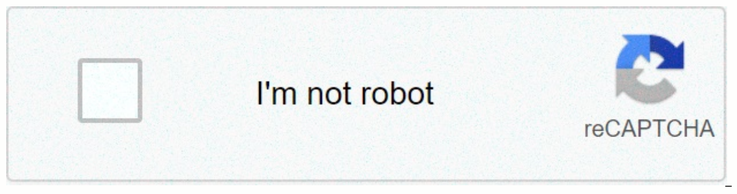

Continue

Dok level chart

WHILE it has 4 levels. The depth of knowledge, or DOK, is a way to think about the complexity of content rather than content difficulties. That's the first thing people have to come to understanding with. Complexity differs from difficulty. For example, if students haven't seen a word or content before, it might be difficult for them, but it's not complex. Level 1 WHILE it's recall and recognition. Level 2 – it is about using skill or concept, i.e. paraphrase. Conceptual understanding generally refers to the integration and application of concepts and other ideas within the content field. Procedural understanding means knowledge of skills and sequence of steps, when and how they should be used appropriately and their effective and accurate applications. Level 3 DOK requires strategic thinking. Here are given analyses and other examples. Non-routine problem solving as in reading and determining the author's purpose is level 3. Level 4 DOK requires extended thinking usually requires work over a period of time, including gathering information, analyzing findings, preparing reports, and presenting findings. WHILE it has 4 levels. The depth of knowledge, or DOK, is a way to think about the complexity of content rather than content difficulties. That's the first thing people have to come to understanding with. Complexity differs from difficulty. For example, if students haven't seen a word or content before, it might be difficult for them, but it's not complex. Level 1 WHILE it's recall and recognition. Level 2 – it is about using skill or concept, i.e. paraphrase. Conceptual understanding generally refers to the integration and application of concepts and other ideas within the content field. Procedural understanding means knowledge of skills and sequence of steps, when and how they should be used appropriately and their effective and accurate applications. Level 3 DOK requires strategic thinking. Here are given analyses and other examples. Non-routine problem solving as in reading and determining the author's purpose is level 3. Level 4 DOK requires extended thinking usually requires work over a period of time, including gathering information, analyzing findings, preparing reports, and presenting findings. Bloom's taxonomy was developed by Benjamin Bloom in 1956 and revised by Anderson and Krathwohl in 2001. The Depth of Knowledge (DOK) was developed in 1997 by Norman Webb, a research scientist from the Wisconsin Center for Education Research, to analyze how deep students think to answer questions and complete activities. Do we use bloom taxonomy or DOK with our students or can we both work together? Bloom's Taxonomy Bloom's Taxonomy is about classifying learning at different levels. Teachers can use these levels to write learning and tasks to meet these objectives. Bloom's revised Anderson and Krathwohl taxonomies in 2001 focus on verbs to classify thought levels and different levels of taxonomy. Both versions classify levels that focus on verbs. Cognitive Domain Taxonomy Bloom's Taxonomy 1956 Anderson & Krathwohl's Taxonomy 2001 1. Knowledge: Remembering or retrieving previously learned material with examples of verbs. know, identify, link, list, define, revoke, remember, repeat, record, name, recognize, acquire 1. Remember recognizing or remembering knowledge from memory. A memory is when memory is used to create or retrieve definitions, facts, or lists, or to recite previously learned information. 2. Understanding: The ability to comprehend or construct meanings from material with examples of verbs. recast, locate, report, recognize, explain, express, discuss, describe, review, infer, illustrate, interpret, draw, represent, differentiate, deduce 2. Understand construct meaning from different types of functions either as written or graphical messages or activities such as interpretation, example, classification, compression, reasoning, comparison or explanation. 3. Application: The possibility of using learned material or implementing materials in new and concrete situations with examples of verbs. apply, connect, develop, translate, use, operate, organize, hire, restructure, interpret, demonstrate, practice, calculate, show, expose, dramatize 3. Apply Implement or use the process through execution or implementation. The application refers to or refers to situations where the learned material is used through products such as models, presentations, interviews or simulations. 4. Analysis: The ability to tear or distinguish parts of a material into its components so that its organizational structure can be better understood by examples of verbs. analyze, compare, examine, examine, compare, categorize, contrast, explore, detect, survey, classify, deduce, experiment, examine, detect, review, dissece, discriminate, separate 4. Analyze Break materials or concepts into sections to determine how parts relate to each other or how they connect to each other or how parts relate to the overall structure or purpose. When students analyze, they can illustrate mental function by creating spreadsheets, surveys, charts, or diagrams, or graphical representations. 