

Common Core State Standards linked with Depth of Knowledge and Bloom's

<p>(Driver)</p> <p>Common Core State Standards</p>	<p>Level 1 Recall Depth of Knowledge (DoK)</p> <p>Substitution (SAMR)</p> <p>Remembering (Blooms)</p>	<p>Level 2 Skill/ Concept</p> <p>Augmentation</p> <p>Applying</p>	<p>Level 3 Strategic Thinking</p> <p>Modification</p> <p>Analyzing</p>	<p>Level 4 Extended Thinking</p> <p>Redefinition</p> <p>Creating, Evaluating</p>
<p>Common Core State Standards:</p> <p>Are aligned with college and work expectations;</p> <p>Are clear, understandable and consistent;</p> <p>Include rigorous content and application of knowledge through high-order skills;</p> <p>Build upon strengths and lessons of current state standards;</p> <p>Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and</p> <p>Are evidence-based.</p>	<ul style="list-style-type: none"> - Recall elements and details of story structure, such as sequence of events, character, plot and setting. - Conduct basic mathematical calculations. - Label locations on a map. -Represent in words or diagrams a scientific concept or relationship. -Perform routine procedures like measuring length or using punctuation marks correctly. -Describe the features of a place or people. <p>Tech acts as a direct tool substitute, with no functional change</p>	<ul style="list-style-type: none"> - Identify and summarize the major events in a narrative. - Use context cues to identify the meaning of unfamiliar words. -Solve routine multiple-step problems. - Describe the cause/effect of a particular event. Identify patterns in events or behavior. - Formulate a routine problem given data and conditions. - Organize, represent and interpret data. <p>Tech acts as a direct tool substitute, with functional improvement</p>	<ul style="list-style-type: none"> - Support ideas with details and examples. - Use voice appropriate to the purpose and audience. - Identify research questions and design investigations for a scientific problem. - Develop a scientific model for a complex situation. - Determine the author's purpose and describe how it affects the interpretation of a reading selection. - Apply a concept in other contexts. <p>Tech allows for significant task redesign</p>	<ul style="list-style-type: none"> - Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. - Apply mathematical model to illuminate a problem or situation. - Analyze and synthesize information from multiple sources. - Describe and illustrate how common themes are found across texts from different cultures. - Design a mathematical model to inform and solve a practical or abstract situation. <p>Tech allows for the creation of new tasks, previously inconceivable</p>

SAMR and the Evolution of the Educational Essay

Enhancement	Enhancement	Transformation	Transformation
<p>Substitution</p>	<p>Augmentation</p>	<p>Modification</p>	<p>Redefinition</p>
<p>Student takes a hand-written essay and uses a word processing software (Word, Google Docs, etc.) to type the essay or writes the essay using a word processing tool. Using the Internet for research.</p>	<p>Enhanced research for the essay can be accomplished using the Internet (Google, Google Scholar, etc.) Student begins to make decisions about use of efficient search tools.</p>	<p>Using the collaborative nature of Google Docs to write an essay that is jointly critiqued by peers and/or teachers. . . production becomes public in ways that would be a challenge without tech.</p>	<p>Using media other than word processing tools to convey deep analytical thought: digital video storytelling or comic creation instead of writing an essay (or both). Student can mentor other students.</p>
			