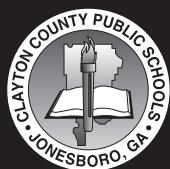


RigorMeter



DIMENSIONS OF THINKING

What does the work require?

COGNITIVE PROCESS

What should I think about?

QUESTIONING TECHNIQUES

How do I get there?

STUDENT WORK

How do I know I have arrived?



- DOK-Extended Thinking
- RBT-Evaluating and Creating

This level requires investigation—time to think and process multiple conditions of the problem or task.

Does the work require students to:

- put together elements and parts to form a whole, then make value judgments about the method?
- create new meaning from existing documents, problems or ideas and present them?

Ask students the following questions/statements:

- How would you test the...?
- How else would you...?
- How do you know...?
- Propose an alternative to...
- State a rule for...

- ✓ Create a debate over issues or concepts—consider pros and cons.
- ✓ Design a set of test questions that the teacher might give on the next exam.
- ✓ Review a book from someone else's perspective.
- ✓ Write recommendations for the best way to solve a math problem.



- DOK-Strategic Thinking
- RBT-Analyzing

This level requires strategic thinking such as reasoning and development of plans.

Does the work require students to:

- break information into various parts to explore understandings and relationships?
- present several solutions to problems and alternative endings to stories?

Ask students the following questions/statements:

- What is the function of...?
- What statement is relevant...?
- What does the author believe...?
- What is the relationship between...?
- What statements are least important?

- ✓ Write a radio or television announcement or commercial.
- ✓ Write a proposal to solve an issue.
- ✓ Design an experiment for a specific research problem.
- ✓ Make a flow chart showing the critical stages of a piece of literature.
- ✓ Construct a graph to illustrate selected information.



- DOK-Skill/Concept
- RBT-Application

This level requires the use of information, conceptual knowledge, and procedures—two or more steps in solving problems or addressing issues.

Does the work require students to:

- use the information in another situation?
- construct meaning from oral, written and graphic communication?

Ask students the following questions/statements:

- What actions would you take to...?
- Tell what would happen if...
- Tell how much change there would be...
- Identify the results of...
- Choose the best statements that apply...

- ✓ Identify and summarize the major events in a narrative poem.
- ✓ Describe the cause and effect of a historical event.
- ✓ Formulate a routine problem given data and conditions.
- ✓ Solve routine multiple-step problems.



- DOK-Recall
- RBT-Remembering

This level requires the recall of facts, information or procedures.

Does the work require students to:

- retrieve relevant knowledge from long-term memory?
- recall dates and facts?
- list elements of literature?
- locate people, places and things?
- describe processes or steps?

Ask students the following questions/statements:

- Who is the...?
- Where is the...?
- What is the best one...?
- State in your own words...
- Explain what is meant by...
- Show in a graph...

- ✓ Summarize a paragraph.
- ✓ Complete a worksheet.
- ✓ Draw a map and locate physical features.
- ✓ Write an acrostic poem.
- ✓ Complete an ABC book/dictionary.
- ✓ Retell an interesting part of a story.
- ✓ Make a word search from the text.
- ✓ Make a word scramble activity.