

# HyperDoc Checklist

		<b><u>SAMR</u></b> <b>Tech Integration</b>	<b><u>DOK</u></b> <b>Critical Thinking</b>
TRANSFORMATION		<b>REDEFINITION</b> <i>Does your lesson allow for creation of new tasks previously inconceivable?</i>  <i>Do your students, create, collaborate, or connect beyond the classroom?</i>	<b>LEVEL 4</b> <i>Does your lesson allow students to engage in high levels of critical thinking?</i>  <i>Does your lesson offer extended thinking through an investigation, with time to think and process multiple conditions of the problem?</i>
		<input type="checkbox"/> <b>CREATE</b> Students direct video projects, design a project to synthesize information, develop games or websites, and/or demonstrate mastery of a topic. <input type="checkbox"/> <b>COLLABORATE</b> Create together combining ideas. <input type="checkbox"/> <b>CONNECT</b> Using teleconferencing tools, connect locally and/or globally, interact on social media, share ideas via public comments, and/or use tools to create social change. <input type="checkbox"/> <b>VOICE and CHOICE</b> Student driven projects that provide opportunities to develop a skill. <input type="checkbox"/> <b>SHARE</b> Student work is shared with an authentic audience beyond the classroom and home.	<input type="checkbox"/> <b>APPRAISE</b> Students evaluate their own work or the work of others <input type="checkbox"/> <b>CONNECT</b> Students connect new ideas with previous ideas <input type="checkbox"/> <b>CRITIQUE/JUDGE</b> Offer purposeful commentary on the work of others (expert articles, classmates) <input type="checkbox"/> <b>DESIGN</b> Develop and design authentic investigations, inquiry projects around student <input type="checkbox"/> <b>JUSTIFY/PROVE</b> Collect and share data and/or opinions to make an argument or statement. <input type="checkbox"/> <b>SYNTHESIZE/REPORT</b> Share out new, central understandings around a topic
		<b>MODIFICATION</b> <i>Does your lesson allow for significant task redesign?</i>  <i>How are students using technology to learn how to learn?</i>	<b>LEVEL 3</b> <i>Does your lesson require strategic thinking?</i>  <i>Does your lesson offer opportunities for students to reason, develop a plan, or a sequence of steps?</i>
		<input type="checkbox"/> <b>EXAMINE</b> Study multimedia text sets and integrate ideas and/or find themes. <input type="checkbox"/> <b>COMMUNICATE</b> Use share features to discuss ideas. <input type="checkbox"/> <b>INTERPLAY</b> Make choices and explore interactive websites through with a variety of link's (games, videos, images, text, etc.) <input type="checkbox"/> <b>INTERACT</b> Provide feedback and use suggestion features. <input type="checkbox"/> <b>PRACTICE</b> Students practice developing digital citizenship, visual and/or digital literacy.	<input type="checkbox"/> <b>CITE EVIDENCE</b> Support ideas with details and examples. <input type="checkbox"/> <b>DEVELOP</b> Use voice appropriate to the purpose and audience. <input type="checkbox"/> <b>ASSESS/INVESTIGATE</b> Identify research questions and design investigations for a specific problem. <input type="checkbox"/> <b>COMPARE/CONTRAST</b> Determine the author's purpose and describe how it affects the interpretation of a reading selection. <input type="checkbox"/> <b>DIFFERENTIATE</b> Apply a concept in other contexts.

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<b>E N H A N C E M E N T</b>	<b>AUGMENTATION</b> <i>Does your lesson plan use tech as a direct tool substitute with functional change?</i>  <i>Is your lesson scaffolded to build up to a transformative lesson?</i>	<b>LEVEL 2</b> <i>Does your lesson develop skills leading to a deeper level of critical thinking?</i>  <i>Do students apply concepts or conceptual knowledge in two or more steps?</i>	
	<input type="checkbox"/> <b>LITERACY</b> Read digitally, record thinking, share responses, take notes, and use graphic organizers. <input type="checkbox"/> <b>ASSESS</b> Collect digital assessments that substitute previously used assessments. <input type="checkbox"/> <b>COPY</b> Use assignments previously created and copy into Docs. Augment using share features.	<input type="checkbox"/> <b>EXTRAPOLATE</b> Summarize the major events in a digital text. <input type="checkbox"/> <b>FORMULATE</b> Use context cues to identify the meaning of unfamiliar words. <input type="checkbox"/> <b>COMPUTE</b> Solve routine multiple-step problems. <input type="checkbox"/> <b>CONVERT</b> Describe the cause/effect. Identify patterns in events or behavior. <input type="checkbox"/> <b>DISTINGUISH</b> Organize, represent and interpret data.	
	<b>SUBSTITUTION</b> <i>Does your lesson design act as a direct tool substitute with no functional change?</i>  <i>Is your lesson teaching foundational skills that will lead to more complex skills?</i>	<b>LEVEL 1</b> <i>Do your lesson ask students to recall a fact, information, or procedure?</i>  <i>Does your lesson ask students to process information at a low level?</i>	
	<input type="checkbox"/> <b>SUBSTITUTE</b> Copy and paste a PDF worksheet or digital file <input type="checkbox"/> <b>TYPE</b> Word processing, digital images, fill in the blanks <input type="checkbox"/> <b>DIRECT</b> Provide directions <input type="checkbox"/> <b>READ</b> Read digital text	<input type="checkbox"/> <b>RECALL</b> elements and details of story structure, such as sequence of events, character, plot and setting. <input type="checkbox"/> <b>NAME</b> Conduct basic calculations or fill in the blank with options provided. <input type="checkbox"/> <b>MATCH</b> Vocabulary and definitions. <input type="checkbox"/> <b>RECORD</b> Label locations on a map. <input type="checkbox"/> <b>ILLUSTRATE</b> Represent in words or diagrams a concept or relationship.	