

**Executive Summary**  
**Analysis of Assignments and Work Samples**  
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**Summary Chart**

Level 1	Level 1/2	Level 2	Level 2/3	Level 3	Level 3/4	Level 4	Total
8	4	6	3	4			25
8	4	10	8	3			33
6	5	4	4	1			20
14	8	4	1	2			29
6	3	8	3	4		3	27
2	1	5	3	1			12
9	3	7	2	2			23
12	5	12	1	2			32
7	7	13	8	2			37
24	10	14	7	2		2	59
4	4	4					12
100	54	87	40	23		5	309

As you can see on the chart, of the 309 samples, the majority were at DOK Levels 1 and 2. For those listed as 1/2 or 2/3, there were elements of both levels, without enough to label it as one level. Individual feedback is not provided, as this is not intended to be teacher evaluation, and each sample is only an isolated example. Teachers may have followed up with higher-level work.

Generally, Math assignments were at Level 1, with some application examples at Level 2 and isolated examples at Level 3. Word problems were used, but many of those were still basic computation. In Science, many of the assignments were

following step-by-step directions for an experiment, with students then drawing a conclusion. Although drawing conclusions is an important aspect of Level 3, it also should involve aspects of authentic experimental design processes. For Math and Science, there is an emphasis on non-routine problems, which were not included in the majority of the samples.

In English/Language Arts and Social Studies, many of the assignments required the inclusion of evidence from the text. Although one characteristic of Level 3, Level 3 also requires that students move beyond the text, justifying their arguments through *application* and evidence, or applying concepts to a new situation.

**Key Elements of DOK Level Three Activities (Excerpt)**

**Science**

Requires students to solve problems with more than one possible answer and justify responses. Involves aspects of authentic experimental design processes. Requires drawing conclusions from observations, citing evidence, and developing logical arguments for concepts. *Involves using concepts to solve non-routine problems.*

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