



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Instructional Rigor Online: Staying on the Path of Student Achievement

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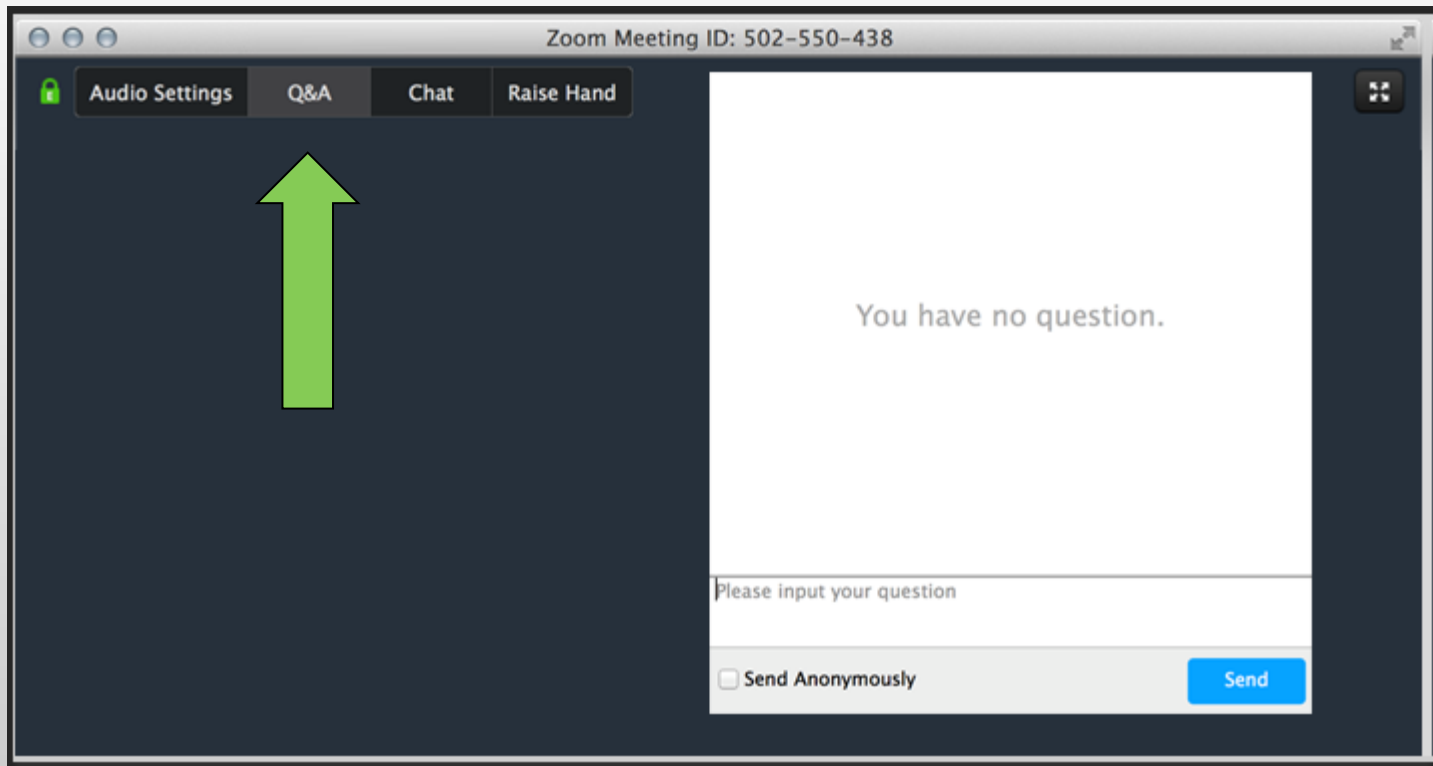
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez
Miami-Dade County Public
Schools, Administrator

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Instructional Rigor Online: STAYING ON THE PATH OF STUDENT ACHIEVEMENT

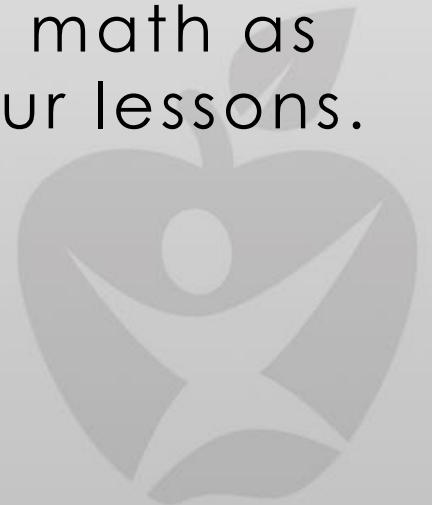
Let's get started!

Academic rigor is present in courses that

- Require students to master material with sufficient facility to apply it to multiple contexts.
- Provide students with the opportunity to develop the ability to reflect and act on their own understanding.
- Clearly set expectations and align grading and feedback opportunities to ensure students have met those expectations.

Training Objectives:

1. Define academic rigor.
2. Use Webb's DOK to increase rigor.
3. Use IPDAE's common planning tool and IISPs for TABE reading, language, and math as tools to help you add rigor to your lessons.



Instructional Rigor Online:

Staying on the Path of Student Achievement

- **PART 1** What is “academic rigor?”
- **PART 2** What is Webb’s Depth of Knowledge?
- **PART 3** How can we use Webb’s DOK to increase rigor in our online classrooms?
- **PART 4** How can we use IPDAE’s Common Planning Tools to plan rigorous lessons?
- **PART 5** How can we use IPDAE’s IISPs to plan rigorous activities for individualized instruction?
- 7 ● **PART 6** Putting it all together!

WHAT IS ACADEMIC RIGOR?



