



Examining DOK and Rigor in Writing & Responding to Texts

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Overview

- Consider different DOK levels for writing prompts and responding to sources/texts
- Take a fresh look at text structures and how they impact complexity of texts
- Use DOK & the Hess Cognitive Rigor Matrix to:
 - Examine what rigor/DOK looks like in writing
 - Analyzing sample assessments/tasks, & rubrics
 - Developing better writing prompts
- **Tools & strategies** for developing tasks for each writing genre at www.karin-hess.com
 - Event Materials (sidebar): Under Topic #2
 - Password:

Reflect on Your Current Approach to Teaching Writing

- How do you teach writing now (in any content area)? Are your assignments mostly
 - Practice Drills?
 - Scrimmages?
 - Games?
- What type of writing assignment/assessment moves your students to deeper understanding?

COGNITIVE RIGOR IS ...

- Making connections to consolidate the learning
- Applying what you've learned to new situations, also known as (far) transfer
- Challenge with “just right” support (creating opportunities for “productive struggle”)
- (Sometimes) Higher-order thinking: analyzing, evaluating, and creating
- Engagement, collaboration, and discourse that makes thinking visible
- Triggered by asking a different kind of question that shifts teacher-student roles in constructing meaning



7 Common Misconceptions

1. All kids can't do this; or Kids don't need scaffolding to get "up" there.
2. Webb's DOK model is a taxonomy
3. Bloom verbs & levels = Webb DOK
4. DOK is about difficulty
5. All DOK levels can be assessed with a multiple-choice question
6. Higher order thinking = deeper learning
7. Multi-step or longer tasks, multiple texts, or complex texts *always means* deeper thinking

Webb's Depth-of-Knowledge Levels

- **DOK-1 – Recall & Reproduction** - Recall a fact, term, principle, concept, or perform a routine procedure – **edit, check spelling, write sentences**
- **DOK-2 - Basic Application of Skills/Concepts** - Use of information, conceptual knowledge, two or more steps with decision points along the way, routine problems applying 2+ concepts - **organize information, summarize, write paragraph, identify main idea, compare-contrast, cause-effect**
- **DOK-3 - Strategic Thinking** - Requires reasoning, developing a plan to approach problem; requires decision making and **justification/support**; abstract, complex, or non-routine; more than one possible answer – **write essay, identify theme, bias, credibility of sources**
- **DOK-4 - Extended Thinking** - An **original** investigation; requires time to research, problem solve, and process **multiple** conditions of the problem or task; OR non-routine manipulations, across disciplines/content areas/multiple sources - **write research paper, essay drawing from multiple sources**



TOOL 3

HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM):

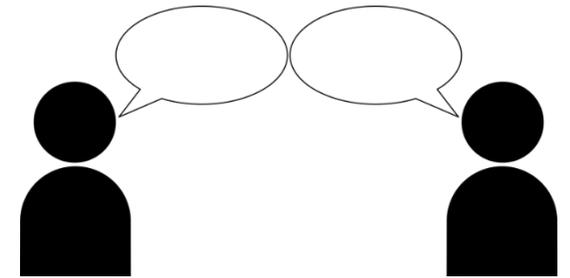
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> o Complete short answer questions with facts, details, terms, principles, etc. (e.g., label parts of diagram) 	Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> o Describe or define facts, details, terms, principles, etc. o Select appropriate word/phrase to use when intended meaning/definition is clearly evident o Write simple complete sentences o Add an appropriate caption to a photo or illustration o Write "fact statements" on a topic (e.g., spiders build webs) 	<ul style="list-style-type: none"> o Specify, explain, show relationships; explain why, cause-effect o Provide and explain non-examples and examples o Take notes; organize ideas/data (e.g., relevance, trends, perspectives) o Summarize results, key concepts, ideas o Explain central ideas or accurate generalizations of texts or topics o Describe steps in a process (e.g., science procedure, how to and why control variables) 	<ul style="list-style-type: none"> o Write a multi-paragraph composition for specific purpose, focus, voice, tone, & audience o Develop and explain opposing perspectives or connect ideas, principles, or concepts using supporting evidence (quote, example, text reference, etc.) o Develop arguments of fact (e.g., Are these criticisms supported by the historical facts? Is this claim or equation true?) 	<ul style="list-style-type: none"> o Use multiple sources to elaborate on how concepts or ideas specifically draw from other content domains or differing concepts (e.g., research paper, arguments of policy - should this law be passed? What will be the impact of this change?) o Develop generalizations about the results obtained or strategies used and apply them to a new problem or contextual scenario
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> o Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, or word use o Apply basic formats for documenting sources 	<ul style="list-style-type: none"> o Use context to identify/infer the intended meaning of words/phrases o Obtain, interpret, & explain information using text features (table, diagram, etc.) o Develop a (brief) text that may be limited to one paragraph, précis o Apply basic organizational structures (paragraph, sentence types, topic sentence, introduction, etc.) in writing 	<ul style="list-style-type: none"> o Revise final draft for meaning, progression of ideas, or logic chain o Apply internal consistency of text organization and structure to a full composition or oral communication o Apply a concept in a new context o Apply word choice, point of view, style, rhetorical devices to impact readers' interpretation of a text 	<ul style="list-style-type: none"> o Select or devise an approach among many alternatives to research and present a novel problem or issue o Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> o Decide which text structure is appropriate to audience and purpose (e.g., compare-contrast, proposition-support) o Determine appropriate, relevant key words for conducting an Internet search or researching a topic 	<ul style="list-style-type: none"> o Compare/contrast perspectives, events, characters, etc. o Analyze/revise format, organization, & internal text structure (signal words, transitions, semantic cues) of different print and non-print texts o Distinguish: relevant-irrelevant information; fact/opinion (e.g., What are the characteristics of a hero's journey?) o Locate evidence that supports a perspective/differing perspectives 	<ul style="list-style-type: none"> o Analyze interrelationships among concepts/ issues/problems in a text o Analyze impact or use of author's craft (literary devices, viewpoint, dialogue) in single text o Use reasoning and evidence to generate criteria for making and supporting an argument of judgment (Was FDR a great president? Who was the greatest ball player?) o Support conclusions with evidence 	<ul style="list-style-type: none"> o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> o "UG" - unsubstantiated generalizations = stating an opinion without providing any support for it! 		<ul style="list-style-type: none"> o Evaluate validity and relevance of evidence used to develop an argument or support a perspective o Describe, compare, and contrast solution methods o Verify or critique the accuracy, logic, and reasonableness of stated conclusions or assumptions 	<ul style="list-style-type: none"> o Evaluate relevancy, accuracy, & completeness of information across multiple sources o Apply understanding in a novel way, provide argument or justification for the application o Critique the historical impact (policy, writings, discoveries, etc.)
Create	<ul style="list-style-type: none"> o Brainstorm facts, ideas, concepts 	<ul style="list-style-type: none"> o Generate conjectures, hypotheses, or 	<ul style="list-style-type: none"> o Develop a complex model for a given 	<ul style="list-style-type: none"> o Synthesize information across multiple

