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Webb's depth of knowledge or Webb's dok is a method that helps the teachers in recognition of a student's understanding. It provides them with a framework of reference along with the needed vocabulary to analyze how a student thinks or analyses content.

Webb's Depth of Knowledge | A Teacher's Guide - UnRemot
Depth of Knowledge (DOK) was developed through research by Norman L. Webb in the late 1990's. It is defined as the complexity or depth of understanding that is required to answer an assessment question. Depth of Knowledge Levels
Each level of complexity measures a student's depth of knowledge.

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Understanding Depth of Knowledge - ThoughtCo

Depth of knowledge (DOK) refers to the level of understanding required to answer a question or perform an activity. This concept is most often applied to the thinking that students do during assessment and other standards-driven evaluation.

How Depth of Knowledge Drives Learning and Assessment

Where To Download Depth Of Knowledge Guide understand.
Depth Of Knowledge Guide Ceiling Depth of Knowledge
(DOK) is a scale of cognitive Level demand. 1 2 3 Potential
DOK Levels for Assessment 1 water) standard-1 (Measure
temperature of water at different times/places) 2 (Construct a

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graph to organize, display, and compare data)

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depth of knowledge guide essentially offers what everybody wants. The choices of the words, dictions, and how the author conveys the pronouncement and lesson to the readers are no question simple to Page 4/6

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Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the standards, curricular activities, and assessment tasks. Webb (1997) developed a process and criteria for

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A Guide for Using Webb's Depth of Knowledge

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This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the

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assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response.

Webb's Depth of Knowledge Guide - Albuquerque Public Schools

Depth of Knowledge or DoK is another type of framework used to identify the level of rigor for an assessment. In 1997, Dr. Norman Webb developed the DoK to categorize activities according to the level of complexity in thinking. The creation of the DoK stemmed from the alignment of standards to assessments.

Bloom's Taxonomy and Webb's Depth of Knowledge

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Depth of Knowledge (DOK) Levels Level One Activities Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map.

Depth of Knowledge (DOK) Levels

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Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them. Level 1. Recall and Reproduction: Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula.

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Using Webb's Depth of Knowledge to Increase Rigor | Edutopia

Access PDF Depth Of Knowledge Guide Depth Of Knowledge Guide The depth of knowledge framework can be used for subjects like English, Mathematics, Science, Social Studies and also Fine Arts. Depth of knowledge activities. Depth of knowledge activities are the tasks that can be set by the teachers for the students to perform based on the depth of ...

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CLICK THE LINKS BELOW FOR THE FOLLOWING MATERIALS: WEBB'S DEPTH OF KNOWLEDGE SLIDES PRESENTATION <https://www.teacherspayteachers.com/Product/Webbs-Depth-of-K...>

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Depth Of Knowledge Guide Webb's depth of knowledge or Webb's dok is a method that helps the teachers in recognition of a student's understanding. It provides them with a framework of reference along with the needed vocabulary to analyze how a student thinks or analyses content. Webb's Depth of Knowledge | A Teacher's Guide - UnRemot Page 1/5

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DOK presentation

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In *Diving In to Strategic Thinking*, writer Gwendolyn Leininger and veteran educator Sandra Adams team up to bring a practical understanding to Norman Webb's *Depth of Knowledge*. With a readable style and a knack for connecting ideas and practice, Leininger and Adams bring readers into the underwater caves of the Bahamas to explore a new metaphor for strategic thinking. What they discover is a way to design rigorous lessons that push students into deep thinking and a structure for giving students the tools to take ownership of their learning. Intended for collaboration, this field guide is peppered with challenges to engage growth-minded teachers in strategic thinking about their own work. With an understanding of the challenges today's teacher's face, *Diving In to Strategic Thinking* functions as an

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accessible guide to professional learning for teachers, instructional coaches, and curriculum directors.

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C &

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l emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

What does rigor, a word that frequently pops up in conversations about education, really mean? More specifically, what does it mean for literacy instruction, and how does it relate to challenging standards-based assessments? In this informative and practical guide, literacy expert Nancy Boyles uses the framework from Webb's Depth of Knowledge (DOK) to answer these questions, offering experience-based advice along with specific examples of K-8

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assessment items. Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate. She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards-based assessments. Specifically, readers learn how each DOK rigor aligns with □ standards, □ text complexity, □ close reading, □ student interaction, □ the reading-writing connection, and □ formative assessment. Teachers, coaches, and administrators will find clear guidance, easy-to-implement strategies, dozens of useful teaching tools and resources, and encouragement to help students achieve and demonstrate true rigor in reading and writing.

