



LOOKING FOR RIGOR WALK-THROUGH TOOLS: COLLECTING EVIDENCE OF TEACHER AND STUDENT ROLES

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DOK Levels	Teacher Roles	Evidence Planned for/Observed	Student Roles	Evidence Planned for/Observed
1 Acquire Foundation	<ul style="list-style-type: none"> Questions to focus attention (<i>Who? What? Where? How? When?</i>) Directs, leads, demonstrates, defines, provides practice Scaffolds for access & focus 	<p>Teacher shows film clip, provides historical documents</p> <p>TQ: What information can you find in each source that will help to answer our question?</p>	<ul style="list-style-type: none"> Acquires vocabulary, facts, rules Memorizes, recites, quotes, restates Retrieves information Practices & self-monitors basic skills Clarifies procedures, asks for support in using resources, tools 	<p>Small groups read, take notes, and annotate various primary and secondary sources related to topic/overarching question</p>
2 Use, Connect, Conceptualiz	<ul style="list-style-type: none"> Questions to build schema: relate parts-to-whole, classify, draw out inferences Models & scaffolds conceptual understanding (<i>Why? Under what conditions? Gives examples/non-examples</i>) 	<p>TQ: How does this information relate to what you've already found in other documents?</p> <p>T provides graphic organizer</p> <p>TQ: Would making a timeline help?</p>	<ul style="list-style-type: none"> Explains relationships, sorts, classifies, compares, organizes information Makes predictions based on estimates, observations, prior knowledge Proposes problems or issues/questions to be investigated Raises conceptual or strategy questions 	<p>Students organize notes using graphic organizers provided</p> <p>Students summarize key ideas</p>
3 Deepen & Construct Meaning	<ul style="list-style-type: none"> Questions to probe reasoning & to promote peer discourse/self-reflection Links Big Ideas (<i>Where else would this apply? What concepts/ principles could be used to solve this?</i>) Designs tasks requiring proof, justification, analysis of evidence quality & accuracy 	<p>TQ: Is the source for this information credible?</p> <p>TQ: How can you check for credibility and accuracy? What should you look for if this is a print/non-print source?</p>	<ul style="list-style-type: none"> Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution & links with "Big Ideas" Plans how to develop supporting (hard) evidence for conclusions or claims Researches/tests ideas, solves non-routine problems; perseveres Self-assesses; Uses feedback to improve performance 	<p>Students check for accuracy, credibility, and potential bias of sources</p> <p>Students generate new questions</p>
4 Extend, Transfer, Broaden	<ul style="list-style-type: none"> Questions to extend thinking, explore sources, broaden perspectives/Big Idea (<i>Are there potential biases? Can you propose an alternative model?</i>) Encourages & scaffolds use of relevant & valid resources, peer-to-peer discourse/self-reflection 	<p>Overarching Q posed before researching begins:</p> <p>Was it this event (Gulf of Tonkin) or was the president already planning to go to war with Viet Nam anyway?</p>	<ul style="list-style-type: none"> Initiates, transfers, and constructs new knowledge/insights linked to "Big Ideas" Modifies, creates, elaborates based on analysis and interpretation of multiple sources Investigates real-world problems and issues; perseveres; manages time-task Self-assesses; Uses feedback to improve 	<p>Students expand research/sources and triangulate information</p> <p>Students present findings from multiple sources to support their claims</p>



TOOL 26B

LOOKING FOR RIGOR WALK-THROUGH TOOLS: COLLECTING EVIDENCE OF TEACHER AND STUDENT BEHAVIORS (© HESS, 2015, 2018)

Does the teacher...	Record teacher /student questions, reactions, tasks, & strategic supports	Do all students...
<p>1. Provide accurate conceptual information, examples, models; ask questions that reflect substantive understanding of the concepts & builds overall schemas (e.g. parts of the whole, essential criteria/ characteristics). (DOK 2)</p> <p>2. Model probing questions and allow adequate wait time for all students (e.g., what makes you say that? Can you find/show some evidence?). Encourage all students to actively grapple with concepts and freely exchange ideas.</p> <ul style="list-style-type: none"> o uses a range of formative probes (DOK 1-3) o designs lessons for student-student discourse o encourages self/peer assessment (DOK 3) o asks students to support reasoning, elaborating on examples, analyzing evidence (DOK 3) <p>3. Provide tasks emphasizing DEEPER thinking linked to Big Ideas, not simply correct answers. Tasks ask all students to make AND JUSTIFY or SUPPORT connections made (e.g., students cite sources; analyze relevance and accuracy of evidence). (DOK 3-4)</p> <p>4. Closely monitor all students' understanding and STRATEGICALLY SCAFFOLDS instruction to advance/deepen student thinking. Assist all students in grappling with confounding factors. (e.g., provides unambiguous mentor texts, examples & non-examples, organizers, alternate models, counter points) (DOK 1-4)</p> <p>5. Provide REFLECTION TIME during the lesson (every 10-15 min) for all students to review/react to what was learned and consolidate learning (e.g., exit slips, peer-peer conferencing, self- or peer-assessment, such as "favorite no"). (DOK 2-4)</p>	<p>Sample Observer Notes</p> <p>Teacher chunks text with guiding questions (scaffolding for access)</p> <hr/> <p>Small groups encourage discussion (advances thinking)</p> <hr/> <p>TQ: Can you use these data to (rank these players) and justify your reasoning? (task emphasizes deeper thinking, data analysis/interpretation)</p> <hr/> <p>Q Student 1: How many sources do we have to use? (procedural)</p> <hr/> <p>Q Student 2: Is it possible that this event affected his overall performance? (analytical, uses reasoning)</p> <hr/> <p>Teacher response: Is that conclusion consistent with your other evidence? (probing)</p> <hr/> <p>Students present findings & justification</p> <hr/> <p>Teacher provides guiding questions and models using student drafts (modeling)</p> <hr/> <p>Students conference with peers/give objective feedback (peer-assessment)</p> <hr/> <p>Students apply suggestions to improve their work (self-assessment)</p> <hr/> <p>Teacher uses several turn & talk strategies throughout the lesson</p>	<p>1. Engage in substantive discourse about concepts, relationships, observations, predictions (e.g., if- then; compare-contrast, cause-effect). (DOK 2)</p> <p>2. Provide responses that reflect real thinking, not just recall of "canned answers" or basic procedural explanations.</p> <ul style="list-style-type: none"> o (DOK 2) shows conceptual understanding o (DOK 3) analyzes evidence; links to Big Ideas o (DOK 4) draws evidence across multi sources <p>3. Generate ideas, questions, propositions, alternative strategies, representations, examples in extended tasks. RECORD student questions/ideas/insights.</p> <ul style="list-style-type: none"> o Procedural? (DOK 1-2) o Conceptual? (DOK 2) o Contextual? Conditional? (DOK 2-3) o Problem finding (DOK 3) o Planning/Reasoning/Strategizing? (DOK 3) o Seeking or connecting sources? (DOK 3-4) <p>4. Persevere when encountering challenges (e.g., revising/rethinking steps of multi-step tasks, try alternate approach if one does not work, self- monitors). Document how /what students do.</p> <p>5. Do not dismiss ideas of others; can challenge each other respectfully and ask probing questions; provide their own evidence, claims, qualifiers; willing to self-assess and revise thinking using feedback and success criteria. (DOK 3-4)</p>