

For each task, decide

- the Bloom's Level the task addresses (e.g., Remember, analyze, etc.)
- The DOK Level it represents (1 – 4)
- What cell of the matrix it belongs (e.g., Analyze + DOK 3)

The Matrix Challenge

Scoring:

- 2 points for getting both Bloom's and DOK correct
- 1 point for getting the two correct

NOTE: Prepare to share/compare/justify your response with another team. Have fun!

ELA

Task #	Grade Level	EXIT Ticket	Bloom's Level	DOK Level	Matrix Cell
1	ELA 4	Compare two characters' points of view			
2	ELA 5	Identify figurative language and explain its meaning.			
3	ELA 2	Match vocabulary words with definitions			
4	ELA 8	Research a historical figure and write an informative essay.			
5	ELA 6	Write a personal narrative with a clear beginning, middle, and end.			

Math

Task #	Grade Level	EXIT Ticket	Bloom's Level	DOK Level	Matrix Cell
1	Math 4	Classify triangles by angles and sides			
2	Math 8	Analyze a pattern and develop an algebraic rule.			
3	Math 3	Solve a 2-step word problem involving addition and multiplication			
4	Math 2	Convert a fraction to a decimal.			
5	Math 7	Design a budget using given prices and constraints.			

Evidence of Student Understanding

How will we know when they know it?

Assessment Type	DOK/Bloom Alignment	Format	Usefulness and Resulting Evidence
PERFORMANCE-BASED ASSESSMENT	DOK 4 Extended Thinking Bloom F Create	- Integrative tasks that yield specific products - Authentic assessments - Extended projects	Useful for assessing student: - Ability to organize, synthesize, and apply information and skills - Use of relevant information
SELF-ASSESSMENT OR REFLECTION	DOK 3 Strategic Thinking & Reasoning Bloom E Evaluate	- Learning Intention/success criteria with student reflection - Student checklists (with comments) - Group (whole class or small group) reflection activities - Daily or weekly self-evaluations (Exit ticket) - Teacher-student conferences	- Develops student awareness of strengths and areas for improvement; conscious use of thinking skills (metacognitive skills) - Shows student process, thinking, & reasoning skills - Reveals student disposition toward topic or learning - Assists teacher and students identify personal learning goals
INFORMAL ASSESSMENT	DOK 2 Basic Skills & Concepts DOK 3 Strategic Thinking & Reasoning	- Teacher observations - Teacher checklists (rubrics) - Conversations or interviews - Diagnostic Formative Assessment (DFA) with resulting Guided (Group) follow-up	Depending on what is discussed or observed, these informal assessments may reveal student: - Process or strategy used - Reasoning - Understanding of the topic - Ability to communicate and collaborate
OPEN TASKS & CONSTRUCTED RESPONSE	DOK 2 Basic Skills & Concepts Bloom B, C Understanding Applying	- Tasks with different possible answers - Tasks with different possible processes - Technology Enhanced Items	Useful for assessing student ability to: - Use processes, strategies - Interpret information - Apply information - Reasoning - Communicate thinking
CLOSED TASKS	DOK 1 Recall & Reproduction Bloom A/ Bloom C Remembering Understanding	- Multiple-choice or multiselect items - True-False Items - Fill-in-the-Blank items - Solve (without showing steps) - Technology Enhanced Items	- Useful for assessing content-based standards. Not useful for process-based standards - Assess student knowledge of facts, skills, or concepts - Take less time, thus allowing time for open-ended or performance-based assessments