

RigorMeter

	DIMENSIONS OF THINKING <i>What does the work require?</i>	COGNITIVE PROCESS <i>What should I think about?</i>	QUESTIONING TECHNIQUES <i>How do I get there?</i>	STUDENT WORK <i>How do I know I have arrived?</i>
	<ul style="list-style-type: none"> • DOK-Extended Thinking • RBT-Evaluating and Creating <p>This level requires investigation – time to think and process multiple conditions of the problem or task.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • 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? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • How would you test the...? • How else would you...? • How do you know...? • Propose an alternative to... • State a rule for... 	<ul style="list-style-type: none"> ✓ 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.
	<ul style="list-style-type: none"> • DOK-Strategic Thinking • RBT-Analyzing <p>This level requires strategic thinking such as reasoning and development of plans.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • break information into various parts to explore understandings and relationships? • present several solutions to problems and alternative endings to stories? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • What is the function of...? • What statement is relevant...? • What does the author believe...? • What is the relationship between...? • What statements are least important? 	<ul style="list-style-type: none"> ✓ 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.
	<ul style="list-style-type: none"> • DOK-Skill/Concept • RBT-Application <p>This level requires the use of information, conceptual knowledge, and procedures – two or more steps in solving problems or addressing issues.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • use the information in another situation? • construct meaning from oral, written and graphic communication? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> ✓ 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.
	<ul style="list-style-type: none"> • DOK-Recall • RBT-Remembering <p>This level requires the recall of facts, information or procedures.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> • retrieve relevant knowledge from long-term memory? • recall dates and facts? • list elements of literature? • locate people, places and things? • describe processes or steps? 	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> ✓ 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.

• DOK - Depth of Knowledge

• RBT - Revised Bloom's Taxonomy