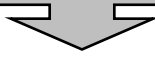


Classroom Questioning Environment



In today's classroom, students should not be passive participants in the learning process. Instead they need to be actively learning, engaging their minds, and solving real-life problems. This usually happens when good questioning strategies are being implemented. It is important that the questions being asked build new knowledge upon the foundation that students already have, therefore developing deep conceptual understanding. Students should always be challenged to "justify" and "explain why" when completing problems and participating in discussions. Questions should interconnect and build on one another, but also provide students the opportunity to explore concepts beyond the scope of the lesson. Various cognitive complexity levels of questions from memorization and recall to application and creation should be regularly embedded within lessons. Webb's Depth of Knowledge (DOK) has four levels of performance indicators that measure the complexity of thinking skills that tasks require.

DOK Level 1: Recall/Reproduction – Recall a fact, information, or procedure; process information on a low level

DOK Level 2: Skill/Concept – Use information or conceptual knowledge beyond habitual response; requires two or more steps

DOK Level 3: Strategic Thinking – Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possibly approach and/or answer

DOK Level 4: Extended Thinking – Requires investigation, connections and extensions, high cognitive demands, complex reasoning, planning and developing; may occur over a period of time

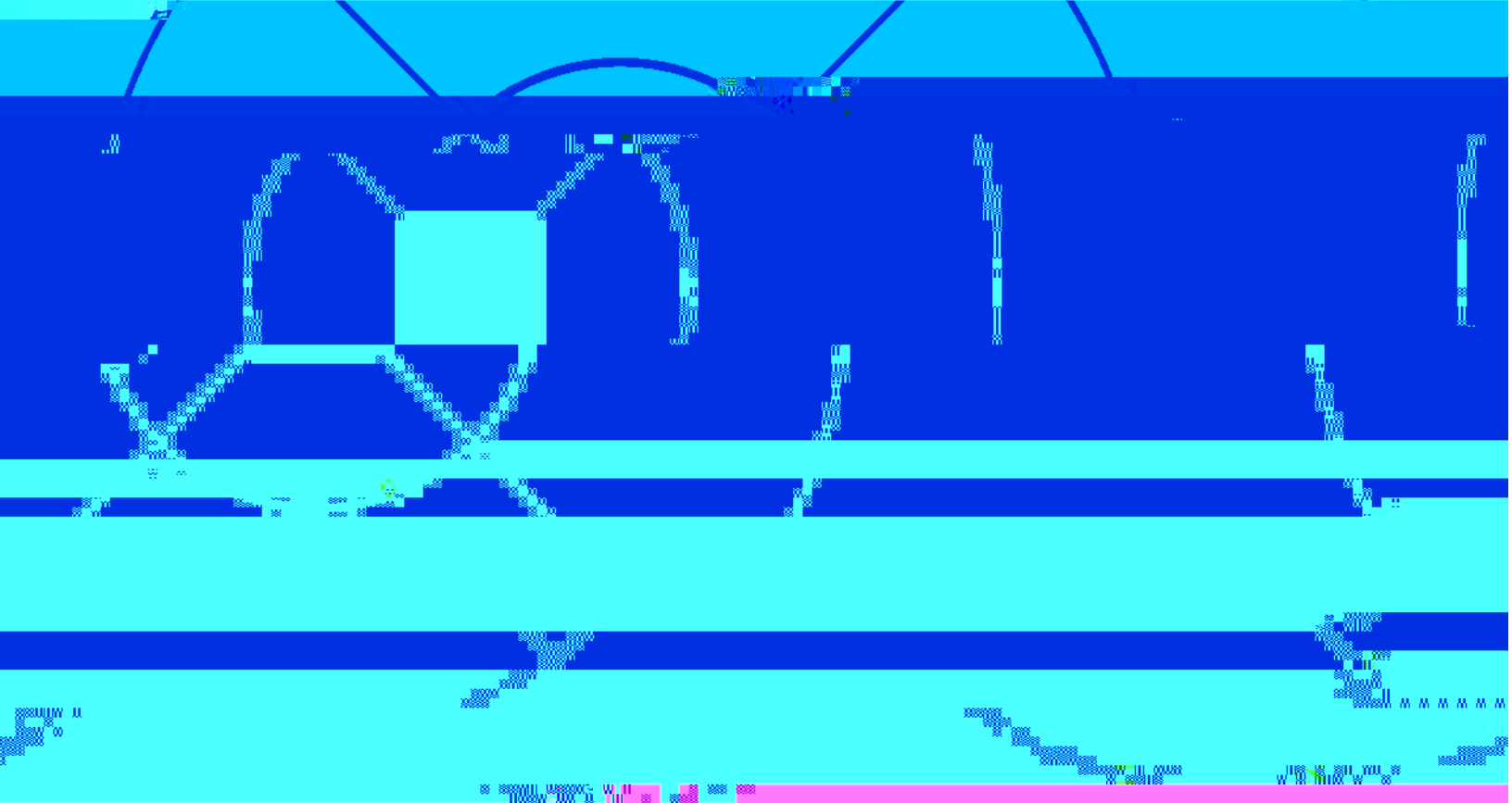
Effective Learning Environment



Teachers should:
Vary the cognitive levels and types of questions
Allow ID / EMC / P / MCID

Depth of Knowledge (DOK) Levels

Calculate Define Draw Identify List Label
Memorize



DOK Level	1	2	3	4
1				
2				
3				
4				