

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 to (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	<ul style="list-style-type: none"> • Integrative tasks that yield specific products • Authentic assessments • Extended projects 	<p>Useful for assessing student:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher observations • Teacher checklists (rubrics) • Conversations or interviews • Diagnostic Formative Assessment (DFA) with resulting Guided (Group) follow-up 	<p>Depending on what is discussed or observed, these informal assessments may reveal student:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Tasks with different possible answers • Tasks with different possible processes • Technology Enhanced Items 	<p>Useful for assessing student ability to:</p> <ul style="list-style-type: none"> • Use processes, strategies • Interpret information • Apply information • Reasoning • Communicate thinking
CLOSED TASKS	DOK 1 Recall & Reproduction Bloom A/ Bloom C Remembering Understanding	<ul style="list-style-type: none"> • Multiple-choice or multiselect items • True-False Items • Fill-in-the-Blank items • Solve (without showing steps) • Technology Enhanced Items 	<ul style="list-style-type: none"> • 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