






# RigorMeter

	<b>DIMENSIONS OF THINKING</b> <i>What does the work require?</i>	<b>COGNITIVE PROCESS</b> <i>What should I think about?</i>	<b>QUESTIONING TECHNIQUES</b> <i>How do I get there?</i>	<b>STUDENT WORK</b> <i>How do I know I have arrived?</i>
	<ul style="list-style-type: none"> <li>• DOK-Extended Thinking</li> <li>• RBT-Evaluating and Creating</li> </ul> <p>This level requires investigation—time to think and process multiple conditions of the problem or task.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> <li>• put together elements and parts to form a whole, then make value judgments about the method?</li> <li>• create new meaning from existing documents, problems or ideas and present them?</li> </ul>	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> <li>• How would you test the...?</li> <li>• How else would you...?</li> <li>• How do you know...?</li> <li>• Propose an alternative to...</li> <li>• State a rule for...</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create a debate over issues or concepts—consider pros and cons.</li> <li>✓ Design a set of test questions that the teacher might give on the next exam.</li> <li>✓ Review a book from someone else's perspective.</li> <li>✓ Write recommendations for the best way to solve a math problem.</li> </ul>
	<ul style="list-style-type: none"> <li>• DOK-Strategic Thinking</li> <li>• RBT-Analyzing</li> </ul> <p>This level requires strategic thinking such as reasoning and development of plans.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> <li>• break information into various parts to explore understandings and relationships?</li> <li>• present several solutions to problems and alternative endings to stories?</li> </ul>	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> <li>• What is the function of...?</li> <li>• What statement is relevant...?</li> <li>• What does the author believe...?</li> <li>• What is the relationship between...?</li> <li>• What statements are least important?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write a radio or television announcement or commercial.</li> <li>✓ Write a proposal to solve an issue.</li> <li>✓ Design an experiment for a specific research problem.</li> <li>✓ Make a flow chart showing the critical stages of a piece of literature.</li> <li>✓ Construct a graph to illustrate selected information.</li> </ul>
	<ul style="list-style-type: none"> <li>• DOK-Skill/Concept</li> <li>• RBT-Application</li> </ul> <p>This level requires the use of information, conceptual knowledge, and procedures—two or more steps in solving problems or addressing issues.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> <li>• use the information in another situation?</li> <li>• construct meaning from oral, written and graphic communication?</li> </ul>	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> <li>• What actions would you take to...?</li> <li>• Tell what would happen if...</li> <li>• Tell how much change there would be...</li> <li>• Identify the results of...</li> <li>• Choose the best statements that apply...</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and summarize the major events in a narrative poem.</li> <li>✓ Describe the cause and effect of a historical event.</li> <li>✓ Formulate a routine problem given data and conditions.</li> <li>✓ Solve routine multiple-step problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• DOK-Recall</li> <li>• RBT-Remembering</li> </ul> <p>This level requires the recall of facts, information or procedures.</p>	<p>Does the work require students to:</p> <ul style="list-style-type: none"> <li>• retrieve relevant knowledge from long-term memory?</li> <li>• recall dates and facts?</li> <li>• list elements of literature?</li> <li>• locate people, places and things?</li> <li>• describe processes or steps?</li> </ul>	<p>Ask students the following questions/statements:</p> <ul style="list-style-type: none"> <li>• Who is the...?</li> <li>• Where is the...?</li> <li>• What is the best one...?</li> <li>• State in your own words...</li> <li>• Explain what is meant by...</li> <li>• Show in a graph...</li> </ul>	<ul style="list-style-type: none"> <li>✓ Summarize a paragraph.</li> <li>✓ Complete a worksheet.</li> <li>✓ Draw a map and locate physical features.</li> <li>✓ Write an acrostic poem.</li> <li>✓ Complete an ABC book/dictionary.</li> <li>✓ Retell an interesting part of a story.</li> <li>✓ Make a word search from the text.</li> <li>✓ Make a word scramble activity.</li> </ul>