



RIGOR BY DESIGN: Student Planning Worksheet

Name(s): _____

Unit of Study: _____

Date: _____

DOK Levels	Student Roles & Tasks: I can...	Observable Evidence of My/Our Learning
1 Acquire Foundation	<ul style="list-style-type: none"> ○ Learn and use these facts or vocabulary terms: ○ Retrieve/locate data or information (e.g., key word search, from texts) ○ Use tools (e.g., calculator, measurement), rules (e.g., editing) or specific resources ○ Practice and self-monitor these skills: 	
2 Use, Connect, Conceptualize	<ul style="list-style-type: none"> ○ Explain relationships (cause-effect; compare-contrast; if-then; parts-to-whole) ○ Organize information (e.g., outline, sketch notes, mind map, graphic organizer) ○ Summarize key steps, ideas, or events ○ Make predictions based on observations, prior knowledge, examples/non-examples ○ Propose questions (<i>Why? What if?</i>), problems, or topics to investigate ○ Select and use tool or strategy for a specific purpose 	
3 Deepen & Construct Meaning	<ul style="list-style-type: none"> ○ Uncover relevant, accurate, credible information, flaws in a design or claims ○ Identify links with Big Ideas or themes ○ Raise questions that explore underlying meanings (<i>Is that what the author is really saying? What can we learn from this?</i>) ○ Plan how to develop supporting evidence for conclusions, solutions, or claims ○ Research, test and revise ideas, solve non-routine problems ○ Set learning goals and monitor my/our progress ○ Self-assess; give or get feedback to improve quality (e.g., peer conference) 	
4 Extend, Transfer, Broaden Meaning	<ul style="list-style-type: none"> ○ <i>Construct</i> new knowledge, insights linked to Big Ideas, themes ○ Modify, create, elaborate based on analysis <u>using multiple sources</u> ○ Raise novel questions and investigate real-world problems or issues ○ Set learning goals and monitor progress (e.g., self-direction or collaboration) ○ Self-manage my/our time on task ○ Reflect on my progress/learning; self-assess & use feedback to improve quality 	