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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

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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.

Understanding Depth of

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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)

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standard-1 (Measure temperature of water at different times/places) 2 (Construct a graph to organize, display, and compare data)

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Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools

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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 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 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

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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

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.

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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.

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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.

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

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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

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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

[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

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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

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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.

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*

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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 assessments. Specifically, readers learn how each DOK rigor aligns with • standards, • text complexity, • close reading, • student interaction, • the

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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.

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.

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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 create and use the different kinds of questions. By using this book to fine-tune your

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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.

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

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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 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.

With half a million copies

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in print, *How to Read a Book* is the best and most successful guide to reading comprehension for the general reader, completely rewritten and updated with new material. A CNN Book of the Week: "Explains not just why we should read books, but how we should read them. It's masterfully done."

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Readers will learn when and how to “judge a book by its cover,” and also how to X-ray it, read critically, and extract the author’s message from the text. Also included is instruction in the different techniques that work best for reading particular genres, such as practical books, imaginative literature, plays, poetry, history, science and mathematics, philosophy and social science works. Finally, the authors offer a recommended reading list and supply reading tests you can use measure your own progress in reading skills, comprehension, and speed.

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

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and planning * Take you further in your Depth and Complexity practice than you ever thought possible You 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.

Science, engineering, and technology permeate nearly every facet of modern life

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and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education

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outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application

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across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform

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state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

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

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Guide. The PMBOK® Guide - Sixth Edition now contains 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

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these practices integrate in project settings. It will 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

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increase agility. This practice guide is aligned 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.

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

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learning In Ditch That Textbook, teacher and 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.

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