



# Applying Depth of Knowledge and Cognitive Rigor

An Educator's Guide to  
Supporting Deeper Learning

**Karin Hess**

Foreword by  
Barbara R. Blackburn

# Karin Hess Depth Of Knowledge Guide

**Jaime A. Castellano, Kimberley L.  
Chandler**



## **Karin Hess Depth Of Knowledge Guide:**

**Applying Depth of Knowledge and Cognitive Rigor** Karin Hess, 2025-03-28 For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin s earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress

**Applying Depth of Knowledge and Cognitive Rigor** Karin Hess, For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin s earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress monitoring and grading

*Deconstructing Depth of Knowledge* Erik M. Francis, 2021-11-05 Depth of knowledge DOK has become a priority for many schools But if your understanding of DOK is a little cloudy you re not alone This resource is your one stop shop for learning what it is who it s for and how to use and sustain it Ultimately you will discover how to plan and provide learning experiences that are academically rigorous socially and emotionally supportive and student responsive Learn how DOK is a different deeper way of approaching teaching and learning Explore the different

DOK levels and how they relate to instruction Understand DOK s relationship with standards and assessment Designate correct levels based on learning needs Acquire strategies for helping students engage with DOK on a deeper level Contents Introduction What Depth of Knowledge Is Not Chapter 1 What Exactly Is Depth of Knowledge Chapter 2 What Are DOK Teaching and Learning Experiences Chapter 3 How to Teach and Learn for Depth of Knowledge Chapter 4 How to Use Webb s DOK Levels as a Multi Tiered System of Support Chapter 5 How to Deconstruct Learning Intentions for Depth of Knowledge Chapter 6 How to Designate the Depth of Knowledge Level Demanded Chapter 7 How to Construct DOK Learning Targets and Success Criteria Chapter 8 How to Ask and Address Good Questions for Depth of Knowledge Chapter 9 Let s Make a DOK Conclusion References and Resources Index

Imaginative Teaching through Creative Writing Amy Ash,Michael Dean Clark,Chris Drew,2021-03-25 Growing out of recent pedagogical developments in creative writing studies and perceived barriers to teaching the subject in secondary education schools this book creates conversations between secondary and post secondary teachers aimed at introducing and improving creative writing instruction in teaching curricula for young people Challenging assumptions and lore regarding the teaching of creative writing this book examines new and engaging techniques for infusing creative writing into all types of language arts instruction offering inclusive and pedagogically sound alternatives that consider the needs of a diverse range of students With careful attention given to creative writing within current standards based educational systems Imaginative Teaching through Creative Writing confronts and offers solutions to the perceived difficulty of teaching the subject in such environments Divided into two sections section one sees post secondary instructors address pedagogical techniques and concerns such as workshop revision and assessment before section two explores hands on activities and practical approaches to instruction Focusing on an invaluable and underrepresented area of creative writing studies this book begins a much needed conversation about the future of creative writing instruction at all levels and the benefits of collaboration across the secondary post secondary divide

*The Wrong Direction for Today's Schools* Ernest J. Zarra III,2015-07-22 *The Wrong Direction for Today s Schools* The Impact of Common Core on American Education is an in depth analysis of the newest national American education fad intended to replace the 2002 incarnation of the ESEA No Child Left Behind Zarra delves into the seeds that produced the Common Core Standards as well as the groups involved in the political and corporate pressure to completely revamp America s K 16 education system The author lays out a strong case for political motives involving the advancement for nationalized education such as those found in select European and Asian nations Zarra also follows the funding and provides solid documentation and analysis of international and national assessments and how the funding and assessments proved pivotal in the overhaul of American education After an analysis of the underpinnings of the Common Core Standards Zarra critiques the myths and facts of the Common Core and balances these with the emerging realities impacting average Americans and their families Zarra s book is a must read and will prove to be extremely useful to all who are concerned about public private and homeschool education in