PART 1

PART 1: DEFINING ACADEMIC RIGOR

Students' definition of academic rigor:

Rigor is associated with

- The course workload
- How harsh the grading is
- The difficulty of the course content

Instructors' definition of academic rigor:

Rigor is associated with

- The “quality” of instruction



PART 1: DEFINING ACADEMIC RIGOR

Instructors believe rigor involves the following:

- (1) Active learning
- (2) Meaningful content
- (3) Higher order thinking, and
- (4) Setting and meeting appropriate expectations



PART 1: DEFINING ACADEMIC RIGOR

What is academic rigor?

We define rigor as being present in a course when students are expected to apply their knowledge to multiple realistic contexts, monitor their own work and independently make accurate judgements on their strengths and weaknesses, and meet appropriately high expectations for meaningful achievement of the learning outcomes.

PART 1: DEFINING ACADEMIC RIGOR

4 factors that simultaneously support academic rigor:

- (1) Active learning
- (2) Meaningful content
- (3) Higher order thinking
- (4) Setting and meeting appropriate expectations



Tools:

- DOK Common Planning Guide
- Common Planning Tools
- IISPs

Webinar Trainings:

- *"Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms"*
- *"Using the IISPs in a Virtual Setting"*



**Academic
Rigor**

WHAT IS WEBB'S DEPTH OF KNOWLEDGE?



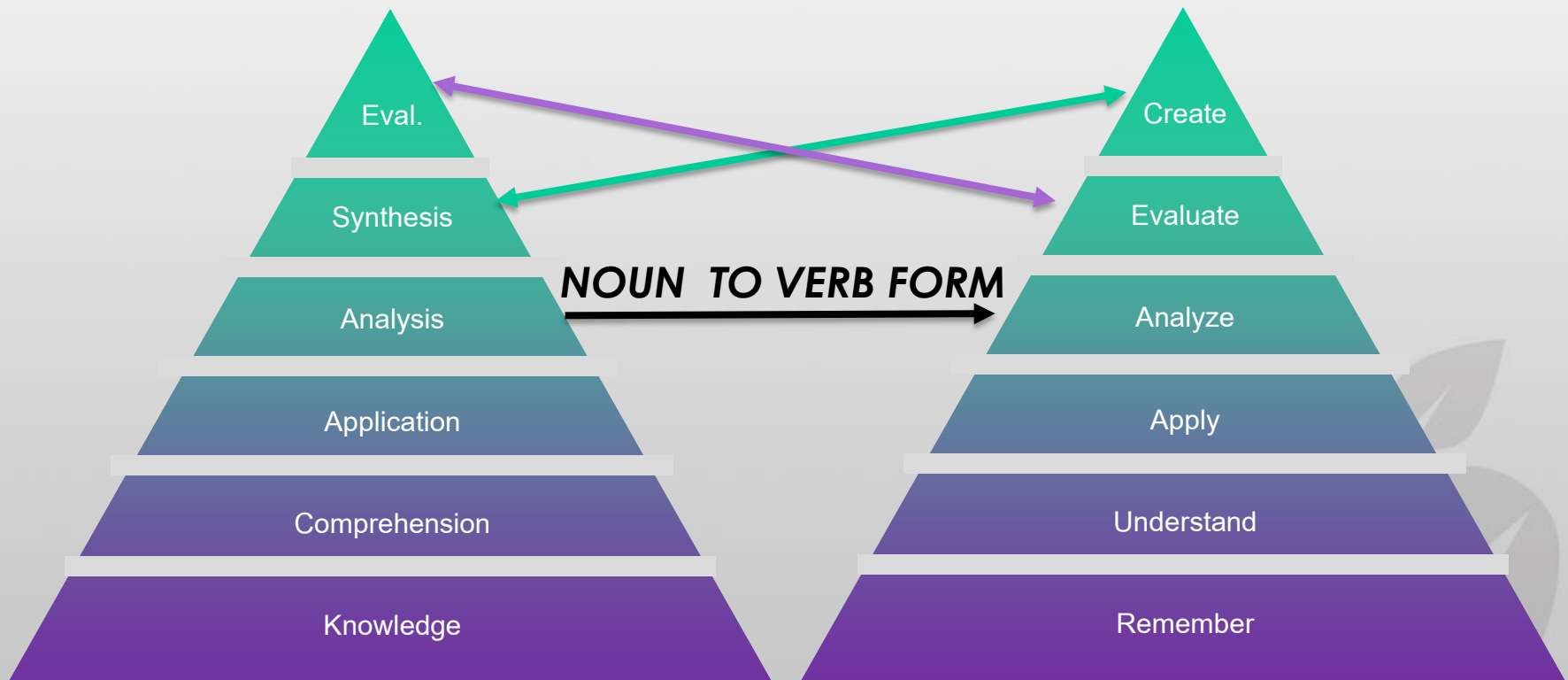
PART 2

PART 2: WHAT IS WEBB'S DEPTH OF KNOWLEDGE?

Bloom's Taxonomy

vs.

