

DOK 1

Routine Thinking

- Can you recall ____?
- Can you identify ____?
- How would you describe ____?
- What might you include on a list about ____?
- Can you select ____?
- How can you find the meaning of ____?

arrange	calculate	memorize
measure	name	recognize
recall	repeat	identify
illustrate	match	label
state	list	state

DOK 2

Conceptual Thinking

- Can you explain how ____ affected ____?
- How would you apply what you learned to develop ____?
- How would you summarize ____?
- What do you notice about ____?
- How would you estimate ____?
- How could you organize ____?

compare	classify	categorize
measure	graph	distinguish
predict	modify	construct
organize	infer	summarize
interpret	make observations	

DOK 3

Strategic Reasoning

- How is ____ related to ____?
- What conclusions can be drawn?
- Can you elaborate on ____?
- How would you test ____?
- What evidence supports ____?
- What would happen if ____?
- Why is that the best answer?

assess	compare	construct
apprise	revise	hypothesize
critique	investigate	
draw conclusions		
develop a logical argument		

DOK 4

Extended Reasoning

- Write a research paper.
- What information can you gather to support your idea about ____?
- Write a thesis, drawing conclusions from multiple sources.
- Apply information from one text to another to develop an persuasive argument.

design	connect	prove
analyze	critique	synthesize
create	apply concepts	

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Using Formative Assessment to Support Student Learning Objectives M. Christina Schneider, Robert L.

Johnson, 2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential *Using Formative Assessment to Support Student Learning Objectives* introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms **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* *Reading and Writing in Science* Maria C. Grant, Douglas Fisher, Diane Lapp, 2015-01-21 Engage your students in scientific thinking across disciplines Did you know that scientists spend more than half of their time reading and writing Students who are science literate can analyze present and defend data both orally and in writing The updated edition of this bestseller offers strategies to link the new science standards with literacy expectations and specific ideas you can put to work right away Features include A discussion of how to use science to develop essential 21st century skills Instructional routines that help students become better writers Useful strategies for using complex scientific texts in the classroom Tools to monitor student progress through formative assessment Tips for high stakes test preparation Midland Schools, 1907 **Designing Authentic Performance Tasks and Projects** Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh, 2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering

the curriculum Designing Authentic Performance Tasks and Projects provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing

Coping With Life Stress Alexander V. Libin, Walter Erich Penk, Elena V. Libin, 2022-09-14 *Schedule of Examinations and Instructions to Applicants* United States Civil Service Commission, 1901

Research in Education, 1971 *El-Hi Textbooks and Serials in Print*, 1996 R R Bowker Publishing, Bowker, 1996-02

El-Hi Textbooks in Print, 1978 *PASCAL*, 1993 *Government Reports Announcements & Index*, 1981 *CogAT*, Form 7 Practice Test Expanding Minds Learning, Helen Squire, 2014-11-18 The CogAT r Cognitive Abilities Test r is given in conjunction with the Iowa Assessments Form E to provide an Ability Profile score that indicates both the level and pattern of a student s ability These tests can be used to determine eligibility for Gifted and Talented programs The Level 5 6 test is given to students in Kindergarten Contact your school for more information about requirements for admission into the Gifted and Talented program at your school The CogAT r Form 7 test was designed so that students who speak any language could be tested Each session can be completed regardless of native language because all the questions use pictures only The sentence completion section is optional and can be read to the students in either English or Sp

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