.
Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria	Learning Goal and Success Criteria

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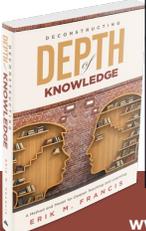
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DOK Descriptors

What Is the demand of the DOK Task, DOK Skill, DOK Response, and DOK Goal (DOK 1)

DOK LEVEL	DOK TASK	DOK SKILL	DOK RESPONSE	DOK IT
DOK 1 Recall and Restate or Reproduce	just the facts just do it	recall information recall how to	answer correctly	answer it
DOK 2 Use Concepts, Skills and Basic Reasoning	show and share or summarize comprehend and communicate specify and explain give examples and non-examples	apply knowledge, concepts, and skills use information and basic reasoning	establish and explain with examples	use it to explain it
DOK 3 Strategic Thinking and Complex Reasoning	delve deeper inquire and investigate critical thinking /problem solving creative thinking defend, justify, or refute with evidence confirm, consider, conclude or critique	think strategically use complex reasoning supported by evidence	examine and explain with evidence	use it to prove it
DOK 4 Extended Thinking and Reasoning	go deep within a subject area go among texts and topics go across the curriculum go beyond the classroom	use extended reasoning supported by examples and evidence think extensively	explore and explain with examples and evidence (over an extended period)	go for it



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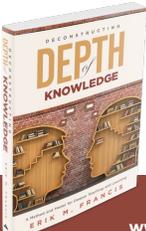
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How to Deconstruct Standards for DOK

What Exactly Must Students Learn and How Deeply Must Students Understand and Use Their Learning?

Level of Thinking	Depth of Knowledge					
	What is the cognitive action? (cognition)	What is the instructional focus? (content)	What is the instructional purpose? (conditions and criteria)	What is the demand of the task students must complete? (DOK Task)	What is the demand of the mental processing students must perform? (DOK Skill)	What is the demand of the response students must provide? (DOK Response)
to + verb	noun or noun phrase	descriptors, modifiers, sentence finishers	just the facts just do it	recall information recall how to	answer correctly	DOK 1
			show and share or summarize comprehend and communicate specify and explain give examples and non-examples	apply knowledge, concepts, and skills use information and basic reasoning	establish and explain with examples	DOK 2
			delve deeper inquire and investigate critical thinking / problem solving /creative thinking defend, explain, justify, or refute with evidence confirm, conclude, consider, critique	think strategically use complex reasoning supported by evidence	examine and explain with evidence	DOK 3
			go deep within a subject go among texts and topics go across the curriculum go beyond the classroom	use complex reasoning supported by expertise think extensively	explore and explain with examples and evidence (over an extended period)	DOK 4
Performance		Context	Demand			

Read Chapters 5 and 6



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How to Construct DOK Learning Targets

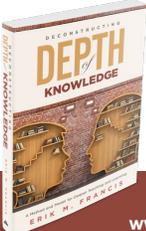
What Is the DOK Skill Students Must Perform and the DOK Response Students Must Provide?

Who can or will?	What is the DOK Skill?	What is the cognitive action?	What is the instructional focus?	What is the instructional purpose?	What is the DOK Response?	What is the DOK Level?
I can We will	recall information	to + verb (indicates the type of thinking)	noun or noun phrase (identifies the subject or skill)	descriptors, modifiers, sentence finishers (informs the conditions and criteria – or context)	answer correctly	DOK 1
	recall how to				establish and explain with examples	DOK 2
	apply knowledge, concepts, and skills				examine and explain with evidence	DOK 3
	use information and basic reasoning				explore and explain with examples and evidence	DOK 4
	think strategically					
	use complex reasoning supported by evidence					
	think extensively					
	use extended reasoning supported by expertise					

DOK LEARNING TARGET AND DOK SUCCESS CRITERIA

- I can + DOK Skill + performance objective. (DOK Response, DOK level)

Read Chapter 7



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Good Questioning for DOK

How to Ask and Assess Good Questions for Depth of Knowledge

Ceiling of Assessment

DOK 1

What is the knowledge?

Who? What? Where? When? How? Why?