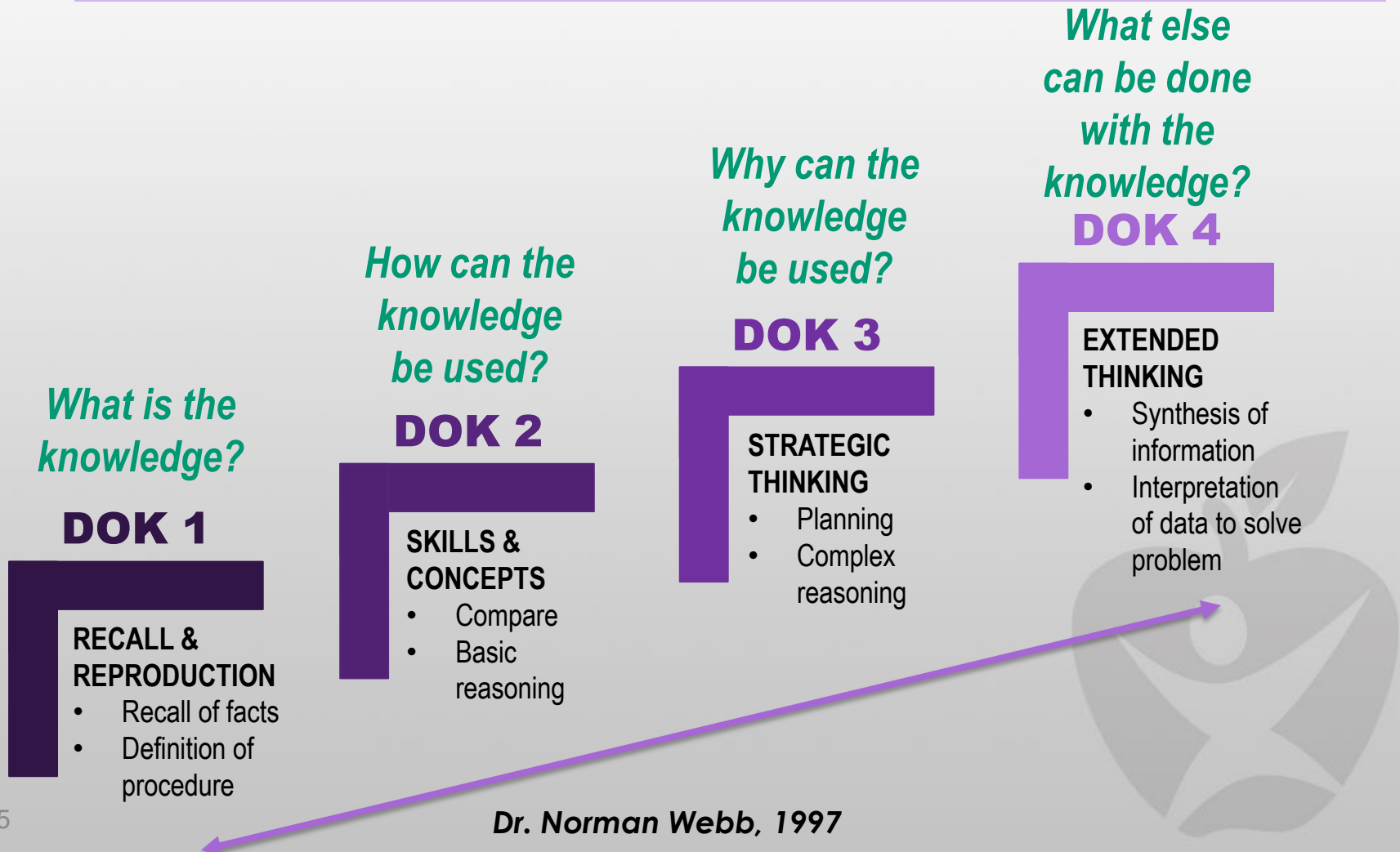
Bloom's Updated Framework



Benjamin Bloom, 1956

Lorin Anderson & David Krathwohl, 2001

PART 2: WHAT IS WEBB'S DEPTH OF KNOWLEDGE?



PART 2: WHAT IS WEBB'S DEPTH OF KNOWLEDGE?



Bloom's Taxonomy

A framework for classifying learning based on different levels of cognitive rigor and complexity

**Bloom's Taxonomy to
Bloom's Updated Framework
= "noun" to "verb"**

vs.

**Complex thinking &
reasoning!**
Webb's DOK

A model to analyze how deeply students have to think to answer questions and complete activities; **how deeply they have to know content for a given response.**

**= what follows the verb
= the complexity of mental processing
that must occur to complete a task
≠ about verbs
≠ The difficulty of what they are learning**



PART 2: WHAT IS WEBB'S DEPTH OF KNOWLEDGE

What exactly is depth of knowledge?

LEVEL	DEPTH OF KNOWLEDGE	COGNITIVE DEMAND	DOK DESCRIPTOR	LEARNING EXPECTATION	LEARNING EXPERIENCE	BIG IDEA	GOOD QUESTION	STUDENT CENTERED
DOK-1	Recall and Reproduction	Low	<i>recall</i> <i>recall and restate</i> <i>recall and reproduce</i>	Requires students to recall details, basic facts, procedures, terms. Responses are correct or incorrect. No deeper explanation, interpretation, or justification demanded.	Knowledge Acquisition	<i>Just the facts.</i> <i>Just do it.</i>	<i>What is the knowledge?</i> <i>What do you know and understand?</i>	<i>Read, Research, Retrieve and Report</i>
DOK-2	Concepts and Skills Basic Reasoning	Moderate	<i>apply knowledge, concepts, skills</i> <i>use information and basic reasoning</i>	Challenges students to demonstrate and communicate how can the knowledge be used to answer questions, address problems, accomplish tasks, or analyze texts and topics. Responses are attained and explained.	Knowledge Application	<i>Show and Tell</i>	<i>How can the knowledge be used?</i> <i>How can you use the knowledge?</i>	<i>Examine and Explain</i>
DOK-3	Strategic Thinking Complex Reasoning	High	<i>think strategically</i> <i>use complex reasoning supported by evidence</i>	Engages students to think deeply and express and share how and why knowledge could be used to examine and explain answers, arguments, claims, conclusions, decisions, hypotheses, ideas, outcomes, reasons, relationships, results, or solutions. Responses are defended, explained, justified, and supported – or refuted.	Knowledge Analysis	<i>Defend, Explain, Justify, and Support -- or Refute.</i>	<i>How and why could the knowledge be used?</i> <i>How could you use the knowledge?</i>	<i>Investigate, Inquire, or Imagine</i>
DOK-4	Extended Thinking		<i>think extensively</i>	Encourages students to think critically and creatively how they could transfer, use, and share knowledge in different contexts and new situations deep within a subject area, across the curriculum, beyond the classroom, and over an extended period of time.	Knowledge Augmentation	<i>Go Beyond</i>	<i>What else could be done with the knowledge?</i> <i>What could you do with the knowledge?</i>	<i>Design or Develop</i>



HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOMS?



