

## DEPTH OF KNOWLEDGE EXAMPLES

|              |  |
|--------------|--|
| <b>DOK 1</b> | <ul style="list-style-type: none"> <li>○ Locate or recall facts found in text.</li> <li>○ Apply a well-known formula.</li> <li>○ Orally read words in connected text with fluency and accuracy.</li> <li>○ State an opinion without support.</li> <li>○ Name the notes of the C Major scale.</li> <li>○ Represent math relationships in words, pictures, or symbols.</li> <li>○ Perform a simple science process or a set of procedures.</li> </ul>  |
| <b>DOK 2</b> | <ul style="list-style-type: none"> <li>○ Identify and summarize the major events, problem, solution, conflicts in literary text.</li> <li>○ Explain the cause-effect of historical events.</li> <li>○ Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps.</li> <li>○ Develop a brief text that may be limited to one paragraph.</li> <li>○ Make a puzzle or game about the topic.</li> <li>○ Create a questionnaire or survey to answer a question.</li> <li>○ Write a diary/blog entry for a character or historical figure.</li> </ul>   |
| <b>DOK 3</b> | <ul style="list-style-type: none"> <li>○ Compare consumer actions and analyze how these actions impact the environment.</li> <li>○ Analyze or evaluate the effectiveness of literary elements.</li> <li>○ Solve a multi-step problem and provide support with a mathematical explanation that justifies the answer.</li> <li>○ Write a letter to the editor after evaluating a product.</li> <li>○ Use reasoning and evidence to generate criteria for making and supporting an argument of judgment.</li> <li>○ Prepare a speech to support your perspective about global climate change.</li> <li>○ Make a booklet or brochure about a topic or an organization.</li> </ul>  |
| <b>DOK 4</b> | <ul style="list-style-type: none"> <li>○ Gather, analyze, organize, and synthesize information from multiple sources to draft a reasoned report.</li> <li>○ Analyze and explain multiple perspectives or issues with or across time periods, events, or cultures.</li> <li>○ Conduct a project that specifies a problem, identify solution paths, solve the problem, and report the results.</li> <li>○ Write and produce an original play.</li> <li>○ Critique the historical impact of policy, writings, and discoveries.</li> <li>○ Illustrate how multiple themes (historical, geographic, social) may be interrelated.</li> <li>○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts.</li> </ul> |

# Writing Quality Assessment Items

## Selected Response Items

- True/False
- Matching
- Multiple Choice

### True/False

- Related to a single idea
- Absolutely true OR absolutely false
- Avoid using qualifiers, opinions, and negatives
- Use sparingly, as students have a 50-50 chance of guessing the correct answer

### Matching

- Homogeneous in content
- Keep the matching set short
- Uneven number of items to be matched OR items may be used more than once
- Longer reading on the left, matching items on the right

### Multiple-choice

- Problem clear in the item stem
- Stem stated in the positive when possible
- Emphasize qualifiers in the stem
- All answer choices plausible
- Answer choices parallel in grammar and length
- Avoid "all" or "none of the above"
- Answer choices in a logical order
- Avoid clues in answer choices
- One correct response possible

## Constructed Response Items

- Fill-in-the-blank
- Short Answer
- Essay

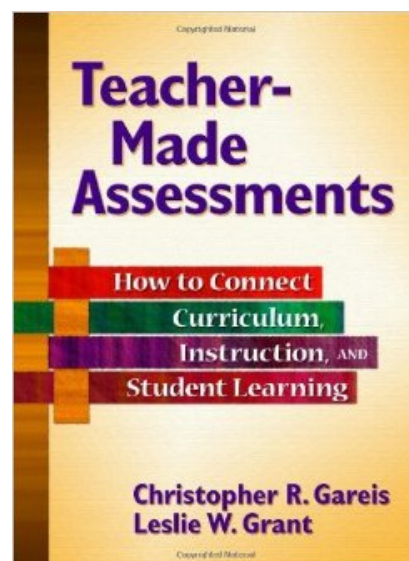
### Fill-in-the blank

- Position the blank at the end of the sentence, if possible
- Limit the number of blanks in an item
- Blanks should be same length
- Be sure information prior to/surrounding the blank is adequate
- May use a word bank

### Short Answer and Essay Items

- Make the nature of the response desired clear to the reader
- Develop and communicate scoring criteria for the question
- Provide adequate space for responses.

