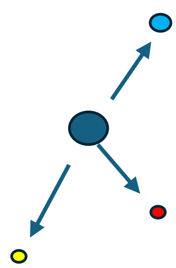
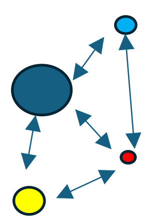
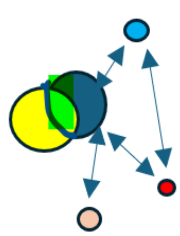
A Lesson Planning Tool
Using DOK Levels and Observable Success Criteria to Create Learning Targets (Content/Skills to Be Learned)

DOK Level + Purpose	**Hess' DOK Visual Expanding Knowledge**	**Success Criteria Examples Moving from Novice to Expert I/we can…**	**Applying Standards (Content/Skills) Unit Learning Targets**
1 **Acquire a Foundation** Near Transfer		○ Follow specific steps to complete routine tasks ○ Retrieve/locate/recall facts, details, terms ○ Use required tools/resources for a specific purpose ○ Practice and self-monitor routine skills/processes ○ Perform routine operations; apply rules ○ Recite/paraphrase definitions, principles	Practicing skills and knowledge in isolation, with guidance I can… I can… I can …
2 **Use, Connect, Conceptualize** Near Transfer		○ Explain relationships (cause-effect; compare-contrast; if-then) ○ Organize or graph information ○ Summarize, sequence, sort, classify, infer ○ Predict based on observations, prior knowledge ○ Pose conceptual questions, problems, or topics to investigate ○ Select and use tool/strategy for a specific purpose (e.g., word problem, collect data)	Building conceptual connections; practicing routine tasks I can… I can… I can …
3 **Deepen and Construct Meaning** Far Transfer		○ Uncover relevant, accurate, credible information, flaws in a design/claims ○ Investigate questions that explore underlying or implied meanings ○ Use criteria to evaluate or develop supporting evidence for conclusions, solutions, claims, point of view/POV. ○ Conduct/revise/refine investigations ○ Solve non-routine problems. ○ Self-assess/reflect; use feedback to improve quality ○ Make connections to Big Ideas, themes	Deepening knowledge and skills; tackling complex, open-ended tasks I can… I can… I can …
4 **Extend Transfer Broaden Meaning** Far Transfer		○ Initiate, transfer, and construct new knowledge ○ Modify, create, elaborate, or evaluate based on analysis or integration of information from multiple sources ○ Raise novel questions, investigate multi-faceted real-world problems or issues ○ Self-assess/reflect; use feedback to improve quality ○ *Develop broader* insights linked to Big Ideas, Essential Questions, or themes	Transferring and expanding knowledge and skills: using multiple sources with open-ended challenges or self-directed learning. I can… I can… I can …

<u>An Explanation of the Hess DOK Visuals</u>

A major aspect of teacher clarity consists of learning intentions and success criteria – the research evidence cannot be overstated. In 2023, Hattie updated the overall effect size of success criteria to be 0.64 (p. 309). "Careful analysis of content standards benefits those who need to teach them - the educators themselves. Through the process of discussion and debate, colleagues identify what students should know and be able to do and thus prevent the inevitable 'creep' that occurs when textbooks and activities, not the standards, begin to drive instruction. ... when discussions at a grade-level meeting are focused more on covering a chapter in a textbook rather than the learning outcomes, it is a telltale sign that the standard has been lost" (Fisher, Frey, Amador, & Assof, 2020, p. xvi). The best way to increase teacher clarity is to use a collaborative process, such as within the structure of a professional learning community/PLC (e.g., grade-level or cross-grade content teams).

Success criteria should be written in the first person, speaking as the student would speak. For example: I can add and subtract 2-digit numbers (DOK 1); I can describe the relationship between rational and irrational numbers (DOK 2); I can design *or* conduct an investigation to determine the effects of the net force acting on an object (DOK 3); I can design *and* conduct an *original* investigation to analyze the influence of culture and place on music and art produced in the 1950s (DOK 4). Notice that success criteria can address learning at any DOK level. Within a unit of study, there will be multiple DOK levels represented as students move from being novice learners who are acquiring a foundation of concepts and skills to being expert learners who can transfer their learning and teach those skills to others.

After unwrapping a standard, brainstorm a list of possible success criteria with your colleagues and then review them to identify which ones would be the most appropriate in terms of clarity specificity, kid-friendly, and aligned with the standard being taught. After multiple success criteria have been developed for a unit of study, teachers can determine an <u>instructional sequence</u> that moves learners from "just getting started" to "I got this!"

Table 4.2 combines two key ideas that support development of success criteria: the intended purpose for learning at each DOK level and observable, measurable activities that students might be engaged with in a given content area.

Below is a brief explanation about how to interpret the DOK visuals in this table.

- At DOK1, we start with multiple dots, representing pieces of information that have not yet been connected in meaningful ways. At this level, the pieces of information might represent a list of details or definitions. At DOK 1, students might memorize and follow steps in a process, but they are not able to explain how or why the steps connect.

- At DOK 2, the blue dot starts to become larger because connections are being made between this piece of information and other pieces of information. Perhaps the student is making inferences about data collected, making predictions based on observations, or classifying information using criteria (e.g., sorting geometric shapes by the number of sides). Note that the “connection arrows” only go in one direction – from the source question to supporting ideas.

- At DOK 3, the blue dot becomes even larger, representing expanding understanding due to multiple connections (double-sided arrows) being made within and across other pieces of information. At DOK 3, students are the connecting strategies they've learned to solve open-ended problems, or they are applying knowledge of author's craft as they analyze a text in multiple ways.

  The focus at DOK 3 is deepening and constructing knowledge while focusing on one text, one investigation, one concept, or one problem-solving activity.

- At DOK 4, not only does the blue dot expand, but it expands in relation to other chunks of information - the yellow dot has also become larger and the intersection of yellow and blue becomes green, representing new insights and perhaps connections to bigger ideas and essential questions of the discipline. Connections across pieces of information become supporting information for transferring learning and broadening meaning.