WEBB'S DEPTH OF KNOWLEDGE (DOK) - QUESTION STEMS

DOK 1 - Recall

- Can you recall _____?
- When did _____ Happen?
- Who was _____ ?
- How can you recognize _____?
- What is _____ ?
- What is the formula for _____ ?
- Can you identify? _____ ?
- How would you describe _____ ?
- What might you use in a list about _____ ?
- Who discovered _____ ?

DOK 2 - Apply Skills / Concepts

- Can you explain how ___ affected _____?
- How would you apply what you learned to develop_____?
- How would you compare_____? Contrast____?
- How would you classify _____ ?
- How are _____ alike ? Different?
- How would you classify the type of _____?
- Can you solve _____?
- What can you say about _____?
- How would you summarize _____ ?
- What steps are needed to edit _____ ?
- When would you use an outline to _____ ?
- How would you estimate _____ ?
- How could you organize _____ ?
- What would you use to classify _____ ?
- What do you notice about _____ ?

DOK 3 - Strategic / Organizational Thought

- How is _____ _____related to_____?
- What conclusions can you draw _____?
- How would you test / Prove _____?
- Can you predict the outcome if _____?
- What conclusions can be drawn from multiple texts?
- What facts would you select to support _____ ?
- Can you elaborate on the reason _____?
- Can you formulate a theory for _____ ?
- How would you test _____ ?
- How would you correct _____ ?
- Which option is best and why for _____ ?
- What is the best answer and why ?
- What is your interpretation of this text, support your reasoning?
- What would happen if _____ compared to __?

DOK 4 - Extended Thinking

- Write a thesis, drawing conclusions from multiple sources
- Design and conduct an experiment, gather information to develop alternative explanations for your results.
- Write a research paper on a topic.
- What information can you use to support / defend your idea about a topic?
- Writing a paper or applying information to develop a persuasive argument / product / artifact of high level understanding
- Requires time for extended thinking (PROJECTS, CREATIVE APPLICATION, ORIGINAL IDEAS)

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

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Depth Of Knowledge Webb Question Stems

Judy Reinhartz

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 hand 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 **Knowledge...** Edwin Sharpe Grew,Baden Fletcher Smyth Baden-Powell,Arthur Cowper Ranyard,Wilfred Mark Webb,1890 The New Encyclopædia Britannica: Macropædia : Knowledge in depth ,2002 **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 **American Florist** ,1903 The New Encyclopaedia Britannica: Macropaedia: knowledge in depth. 19 v ,1981 **Moore's Rural New-Yorker** ,1903 **English Mechanic and Mirror of Science** ,1872 *Gardening World Illustrated* ,1898 *The Engineer* ,1886 **Gardening Illustrated** ,1926 **Forest and Stream** ,1886 **Scientific American** ,1897 The Cultivator & Country Gentleman ,1876 **The Farmer's Weekly** ,1925

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