

# Webb's Depth of Knowledge

## DOK Level 1

(Recall)

**Verbs:** arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

**Focus:** on specific facts, definitions, details, or procedures

**Note:** there's one correct answer, and a combination of Level 1s does not make it a Level 2

## DOK Level 2

(Skill / Concept)

**Verbs:** categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

**Focus:** on applying skills and concepts • explaining how or why

**Note:** there's one correct answer

## DOK Level 3

(Strategic Thinking)

**Verbs:** assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

**Focus:** on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

**Note:** multiple answers or approaches

## DOK Level 4

(Extended Thinking)

**Verbs:** apply concepts, analyze, connect, create, critique, design, prove, ...

**Focus:** on complex reasoning, planning, and thinking • make real-world applications in new situations

**Note:** has multiple answers or approaches • often requires extended periods of time with multiple steps

# Depth Of Knowledge Webb Question Stems

**Robert R. Redfield**



## **Depth Of Knowledge Webb Question Stems:**

**Checking for Understanding** Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren't students getting it And just as important why didn't the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention* *Growing Language Through Science, K-5* Judy Reinhartz, 2015-03-25 Foster life long teacher learning embedded in effective teaching practices and the science standards Science is a natural motivator and an academic engine for utilizing language but it is the teacher who is the key to fostering the innate curiosity in each learner *Growing Language Through Science* offers a model for contextualizing language and promoting academic success for all students particularly English learners in the K-5 science classroom through a highly effective approach that integrates inquiry based science lessons with language rich hands on experiences You'll find A wealth of instructional tools to support and engage students with links to the Next Generation Science Standards NGSS Presentation and assessment strategies that accommodate students diverse needs while encouraging them to use communicative language speaking listening reading and writing Ready to use templates and illustrations to enrich the textual discussion Field tested teaching strategies framed in the 5Es used in monolingual and bilingual classrooms Reflection exercises that enhance teacher instructional decision making Use this timely resource to build students science and language skills simultaneously while helping them find the joy in learning This book is timely informative and accessible to the practitioner As an administrator I would love to use this resource with our staff as a way to generate dialogue around the NGSS and the implementation of science as the content for language arts integration Thelma A Davis Principal Clark County School District Las Vegas NV The book's major strengths are taking multiple teaching strategies that are proven to be beneficial for English learners and putting them together in an easy to understand format allowing the teacher a view of what a lesson should look like as well as numerous ready made lessons to follow Lyneille Meza

Coordinator of Data Assessment Denton ISD Denton TX

## **Teaching Discipline-Specific Literacies in Grades 6-12**

Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides

*Becoming an Outstanding English Teacher* Kate Sida-Nicholls, 2016-08-25 *Becoming an Outstanding English Teacher* supports all English teachers in offering a wide range of approaches to teaching and learning that will stimulate and engage students in studying English It offers practical strategies that can be used instantly in English lessons The topics offer examples for questioning differentiation and assessing progress Some of the ideas have also been incorporated into lesson plans using texts from the revised English National Curriculum With a strong focus on creativity and engagement this book covers promoting thinking and independent learning skills in students methods to check learning rather than doing in the classroom techniques for personalising learning for students creating an environment for behaviour for learning Fully up to date with the National Curriculum guidelines and packed with practical strategies and activities that are easily accessible this book will be an essential resource for all English teachers who are aiming to deliver outstanding teaching and learning continuously in their classrooms

**Science** John Michels (Journalist), 2008

*The New Encyclopædia Britannica: Macropædia : Knowledge in depth*, 2002

*Knowledge...* Edwin Sharpe Grew, Baden Fletcher Smyth Baden-Powell, Arthur Cowper Ranyard, Wilfred Mark Webb, 1890

**Knowledge & Illustrated Scientific News** Baden Fletcher Smyth Baden-Powell, Edwin Sharpe Grew, Arthur Cowper Ranyard, Wilfred Mark Webb, 1895

*Critical Issues in STEM Evaluation* Douglas Huffman, Frances Lawrenz, 2006-03-31 This volume of New Directions for Evaluation focuses on evaluation of science technology engineering and mathematics STEM programs with special emphasis on evaluation of STEM education initiatives STEM evaluation has always been important given the issues facing public schools

and the economic and social considerations of STEM fields But because these fields today face a variety of concerns this discussion of STEM evaluation is particularly timely Evaluation advances may contribute to STEM fields by helping programs address the challenges they face This volume presents multiple viewpoints and state of the art examples and methodological approaches in the hope that its chapters will contribute to the understanding of STEM evaluation STEM education STEM education evaluation and evaluation in general Overall this volume of New Directions for Evaluation may help not only to move the field to consider new methods and methodologies for engaging in evaluation but also to reconsider ideas of what it means to engage in scientific evaluation

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## **Depth Of Knowledge Webb Question Stems** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has been more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Depth Of Knowledge Webb Question Stems**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall affect readers.

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