## RESOURCE:



# Unobtrusive Assessment

## Quick Checks for Understanding

|  |   |
|--|---|
| <b>3-2-1 Strategy</b>  | Students complete a 3-2-1 sheet before exiting the room. 3 things I've learned, 2 connections I made, 1 thing I still wonder or a question I still have.  |
| <b>3 Minute Pause</b>  | <p>The 3-minute pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.</p> <ul style="list-style-type: none"> <li>○ I changed my attitude about...</li> <li>○ I became more aware of...</li> <li>○ I was surprised by...</li> <li>○ I felt...</li> <li>○ I related to...</li> <li>○ I empathized with...by...</li> </ul>  |
| <b>ABC Summaries</b>   | Each student in class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  |
| <b>All Writes</b>  | Pose a question to a group or class of students and pause for 30-60 seconds. Ask students to write an answer to the question. Students may use scrap paper; wipe off boards, or thinking cards. Students can share responses with each other or as a whole group by showing responses.  |
| <b>Analogy Prompt</b>  | Present students with an analogy prompt: (A certain concept, principle, or process) is like _____ because _____.  |
| <b>Ballot Box Voting</b>   | <p>Students are given a sheet of paper on which they answer (vote) their question(s). They then place their responses in the "ballot box" on the way out the door.</p> <p>Variation: Students have small "ballot box" square on their desk and when a question is asked, they place a response (either from a selection of possible answers (i.e., A, B, C, D) into the ballot box as their "vote".</p>   |
| <b>Check by Chimes</b>   | Use a recording (recorded chimes or beeps) at random intervals during a lesson. Have students respond to a question/prompt and record their answer. Collect the responses at the end of the lesson.   |
| <b>Chips In</b>  | Students are given a pre-determined number of chips. When a student wants to participate, he/she puts in a chip (in a container/on table). When the student is out of chips, he/she is out of turns (unless the teacher gives a chip back). The strategy is meant to encourage equal participation among learners.  |
| <b>Choral Response</b>   | In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.  |
| <b>Clothesline Sequencing</b><br><i>(Tilton, Inclusion, pg. 126)</i> | For review that involves students understanding sequence, this activity can work great. String a clothesline in the classroom and have events written on laminated papers. Students "string" the events in chronological order. This activity can also be used while reading an in-class novel. As important events occur, students write them down and clip them on the clothesline. By the time they finish the book, all major events are listed in order! |
| <b>Cognitive Self-Management</b>                                     | <p>At the end of a lesson, students respond to the following questions in a daily journal log:</p> <ul style="list-style-type: none"> <li>-Was this a productive lesson for me?</li> <li>-What did I learn?</li> <li>-What did I do to help myself learn?</li> <li>-What interfered with my learning?</li> </ul>  |