Examining *Schemas* for each Writing Genre

- What differentiates one writing genre from another?
 - Narrative /Reflective Narrative
 - Informational, Analytical Expository
 - Opinion/Critique/Argument

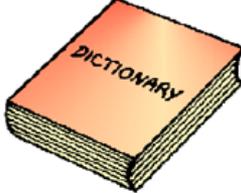
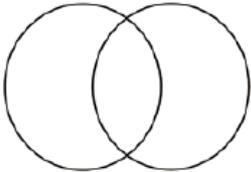


- What makes each unique or complex?

10 Increasingly Complex Text Structures

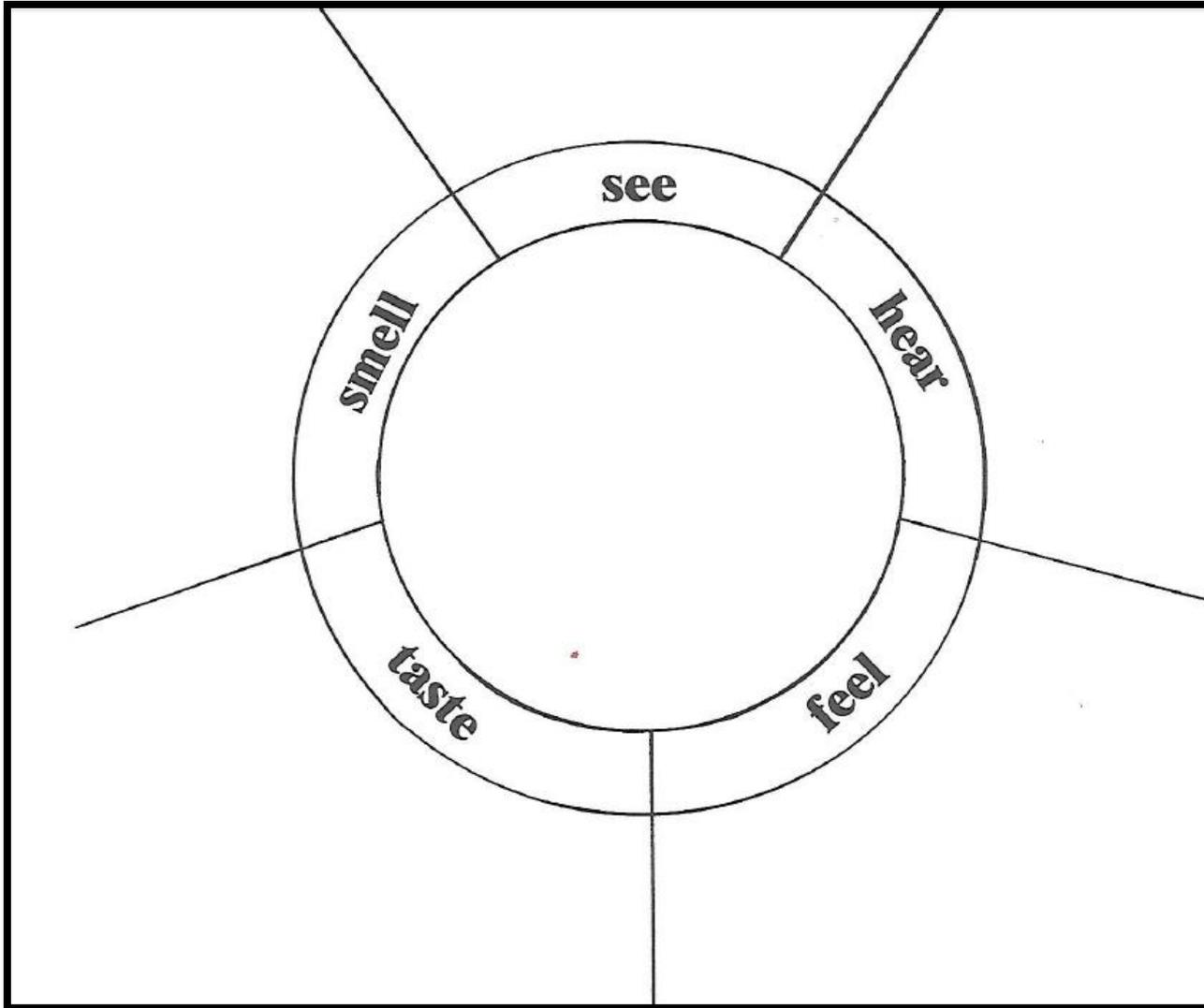
(www.Karin-hess.com – blog post)

