### DOK Question Stems

<table>
<thead>
<tr>
<th>DOK 1</th>
<th>DOK 2</th>
</tr>
</thead>
</table>
| Can you recall____?  
When did ____ happen?  
Who was ____?  
How can you recognize____?  
What is____?  
How can you find the meaning of____?  
Can you recall____?  
Can you select____?  
How would you write___?  
What might you include on a list about___?  
Who discovered___?  
What is the formula for___?  
Can you identify___?  
How would you describe___? | Can you explain how ____ affected ____?  
How would you apply what you learned to develop ____?  
How would you compare ____? Contrast____?  
How would you classify____?  
How are____alike? Different?  
How would you classify the type of____?  
What can you say about____?  
How would you summarize____?  
How would you summarize____?  
What steps are needed to edit____?  
When would you use an outline to ____?  
How would you estimate____?  
How could you organize____?  
What would you use to classify____?  
What do you notice about____? |

<table>
<thead>
<tr>
<th>DOK 3</th>
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</table>
| How is ____ related to ____?  
What conclusions can you draw ____?  
How would you adapt____to create a different____?  
How would you test____?  
Can you predict the outcome if____?  
What is the best answer? Why?  
What conclusion can be drawn from these three texts?  
What is your interpretation of this text? Support your rationale.  
How would you describe the sequence of____?  
What facts would you select to support____?  
Can you elaborate on the reason____?  
What would happen if____?  
Can you formulate a theory for____?  
How would you test____?  
Can you elaborate on the reason____? | Write a thesis, drawing conclusions from multiple sources.  
Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.  
Write a research paper on a topic.  
Apply information from one text to another text to develop a persuasive argument.  
What information can you gather to support your idea about____?  
DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.  
DOK 4 requires time for extended thinking. |

From Depth of Knowledge –Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom  
Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins
<table>
<thead>
<tr>
<th>Roles</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>Directs Tells Shows Examines Questions Evaluates Demonstrates Listens Compares Contrasts Examines</td>
</tr>
<tr>
<td>STUDENT</td>
<td>Responds Remembers Memorizes Explains Restates Interprets Absorbs Recognizes Describes Translates Demonstrates</td>
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</table>

<table>
<thead>
<tr>
<th>Roles</th>
<th>Level 2</th>
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</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>Shows Observes Organizes Facilitates Evaluates Questions</td>
</tr>
<tr>
<td>STUDENT</td>
<td>Solves problems Demonstrates use of knowledge Calculates Compiles Completes Illustrates Constructs</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Roles</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>Probes Observes Acts as a resource Organizes Clarifies Guides Evaluates Questions Discourts Accepts</td>
</tr>
<tr>
<td>STUDENT</td>
<td>Discusses Uncovers Debates Thinks deeply Examines Questions Judges Disputes Assesses Decides Justifies Argues Tests Calculates Compares Selects</td>
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</table>

<table>
<thead>
<tr>
<th>Roles</th>
<th>Level 4</th>
</tr>
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<tbody>
<tr>
<td>TEACHER</td>
<td>Facilitates Extends Reflects Analyses Evaluates</td>
</tr>
<tr>
<td>STUDENT</td>
<td>Designs Takes risks Proposes Formulates Modifies Plans Creates</td>
</tr>
</tbody>
</table>