

Open Response Teacher Worksheet

Teacher: _____

Class/Subject: _____

Identify Content	<p>Core Content to be Assessed What do you want the student to know and be able to do? Core Content/ Program of Studies/District Curriculum</p>								
	<p>Essential Question</p>								
Design Direction	<p>Establish a Scenario/Prompt/ Situation/Real Life Context</p> <ul style="list-style-type: none"> • Create interest and provide situational information for the question. • Use age and grade appropriate language. • Keep the situation realistic. <p>Note: May require reading passage, graphic, chart</p>								
	<p>Select an Appropriate Question Style Mark the type of question you will use.</p>	<p><u>Scaffolded</u> <u>Single Dimension</u> <u>Two or More Parts</u> <u>Student Choice</u> <u>Respond to Information</u></p>							
	<p>Choose the Depth of Knowledge (DOK) Write the verbs that will be used in the question.</p>	<table border="1"> <thead> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td> <p>Recall and Reproduction</p> <p>Focus is on specific facts, definitions, details, or using routine procedures (Measure, divide, follow recipe, etc.); explaining "that..."; can be "difficult without requiring "deep" content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation).</p> </td> <td> <p>Focus is on applying skills (in a familiar/typical situation) and concepts, relationships (compare, cause-effect), main ideas - requires deeper knowledge than definition; explaining how or why; making decisions - estimating, interpreting in order to respond; one right answer.</p> </td> <td> <p>Focus is on need for reasoning and planning in order to respond (e.g., write an essay, apply in new/novel situation); complex and abstract thinking is required; often need to provide support for reasoning or conclusions drawn; more than one "correct" response or approach is often possible.</p> </td> <td> <p>Requires complex reasoning, planning, and thinking generally over extended periods of time for the investigation or to complete the multiple steps of the assessment item. Students may be asked to relate concepts within the content area and among other content areas or to real-world applications in new situations.</p> <p><small>*Not Typically Open-Response</small></p> </td> </tr> </tbody> </table>	Level 1	Level 2	Level 3	Level 4	<p>Recall and Reproduction</p> <p>Focus is on specific facts, definitions, details, or using routine procedures (Measure, divide, follow recipe, etc.); explaining "that..."; can be "difficult without requiring "deep" content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation).</p>	<p>Focus is on applying skills (in a familiar/typical situation) and concepts, relationships (compare, cause-effect), main ideas - requires deeper knowledge than definition; explaining how or why; making decisions - estimating, interpreting in order to respond; one right answer.</p>	<p>Focus is on need for reasoning and planning in order to respond (e.g., write an essay, apply in new/novel situation); complex and abstract thinking is required; often need to provide support for reasoning or conclusions drawn; more than one "correct" response or approach is often possible.</p>
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