**DOK is About What Follows the Verb**

What comes after the verb is more important than the verb itself.

“Analyze this sentence to decide if the commas have been used correctly” does not meet the criteria for high cognitive processing.

The student who has been taught the rule for using commas is merely using the rule.

**Same Verb—Three Different   
DOK Levels**

DOK 1- Describe three characteristics of metamorphic rocks. (Requires simple recall.)

DOK 2- Describe the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types.)

DOK 3- Describe a model that you might use to represent the relationships that exist within the rock cycle. (Requires deep understanding of rock cycle and a determination of how best to represent it.)

**DOK is About Intended Outcome,   
Not Difficulty**

DOK is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product.

* + Adding is a mental process.
  + Knowing the rule for adding is the intended outcome that influences the DOK.
  + Once someone learns the “rule” of how to add, 4 + 4 is DOK 1 and is also easy.
  + Adding 4,678,895 + 9,578,885 is still a DOK 1 but may be more “difficult.”

**Content Standards**

**Across 4 Levels   
It shows four core content statements around the same idea using information**.

**Recall and Reproduction**

**DOK 1**

Students will locate key ideas or information in a passage

**Skills and Concepts**/**Basic Reasoning**

**DOK 2**

Students will identify information in a passage that is supported by fact.

**Strategic Thinking**/ **Complex Reasoning**

**DOK 3**

Students will use evidence from a passage to formulate opinions in response to a reading passage

**Extended Thinking**/**Reasoning**

**DOK 4**

Students will analyze the ways in which similar themes or ideas are developed in more than one text.