|                                 |  |
|---------------------------------|--|
|                                 | -What will I do differently next time to help me learn better?   |
| <b>Cue Card Review</b>          | Students are given a 3x5 card with check for knowledge questions. They may respond to questions individually or as a group.  |
| <b>Debriefing</b>               | This form of reflection is intended to be used immediately following an activity.  |
| <b>Dueling Charts</b>           | <ol style="list-style-type: none"> <li>1. Select a topic students have been studying (i.e., The Constitution)</li> <li>2. Write the topic across two charts.</li> <li>3. Divide students into two teams.</li> <li>4. Each team lines up behind a chart.</li> <li>5. On signal, a student from each team goes to the chart and writes a phrase pertaining to the topic. The phrase must start with the 1<sup>st</sup> letter of the word (i.e., "C" (for constitution --- Chosen representatives or Citizen's rights are outlined). Then, the next letter is "o" and then "n," etc.</li> <li>6. After the first student finishes, the next student comes to the chart, etc.</li> <li>7. When both teams are done the charts are compared and shared.</li> </ol> |
| <b>Evidence Bag</b>             | Students are given small evidence bag graphics. Their ticket out the door is to list at least two important ideas they have learned from the lesson and specific EVIDENCE regarding this learning.   |
| <b>Exit Card</b>                | Exit cards are written responses to questions posed at the end of a class or learning activity or at the end of a day.   |
| <b>Find Someone Who (Kagan)</b> | Students circulate to find others who can contribute to answers on their worksheet. They give answers and receive answers for purposes of review and showing gaps in their learning.   |
| <b>Gallery Walk</b>             | Students rotate around the room stopping at posted posed questions, or pieces of learning, quotes, concepts, etc. As they stop at each center, students have discussions with each other, write responses on poster board or sticky notes or they pose questions that they have as a result of viewing the gallery walk material.  |
| <b>Get The Picture</b>          | Students quickly draw pictures that show what they know. They then explain their drawings to a partner.  |
| <b>Give One, Get One</b>        | Students write their name on a piece of paper and list 3-5 ideas about the assigned topic. Students then interact with their classmates one at a time. Students exchange learning from each other and add to their list. Students can ask questions about new or confusing ideas.  |
| <b>Give Yourself Five</b>       | At random intervals have students give themselves a predetermined number of points if they are engaged in the learning and can list important learning. Students can even record learning on a blank 5-finger graphic of their own hand. Students can share responses with a seat partner or whole group.  |
| <b>Graphic Organizers</b>       | Have students complete graphic organizers to show that they understand the material taught in class  |
| <b>Hand Signals</b>             | Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: I understand _____ and can explain it (i.e., thumbs up). I do not yet understand _____ (i.e., thumbs down). I'm not completely sure about _____ (i.e. wave hand).   |
| <b>I Have, Who Has (Kagan)</b>  | Review questions and responses are handed out to students. The #1 card begins the review by reading their question (i.e., Who has the definition of literal language?). Then, the student who has the answer to this question responds, (i.e., I have what are words that mean exactly what you say?) and then reads the question also contained on their card (i.e., Who has the definition for figurative language?) and the review continues until all cards are used.  |
| <b>Idea Spinner</b>             | The teacher creates a spinner marked with four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the   |