PART 3



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM





PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK 1

What is the knowledge?



Who, what, when, where?

RECALL & ROTE RESPONSE

DOK 2

How can the knowledge be applied?



How can you arrive at the answer?

APPLIED CONCEPTS & SKILLS

DOK 3

How can the knowledge solve problems?

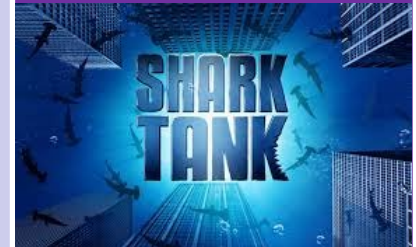


*Why does it happen the way it does?
How / why could the knowledge be used?*

STRATEGIC THINKING

DOK 4

How can the knowledge be extended?

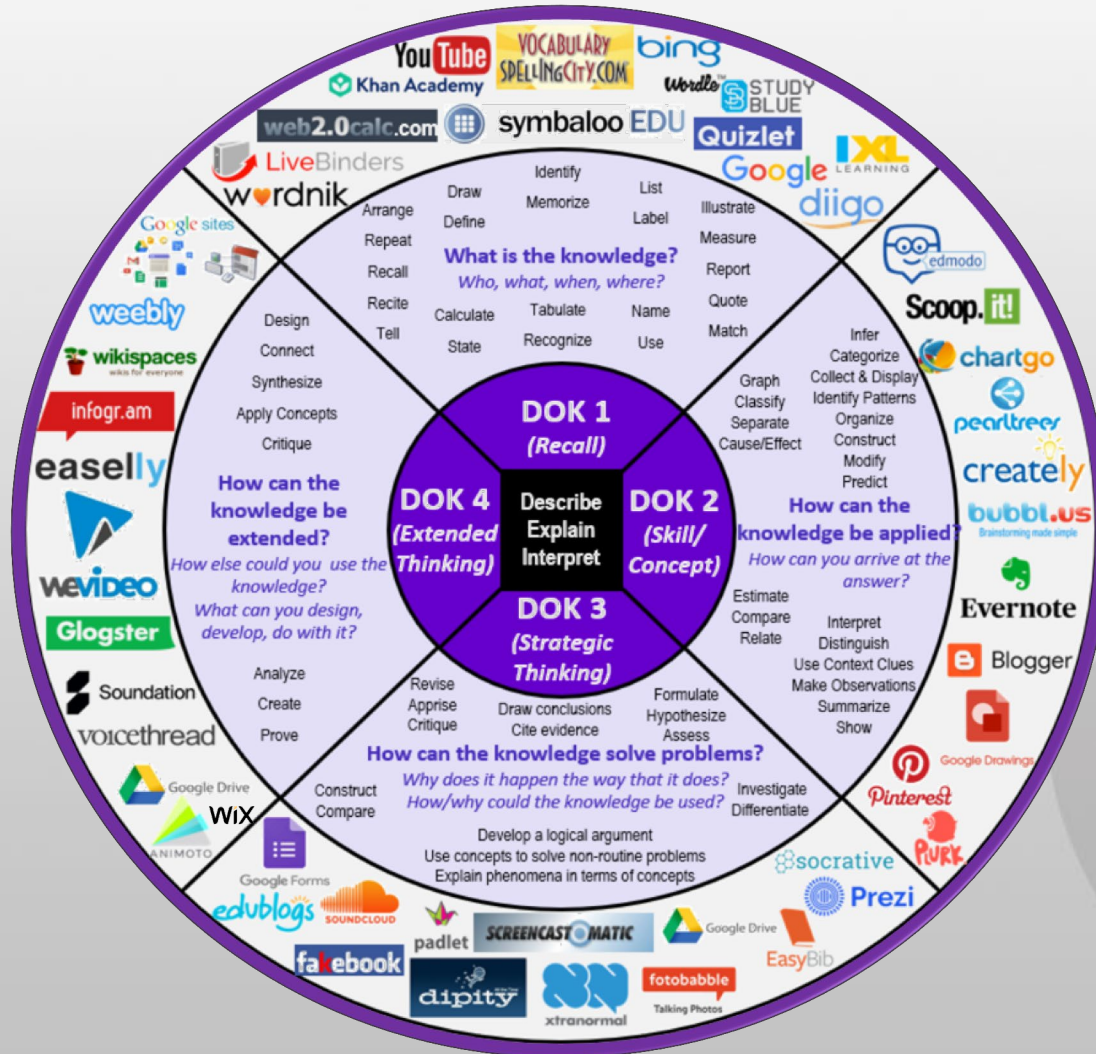


*How else could you use the knowledge?
What can you design, develop, do with it?*
EXTENDED THINKING

20 **Create learning opportunities that hit a variety of complexity levels!
Remember, levels are NOT sequential!**



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM





PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK Lesson Planning Guide

Page 1

- Brief description of each DOK level with corresponding cognitive level of demand
- Sample mental process for each
- Student-centered focus
- Learning expectation
- Possible student products
- Teacher and student roles

Page 2

- Sample activities by DOK level

Page 3

- Suggested online tools/applications
-

Page 4

- Question stems & sample questions



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK Lesson Planning Guide (Page 1)

WEBB'S DOK FOCUS:

- How deeply students have to know content for a given response
- The kind of thinking required by a task, not whether or not the task is "difficult"

Remember, the levels are NOT sequential!

