

T.E.A. Time

(Task Evaluation & Assessment)



Is the Work the Right Work?

2017 Teacher Leader Summit

Learning Outcome

- Use DOK to determine and adjust the cognitive rigor of student tasks.



Analyzing Tasks

If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.

-- Antoine de Saint-Exupery

"There is no decision that teachers make that has a greater impact on students' opportunities to learn and on their perceptions about what mathematics is than the selection or creation of the tasks with which the teacher engages students in studying mathematics."

-- Lappan & Briars, 1995

Reflection on Rigor

Take a minute to write your personal definition of **"RIGOR"** as it relates to instruction, learning, and/or assessment.

Use the Post-It Notes provided for you!



Apply Your Definition of Rigor

Your class has just read some version of *Goldilocks and the Three Bears*.

1. What is a basic comprehension question you might ask?
2. What is a more rigorous question you might ask?

DISCUSS

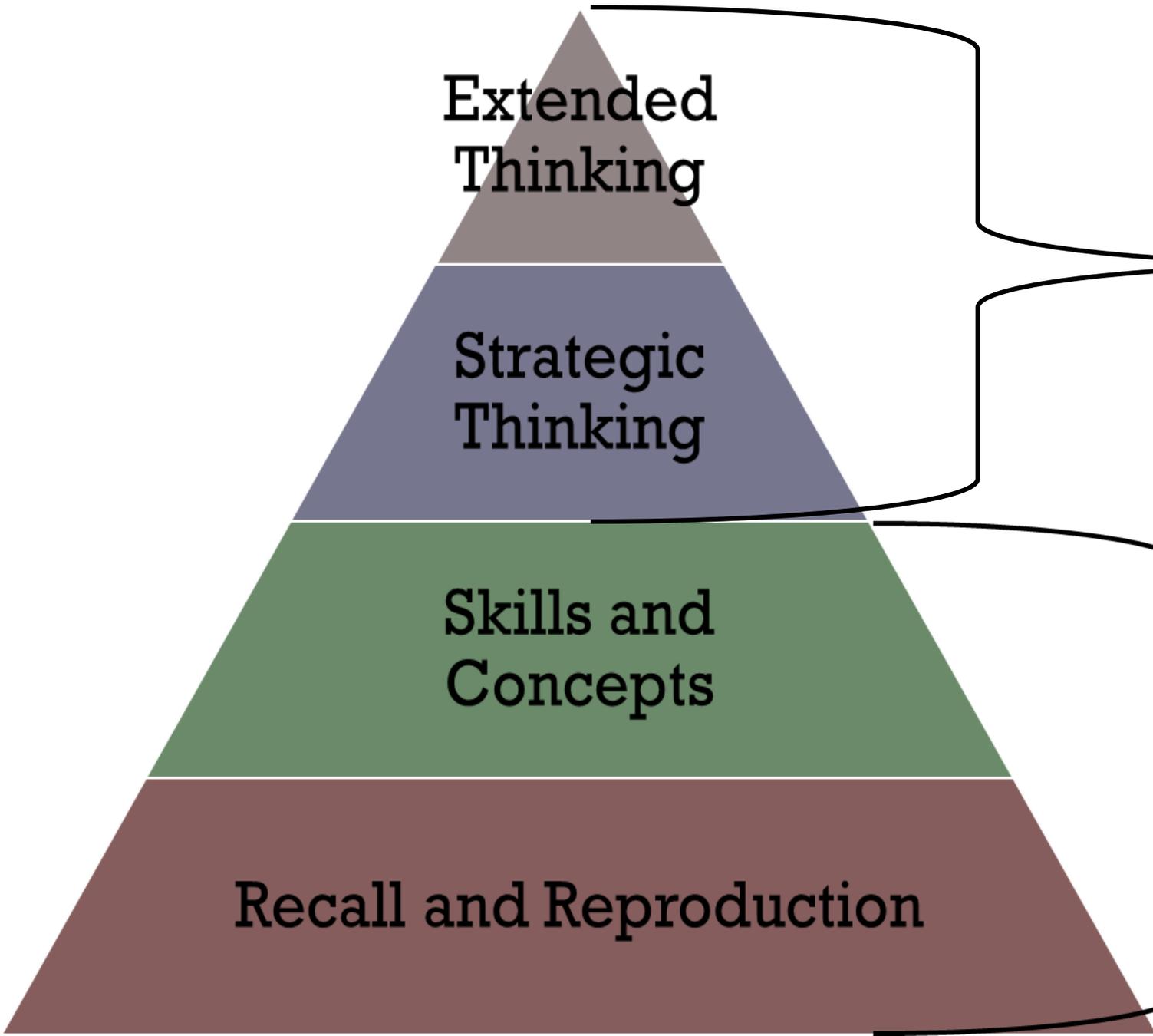
Developing the Cognitive Rigor Matrix

Bloom's Taxonomy

What type of thinking (verbs) is needed to complete a task?

