|  |  |  |
| --- | --- | --- |
| **DOK Levels** | **Student Roles & Tasks:**  **I/we can…** | **Observable Evidence**  **of My/Our Learning (with completion dates)** |
| **1 Acquire Foundation** | * Learn and use these facts or vocabulary terms: * Retrieve/locate data or information (e.g., key word search, from texts) * Use tools (e.g., calculator, measurement), rules (e.g., editing) or specific resources * Practice and self-monitor these skills: |  |
| **2 Use, Connect, Conceptualize** | * Explain relationships (cause-effect; compare-contrast; if-then; parts-to-whole) * Organize information (e.g., outline, sketch notes, mind map, graphic organizer) * Summarize key steps, ideas, or events (e.g., storyboard, precis, podcast) * Make predictions based on observations, prior knowledge, examples/non-examples * Propose questions (*Why?* *What if?*), problems, or topics to investigate * Select and use tool(s) or strategies for a specific purpose |  |
| **3 Deepen & Construct Meaning** | * Uncover relevant, accurate, credible information, flaws in a design or claims * Identify links with Big Ideas or themes * Raise questions that explore underlying meanings (*Is that what* t*he author is really saying? What can we learn from this*?) * Plan how to develop supporting evidence for conclusions, solutions, or claims * Research, test and revise ideas, solve non-routine problems * Set learning goals and monitor my/our progress * Self-assess; give or get feedback to improve quality (e.g., peer conference) |  |
| **4 Extend, Transfer, Broaden Meaning** | * *Construct* new knowledge, insights linked to Big Ideas or themes * Modify, create, elaborate based on analysis using multiple sources * Raise novel questions and investigate real-world problems or issues * Set learning goals and monitor progress (e.g., self-direction or collaboration) * Self-manage my/our time on task * Reflect on my progress/learning; self-assess & use feedback to improve quality |  |