	DOK 1	DOK 2	DOK 3	DOK 4
	Recall & Reproduction	Concepts & Skills Basic Reasoning	Strategic Thinking Complex Reasoning	Extended Thinking
COGNITIVE DEMAND & BRIEF DESCRIPTION	LOW Knowledge Acquisition <i>What is the knowledge? (Just the facts)</i>	MODERATE Knowledge Application <i>How can the knowledge be used? (Show and tell)</i>	HIGH Knowledge Analysis <i>Why can the knowledge be used? (Defend, explain, justify & support – or refute)</i>	HIGH Knowledge Augmentation <i>What else can be done with the knowledge? (Go beyond)</i>
SAMPLE MENTAL PROCESSES:	list, identify & define	summarize, estimate, organize, classify, & infer	analyze, explain & support with evidence, generalize, & create	synthesize, reflect, conduct, & manage
STUDENT- CENTERED	Read, research, retrieve, & report	Examine & explain	Investigate, inquire, or imagine	Design or develop
LEARNING EXPECTATION	<ul style="list-style-type: none"> Requires students to recall details, basic facts, procedures, terms. Responses are correct or incorrect. No deeper explanation, interpretation, or justification demanded. 	<ul style="list-style-type: none"> Challenges students to demonstrate and communicate how can the knowledge be used to answer questions, address problems, accomplish tasks, or analyze texts and topics. Responses are attained and explained. 	<ul style="list-style-type: none"> Engages students to think deeply and express and share how and why knowledge could be used to examine and explain answers, arguments, claims, conclusions, decisions, hypotheses, ideas, outcomes, reasons, relationships, results, or solutions. 	<ul style="list-style-type: none"> Encourages students to think critically & creatively how they could transfer, use & share knowledge in different contexts & new situations deep within a subject area, across the curriculum, beyond the classroom, & over extended period of time.
POSSIBLE PRODUCTS	<ul style="list-style-type: none"> Blog Bulleting Categorizing/tagging Collection Commenting Definition Example Explanation Fact Googling Highlighting Label List Outline Podcast Quiz Recitation Reproduction Searching Show and tell Social bookmarking Social networking Test Vocabulary quiz Wiki Workbook Worksheet 	<ul style="list-style-type: none"> Blog commenting Blog reflecting Cracking codes Dairy Demonstration Illustration Interview Journal Linking Mashing Moderating Performance Photograph Presentation Relationship mind maps Reverse-engineering Sculpture Simulation Testing (alpha/beta) Validating 	<ul style="list-style-type: none"> Abstract Animation Chart Checklist Conclusion Database Debate Evaluating Film Graph Investigation Mobile Outline Panel Podcast Program Publishing Report Spreadsheet Survey Video cast Wiki-ing 	<ul style="list-style-type: none"> Film Media product New game Newspaper Plan Project Song Story
TEACHER ROLES	<ul style="list-style-type: none"> Compares Contrasts Demonstrates Directs Evaluates Examines Listens Questions Shows Tells 	<ul style="list-style-type: none"> Evaluates Facilitates Observes Organizes Questions Shows 	<ul style="list-style-type: none"> Accepts Acts as a resource Clarifies Dissects Evaluates Guides Observes Organizes Probes Questions 	<ul style="list-style-type: none"> Analyzes Evaluates Extends Facilitates Reflects
STUDENT ROLES	<ul style="list-style-type: none"> Absorbs Demonstrates Describes Explains Interprets Memorizes Recognizes Remembers Responds Restates Translates 	<ul style="list-style-type: none"> Calculates Compiles Completes Constructs Demonstrates use of knowledge Illustrates Solves problems 	<ul style="list-style-type: none"> Argues Assesses Calculates Compares Debates Decides Discusses Disputes Examines Judges Justifies Questions Selects Tests Thinks deeply Uncovers 	<ul style="list-style-type: none"> Creates Designs Formulates Modifies Plans Proposes Takes risks



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK Lesson Planning Guide (Page 2)

DOK COMMON PLANNING GUIDE: SAMPLE ACTIVITIES

Focus on:

- How deeply students have to know content for a given response
- The kind of thinking required by a task, not whether or not the task is "difficult"