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In this Grade 4 Teacher's Resource Guide, you will find: 10 best practices for close reading applied to small group instruction; Strategies for differentiating instruction for on grade level, approaching grade level, above grade level, and English Language Learners; Mini-lessons to teach the process of independent close reading; A launching lesson for each unit; Lessons for all six books (3 literary sources and 3 informational sources) that include independent close reading, follow-up text-dependent questions, and a skill matched to the selected passages; A text-to-text lesson at the end of the unit integrating all sources; Assessment tasks aligned to Common Core Standards and Depth of Knowledge; Rubrics, checklists, annotation sheets, skill targets, answer frames, and more to help you scaffold student

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learning.

In this book, Erik M. Francis explores how one of the most fundamental instructional strategies—questioning—can provide the proper scaffolding to deepen student thinking, understanding, and application of knowledge. You will learn:

- *Techniques for using questioning to extend and evaluate student learning experiences.
- *Eight different kinds of questions that challenge students to demonstrate higher-order thinking and communicate depth of knowledge.
- *How to rephrase the performance objectives of college and career readiness standards into questions that engage and challenge students.

Francis offers myriad examples of good questions across content areas and grade levels, as well as

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structures to help teachers create and use the different kinds of questions. By using this book to fine-tune your approach to questioning, you can awaken the spirit of inquiry in your classroom and help students deepen their knowledge, understanding, and ability to communicate what they think and know.

In this Grade 5 Teacher's Resource Guide, you will find: 10 best practices for close reading applied to small group instruction; Strategies for differentiating instruction for on grade level, approaching grade level, above grade level, and English Language Learners; Mini-lessons to teach the process of independent close reading; A launching lesson for each unit; Lessons for all six books (3 literary sources and 3

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informational sources) that include independent close reading, follow-up text-dependent questions, and a skill matched to the selected passages; A text-to-text lesson at the end of the unit integrating all sources; Assessment tasks aligned to Common Core Standards and Depth of Knowledge; Rubrics, checklists, annotation sheets, skill targets, answer frames, and more to help you scaffold student learning.

The Routledge Handbook of Vocabulary Studies provides a cutting-edge survey of current scholarship in this area. Divided into four sections, which cover understanding vocabulary; approaches to teaching and learning vocabulary; measuring knowledge of vocabulary; and key issues in

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teaching, researching, and measuring vocabulary, this Handbook: □ brings together a wide range of approaches to learning words to provide clarity on how best vocabulary might be taught and learned; □ provides a comprehensive discussion of the key issues and challenges in vocabulary studies, with research taken from the past 40 years; □ includes chapters on both formulaic language as well as single-word items; □ features original contributions from a range of internationally renowned scholars as well as academics at the forefront of innovative research. The Routledge Handbook of Vocabulary Studies is an essential text for those interested in teaching, learning, and researching vocabulary.

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The Handbook of Accessible Achievement Tests for All Students: Bridging the Gaps Between Research, Practice, and Policy presents a wealth of evidence-based solutions designed to move the assessment field beyond "universal" standards and policies toward practices that enhance learning and testing outcomes. Drawing on an extensive research and theoretical base as well as emerging areas of interest, the volume focuses on major policy concerns, instructional considerations, and test design issues, including: The IEP team's role in sound assessment. The relationships among opportunity to learn, assessment, and learning outcomes. Innovations in computerized testing and the "6D" framework for standard setting. Legal issues in the assessment of special populations. Guidelines for linguistically accessible

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assessments. Evidence-based methods for making item modifications that increase the validity of inferences from test scores. Strategies for writing clearer test items. Methods for including student input in assessment design. Suggestions for better measurement and tests that are more inclusive. This Handbook is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines, including child and school psychology, social work, special education, learning and measurement, and education policy.

An ideal introductory text for aspiring teachers, *Introduction to Teaching: Making a Difference in Student Learning* is grounded in the realities and complexities found in today's

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schools. Acclaimed authors Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly prepare students to make a difference as teachers, presenting firsthand stories and evidence-based practices while offering a student-centered approach to learning. The authors focus on how to address one of the biggest challenges facing many of today's schools—ensuring that all students are learning—and help teachers prioritize student learning as their primary focus. From true-to-life challenges that future teachers will face, such as high-stakes testing, reduced funding, low retention, and Common Core State Standards, to the inspiration and joy they will experience throughout their teaching careers, the Third Edition paints an importantly authentic picture of the real life of a teacher. *A Complete Teaching & Learning*

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SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources. Learn more.

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