

# **2nd Semester Final Review Questions**

**Dingfang Shu, Jinfen Xu, Hui Zhang** 

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ICASI 2019 Rahmat Hidayat, Mesran, Tengku Mohd Diansyah, Supriyanto, Dodi Siregar, 2019-11-26 As an annual event THE 2ND INTERNATIONAL CONFERENCE ON ADVANCE SCIENTIFIC INNOVATION 2019 continued the agenda to bring together researcher academics experts and professionals in examining about Scientific Innovation in technology education management accounting and many aspect area In 2019 this event held in 18 July 2019 at Politeknik Kutaraja Banda Aceh Indonesia This ICASI Proceeding 2019 are published along with article from ICASI 2018 and each contributed paper was refereed before being accepted for publication The double blind peer reviewed was used in the paper selection

Engineering Mathematics Volume - III (Statistical and Numerical Methods) (For 1st Year - 2nd Semester of JNTU, Hyderabad) Iyenger T.K.V./ Gandhi, Krishna B./ Ranganatham S. & Prasad M.V.S.S.N., Engineering Mathematics

Statistics for Nursing: A Practical Approach Heavey, 2018-02-15 Statistics for Nursing A Practical Approach Third Edition is designed in accordance with the Conversation Theory of Gordon Pask and presents the complicated topic of statistics in an understandable manner for entry level nurses The 1984 Guide to the Evaluation of Educational Experiences in the Armed Services in the Armed Services Coast Guard, Marine Corps, Navy, Dept. of Defense American Council on Education, 1980 The Hidden Curriculum—Faculty-Made Tests in Science Sheila Tobias, Jacqueline Raphael, 2013-06-29 This resource manual for college level science instructors reevaluates the role of testing in their curricula and describes innovative techniques

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web nov 2 2018 multiple choice questions can be written at a dok 3 or 4 level however to design a question in this format is difficult an item at dok level 3 or 4 requires complex reasoning strategic and extended thinking about the concepts of the content and a real world context and especially at a level 4 that requires research investigation and

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web sep 4 2014 dok levels are also not developmental all students including the youngest preschoolers are capable of strategic and extended thinking tasks what they look like will differ and what is level 3 to a kindergarten student may be a level 1 task for a middle schooler all students however should have opportunities to do complex reasoning

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web jan 13 2020  $\,$  3 describe the 7 different types of quadrilaterals along with diagrams 4 discern the derivative of f x 5 fill in the blanks with appropriate numbers x 2 3 dok level 3 connect the highlighted points and calculate the areas of all the triangles rectangles and squares that are possible

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web at dok level 3 the depth of knowledge questions for science should focus on a concept that has more than one possible answer at dok 3 students will design investigations around scientific questions evaluate models of engineering solutions justify conclusions based on experimental data with reasoning and evidence dok 4

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web level 3 strategic thinking requires reasoning planning using evidence and a higher level of thinking than the previous two levels in most instances requiring students to explain their thinking is a level 3 activities that require students to make conjectures are also at this level the cognitive demands at level 3 are complex and abstract

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web i ve decided to expand upon my previous depth of knowledge matrix that helped make it easier to distinguish between depth of knowledge levels in mathematics while it is still useful it didn t cover every grade level and may be too broad in scope so i have made two new depth of knowledge matrices one for elementary mathematics and one for depth of knowledge dok for writing edulastic blog - Feb 26 2022

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web dok 3 use information or conceptual knowledge two or more steps etc students have practiced these skills with

assistance from kindergarten to second grade and on their own since third grade questions that lie at dok 1 necessitate only memorization and recall and so do not promote

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web if there is a question regarding which of two levels a standard addresses such as level 1 level 2 or level 2 level 3 it is appropriate to assign the highest level as the dok ceiling for the task but also provide opportunities at the lower dok levels as an instructional progression e g summarizing a text dok 2 before

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web dec 15 2016 social studies assessments particularly those written to test the history or economic related standards allow teachers to assess the full range of a student s depth of knowledge dok of the content area considering level 1 through 4 dok question stems for social studies can help teachers better pinpoint student understanding and where

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web aug 8 2022 level 1 dok despite a question s simplicity you can still provide your class with many activities having them finish a range of products depending on the question s purpose students can paraphrase a passage or chapter of a book outline and re iterate the main points of a recent lesson

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web dok 1 recall and reproduce dok 2 basic application of skills and concepts dok 3 strategic reasoning dok 4 extended reasoning the questions you can ask in each strand are easy to

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web description this circular poster is based on webb s depth of knowledge which provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content dok offers a common language to understand rigor or cognitive demand in assessments as well as curricular units lessons and tasks

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web apr 19 2019 they soon discovered that there weren t very many dok 4 questions those are really high level tasks some of them needed hints they noticed that there weren t any dok level 3 questions in kindergarten a lot of them had trouble deciding if the questions was a 2 or a 3

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web dec 3 2019 each column explores one of eight topics rounding adding 3 digit numbers subtracting 3 digit numbers multiplying multiples of ten fractions on a number line multiplying and dividing within 100 operations with time and area and perimeter you ll notice that the first problem in the column is traditional and familiar

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web dok level 4 extended thinking this is the most advanced stage of the depth of knowledge framework and involves students making a significant cognitive effort it encourages students to gather information from multiple resources to solve a specific problem it also motivates them to know the how and why of things

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web dok level 3 requires higher cognitive demands than the previous levels students explain justify thinking and provide supporting evidence for reasoning or conclusions drawn level 3 tasks typically require reasoning complexity developing a plan or sequence of steps and have more than one possible response or solution

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web 1 how will you plan to use this in your classroom during whole group or small group instruction and why 2 when do you see the need to use dok question level 3 and dok question level 4 in your classroom 3 looking at your content and standard s objectives create 3 4 questions using dok level 3 and dok level 4

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