America **Common Formative Assessments 2.0** Larry Ainsworth, Donald Viegut, 2014-11-28 Upgrade your CFAs using CFA 2.0 Common Formative Assessments 2.0 presents a powerful research based process for improving teaching and student learning that is applicable to all standards all grades and all content areas CFA 2.0 is so much more than assessment design It shows teachers how they can intentionally align standards instruction assessment and data analysis in every unit of study The CFA 2.0 process is not limited to assessment design only Rather it is a system of intentionally aligned components standards instruction assessments and data analysis that all work together to improve student learning Even a timeless process needs to remain timely This expanded all new edition of the definitive guide to common formative assessments features new field research and proven strategies that will enable educators to make more accurate inferences about student understanding so they can adjust instruction to improve student learning Readers will learn to Build the highway to aligned assessments Use the CFA 2.0 design steps to upgrade their own assessments Decide the learning intentions and student success criteria for a unit of study Evaluate and revise assessment questions for quality Plan the learning progressions for students to attain the learning intentions Create quick progress checks to coincide with the learning progressions Use assessment results as feedback to adjust instruction and student learning strategies Gain new knowledge and skills for creating revising and improving grade and course level common formative assessments Author Larry Ainsworth provides busy educators and leaders with a practical how to guide filled with information examples and action steps to assist all K 12 grade and course level teams in making this completely re envisioned process their own Rigor by Design, Not Chance Karin Hess, 2023-01-18 A practical and systematic approach to deepening student engagement promoting a growth mindset and building a classroom culture that truly supports thinking and learning Every student deserves access to deep and rigorous learning Still some persistent myths about rigor can get in the way such as the belief that it means more or harder work for everyone rather than challenging and advancing students thinking So how can teachers get more clarity on rigor and foster more meaningful learning in their classrooms In Rigor by Design Not Chance veteran educator Karin Hess offers not only a clear vision of what makes learning deep and rigorous but also a systematic and equitable approach for engaging students of all ages in rich learning tasks To that end she outlines five essential teacher moves that foster thinking and learning 1 Ask a series of probing questions of increasing complexity 2 Build schemas in each content area 3 Consider ways to strategically scaffold learning 4 Design complex tasks that emphasize transfer and evidence based solutions 5 Engage students in metacognition and reflection throughout the learning process From there Hess details how to create an actionable assessment cycle that will drive learning forward in any classroom This book offers a treasure trove of strategies student look for behaviors and templates to guide teachers in their work as well as an array of rich performance based assessments to engage and challenge students School leaders and instructional coaches can also benefit from the variety of teacher friendly supports to foster rigorous learning in their schools Ultimately Rigor by Design Not Chance helps educators

empower students to take greater ownership of their own learning      Accelerating Learning for All, PreK-8 Rebecca McKinney, Colleen Urlik, 2023-02-22 Ensure high expectations and engaging learning experiences for all students Providing all students with authentic experiences focused on strengths and learning progression not deficits and gap filling can change their trajectory It s time to use strategies typically reserved for advanced and gifted learners to advance all students learning Designed to support equitable access and opportunities through rigorous and engaging assessment curriculum and instruction Accelerating Learning for All PreK 8 provides strategies to move all students towards becoming independent critical thinkers and problem solvers a goal that should not be contingent on background assessment performance or zip code Packed with evidence based practices and culturally responsive teaching methods this book includes Strategies to support diverse learners and develop student voice Support for social emotional learning Tools prompts and exercises The current educational environment is ripe for change Authors McKinney and Urlik help teachers put equity into action with strategies proven to deepen and accelerate learning for all      Breaking the Cycle of Dependency in K-12 Education: Using Cognitive Science to Guide Instruction Derek Regensburger, 2025-03-04 This book seeks to help teachers convert dependent learners into independent learners who can take control of their own learning Part One instructs teachers on the conditions that create dependent learners as well as the principles of human intelligence and learning It discusses some of the myths and controversies concerning these topics It also analyzes the cognitive science research on how students learn and what educational practices best promote new learning The second half of the book addresses how teachers can create and implement classroom practices that promote the principles of learning and convert dependent learners into independent ones The book offers a holistic approach to teaching focusing on classroom management and relationship building writing and oral communication lesson design and assessment and feedback It also examines how direct instruction methods can be used in conjunction with active learning strategies like project based learning to improve student retention of knowledge and increase motivation and engagement      **Using Quality Feedback to Guide Professional Learning** Shawn Clark, Abbey Duggins, 2015-09-23 Professional development just got more effective To really help teachers grow and have a more positive impact on their students transform your feedback With this guide to quality feedback you ll get your message across clearly and successfully and promote professional growth as never before with lasting results Whether you work with novices struggling teachers or good teachers with potential for greatness this book will help you give feedback that s both heard and understood Features include Research based coverage aligned with the Learning Forward Standards for Professional Learning Structures for responding to teacher created assessments live observations and videotaped lessons Advice that fits seamlessly into existing initiatives and support systems Tools artifacts vignettes and examples of quality feedback in practice The benefits of quality feedback are powerful including high levels of accountability bridges to new learning and continuous improvement Put it to work with your team and see the results for yourself I have read a lot of books about how to improve

