

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • 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 ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • 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 ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • 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 ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • 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.

The following questions could be used to hold students accountable for their reading or to challenge them to critically think about the ideas in a text. Students could answer the questions in short answer format, you could provide multiple-choice answers for each question you ask, or you could use the questions to engage students in meaningful discussions about a text.

You will notice that the questions below have been organized under Costa's Levels of Thinking. When assessing students' comprehension, use level one questions. Level two and three questions should be used to develop and assess students' critical thinking skills.

Costa's Levels of Thinking

Questions for Discussion or Assessment

Level 1

1. What is the stated main idea? What is the topic of the article?
 2. What is the author's central claim?
 3. What type of evidence does the author use? (Anecdotal, statistics, experts, etc.)
 4. Who is the author? What are his or her experiences?
 5. What problem does the author present? What is his or her solution?
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Level 2

1. How does the title relate to the information in the text?
 2. How has the author's experiences (both professional and academic) influenced what he or she has written?
 3. How does the author structure the text?
 4. How does the text relate to the concepts in the class?
 5. How do the ideas in _____ (text A) compare to those in _____ (text B)?
 6. In what ways does this article challenge (or extend) the ideas in the class?
 7. What is the author's attitude toward the subject?
 8. How might we describe the author's tone in the text?
 9. What does the author argue first, second, and third?
 10. Who is the author's intended audience? How do we know?
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Level 3

1. Is the evidence in the text credible or reliable?
 2. Is the author credible?
 3. How might _____ (provide an audience) respond to this text?
 4. Does the author successfully support his or her claims?
 5. What could the author do to make the text more effective?
 6. Who would care about the ideas in the text?
 7. What does the author hope his or her audience will do as a result of reading the text?
 8. How might we extend the ideas in the text to other classes, contexts, or discussions?
 9. What is the author's attitude toward the subject?
 10. How might we describe the author's tone in the text?
 11. How is the author's claim or main idea significant to your life?
 12. Why is the author's claim important for us to consider?
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3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

Directions: Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
Level 1	<p>Gather and Recall Information (Gathering/Input)</p> <p>Ask LEVEL 1 questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.</p>	<ul style="list-style-type: none"> • What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	<p>Make Sense Out of Information Gathered (Processing)</p> <p>Ask LEVEL 2 questions to help student begin processing the information gathered, make connections and create relationships.</p>	<ul style="list-style-type: none"> • Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	<p>Apply and Evaluate Actions/ Solutions (Applying/Output)</p> <p>Ask LEVEL 3 questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.</p>	<ul style="list-style-type: none"> • How do you know the answer is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: English

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • Locate in the story where ... • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Illustrate the part of the story that ... • Make a map of ... • What is the origin of the word _____? • What events led to ...? 	<ul style="list-style-type: none"> • What would happen to you if ...? • Would you have done the same thing as ...? • What occurs when ...? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of ... • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present? 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event) ... • Describe the events that might occur if ... • Add something new on your own that was not in the story ... • Pretend you are ... • What would the world be like if ...? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you ...? • How would you solve this problem in your life?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

Math

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ... ? • List the ... • Name the ... • Where did ... ? • What is ... ? • When did ... ? • Explain the concept of ... • Give me an example of ... • Describe in your own words what _____ means. • What mathematical concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when ... ? • Does it make sense to ... ? • Compare and contrast _____ to _____. • What was important about ... ? • What prior research/formulas support your conclusions? • How else could you account for ... ? • Explain how you calculate ... • What equation can you write to solve the word problem? 	<ul style="list-style-type: none"> • Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find ... ? • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ... ? • How can you tell if your answer is reasonable? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: Science

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ... ? • List the ... • Name the ... • Where did ... ? • What is ... ? • When did ... ? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to ... ? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for ... ? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a lab to show ... • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find ... • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ... ? • What would happen to ___ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Make a map of ... 	<ul style="list-style-type: none"> • What would happen to you if ...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as ...? • What occurs when ...? • If you were there, would you ...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to ...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • What would it be like to live ...? • Write a new ending to the event. • Describe the events that might occur if ... • Pretend you are ... • What would the world be like if ...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?