(according to the source or text)

answer correctly

Progression of Performance

Pathway to Proficiency

Ceiling of Assessment

DOK 2

How and why can the knowledge be understood or used?

How? Why?

What categorizes? What determines? What classifies? What distinguishes? What indicates? What are the similarities / differences? What is the relationship? What does it infer / suggest? What do you believe / think? How do you feel? What is your opinions / perspective / thoughts?

establish and explain with examples

Progression of Performance

Pathway to Proficiency

Ceiling of Assessment

DOK 3

How and why could the knowledge be understood or used?

What are the causes? What are the reasons? What are the connections? What are the consequences? What effect? What influence? What impact? What is the evidence? What if? What could happen? What will? How will? How may / might? Is... or...? Does... or...? Should... or...? Will... or...? Which one(s)?

examine and explain with examples

Progression of Performance

Pathway to Proficiency

Ceiling of Assessment

DOK 4

What else could be done with the knowledge?

What could you create? What could you develop? What could you design? What could you do? How would you? How could you?

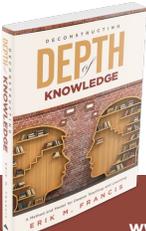
(address, explain, or respond to a real-world scenario or situation)

explore and explain with examples and evidence (over an extended period)

Progression of Performance

Pathway to Proficiency

Read Chapter 8



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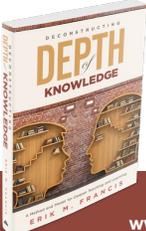
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LET'S MAKE A DOK!

Comparing the Demand of DOK Levels to TV Shows

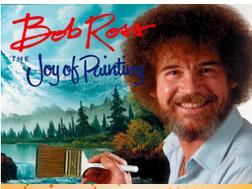
DOK 1

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DOK 2





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DOK 3






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DOK 4






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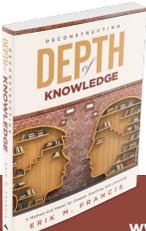
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DOK CULTURE

A Pop Culture Analogy for Depth of Knowledge

DOK 1

Recall correctly to win on Jeopardy!




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DOK 2

Establish and explain with examples how The Force can be used.





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DOK 3

Use strategic thinking and complex reasoning to survive *The Hunger Games*.




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DOK 4

Think extensively how you could use the Infinity Gauntlet to address a wicked problem or change the universe.




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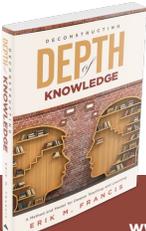
 The Rigor Is in the Response			
Teacher Expectation	Student Goal	Good Overarching Question	Depth of Knowledge (DOK)
answer correctly	answer it	What is the knowledge?	DOK 1
establish and explain with examples	use it to explain it	How and why can the knowledge be understood and used?	DOK 2
examine and explain with evidence	use it to prove it	How and why could the knowledge be understood and used?	DOK 3
explore and explain with examples and evidence (over an extended period)	go for it	What else could be done with the knowledge?	DOK 4
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21

DOK 1: Knowledge Acquisition

What is the knowledge?

Factual	Who?	What?	Where?	When?	(How?)	(Why?)
Just the Facts		JUST DO IT.				
						



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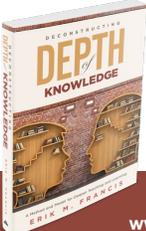
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22

DOK 2: Knowledge Application

How and why can the knowledge be understood and used?

Analytical	How does it work? How can it be used? How is it used? How does it happen?	Why does it happen? Why does it work? Why is it used?	What causes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What is the purpose? What part? What position? What role?	What is the meaning? What is the message? What does it infer? What does it represent? What does it suggest? What does it symbolize?
Reflective	How did it happen? How did it work? How was it used?	Why did it happen? Why did it work? Why can it be used?	What are the similarities? What is the difference? What is the relationship? What are the ways?	What is the outcome? What is the reason? What is the result? What is the pattern?	



SHOW & SHARE

HOW AND WHY

Classify & Categorize

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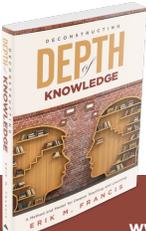
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DOK 2: Knowledge Application

What is your opinion or perspective? What are your feelings or thoughts?