5. Synthesis: The ability to merge parts to form a coherent or unique new entity with examples of verbs. compose, manufacture, design, assemble, create, prepare, anticipate, modify, say, plan, create, collect, set, generalize, combine, connect, suggest, develop, organize, build, organize, draw, write, suggest 5. Evaluate Evaluate is about making judgments based on criteria and standards through verification and critiquing up to evaluation procedures. The revised taxonomy puts the estimate ahead of creation to be a necessary action before someone creates anything. 6. Evaluation: Ability to judge, verify, and even criticize the value of material for a specific purpose with examples of verbs. judge, assess, compare, evaluate, conclude, measure, conclude, argue, decide, choose, rate, choose, evaluate, confirm, take into account, assess, value, criticize, conclude 6. Create Create is about reorganizing elements into a new pattern or structure through generation, planning, or production. Creating requires users to assemble parts in a new way or synthesize parts into something new and different by creating a new shape or product. Bloom vs. Anderson/Krathwohl [Source: Second Principle] Webb's Depth of Knowledge (DOK) WHILE the degree of depth or complexity of knowledge standards and assessment; this criterion is met if the assessment is as demanding cognitively as the standards of expectations set for students. WHILE referring to the complexity of the thinking skills that the task requires. WHILE the eye is... followed by a verb. What comes after a verb is more important than the verb itself. complexity of mental processing that must occur to complete the task. AS LONG AS IT'S NOT ABOUT... Verbs. Verbs are a valuable guide, but sometimes they can be used on multiple levels. difficulties of what they learn. All LEVELS OF DOK have a place in a rigorous curriculum. Fully compliant standards and estimates require an assessment system designed to measure in some way the entire range of cognitive complexity within each particular content standard. Norman Webb identified four levels for assessing DOK content standards and assessment items. Level 1: Recall Level 2: Skill or Concept Level 3: Level of Strategic Thinking 4: Extended Thinking Image Source: Francis, Erik. ASCD book Now it's a good question! WHILE implies an interaction about how deeply a student needs to understand content with different ways to react and interact with content. [Chart Source] Levels ARE NOT associated with points. WHILE levels are ceiling, not target. Why is this difference between ceiling and target important? If assessed only at the target, all pupils with level 3 as the highest demand would only be assessed at level 3. This would potentially have two negative impacts on the assessment: the assessment as a whole could be too difficult; and important information about students' learning along the attainment continuum would be lost. How to determine DOK ceiling? The LEVEL OF THE DOK item is determined by the task (defined by complex thinking and reasoning skills), not by the level of the class or the ability of the student. Therefore, the DOK task does not change with the assessment or ability to Student. Verbs in themselves do not determine the level of DOK in the assessment task. DOK's focus is on how deeply students need to know content for a specific reaction. Multiple-choice questions can be written at DOK 3 or 4; however, it is difficult to come up with a question in this format. A DOK 3 or 4-level item requires complex reasoning, strategic and extended thinking on content concepts and real-world context, and in particular at level 4 that requires research, research and application often over an extended period of time. Consider reviewing Bloom and DOK when designing activities, especially project-based learning activities or passion. You can use Bloom's to design and manage activities that scaffolding learns about content. Ask yourself these questions: what prior knowledge do they have about content? Do you need to review the information, or can you offer more ways to provide content? How do you know they understand concepts? Will you have to repeat the information for some students while others move on? How will you measure their understanding before moving to the next content region? Once you know who your students are and how they learn best, you can use DOK to delve deeper into how they think about their learning. Ask yourself some of these questions: do your students have the skills and dispositions to work independently and collaboratively? can I find and use the right tools and resources to explore without your support? how will you know that your students have developed a plan to learn terms and can show the process? You can use Bloom's as a guide to teaching and designing classes and Depth of Knowledge as a guide to developing skills and fostering deeper thinking and learning. How do you see both working together or separately to support your teaching practice and the different needs of your students? Resources Webb DOK Guide: This pamphlet begins with an overview of the different levels in Webb's taxonomy and then devotes several pages to each level. There are many suggested activities for each LEVEL of DOK that can help you develop activities in your class. (2016) Now it's a good question! ASCD/ Miller, K. Bloom's taxonomy and Webb's DEP knowledge. Retrieve. November 2018 YouTube Video – DOK – ROSE Marsh, NYC DOE Promising Practice Plus Karen Hess' Cognitive Rigor Matrix comparing Bloom and DOK (PDF rankings) July 27, 2020 Barbara Bray Bray