classroom instruction This book ranks with the best of them I encourage anyone who works to improve the quality of our schools to study this valuable resource David G Daniels Principal Susquehanna Valley Senior High School Conklin New York This book is a must have for any professional development team and or instructional leader Its ideas will positively impact student learning by allowing teachers of all abilities to learn grow and improve their instructional practice Michelle Kelly Curriculum and Instructional Coach Great Falls Montana *Think Tank Library* Paige Jaeger, Mary Boyd Ratzel, 2014-12-04 Transform your library into a think tank by helping teachers create an active learning environment in which students question investigate synthesize conclude and present information based on Common Core standards The rigors of today s mandated academic standards can repurpose your library s role as a steward of the Common Core State Standards CCSS at your school This guide will help you help teachers present exciting field tested lessons for elementary grades K through 5 addressing developmental steps and individual differences in key competencies in the CCSS Authors and educators Mary Ratzel and Paige Jaeger illustrate how brain based learning helps students become deep critical thinkers and provide the lesson plans to coax the best thinking out of each child This tool book presents strategies to help learners progress from novice to expert thinker challenge younger students with questions that lead to inquiry incorporate rigor into lessons and use model lesson plans to change instruction Beginning chapters introduce the basics of instruction and provide ideas for expert cognitive growth of the brain Sample lessons are aligned with key curriculum areas including science social studies music art and physical education *Think Tank Library* Mary Boyd Ratzel, Paige Jaeger, 2015-01-22 Transform your library into a think tank by helping teachers create an active learning environment in which students question investigate synthesize conclude and present information based on Common Core standards The rigors of today s mandated academic standards can repurpose your library s role as a steward of the Common Core State Standards CCSS at your school Created for teachers of grades 6 through 12 this guide will help you help present exciting field tested lessons that address developmental steps and individual differences in key competencies in the CCSS Authors and educators Mary Ratzel and Paige Jaeger illustrate how brain based learning helps students become deep critical thinkers and provide the lesson plans to coax the best thinking out of each child This tool book presents strategies to help learners progress from novice to expert thinker challenge students with questions that lead to inquiry incorporate rigor into lessons and use model lesson plans to change instruction Beginning chapters introduce the basics of instruction and provide ideas for expert cognitive growth of the brain Sample lessons are aligned with key curriculum areas including science social studies music art and physical education **Competency-Based Education** Rose L. Colby, 2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of

all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests

**Deeper Competency-Based Learning** Karin Hess,Rose Colby,Daniel Joseph,2020-05-06 The roadmap for your school s CBE journey The one size fits all instructional and assessment practices of the past no longer equitably meet the needs of all students Competency based education CBE has emerged not only as an innovation in education but as a true transformation of the approaches to how we traditionally do school In Deeper Competency Based Learning the authors share best practices from their experiences implementing CBE across states districts and schools Leaving no stone unturned readers are guided step by step through CBE implementation and validation phases beginning with defining your WHY and collaborative development of the competencies describing deeper learning The CBE readiness tools and reflections inside will help your team Build the foundation for organizational shifts by examining policies leadership culture and professional learning Dig in to shifts in teaching and learning structures by addressing rigorous learning goals competency based assessment evidence based grading and body of evidence validation Take a deep dive into the shift to student centered classrooms through personalized instructional strategies that change mindsets regarding teacher student roles responsibilities and classroom culture Discover how your students can demonstrate deeper learning of academic content and develop personal success skills by maximizing time place and pace of learning with this roadmap for your CBE journey

**Teaching Kids with Learning Difficulties in Today's Classroom** Susan Winebrenner,Lisa Kiss,2017-02-28 A gold mine of practical easy to use teaching methods strategies and tips to improve learning outcomes for students who score below proficiency levels This fully revised and updated third edition of Teaching Kids with Learning Difficulties in Today s Classroom provides information on integrated learning problem solving and critical thinking in line with Common Core State Standards and 21st century skills It reflects the use of technology and schoolwide cluster grouping in support of all students and includes proven practical classroom tested strategies and step by step instructions for how to use them Sidebars throughout highlight special information for working with students on the autism spectrum tech tips describe technologies that are especially useful for kids with LD Digital content includes all of the book s customizable forms additional content organization charts and a PDF presentation for book study groups and professional development

**Unpacking the Competency-Based Classroom** Jonathan G. Vander Els,Brian M. Stack,2022-04-11 When implemented effectively competency based education CBE promotes high levels of learning for every student Further the practices and structures of a professional learning community PLC support this work Explore a variety of perspectives and examples from educators who

have shifted to CBE with great results The book details how to do the work by reevaluating and revamping traditional policies structures and procedures including assessment and instruction practices Individualized learning educators will Discover how to make the transition to competency based education to promote learning for all students Learn the role PLC practices and structures play in establishing competency based classrooms and schools Study real world experiences and insights from educators from various schools and districts that have transitioned to competency based systems Reflect with end of chapter questions to enhance their understanding of the material Receive reproducible templates they can easily use and adapt to fit their needs Contents Introduction Chapter 1 Seven Principles for Competency Based Learning in the Classroom Chapter 2 PLC Collaborative Teaming and Competency Based Learning Chapter 3 Competencies Essential Standards and Learning Targets Chapter 4 Meaningful Balanced Assessment Chapter 5 Structures and Systems to Support Classroom Instruction Chapter 6 Structures for Feedback Chapter 7 The Design Rubric Epilogue Appendix References and Resources Index

