



Tool 26

## LOOKING FOR RIGOR WALK-THROUGH TOOL: TEACHER-STUDENT ROLES



DOK Levels	Teacher Roles	Evidence Planned for or Observed	Student Roles	Evidence Planned for or Observed
1 Acquire Foundation	<ul style="list-style-type: none"> <li>Questions to focus attention (<i>Who? What? Where? How? When?</i>)</li> <li>Directs, leads, demonstrates, defines, provides practice</li> <li>Scaffolds for access and focus</li> </ul>		<ul style="list-style-type: none"> <li>Acquires vocabulary, facts, rules</li> <li>Memorizes, recites, quotes, restates</li> <li>Retrieves information</li> <li>Practices and self-monitors basic skills</li> <li>Clarifies procedures, asks for support using resources, tools</li> </ul>	
2 Use, Connect, Conceptualize	<ul style="list-style-type: none"> <li>Questions to build schema: differentiate parts from whole, classify, draw out inferences</li> <li>Models and scaffolds conceptual understanding (<i>Why? Under what conditions? Gives example or nonexample?</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Explains relationships, sorts, classifies, compares, organizes information</li> <li>Makes predictions based on estimates, observations, prior knowledge</li> <li>Proposes problems or issues or questions to be investigated</li> <li>Raises conceptual or strategy questions</li> </ul>	
3 Deepen & Construct Meaning	<ul style="list-style-type: none"> <li>Questions to probe reasoning, thinking, and promote peer discourse or self-reflection; links “Big Ideas” (<i>How will you know or do this? Where is the evidence?</i>)</li> <li>Designs tasks requiring proof, justification, analysis of evidence quality and accuracy</li> </ul>		<ul style="list-style-type: none"> <li>Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution and links with “Big Ideas”</li> <li>Plans how to develop supporting (hard) evidence for conclusions or claims</li> <li>Researches or tests ideas, solves nonroutine problems; perseveres</li> <li>Self-assesses; uses feedback to improve</li> </ul>	
4 Extend, Transfer, Broaden Meaning	<ul style="list-style-type: none"> <li>Questions to extend thinking, explore sources, broaden perspectives or “Big Ideas” (<i>Are there potential biases? Can you propose an alternative model?</i>)</li> <li>Encourages and scaffolds use of relevant and valid resources, peer-to-peer discourse, or self-reflection</li> </ul>		<ul style="list-style-type: none"> <li>Initiates, transfers, and <i>constructs</i> new knowledge or insights linked to “Big Ideas”</li> <li>Modifies, creates, elaborates based on analysis and interpretation of multiple sources</li> <li>Investigates real-world problems and issues; perseveres; manages time-task</li> <li>Self-assesses; uses feedback to improve</li> </ul>	



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