Webb's DOK

How deeply do you have to understand the content to successfully interact with it? How complex is the content?



Extended
Thinking

Strategic
Thinking

Skills and
Concepts

Recall and Reproduction

The focus is on
STRATEGIC THINKING,
so there can be
multiple right answers!

There is usually
a
RIGHT ANSWER!

The Hess Cognitive Rigor Matrix: Applies Webb's DOK to Bloom's Cognitive Process Dimensions

Depth + thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	-Recall, locate basic facts, details, events	Not appropriate at this level		
Understand	-Select appropriate words to use when intended meaning is clearly evident	-Specify or explain relationships -summarize -identify central idea	-Explain, generalize, or connect ideas using supporting evidence (quote, example...)	-Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	-Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	-Use context to identify meaning of word -Obtain and interpret information using text features	-Use concepts to solve non-routine problems	-Devise an approach among many alternatives to research a novel problem
Analyze	-Identify whether information is contained in a graph, table, etc.	-Compare literary elements, terms, facts, events -analyze format, organization, & text structures	-Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text	-Analyze multiple sources -Analyze complex/abstract themes
Evaluate			-Cite evidence and develop a logical argument for conjectures	-Evaluate relevancy, accuracy, & completeness of information
Create	-Brainstorm ideas about a topic	-Generate conjectures based on observations or prior knowledge	-Synthesize information within one source or text	-Synthesize information across multiple sources or texts

DOK is about
COMPLEXITY

**NOT
DIFFICULTY!**

First ask yourself...

*"What is my **CEILING**???"*

The intended student learning outcome determines the DOK level.

Then ask yourself...

*"What **MENTAL PROCESSING** must occur?"*

While verbs may **APPEAR** to point to a DOK level, it is *what comes after the verb* that is the best indicator of the rigor/DOK level:

- **Describe** the physical features of a plant.
- **Describe** how the two political parties are alike and different.
- **Describe** the most significant effect of WWII on the nations of Europe.

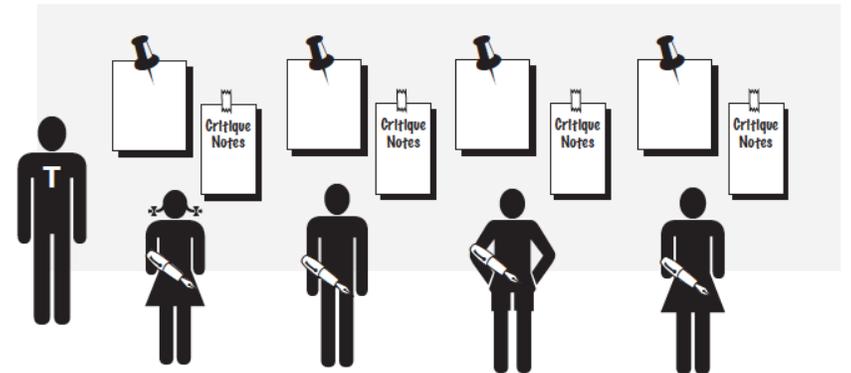
For each task...

- What is its **PURPOSE**?
- What is the **IMPLIED/INTENDED RIGOR**? (What mental processing would you expect students to engage in? *Use the CRM to find descriptors*)
- Which **LA STUDENT STANDARD(S)** does it align with?
- Will student responses tell you what to do next? e.g., **“WHAT COULD STUDENTS DO/NOT DO (ON ALL OR PART OF THIS ASSESSMENT TASK)?”**

Gallery Walk: Evaluating Math Tasks for Rigor

With your group, evaluate each task or assessment item for rigor.