Affective	What do you believe? How do you feel? What do you think?	What is your opinion? What is your perspective? What are your thoughts?	How can you? How do you?
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SHARE IDEAS AND OPINIONS



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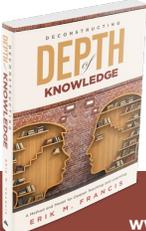
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24

DOK 3: Knowledge Analysis

How and why could the knowledge be understood and used?

Analytical	How does it work? How is it used? How can it be used?	Why does it work? Why is it used? Why can it be used?	What categorizes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What part? What position? What is the purpose? What role?	What is the message? What does it infer? What does it represent? What does it signify? What does it suggest? What does it symbolize?
Reflective	How? Why?	How did it happen? How did it work? How was it used?	Why did it happen? Why did it work? Why can it be used?	What is the cause? What is the effect? What is the connection? What is the reason? What is the result? What is the impact? What is the influence?	What is the outcome? What is the pattern? What is the relationship? What are the similarities? What is the difference? What is the diagnosis? What are the ways?
Hypothetical	What if?	What could happen? What would happen?	How could? How would?	How may? How might?	What will? How will?
Argumentative	Is... or...? Was... or...?	Does... or...? Did... or...?	Could... or...? Would... or...?	Should... or...? Will... or...?	Which one(s)?



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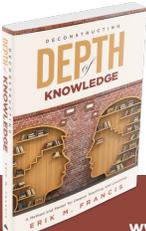


25

DOK 4: Knowledge Augmentation

What else could be done with the knowledge?

Analytical	How does it work? How is it used? How can it be used?	Why does it work? Why is it used? Why can it be used?	What categorizes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What part? What position? What is the purpose? What role?	What is the message? What does it infer? What does it represent? What does it signify? What does it suggest? What does it symbolize?
Reflective	How? Why?	How did it happen? How did it work? How was it used?	Why did it happen? Why did it work? Why can it be used?	What is the cause? What is the effect? What is the connection? What is the reason? What is the result? What is the impact? What is the influence?	What is the outcome? What is the pattern? What is the relationship? What are the similarities? What is the difference? What is the diagnosis? What are the ways?
Hypothetical	What if?	What could happen? What would happen?	How could? How would?	How may? How might?	What will? How will?
Argumentative	Is... or...? Was... or...?	Does... or...? Did... or...?	Could... or...? Would... or...?	Should... or...? Will... or...?	Which one(s)?



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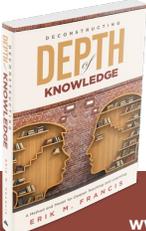


26

DOK 4: Knowledge Augmentation

What else could be done with the knowledge?

Analytical	How does it work? How is it used? How can it be used?	Why does it work? Why is it used? Why can it be used?	What categorizes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What part? What position? What is the purpose? What role?	What is the message? What does it infer? What does it represent? What does it signify? What does it suggest? What does it symbolize?
Reflective	How? Why?	Why did it happen? Why did it work? Why can it be used?	What is the cause? What is the effect? What is the connection? What is the reason? What is the result? What is the impact? What is the influence?	What is the outcome? What is the pattern? What is the relationship? What are the similarities? What is the difference? What is the diagnosis? What are the ways?	
Hypothetical	What if?	What could happen? What would happen?	How could? How would?	How may? How might?	What will? How will?
Argumentative	Is... or...? Was... or...?	Does... or...? Did... or...?	Could... or...? Would... or...?	Should... or...? Will... or...?	Which one(s)?







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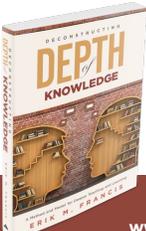
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27

DOK 4: Knowledge Augmentation

What else could be done with the knowledge?

Driving	What can you create? What can you design? What can you develop? What can you do?	How would you innovate? What can you invent? How could you? How would you?	What kind of model could you develop and use? What kind of plan could you develop? What kind of story and word problem could you pose? What kind of text could you write and produce?
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28