DOK 1 LOW Knowledge Acquisition	DOK 2 MODERATE Knowledge Application	DOK 3 HIGH Knowledge Analysis	DOK 4 HIGH Knowledge Augmentation
<ul style="list-style-type: none"> Develop a concept map showing a process or describing a topic. Make a timeline Write a list of keywords you know about... Make a chart showing... Recite a fact related to... Write in your own words... Cut out, or draw a picture that illustrates an event, process, or story. Report or present to the class. Make a cartoon strip showing the sequence of an event, process, or story. Write and perform... Write a brief outline and explain the event, process, or story. Write a summary report of the event Prepare a flow chart that illustrates the sequence of events. Paraphrase a chapter in the book Retell in your own words Outline the main points Recall, restate, remember, or recognize a fact, term, or property (Recognizing, listing, describing, identifying, retrieving, naming, locating, finding) Using basic calculation tasks involving only one step (i.e., addition, subtraction, etc.), complete the following... Locate or retrieve info. in verbatim form. Straight-forward recognition tasks related to identifying features, objects and/or steps that don't vary greatly in form (i.e., recognizing features of basic tools). Writing tasks that involve applying a standard set of conventions and/or criteria that should eventually be automated (i.e., using punctuation, spelling, etc.) Basic measurement tasks that involve one step (i.e., using a ruler to measure length) Use this simple formula where at least one of the unknowns are provided to... Locating information in maps, charts, tables, graphs, and drawings 	<ul style="list-style-type: none"> Classify a series of steps Construct a model to demonstrate how it looks or works Practices a play and perform in class Make a diorama to illustrate an event Write a diary/blog entry Make a scrapbook about the area of study Make a topographic map Make up puzzle or game about the topic Write an explanation about this topic for others Make a model... Routine application tasks (i.e., applying a simple set of rules or protocols to a laboratory situation the same way each time) Explaining the meaning of a concept and/or explaining how to perform a particular task Stating relationships among a number of concepts and or principles More complex recognition tasks that involve recognizing concepts and processes that may vary in how they "appear" More complex calculation tasks (i.e. multi-step calculations such as standard deviation) Research projects and writing activities that involve locating, collecting, <u>organizing</u> and displaying information (i.e., writing a report with the purpose to inform, meeting all steps of the writing process) Measurement tasks that occur over a <u>period of time</u> and involve aggregating/organizing the data collected into basic presentation forms such as a simple table or graph 	<ul style="list-style-type: none"> Use a Venn Diagram that shows how two topics are the same and different Design a questionnaire to gather information Survey classmates/industry members to find out what they think about a particular topics Make a flow chart to show the critical stages. Classify the actions of the characters in book Prepare a report about an area of study Conduct an investigation to produce information to support a view Write a letter to the editor after evaluation product Prepare and conduct a debate Prepare a list of criteria to judge Write a persuasive speech arguing for/against... Make a booklet about five rules you see as important. Convince others. Form a panel to discuss viewpoints on... Write a letter to... advertising on changes needed. Prepare a case to present your view about Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems Explaining and/or working with abstract terms and concepts Recognition tasks when the environment observed is real-world and often contains extraneous information which must be sorted through Complex calculation problems presented that draw upon multiple processes Writing and or explaining tasks that require altering a message to "fit" an audience Creating graphs, tables, and charts where students must reason through and organize the information with instructor prompts Identifying a research question and/or designing investigations to answer a question Tasks that involve proposing solutions or making predictions 	<ul style="list-style-type: none"> Applying information to solve ill-defined problems in novel situations Tasks that require a number of cognitive and physical skills in order to complete Writing and/or research tasks that involve formulating and testing hypotheses over time Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event Tasks that require perspective taking and collaboration with a group of individuals Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts Writing tasks that have a strong emphasis on persuasion Devise a way to... Develop a menu for a new restaurant using a variety of healthy foods Sell an idea Write a jingle to advertise a new product Conduct an internship in industry where students are faced with real-world, unpredictable problems



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK Lesson Planning Guide (Page 3)

DOK COMMON PLANNING GUIDE: VIRTUAL TOOLS/APPS			
DOK 1	DOK 2	DOK 3	DOK 4
<p>bing Web search engine to help turn info. into action, making it faster and easier to go from searching to doing</p> <p>diigo Powerful research tool & knowledge-sharing community (Social bookmarking site for internet users to organize, store, manage, & search for bookmarks of resources online)</p> <p>Google Search world's information, including webpages, images, videos and more.</p> <p>IDX LEARNING Personalized learning platform that combines comprehensive curriculum & actionable analytics</p> <p>Khan Academy Practice exercises & videos for self-paced learning with focus on skill mastery to help build strong foundations in multiple subjects.</p> <p>LiveBinders Electronic online binder to organize all your digital media for presenting (for all your online content & learning.)</p> <p>Quizlet Offers learning tools (flashcards, study and game modes).</p> <p>STUDY BLUE Study tool using flashcards; can add images & easily look up content.</p> <p>symboloo EDU Create pathway of resources to include articles, educational videos, quizzes, etc.</p> <p>VOCABULARY SPELLING CHYX.COM Game-based learning site w/ vocab., spelling, phonics, & writing activities to build reading comprehension</p> <p>web2.0calc.com Online calculator for basic & advanced math functions</p> <p>Wordle™ Tool to create word clouds from text users' input</p> <p>wordnik Online dictionary that brings some of the Web's vox populi to the definition of words by showing what's out there now.</p> <p>YouTube Online video-sharing platform</p>	<p>Blogger Facilitates creation of informal online discussion sites (blogs) allowing multi-user blogs with time-stamped entries. Write like you talk.</p> <p>bubbl.us Brainstorm online and easily create colorful mind maps to print or share with others.</p> <p>chartgo Design and share your own charts (including bar graphs, line graphs and pie charts) online.</p> <p>creately Visual software to draw and collaborate on ideas, concepts and processes. Use it as a chart and diagram maker/collaboration tool/visual space.</p> <p>edmodo Allows whole community to learn together from anywhere with all-in-one LMS, communication, collaboration, & Zoom video conferencing tools.</p> <p>Evernote An app designed for note taking, organizing, task management, & archiving; allows users to create notes, which can be text, drawings, photographs, audio, or saved web content.</p> <p>Google Drawings An ideal tool for students & teachers to make images to print or use digitally. Add color to your documents, presentations, & websites with easy to create charts & diagrams.</p> <p>pearltree A place for your interests; a free, visual & collaborative library that lets you organize web pages, files, photos & notes to retrieve & share anywhere easily.</p> <p>Pinterest A visual discovery engine for finding ideas like recipes, home and style inspiration, etc.</p> <p>PURK Free social networking & micro-blogging service for users to send updates (known as plunks) through short messages or links</p> <p>Scoop.it! Enables users to discover content on topics of interest they can curate & publish to their own web page & share to their social networks</p>	<p>dipity Digital timeline website for creating, sharing, embedding & collaborating on interactive, visually engaging timelines that integrate video, audio, images, text, links, social media, location & timestamps</p> <p>EasyBib Intuitive information literacy platform that provides citation, note taking, & research tools</p> <p>edublogs Blogging platform for educators & students; share class content, communicate with students & parents, showcase student work, & connect with others</p> <p>fakebook Create unreal Facebook profiles to chart the plot of a book, development of a character, series of historical events, debates & relationships between people, etc.</p> <p>fotobabble Media-creation tool for mobile devices for adding narrative to photos for digital storytelling</p> <p>Google Drive Cloud-based storage solution for saving & accessing files online.</p> <p>A forms tool; add standard question types, drag-and-drop questions, customize form with simple photo & gather responses or save to Google Sheets</p> <p>padlet Application for creating online bulletin board to display information for any topic with 8 layouts to choose from</p> <p>Prezi Presentation resource with zoomable canvas & ability to show relationships between the big picture & fine details</p> <p>SCREENCAST-MATIC Create videos, manage content & collaborate with students.</p> <p>socrative Review student understanding at class, individual student, or question-level</p> <p>SOUNDCLOUD Music & audio platform for uploading & storing audio content, discovering new music/podcasts, etc.</p> <p>xtranormal A DIY animation software that turns words from scripts into animated movies</p>	<p>ANIMOTO Create and share videos; combine photos & video clips with music to make professional videos that'll impress</p> <p>easelly Simple infographic maker that lets you visualize any kind of information</p> <p>Glogster Online tool for creating interactive online posters with text, links, images, graphics, audio, and videos</p> <p>Google sites Structured wiki- & web page-creation tool included as part of free, web-based Google Docs Editors suite by Google; includes Google Docs, Google Sheets, Google Slides, Google Drawings, Google Forms, & Google Keep; only available as a web application.</p> <p>Google Drive Cloud-based storage solution for saving & accessing files online</p> <p>infogr.am Easy to use infographic & chart maker; create & share beautiful infographics, online reports, & interactive maps</p> <p>Soundation Powerful tool for creating music online</p> <p>voicethread Media aggregator for posting media artifacts for community feedback; create, upload, share & discuss documents, presentations, images, audio files & videos</p> <p>weebly Is a drag-and-drop website builder where you build your site exactly as you'd see it on-screen</p> <p>wevideo Online video editing platform that lets you create & share videos using cloud storage</p> <p>wikispaces A simple platform where teachers and kids can take these baby steps to online creation & collaboration</p> <p>WIX Allows users to create HTML5 websites & mobile sites with online drag & drop tools</p>



