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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

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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.

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

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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 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

A Guide for Using Webb's

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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,

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1997). The model is based upon the 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

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standards to assessments.

Bloom's Taxonomy and Webb's Depth of Knowledge

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

Acces 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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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
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[Depth Of Knowledge Guide - auto.joebuhlig.com](http://auto.joebuhlig.com)

DOK presentation

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

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

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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 & I emphasis), and measurement

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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.

Depth of knowledge (DOK) has become a priority for many schools. But if your understanding of DOK is a little cloudy, you're not alone. This resource is your one-stop-shop for learning what it is, who it's for, and how to use and sustain it. Ultimately, you will discover how to plan and provide learning experiences

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that are academically rigorous, socially and emotionally supportive, and student responsive. Learn how DOK is a different, deeper way of approaching teaching and learning. Explore the different DOK levels and how they relate to instruction. Understand DOK's relationship with standards and assessment. Designate correct levels based on learning needs. Acquire strategies for helping students engage with DOK on a deeper level.

Contents: Introduction: What Depth of Knowledge Is Not
Chapter 1: What Exactly Is Depth of Knowledge? Chapter 2: What Are DOK Teaching and

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Learning Experiences?

Chapter 3: How to Teach and Learn for Depth of Knowledge

Chapter 4: How to Use Webb's DOK Levels as a Multi-Tiered System of Support

Chapter 5: How to Deconstruct Learning Intentions for Depth of Knowledge

Chapter 6: How to Designate the Depth of Knowledge Level Demanded

Chapter 7: How to Construct DOK Learning Targets and Success Criteria

Chapter 8: How to Ask and Address Good Questions for Depth of Knowledge

Chapter 9: Let's Make a DOK! Conclusion

References and Resources

Index

Winner of the 2020 Society

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of Professors of Education
Outstanding Book Award
Drawing on personal stories,
research, and historical
events, an esteemed educator
offers a vision of
educational justice inspired
by the rebellious spirit and
methods of abolitionists.
Drawing on her life's work
of teaching and researching
in urban schools, Bettina
Love persuasively argues
that educators must teach
students about racial
violence, oppression, and
how to make sustainable
change in their communities
through radical civic
initiatives and movements.
She argues that the US
educational system is

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maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists

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like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.

Textbooks are symbols of centuries-old education. They're often outdated as soon as they hit students' desks. Acting "by the textbook" implies compliance and a lack of creativity. It's time to ditch those textbooks--and those textbook assumptions about learning. In *Ditch That Textbook*, teacher and

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blogger Matt Miller encourages educators to throw out meaningless, pedestrian teaching and learning practices. He empowers them to evolve and improve on old, standard, teaching methods. Ditch That Textbook is a support system, toolbox, and manifesto to help educators free their teaching and revolutionize their classrooms.

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

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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 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

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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.

The Definitive Guide to Depth and Complexity After successfully using the framework themselves,

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writing about it on their websites, and facilitating hundreds of hours of training, Ian Byrd and Lisa Van Gemert are bringing you an approachable, comprehensive guide to Depth and Complexity. In it, Ian and Lisa share 27 bite-sized chapters that will help you:

- * Show educators exactly how the framework works in a real, live classroom
- * Teach you what you need to know about all aspects of the framework
- * Address special situations, like working with early elementary grades and planning
- * Take you further in your Depth and Complexity practice than you ever thought possible

You

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will gain a deep understanding By the end of *The Gifted Guild's Guide to Depth and Complexity*, you will understand the framework, how it fits in your classroom, what parts you may wish to ignore, how to change what you don't like about how you're currently using it, and why it's the tool you need to blow the ceiling off of your classroom.

In this book, Erik M. Francis explores how one of the most fundamental instructional strategies—questioning—can provide the proper scaffolding to deepen

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student thinking, understanding, and application of knowledge. You'll 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 structures to help teachers

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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.

To support the broadening spectrum of project delivery approaches, PMI is offering A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Sixth Edition as a bundle with its latest, the Agile Practice Guide. The PMBOK® Guide - Sixth Edition now contains

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detailed information about agile; while the Agile Practice Guide, created in partnership with Agile Alliance®, serves as a bridge to connect waterfall and agile. Together they are a powerful tool for project managers. The PMBOK® Guide - Sixth Edition - PMI's flagship publication has been updated to reflect the latest good practices in project management. New to the Sixth Edition, each knowledge area will contain a section entitled Approaches for Agile, Iterative and Adaptive Environments, describing how these practices integrate in project settings. It will

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also contain more emphasis on strategic and business knowledge—including discussion of project management business documents—and information on the PMI Talent Triangle™ and the essential skills for success in today's market. Agile Practice Guide has been developed as a resource to understand, evaluate, and use agile and hybrid agile approaches. This practice guide provides guidance on when, where, and how to apply agile approaches and provides practical tools for practitioners and organizations wanting to increase agility. This practice guide is aligned

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with other PMI standards, including A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Sixth Edition, and was developed as the result of collaboration between the Project Management Institute and the Agile Alliance.

In this Grade 3 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

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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 learning.

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