**Twinsburg City Schools**

**Required to submit**

**Assessment Rigor Analysis - Depth of Knowledge (DOK) – Blooms Taxonomy**

**Grade Level/Subject:**

**PLC:**

**Teacher(s):**

**Directions:** Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor.

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| --- | --- | --- | --- | --- | --- | --- |
| **Exam Makeup %** | **Level** | **Learner Action** | **Key Actions** | **Sample Question Stems** | **Pre-Assessment**  **Question Numbers** | **Post Assessment**  **Question Numbers** |
| **20%** | **Level 1: Remembering, Understanding** | Requires simple recall of such information as a fact, definition, term, or simple procedure | List, Tell, Define, Label, Identify, Name, State,  Write, Locate, Find, Interpret, Classify, Summarize, | Where is...?  When did \_\_\_ happen?  How would you explain...?  Who (what) were the main...?  How would you compare…? contrast…?  What is the main idea…?  How would you summarize…? |  |  |
| **60%** | **Level 2:**  **Applying, Analyzing** | Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity | Compare, Transfer, Organize, Interpret, Modify, Predict, Classify, Interpret, Deduce, Illustrate | How would you solve \_\_\_using what you have learned…?  How would you show your understanding of..?  How would you apply what you learned to develop…?  What facts would you select to show..?  How is \_\_\_ related to …?  Why do you think…?  How would you classify …?  What is the relationship between…? |  |  |
| **20%** | **Level 3: Evaluating, Creating** | Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. | Critique, Formulate, Hypothesize, Construct, Revise, Support, Discriminate, Design, Argue, Create, Compare | What is your opinion of …?  How would you prove…? Disapprove…?  Why was it better than…?  How would you improve…?  How can you invent…?  What would you predict as the outcome of…?  How can a model be constructed that would change…? |  |  |

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.* [*http://www.wcer.wisc.edu/WAT/index.aspx*](http://www.wcer.wisc.edu/WAT/index.aspx) *and UW Teaching Academy* [*http://teachinciacademy.wisc.edu/archive/Assistance/course/blooms3.htm*](http://teachinciacademy.wisc.edu/archive/Assistance/course/blooms3.htm)