PART 3: HOW CAN WE USE WEBB'S DOK TO INCREASE RIGOR IN OUR ONLINE CLASSROOM

DOK Lesson Planning Guide (Page 4)

DOK COMMON PLANNING GUIDE: QUESTION STEMS & SAMPLE QUESTIONS

Focus on:

- How deeply students have to know content for a given response
- The kind of thinking required by a task, not whether or not the task is "difficult"

DOK 1 LOW Knowledge Acquisition	DOK 2 MODERATE Knowledge Application	DOK 3 HIGH Knowledge Analysis	DOK 4 HIGH Knowledge Augmentation
QUESTION STEMS:			
<ul style="list-style-type: none"> ▪ Which of the following ____? ▪ How would you describe ____? ▪ Can you recall ____? ▪ What is ____? ▪ Can you identify ____? ▪ What is the definition of ____? ▪ When did ____? ▪ What is the name of ____ 	<ul style="list-style-type: none"> ▪ How would you summarize ____? ▪ What is an example of ____? ▪ How would you use ____? ▪ What example/nonexamples can you find to ____? ▪ How are ____ alike/different? ▪ Explain why/how ____. ▪ What is the main idea of ____? ▪ What was the cause of ____? ▪ Compare and contrast ____. 	<ul style="list-style-type: none"> ▪ What evidence supports ____? ▪ How/why does the author ____? ▪ Predict what would happen if ____. ▪ What conclusions can you draw ____? ▪ Analyze how ____. ▪ Elaborate on ____. ▪ How would you test ____? ▪ Do you agree/disagree with ____? Explain. 	<ul style="list-style-type: none"> ▪ What further information would support your idea about ____? ▪ How would you evaluate ____? ▪ Create a(n) ____ that ____. ▪ Design a(n) ____ that would ____. ▪ Assess the validity of ____. ▪ Apply ____ and determine ____. ▪ How would you prove/disprove ____? ▪ Analyze the impact of ____.
SAMPLE QUESTIONS:			
<ul style="list-style-type: none"> ▪ <i>What is the definition</i> of figurative language? ▪ <i>How would you describe</i> a metamorphic rock? ▪ <i>When did</i> World War II occur? 	<ul style="list-style-type: none"> ▪ <i>What is the main idea</i> of the first paragraph of the text? ▪ <i>Explain how</i> the data show a linear relationship. ▪ <i>Compare and contrast</i> the French Revolution and the American Revolution. 	<ul style="list-style-type: none"> ▪ <i>What evidence supports</i> the author's claim use of social media lowers self-esteem? ▪ <i>Predict what would</i> happen if you double the temperature? ▪ <i>Do you agree</i> with the President's speech? Explain. 	<ul style="list-style-type: none"> ▪ <i>Analyze the impact</i> of the incorporation of the Bill of Rights. ▪ <i>Design an</i> experiment <i>that</i> demonstrates how the addition of hydrochloric acid affects the rate of the reaction.