10 Increasingly Complex Text Structures

Sequence/ Procedure	Time Order/ Chronology	Enumeration/ Description/Event	Definition	Compare- Contrast
				
<p>Describes a rule, procedure, recipe. Lists steps to follow in specific order to complete a task or to make something.</p> <p>EXAMPLES: rules to follow (e.g. math, decoding) to more complex tasks, such as science data</p>	<p>An event or plot unfolds over time. More complex texts use literary devices, such as flashback foreshadowing, or dates, visual timelines, graphs, etc. to establish time order.</p> <p>EXAMPLES: Narrative and</p>	<p>An object, person, place, concept, or event is described using data, sensory features, <i>precise</i> characteristics. Longer texts also apply chronology, definition.</p> <p>EXAMPLES: Story settings, paragraphs that introduce topic</p>	<p>A definition is followed by uses, description, or examples based on attributes or functions (types, groupings). More narrow and specific than description. May include word relationships</p>	<p>Describes how two <u>or more</u> objects, actions, processes, etc. are alike & different. Each paragraph or section applies less complex structures to illustrate similar, contrasting, or</p>

Multi-sensory Clustering

(A Local Assessment Toolkit, p. 87)



Reflecting on the Writing Activity

- Started with the **personal**
- Discussed & developed (new) **vocabulary/ language** (using individual and group ideas)
- Used visualization to **expand ideas** (more areas of the brain stimulated, personalized)
- **Determined a focus/theme**, selected language that would clearly carry your message
- Used active voice, descriptive sensory language
- Ended with the **personal**
- **How could you extend this process/use of the multisensory template?**

A large and noisy crowd gathers at the edge of town. It's near sundown and many are still in well-worn work clothes, sweaty and tired from a long day in the fields. They want better wages. They want fair working conditions. They're frustrated and angry. As a farm worker and activist steps onto the stage, the noise of the crowd begins to get quiet. Will a riot break out? Who is this leader they came to listen to?



A Text Structure-Based Progression Increasing in Complexity

- **Narratives first** - whole group, small groups, pairs, individuals
- **Bridge to informational** - applying narrative strategies (description, dialogue, chronology, problem-solution) to informational texts
- **Develop/fine tune informational strategies** and structures - description, definition, compare-contrast, cause-effect
- **Bridge to Opinion/Argument Writing** – argument types (fact-based, judgement-based, policy-based) and rhetorical devices (pathos, logos, ethos)

Scaffolding Writing Instruction

- **Language & Vocabulary Development**
 - Definitional to Conceptual to Contextual Use
 - Word wall/anchor charts (DOK 1)
 - (Complex) Sentence Frames (DOK 2-3)
 - Kid Tool: Word Splash (DOK 3-4)
- **Executive Functioning**
 - Working Memory – Anchor charts (DOK 1)
 - Planning/Organization – Graphic organizers (DOK 2-3)
- **Deepen Content Knowledge & Connect to Big Ideas**
 - Build background (DOK 1-2)
 - Annotating texts (DOK 2)
 - Determining text structures to match purpose (DOK 2)
 - Self-Monitoring – “Need to Do” rubrics (DOK 3-4)

Scaffolding Instruction with Anchor Charts:

Review processes, Organize ideas/build schema, visually define terms