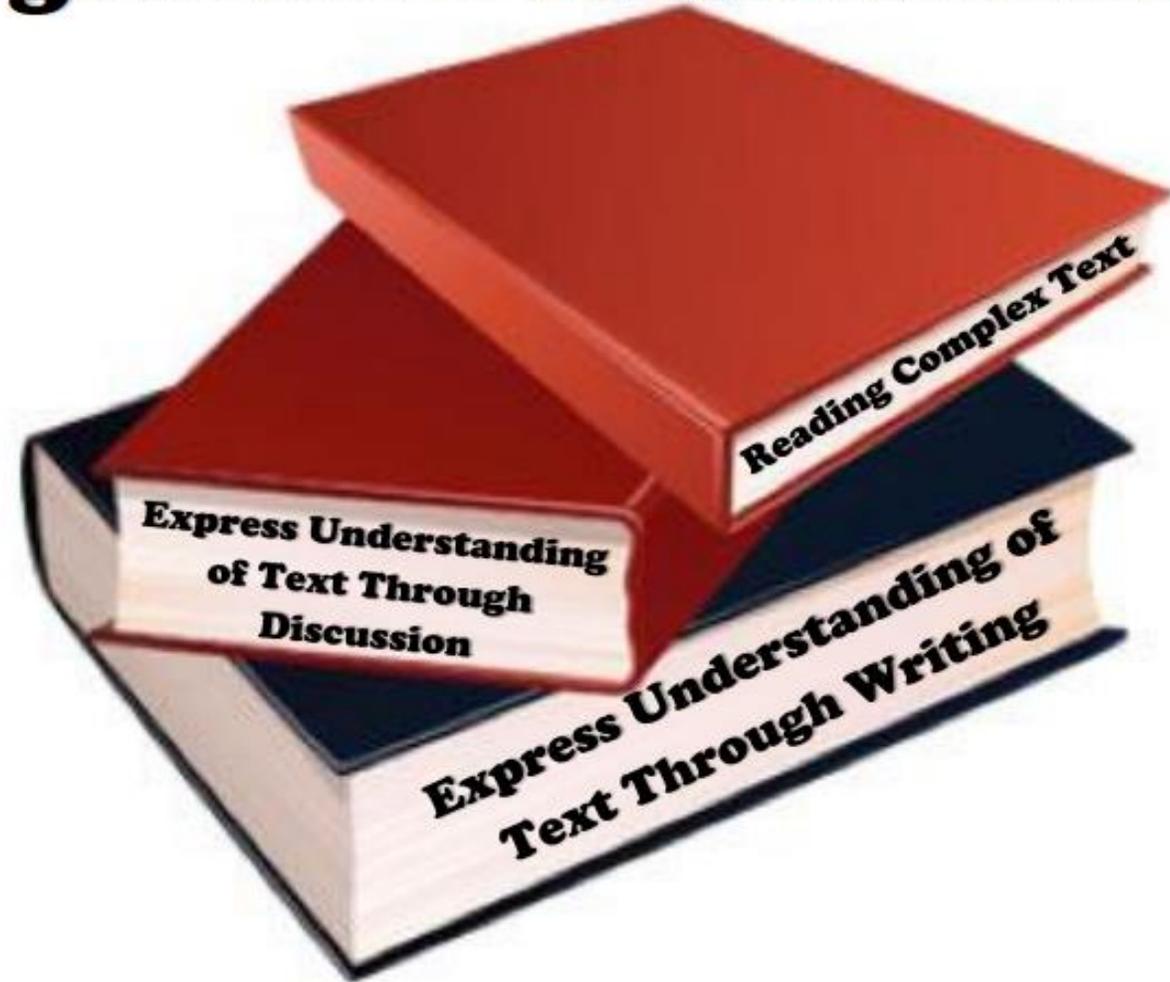
- Is this task rigorous enough?
- Justify your answer.



**Take-Away
Message:
Cognitive Rigor
&
Implications for
Assessment**

- Assessing only at the highest DOK level will miss opportunities to know what students do & don't know – go for a range; **END** **“HIGH”** in selected/prioritized content
- Performance assessments can offer varying levels of DOK embedded in a larger, more complex task.
- Planned formative assessment strategies and tools can focus on differing DOK levels.