|  |  |
|--|--|
|  | spinner and asks students to answer a question based on the location of the spinner.   |
| <b><i>Index Card Summaries and Questions</i></b>       | Distribute index cards and ask students to write on both sides with these instructions: (Side 1) Based on our study of (unit/topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit/topic) that you do not yet fully understand and word it as a statement or question.   |
| <b><i>Inside/Outside Circle (Kagan)</i></b>            | Students in concentric circles rotate to face a partner to answer the teacher's questions or those of a partner (via cue cards).   |
| <b><i>Instruct, Insight, Internalize</i></b>           | Teacher provides instruction to the students for 5-7 minutes, then says: Take a minute to think and record the key ideas or points you've heard so far or any question you have. Teacher then continues instruction to the next stopping point and repeats the above directions. When instruction is complete, students pair up and share their insights, key ideas, questions, and summaries of what they heard.  |
| <b><i>Jigsaw</i></b>                                   | Students read different passages from the same text or selection. After reading the passage, they take on the role of an expert for their specified piece of text. The "experts" then share the information from their reading with a specific rotating group or the entire class.   |
| <b><i>Journal Entries (Double Journal Entries)</i></b> | Students may respond to check for knowledge questions in their journals before exiting the classroom. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.   |
| <b><i>K-W-L</i></b>                                    | Use a K-W-L chart as a preview activity. Prior to instruction, students complete the "K" and "W" columns. When instruction is complete, students complete the "L" column. Collect the organizers and checking for understanding.   |
| <b><i>Misconception Check</i></b>                      | Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why.  |
| <b><i>MNEMONICS</i></b>                                | Create mnemonic devices to help students review materials (i.e., HOMES helps students remember the great lakes)  |
| <b><i>Numbered Heads Together (Kagan)</i></b>          | Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. The student with that number answers for the group.  |
| <b><i>Observation</i></b>                              | Walk around the classroom and observe students as they work to check for learning. Use anecdotal comments to record student performance.   |
| <b><i>One Minute Essay</i></b>                         | Give students one minute to respond to a prompt or question. Have students read their responses to a partner and then collect the responses at the end of the class period.  |
| <b><i>One Sentence Summary</i></b>                     | Students are asked to write a summary sentence that captures an important idea related to the content covered.   |
| <b><i>One Word Summary</i></b>                         | Select (or invent) one word that best summarizes a topic.  |
| <b><i>Oral Questioning</i></b>                         | <ul style="list-style-type: none"> <li>❖ How is _____ similar to/different from _____?</li> <li>❖ What are the characteristics/parts of _____?</li> <li>❖ In what other ways might we show/illustrate _____?</li> <li>❖ What is the big idea, key concept, or moral in _____?</li> <li>❖ How does _____ relate to _____?</li> <li>❖ What ideas/details can you add to _____?</li> <li>❖ Give an example of _____.</li> <li>❖ What is wrong with _____?</li> <li>❖ What might you infer from _____?</li> <li>❖ What conclusions might be drawn from _____?</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>❖ What questions are we trying to answer?</li> <li>❖ What problem are we trying to solve?</li> <li>❖ What might happen if ...</li> <li>❖ What criteria would you use to judge/evaluate _____?</li> <li>❖ What evidence supports _____?</li> <li>❖ How might we prove/confirm _____?</li> <li>❖ How might this be viewed from the perspective of _____?</li> <li>❖ What approach/strategy could you use to _____?</li> </ul>           |
| <b>Outcome Sentences</b>                | <p>Use statement starters to elicit student responses at the end of the lesson:</p> <ul style="list-style-type: none"> <li>-Because of this lesson, I learned...</li> <li>-I was surprised...</li> <li>-I relearned...</li> <li>-I am feeling positive about...</li> <li>-I need clarification on...</li> </ul>  |
| <b>Pairs Check (Kagan)</b>              | Students work in pairs, each answering a question (or working out a problem) and receiving praise and coaching from their partner. Students can be labeled A and B so they may rotate in sharing their responses.  |
| <b>Peer Review</b>                      | One student observes another student's performance, compares and contrasts performance against teacher's criteria/guidelines, and then communicates results through verbal, non-verbal, or written feedback.   |
| <b>Portfolio Check</b>                  | Check the progress of a student's portfolio (or writing folder). A portfolio is a purposeful collection of significant work, carefully selected, dated, and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities. |
| <b>Quick Writes</b>                     | Have students quickly write a response to activate background knowledge, clarify issues, facilitate making connections, and allow for reflection time. Students write for a short, specific amount of time, perhaps several minutes, about a designated topic or question.   |
| <b>Red Light Strategy</b>               | Students are given three laminated squares of paper (red, yellow, and green). As review takes place, students hold up red if they don't know the answer, yellow if they are unsure, and green if they are certain of the answers.  |
| <b>Reflection</b>                       | Students engage in the thoughtful examination of the learning process in order to plan, monitor, assess, and improve their own performance and their own thinking/learning.  |
| <b>Roundtable (Kagan)</b>               | Students in teams take turns asking questions and recording their responses.   |
| <b>Snowball Fight</b>                   | Students take pieces of papers containing questions and crumple them into a snowball shape. When the teacher says, "Snowball fight", students throw the "snowballs" and then pick up a new snowball (new question) somewhere in the room. Students respond to the question and then wait for the next snowball fight.  |
| <b>Soccer Ball Review (Tilton, 224)</b> | A soccer ball is numbered on each of its octagonal sections. When tossed in the classroom, the student who catches it yells out the number that their right thumb lands on when they caught the ball. This is the # of the review question that is read to the student by the teacher (or another student). The student responds and then passes the ball to the next student who continues the review process.  |
| <b>Socratic Seminar</b>                 | Students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation, which continues with a series of responses and further questions. Students build the skill of formulating questions and addressing issues.   |

