Dear parent(s),

In April, our students will take a new statewide assessment, The ACT Aspire. We will begin preparing them for this new test by adding more rigorous questions to assessments, requiring explanations, and offering classwork performance assessments. We wanted you to be aware of these changes and also familiarize you with the system used for creating test questions. Please let us know if you have any further questions!

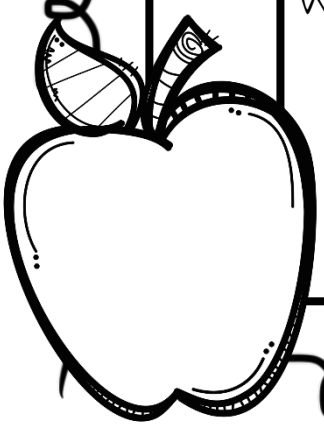
Sincerely,
Your Child's Teacher(s)

Webb's DoK (Depth of Knowledge) was developed by Norman Webb in order to add rigor and complexity to classroom questioning and tasks. The ACT Aspire utilizes the DoK levels 1-3 to create test questions.

Knowing these levels, and utilizing them in the classroom and at home, can be an easy and practical tool to increase the level of rigor and prepare students for state testing.

Below are examples of what DoK looks like in the classroom. On the back, you will find an explanation for each Depth of Knowledge level and question stems.

Examples of what Depth of Knowledge looks like in the classroom				
	Level 1	Level 2	Level 3	Level 4
Math	Collect data on the number of teeth lost by students in one 2nd grade classroom.	Organize these data using a graph or chart (e.g., a line plot).	Using the graph, predict how many teeth would be lost by all the 2nd grade classes in the schools and justify your answer.	Come up with a model to estimate how many teeth are lost by 2nd grade students in the US in one year. Include the type of data you would need to collect and explain how your model works.
Science	What is a solid? What is a liquid?	Describe the difference between a solid and liquid. Give an example of each.	Is toothpaste a solid or a liquid? Explain and justify your answer.	We have been working with solids and liquids over the past few weeks. Design a plan, carry our the investigation, and share your results with classmates.



DoK 1

routine thinking

- Can you recall _____?
- Can you identify _____?
- How would you describe _____?
- What might you include on a list about _____?
- Can you select _____?
- How can you find the meaning of _____?
- What is the formula for _____?
- Who discovered _____?
- Who was _____?
- When did _____ happen?

arrange, calculate, memorize, measure, name, recognize, recall, repeat, label

DoK 2

conceptual thinking

- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you summarize _____?
- What do you notice about _____?
- How would you estimate _____?
- How could you organize _____?
- How would you classify _____?
- What steps are needed to edit _____?

compare, classify, categorize, measure, graph, distinguish, construct, organize, infer

DoK 3

strategic reasoning

- How is _____ related to _____?
- What conclusions can be drawn?
- How would you test _____?
- What evidence supports _____?
- What would happen if _____?
- What is that the best answer?
- Can you predict the outcome of _____?
- What is your interpretation of _____?
- Can you elaborate on the reason?

assess, compare, construct, revise, hypothesize, investigate, develop an argument, conclude

DoK 4

extended reasoning

- Write a research paper.
- What information can you gather to support your idea about _____?
- Write a thesis, drawing conclusions from multiple sources.
- Apply information from one text to another to develop a persuasive argument.
- Design and conduct an experiment. Gather information to develop other explanations for the results of the experiment.

design, connect, prove, analyze, critique, synthesize, create, apply concepts