

Depth of Knowledge Matrix - Elementary Math

Topic	Adding 1-Digit Numbers (< 5)	Equality	Interpreting Data	Money
CCSS Stand.	<ul style="list-style-type: none"> K.OA.5 	<ul style="list-style-type: none"> 1.OA.7 	<ul style="list-style-type: none"> 1.MD.4 	<ul style="list-style-type: none"> 2.MD.8
DOK 1 Example	Solve. $3 + 1 =$	Determine whether the number sentence is true or false. $4 + 1 = 5 - 2$	How many people were surveyed? <p>A bar graph with the y-axis labeled from 1 to 3 and the x-axis labeled 'Favorite Color' with categories Blue, Red, and Yellow. The bars show 3 for Blue, 1 for Red, and 2 for Yellow.</p>	If you have 1 quarter, 4 dimes, 2 nickels, and 3 pennies, how many cents do you have?
DOK 2 Example	Using the digits 1 to 5 at most one time each, fill in the boxes to create two true number sentences. $\square + \square = \square$	Using the digits 1 to 9 at most one time each, fill in the boxes to create two true number sentences. $\square + \square = \square - \square$	Make a graph that shows a possible result of 7 students' favorite color. <p>A blank bar graph with the y-axis labeled from 1 to 3 and the x-axis labeled 'Favorite Color' with categories Blue, Red, and Yellow.</p>	Make 72¢ in two different ways with either quarters, dimes, nickels, or pennies.
DOK 3 Example	Using the digits 1 to 5 at most one time each, fill in the boxes to create a true number sentences with the greatest possible sum. $\square + \square = \square$	Using the digits 1 to 9 at most one time each, fill in the boxes to create a true number sentence with the greatest possible value. $\square + \square = \square - \square$	Make a graph that shows a possible result of 7 students' favorite color with red being the most popular color. <p>A blank bar graph with the y-axis labeled from 1 to 3 and the x-axis labeled 'Favorite Color' with categories Blue, Red, and Yellow.</p>	Make 72¢ using exactly 9 coins that are either quarters, dimes, nickels, or pennies.

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Topic	Subtracting 3-Digit Numbers	Operations with Time	Comparing Fractions	Multiplying Decimals
CCSS Stand.	<ul style="list-style-type: none"> 3.NBT.2 	<ul style="list-style-type: none"> 3.MD.1 	<ul style="list-style-type: none"> 4.NF.2 	<ul style="list-style-type: none"> 5.NBT.7
DOK 1 Example	Solve. $821 - 357 =$	What time will it be 14 minutes after 1:27 pm?	Place a < or > between the two fractions to make a true number sentence. $\frac{4}{7} \quad \frac{3}{5}$	Solve. $3.4 \times 2.5 =$
DOK 2 Example	Using the digits 1 to 9 at most one time each, fill in the boxes to make two different pairs of three-digit numbers that form a true number sentence. $\square\square\square - 291 = \square\square\square$	Using the digits 1 to 9 at most one time each, fill in the boxes to make a time that is 4:37 pm. $\square\square$ minutes after $\square:\square\square$ pm	Using the digits 1 to 9 at most one time each, fill in the boxes to create two different fractions: one that is less than one half and one that is more than one half. $\frac{\square}{\square} < \frac{1}{2}$ and $\frac{\square}{\square} > \frac{1}{2}$	Using the digits 1 to 9 at most one time each, fill in the boxes to make a true number sentence. $\square.\square \times 3.2 = \square.\square$
DOK 3 Example	Using the digits 1 to 9 at most one time each, fill in the boxes to make a difference that is as close to 329 as possible. $\square\square\square - \square\square\square =$	Using the digits 1 to 9 at most one time each, fill in the boxes to make the latest possible time. $\square\square$ minutes after $\square:\square\square$ pm	Using the digits 1 to 9 at most one time each, fill in the boxes to create a fraction that is as close to 5/11 as possible. $\frac{\square}{\square}$	Using the digits 1 to 9 at most one time each, fill in the boxes so that the product is as close to 50 as possible. $\square.\square \times \square.\square =$