

DOK "Rubric" for Observations

DOK Level	Verbs	Teacher Role	Student Role
<p><b>1</b> Recall and Reproduction</p> <p><b>LoTi</b> Students taking notes only; no questions asked- <b>score 1</b></p> <p>Students explain learning at the Recall level- <b>score 2</b></p>	<p>Locate, calculate, define, identify, list, label, match, measure, copy, memorize, repeat, report, recall, recite, recognize, state, tell, tabulate, use rules, answer who, what, when, where, why, how</p>	<p>Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines</p>	<p>Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures</p>
<p><b>2</b> Skills and Concepts</p> <p><b>LoTi</b> Students apply learning at the Skill/Concept level- <b>score 3</b></p>	<p>Infer, categorize, organize and display, compare-contrast, modify, predict, interpret, distinguish, estimate, extend patterns, interpret, use context clues, make observations, summarize, translate from table to graph, classify, show cause/ effect, relate, edit for clarity</p>	<p>Questions to differentiate, infer, or check conceptual understanding, models, organizes/reorganizes, explores possible options or connections, provides examples and non-examples</p>	<p>Solves routine problems/tasks involving multiple decision points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates/explains with examples or models, examines</p>
<p><b>3</b> Strategic Thinking</p> <p><b>LoTi</b> Students justify learning at the Strategic Thinking level- <b>score 4</b></p>	<p>Critique, appraise, revise for meaning, assess, investigate, cite evidence, test hypothesis, develop a logical argument, use concepts to solve non-routine problems, explain phenomena in terms of concepts, draw conclusions based on data</p>	<p>Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims, encourages multiple approaches and solutions; determines when/where (text, concept) depth and exploration is most appropriate</p>	<p>Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments; plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world</p>
<p><b>4</b> Extended Thinking</p> <p><b>LoTi</b> Students arrange learning at the Extended Thinking level- <b>score 5</b></p> <p>Students create new learning at the Extended Thinking level- <b>score 6</b></p>	<p>Initiate, design and conduct, collaborate, research, synthesize, self-monitor, critique, produce/present</p>	<p>Questions to extend thinking and broaden perspectives; facilitates teaming, collaboration, self-evaluation</p>	<p>Designs, takes risks, researches synthesizing multiple resources, collaborates, plans, organizes, and modifies, creates concrete tangible products</p>