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DOK Level	Question Stems	Example Questions
<p>Level 1</p> <p><i>Recall and recognition</i></p>	<ul style="list-style-type: none"> • Which of the following ____? • How would you describe ____? • Can you recall ____? • What is ____? • Can you identify ____? • What is the definition of ____? • When did ____? • What is the name of ____? 	<ul style="list-style-type: none"> • <i>What is the definition of figurative language?</i> • <i>How would you describe a metamorphic rock?</i> • <i>When did World War II occur?</i>
<p>Level 2</p> <p><i>Using a skill or concept</i></p>	<ul style="list-style-type: none"> • How would you summarize ____? • What is an example of ____? • How would you use ____? • What examples/nonexamples can you find to ____? • How are ____ alike/different? • Explain why/how ____. • What is the main idea of ____? • What was the cause of ____? • Compare and contrast ____. 	<ul style="list-style-type: none"> • <i>What is the main idea of the first paragraph of the text?</i> • <i>Explain how the data show a linear relationship.</i> • <i>Compare and contrast the French Revolution and the American Revolution.</i>
<p>Level 3</p> <p><i>Requires strategic thinking</i></p>	<ul style="list-style-type: none"> • What evidence supports ____? • How/why does the author ____? • Predict what would happen if ____. • What conclusions can you draw ____? • Analyze how ____. • Elaborate on ____. • How would you test ____? • Do you agree/disagree with ____? Explain. 	<ul style="list-style-type: none"> • <i>What evidence supports the author's claim use of social media lowers self-esteem?</i> • <i>Predict what would happen if you double the temperature.</i> • <i>Do you agree with the President's speech? Explain.</i>
<p>Level 4</p> <p><i>Requires extended thinking and complex reasoning</i></p>	<ul style="list-style-type: none"> • What further information would support your idea about ____? • How would you evaluate ____? • Create a(n) ____ that ____. • Design a(n) ____ that would ____. • Assess the validity of ____. • Apply ____ and determine ____. • How would you prove/disprove ____? • Analyze the impact of ____. 	<ul style="list-style-type: none"> • <i>Analyze the impact of the incorporation of the Bill of Rights.</i> • <i>Design an experiment that demonstrates how the addition of hydrochloric acid affects the rate of the reaction.</i>

Dok Levels Examples In Kindergarten

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Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work® Erica Martin, Lisa May, 2020-06-16 Part of the Every Teacher Is a Literacy Teacher series Building a solid literacy foundation is of paramount importance during a learner's early school years. Closely aligned to the PLC at Work process, this practical resource outlines how collaborative teams can fully support and encourage literacy development in preK through first grade. Readers will discover a variety of tools and strategies to design standards-aligned instruction, develop quality assessments, provide timely interventions, and more. Teachers can use this resource to address specific literacy challenges and situations found within their grade band. Understand the role PLCs and collaborative teams play in literacy development. Obtain strategies and tools such as the Pre Unit Protocol for unpacking and clarifying literacy standards. Explore adaptable strategies and learn how to plan high-quality literacy instruction. Observe how to collaboratively score assessments and conduct effective data inquiry and analysis. Study the powerful impact literacy has on student engagement and equity. Contents: Books in the Every Teacher Is a Literacy Teacher series: Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work, Reading and Writing Instruction for Second and Third Grade Classrooms in a PLC at Work, Reading and Writing Instruction for Fourth and Fifth Grade Classrooms in a PLC at Work, Reading and Writing Strategies for the Secondary English Classroom in a PLC at Work, Reading and Writing Strategies for the Secondary Science Classroom in a PLC at Work. *Common Formative Assessment* Kim Bailey, Chris Jakicic, 2023-01-24 In the second edition of this pivotal work by Kim Bailey and Chris Jakicic, you will discover updated and improved resources to use formative data to support higher levels of student learning. Data-driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process. Teams can use the ideas, templates, and protocols in this practitioner-friendly resource. K-12 educators will identify successful assessment tools for implementation. Understand the role of assessments in advancing student learning. Reflect on assessment processes and the standards driving instruction. Access a wide variety of assessment designs and strategies for guiding collaboration. Utilize data-driven jump-start resources and templates that suit their team's needs. Contents: Foreword by Robert Eaker, Introduction, Chapter 1: Getting Started as a Collaborative Team, Chapter 2: Setting the Stage for Common Formative Assessments, Chapter 3: Essential Standards Determining Priorities for Student Learning, Chapter 4: Achieving Collective Clarity With the Unwrapping Process, Chapter 5: Designing Quality Common Formative Assessments, Chapter 6: Going Deeper: Advanced Processes for Designing Assessments, Chapter 7: Now What? Using Data to Make a Difference, Chapter 8: Building Student Self-Efficacy in Learning, Chapter 9: Strengthening and Sustaining the Work, Appendix: Tools for Teams, References and Resources, Index. [Culturally Responsive Assessment in Classrooms and Large-Scale Contexts](#) Carla M. Evans, Catherine S. Taylor, 2025-03-10 *Culturally Responsive Assessment in Classrooms and Large-Scale Contexts* explores how scholars and professionals in educational measurement

and assessment can use the unique cultural and social identities of students to shape assessment purpose design implementation use and validation processes Despite the sheer diversity of student populations in the United States the tools used to understand their performance and progress have not substantively changed in decades Large scale testing and related policies still privilege culturally neutral test content standardization and comparability Classroom assessments often mimic these procedures even though rich tasks and activities could easily be incorporated into curriculum and instruction to allow students to see themselves their interests communities beliefs and backgrounds represented and valued This book collects the theory research and best practices that are essential to ensuring cultural responsiveness in classroom assessment and standardized testing procedures policies and practices Chapters by assessment and measurement experts along with scholars who are experts in sociocultural learning theory philosophy of education critical theories multilingual education and Indigenous education summarize findings from existing research and suggest how future research can move classroom and industry practice as well as federal state and local policy forward

A Local Assessment Toolkit to Promote Deeper Learning Karin Hess, 2018-02-28 For years educators have turned to the Hess Cognitive Rigor Matrices CRM when it comes to assessment Now for the first time the modules are packaged into one resource to help teachers evaluate the quality and premise of their current assessment system *Applying Depth of Knowledge and Cognitive Rigor* Karin Hess, For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin s earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress monitoring and grading

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web many to one relationship 7 a table can be logically connected to another table by defining a a super key b candidate key
c primary key d unique key 8 if the state of the database no longer reflects a real state of the world that the database is
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