Rigorous ELA Instruction

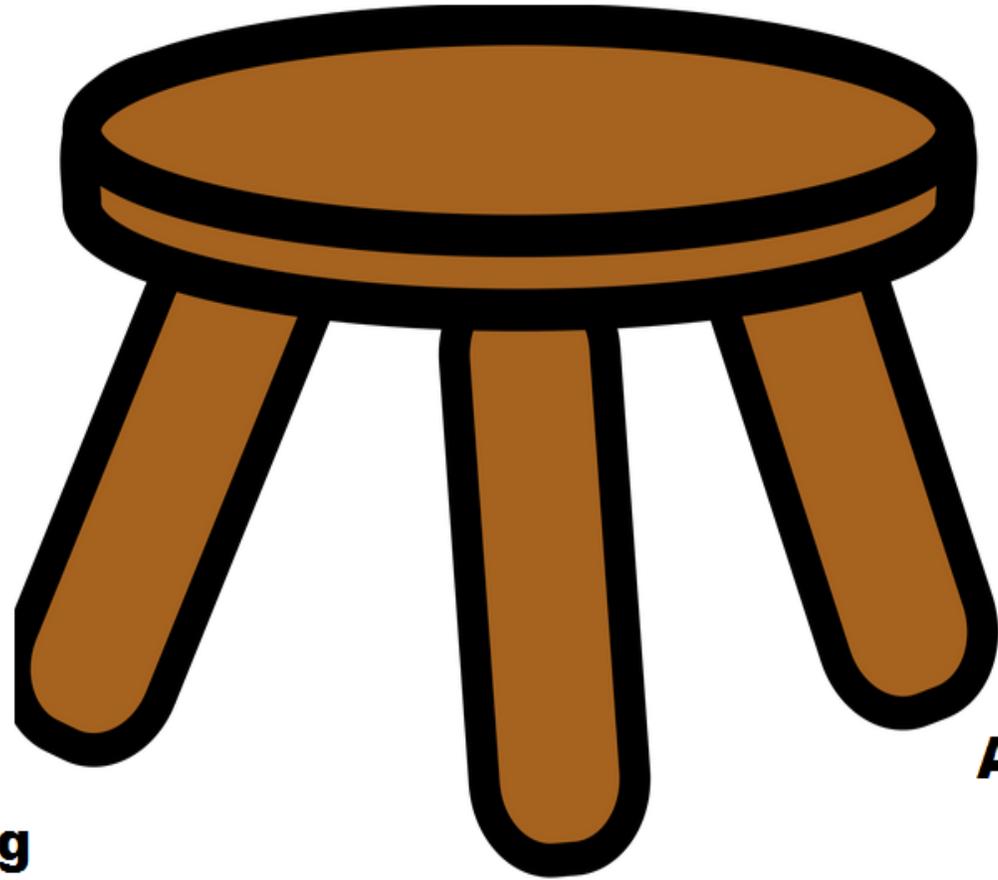


***Science & Social Studies instruction included.

Non-Negotiables

This should be during
ELA, SCIENCE, & SOC.
ST. INSTRUCTION IN
EVERY CLASSROOM
EVERY DAY.

Rigorous Math Instruction



**Conceptual
understanding**

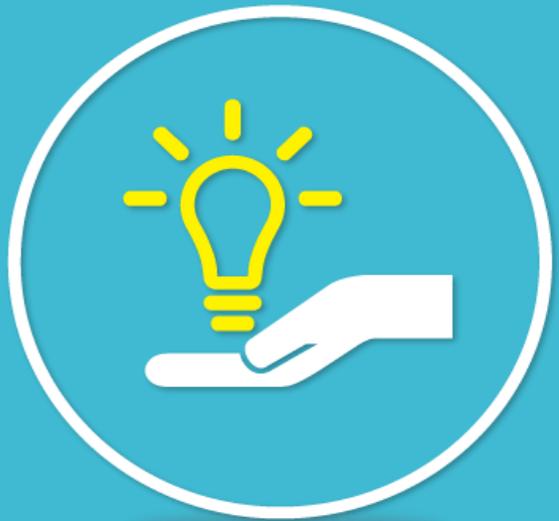
Fluency

Application

Non-Negotiables

This should be during
**MATH INSTRUCTION IN
EVERY CLASSROOM
EVERY DAY.**

Administrative Support Protocol



- A-Team focused walkthroughs
- Lesson Plan Feedback (questioning, grouping, formative assessment)
- Feedback E-mail w/conversations
- Follow-Up Walkthroughs
- COMPASS Evaluations