MATH-SPECIFIC QUESTION STEMS & SAMPLE QUESTIONS:

Visit the following websites for grade-level DOK math question stems/questions

<https://robertkaplinsky.com/resources/>
www.openmiddle.com



HOW CAN WE USE IPDAE'S COMMON PLANNING TOOL TO PLAN RIGOROUS LESSONS?



PART 4



PART 4: HOW CAN WE USE IPDAE'S COMMON PLANNING TOOL TO PLAN RIGOROUS LESSONS

TABLE 11/12 Mathematics Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Number & Operations in Base Ten 28% / 9 ?s/ NBT			
Understand Place Value Medium: 2.NBT.2, 2.NBT.4 / Low: 2.NBT.1b, 2.NBT.3		Generalize Place Value Understanding for Multi-digit Whole Numbers Medium: 4.NBT.1 / Low: 4.NBT.3	

TABLE 11/12 Language Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Conventions of Standard English 48% / 19 ?s/ L			
Capitalization High: 2.L.2 / 3.L.2 / 3.L.2.a TITLES Capitalize book titles		Proper Nouns High: 4.L.2.a, 5.L.2.a PROPER NOUNS Use correct capitalization in common nouns when used as proper nouns	

TABLE 11/12 Reading Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Phonics & Word Recognition 16% / 5-6 ?s/ RF			
Segment Syllables 2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.c / 2.RF.3.f Decode multisyllable words			
Know Long and Short Vowel Sounds 2.RF.3 / 2.RF.3.a / 2.RF.3.b / 2.RF.3.c / 2.RF.3.f Distinguish between vowel sounds			
Distinguish between vowel sounds of words embedded in a sentence Distinguish between vowel sounds of words with similar structure			
Understand Affixes 3.RF.3 / 3.RF.3.a / 3.RF.3.b / 3.RF.3.c / 3.RF.3.d Determine the meaning of common affixes Determine word meaning based on suffix Determine the meaning of a common affix embedded in a sentence Describe the connection between ideas in a moderately complex text Explain connection between ideas in a very complex text Use evidence to explain the connections between ideas Use details to support inferences regarding connections in a text			
DOMAIN: Key Ideas & Details 37% / 14-15 ?s/ RI			
Recall Details in a Text High: 2.RI.1 Respond to basic questions about key details in a slightly complex text Respond to basic questions about key details in a moderately complex text		Identify Key Details in a Text Low: 4.RI.1, 4.RL.1 Identify key details in a text Support a stated inference with detail from the text	



HOW CAN WE USE IPDAE'S IISPs TO PLAN RIGOROUS ACTIVITIES FOR INDIVIDUALIZED INSTRUCTION?



PART 5



PART 5: HOW CAN WE USE IPDAE'S IISPs TO PLAN RIGOROUS ACTIVITIES FOR INDIVIDUALIZED INSTRUCTION?

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE Level M

STUDENT: _____ I.D.: _____
TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	M
Current Test Level:	<input type="checkbox"/> E <input type="checkbox"/> M	CCR Level:	C
Current Test Form:	<input type="checkbox"/> 11 <input type="checkbox"/> 12	Average Word Count:	463-485
NRS Level & Scale Score:	<input type="checkbox"/> 2 (442-500) <input type="checkbox"/> 3 (501-535)	Average Lexile:	830 L – 846 L

DOMAIN: Key Ideas & Details (37%)
CATEGORY: Reading Informational Text (RI) / Reading Literature (RL)
Questions: 18

SCORED PROFICIENCY: ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text	Low Low	4.RI.1 4.RL.1	
	Support a stated inference with detail from the text			
	Use details to support inferences regarding connections in a text			
Draw Inferences in Text	Make an inference about a section of text	Low Medium	5.RI.1 5.RL.1	
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text			
	Make inferences based on events in a moderately complex text			



PUTTING IT ALL TOGETHER!



PART 6



PART 6: Putting It All Together!

4 factors that simultaneously support academic rigor:

- (1) Active learning
- (2) Meaningful content
- (3) Higher order thinking
- (4) Setting and meeting appropriate expectations



Tools:

- DOK Common Planning Guide
- Common Planning Tools
- IISPs

Webinar Trainings:

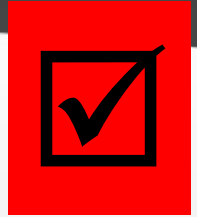
- “Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms”
- “Using the IISPs in a Virtual Setting”



**Academic
Rigor**



CONCLUSION & REFLECTION



Time to Reflect

Growth Mindset: Taking It One Step Further

Change how you develop or select lessons to ensure that you are developing activities that address all 4 DOK levels. Use the techniques and resources that were shared during this training to continue to increase instructional rigor.

Redesign your lesson activities. Ensure that you continue to incorporate the provided common planning tools and guide as well as the individualized instructional student plans (or IISPs) as you develop increasingly rigorous lessons. Also, don't forget to incorporate a variety of online tools to actively engage your students in their virtual classrooms.

Review all of the information provided in this training. Share this information with teachers, administrators and district personnel and become an expert on developing rigorous activities/lessons for your virtual classes. Have round-table discussions with your administrative team and share the wealth to ensure all of your students remain highly challenged and actively engaged online.

Reflect and Make a Change. Finally, ask yourself, "What rigorous lessons are working especially well in my virtual classroom, and which are not?" Use the Common Planning Guide shared in this training to ensure that you incorporate best practices and techniques in the development of effective and targeted rigorous online activities. Continuously evaluate the rigor in your lessons. Request feedback from students and use the feedback to make improvements. Share your students' success with other teachers and be proactive in helping teachers implement changes that will support the development of more virtual activities to actively engage students online.



“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team

WE WANT
YOUR
FEEDBACK



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