**Your Curriculum Companion:** Libby Woodfin, Suzanne Nathan Plaut, Sarah Boddy Norris, 2021-02-01 This essential guide to the EL Education 6-8 Language Arts Curriculum is one part roadmap to the curriculum one part orientation to its instructional practices and one part coach to answer your questions relieve your stress and put you and your students on the path to success Your Curriculum Companion explores the foundations of the curriculum including the principles and research it was built on and the instructional practices that make it unique The book is designed to help you look under the hood at practices embedded throughout the curriculum so that you can sharpen your instruction support students to be leaders of their own learning and make well informed changes to best meet your students needs Key features of Your Curriculum Companion include Twenty two accompanying videos see the curriculum in action Task cards for guidance on how to plan when the planning has been done for you A deep dive into the purpose and structure of close reading including a sample annotated lesson An exploration of the relationship between reading and writing and how the curriculum is designed to help students become strong communicators including an annotated read think talk write lesson The why what and how of supporting students to meet grade level expectations supporting students who need additional challenges and supporting English language learners Guidance for turning evidence of student progress into usable data that can inform your instruction Support for school leaders

*A Local Assessment Toolkit to Promote Deeper Learning* Karin Hess, 2018-02-28 Build assessments you can really use Unlock the how when what and why Watch your system become greater than its parts by building local capacity through common language and deeper knowledge of assessment components For years educators have turned to the Hess Cognitive Rigor Matrices CRM Now for the first time the modules are packaged into one resource to help you evaluate the quality and premise of your current assessment system Designed as a professional development guide for long term use by school leaders five content rich topic based modules Offer field tested teacher friendly strategies for local school test development Can be used for individual or professional development opportunities

Allow for sequential or non sequential use      *Grading for Impact* Tom Hierck, Garth Larson, 2018-04-04 Aim for a target based grading system and create stronger learning opportunities Do you wish there was more clarity when it comes to measuring student progress and learning What if there was a way to utilize grading and assessment to focus on learning rather than performance and the process rather than the product As grading assessment and reporting continue to be relevant topics of discussion this book helps you create a functional plan to elevate and advance standards based grading practices Teachers and administrators will learn how to assess grade and report against specific learning targets rather than standards as a whole to make skill acquisition the highest priority Grounded in application to provide focus and clarity this book features Real case studies of schools that have incorporated target based assessment feedback grading and reporting Practical examples to guide implementation Questions checklists illustrations and audits of practice to showcase the work in action An accessible format and layout that support both immediate implementation and long term goals Despite being a topic that generates emotion and resistance to change target based assessment builds the foundation for a learner centered system that provides clear expectations and feedback for teachers students and parents *Grading for Impact* is a simple and straightforward guide to re thinking grading based on mastery of specific skills and concepts rather than broadly written standards Real world examples of teachers struggling with and answering the old questions are included How do we grade fairly and accurately and How do we use grades as an instructional strategy Joseph Staub High School Teacher Downtown Magnets High School CA Most stakeholders agree that report cards aren't enough to show what our students are learning in school but changing the traditional grading system is a task that requires careful planning and challenging discussions *Grading for Impact* shows educators how to start and plan the discussions that will result in genuine learning experiences for students Ernie Rambo Virtual Learning Community Coordinator Nevada National Board Professional Learning Institute

**Identifying and Serving Diverse Gifted Learners** Jaime A. Castellano, Kimberley L. Chandler, 2022-03-14 Grounded in a combination of evidence personal narratives interviews data and research *Identifying and Serving Diverse Gifted Learners Meeting the Needs of Special Populations in Gifted Education* is a guiding resource for all stakeholder groups in gifted education to shift the equity needle of gifted programs in America Though it is the right of Black Hispanic Latinx twice exceptional 2e low income and other special populations of students to have access to advanced academic programs in the American educational system complex and deep rooted systemic issues often block the way This seminal text thoughtfully brings the conversation around historically underrepresented students in gifted education to the forefront drawing on real world examples to provide an accessible discussion of foundational interdependent topics including current research and promising educational practices Readers will develop a basic theoretical understanding of the issues and be able to advance more responsive programs and experiences for low income racially culturally and linguistically diverse gifted students and other diverse gifted populations This text serves as a beacon to motivate K 12 educators researchers and scholars to carry

the torch of advocacy on behalf of those students historically underrepresented in programs for the gifted and talented

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