|   |  |
|---|--|
| <b><i>Spectrum</i></b>                            | Use a spectrum when asking for student opinion on a topic or question. Place a line on the chalkboard or masking tape on the floor. Label one end strongly agree and the other end strongly disagree. Students line up according to their opinion and then support their opinion (other labels: most/least important, greatest/least effective).   |
| <b><i>Sticky Note Review</i></b>                  | Students complete a “sticky note” response before they can exit the room. All sticky notes are displayed together in an area where the teacher can assess student learning.  |
| <b><i>Student Conference</i></b>                  | The teacher has one-on-one conversations with students to check their level of understanding.  |
| <b><i>Tally</i></b>                               | Use a class roster to help monitor who you call on and how often. You may also have students chart (at their desks) the number of times they respond. This encourages those students who are less apt to respond to self-monitor their behavior.   |
| <b><i>The Envelope, Please</i></b>                | When students enter the room they are handed a sealed envelope containing pertinent review questions for the end of the period. Before they can exit at the end of the period, they open the envelope and respond to the question contained within.  |
| <b><i>Think-Pair-Share (Kagan)</i></b>            | Students think individually about their response to a question, discuss answers in pairs, and then share their own or partner’s answer with the rest of the class.   |
| <b><i>Thumbs Up or Thumbs Down</i></b>            | Students respond to check for knowledge questions by responding with a “thumbs up” if they know the answer and a “thumbs down” if they do not know or are unsure.  |
| <b><i>Ticket Out the Door</i></b>                 | Students respond to check for knowledge questions via a piece of paper that they hand to the teacher before exiting the room   |
| <b><i>Timed Pair Share (Kagan)</i></b>            | Students share with a partner for a predetermined amount of time and then the partner shares with them for the same amount of time.  |
| <b><i>Tongue Depressor Responses</i></b>          | Tongue depressors are marked “T” on one side and “F” on the other. Students use these to indicate responses to teacher-provided statements.  |
| <b><i>Toss It (Tilton, 203)</i></b>               | Students play “basketball” while addressing review questions. Divide the class into two teams. The teacher acts as moderator. Questions can be given different point values. If a team answers a response correctly they get to “toss it” (ball, paper, etc.) for points.  |
| <b><i>Turn to Your Partner</i></b>                | Teacher gives directions to students. Students formulate individual response, and then turn to a partner to share their answers. The teacher calls on several random pairs to share their answers with the class.  |
| <b><i>Twelve Word Summary</i></b>                 | In twelve words or less, summarize the most important aspects of today’s lesson.   |
| <b><i>Wipe Off Boards (Think, Hide, Show)</i></b> | Students respond to check for knowledge questions, hide their responses and then show them when asked.   |
| <b><i>ZAP! (Tilton, 209)</i></b>                  | On each table is a container (lunch bag, coffee can, box, etc.) to hold what the group needs to review or reinforce. Craft sticks, tongue depressors, note cards, or strips of paper are used for the questions or terms to be defined—also a card with ZAP is included. Each player takes a turn by drawing one item and responding to it. If they can respond they keep the card and gain a point. If they cannot answer the question, it goes back into the bag. If a student draws a ZAP card, they lose all points and return their cards to the bag. |