

Promoting Rigor through Higher Level Prompts

		VERBS	TEACHER PROMPTS <i>(Note the actual VERB need not be in the prompt)</i>	
LEVEL 1 - INPUT (GATHER/RECALL)	<p>COUNT</p> <p>COMPLETE</p> <p>DEFINE</p> <p>DESCRIBE</p> <p>IDENTIFY</p> <p>LIST</p> <p>MATCH</p> <p>NAME</p> <p>OBSERVE</p> <p>RECALL</p> <p>RECITE</p> <p>SCAN</p> <p>SELECT</p>	<p>How many apps are on your phone?</p> <p>The primary element for life on Earth is _____.</p> <p>What is a mineral?</p> <p>What does the city look like in the winter?</p> <p>Label the parts of the cell.</p> <p>What are the prime numbers in this set? (1, 3, 4, 6, 7, 16, 17, 20, 21, 23)</p> <p>Which sentence best describes this equation?</p> <p>Find the name of the river that separates Haiti from the Dominican Republic.</p> <p>Watch the fish in the tanks and record your observations.</p> <p>Write down what the weather was like last August.</p> <p>What is the first line of the US Constitution?</p> <p>Look at the schedule and determine how often busses run.</p> <p>Which of these words cannot be both a noun and verb?</p>		
		<p>ANALYZE</p> <p>COMPARE</p> <p>CONTRAST</p> <p>DISTINGUISH</p> <p>EXPERIMENT</p> <p>EXPLAIN</p> <p>GROUP</p> <p>MAKE ANALOGIES</p> <p>ORGANIZE</p> <p>SEQUENCE</p>	<p>Determine the additional information you will need to solve this problem.</p> <p>How are fish and amphibians similar?</p> <p>Culturally, how were the 60's and 80's different?</p> <p>Describe the features that might make you think this building was designed by Frank Lloyd Wright.</p> <p>What are some ways you might test your idea?</p> <p>How has the smartphone changed our society?</p> <p>How might you separate these 15 minerals into groups?</p> <p>How are the systems of a car like that of a cell?</p> <p>Rearrange this information so it is more easily accessed.</p> <p>Arrange the following events from earliest to most recent.</p>	
			<p>APPLY</p> <p>EVALUATE</p> <p>FORECAST</p> <p>GENERALIZE</p> <p>HYPOTHESIZE</p> <p>IMAGINE</p> <p>JUDGE</p> <p>MODEL</p> <p>PREDICT</p> <p>SPECULATE</p>	<p>How does surface tension help a water skipper stay afloat?</p> <p>Decide if the Giant Mudskipper is a fish or amphibian.</p> <p>It is a "La Niña" year, would you expect it to be wetter or dryer than usual? Why?</p> <p>Describe the risks for all small companies starting with very little capital.</p> <p>What will happen to this marshmallow if we put it in a vacuum chamber?</p> <p>What would communication be like if there was no sound?</p> <p>Is the Constitution or the Bill of Rights more important for our democracy? Why?</p> <p>Build a model of a plant cell.</p> <p>Considering what you know about macro-economics, what might happen to US economy if the Euro suddenly decreased in value?</p> <p>All Copper, Halite, and Diamond have suddenly disappeared.</p> <p>How will this impact our environment physically and socially?</p>

POSSIBLE STUDENT TASKS (WICOR)

WHAT DOES LEARNING LOOK LIKE AT THIS LEVEL?

With a partner, using a graphic organizer, identify, describe, and provide examples of the characteristics of minerals. (WICOR)

Label the parts of the cell on the diagram provided. (WR)

Observe the fish in the tank and record what you see in your interactive notebook. Share your observations with your group. (WICOR)

At Level 1 the learner is asked to simply access definitions, principles, and concepts from short- and long-term memory. This rote level learning doesn't require any processing or manipulation of the information being accessed.

Answers to Level 1 question are concrete and readily available in the text or resources being referenced. A series of Level 1 questions can be used to guide students in gathering the data they will need to process to answer a follow-up Level 2 or Level 3 question.

Answers here are usually short. Often they consist of one or two words or a short sentence.

Working in teams of three, create a Venn Diagram comparing fish to amphibians. (WICOR)

In teams of five, review the characteristics of each of the 15 minerals provided and then put them in groups based on similar characteristics. Come up with a name for each group and what makes it unique. (WICOR)

Working in pairs, draw a car and label the parts of the car as they would best correspond to the parts of the cell. Consider similarities in form and function of each part as you work. (WICO)

At Level 2 the learner is asked to access definitions, principles and concepts from both short- and long-term memory and process or manipulate that information to come up with the answer.

To answer Level 2 questions, learners must read between the lines and assemble and relate multiple pieces of information to come up with the answer.

Answers here usually require at least a sentence or two.

Watch the video and then review all of the materials provided describing the physiology of the Giant Mudskipper. Decide whether it is a fish or amphibian and elaborate on what factors lead to your decision. (WIOR)

You and your team will use the bag of Legos provided to build a plant cell model. Once complete you will label all of the parts and be prepared to report out on each part's function. (WICOR)

Write a science fiction story about a world where these minerals suddenly disappear and then read it to a student at the local elementary school. (WICR)

At Level 3 the learner is asked to apply knowledge of the relationship between disparate concepts in a novel situation. The question should invite the learner to think creatively, using imagination and judgment to arrive at an answer.

Answers to Level 3 questions cannot be found in the text or resources being referenced. Often they require the learner to form an opinion, create something new, make a prediction, or generalize a concept and then back it up with evidence.

Answers here tend to be longer, ranging from a multiple sentence paragraph to a full length essay.