

Webb's DOK Reference Guide

Directions: Use this guide as a resource on understanding the four levels of rigor in Webb's Depth of Knowledge Framework.

Adapted from: Webb, Norman L. "Depth-of-knowledge levels for four content areas." *Language Arts* 28.March (2002).

	LEVEL 1: RECALL AND REPRODUCTION	LEVEL 2: APPLICATION OF SKILLS AND CONCEPTS	LEVEL 3: SHORT TERM STRATEGIC THINKING	LEVEL 4: EXTENDED STRATEGIC THINKING
Definition of Each Level	At this level, students are asked specific fact-based questions and are expected to produce a single correct answer. These tasks are the most basic and ensure students have the foundational knowledge necessary to complete tasks at higher levels. For these tasks, the student does very little cognitive processing and interpretation of the information being learned, so the tasks are not considered rigorous.	At this level, students are able to efficiently recall facts and formulas and are ready to apply them to unique situations. The tasks at this level stay within the context of the facts being applied and rarely include cross-curricular activities. This level requires cognitive processing beyond basic recalling.	At this level, students have applied facts and formulas to unique situations. The tasks at this level use analysis and evaluation skills to solve problems in project-based settings. These problems are often cross-curricular and require multiple skill sets to develop a solution efficiently. Students must engage higher order thinking processes such as analysis and evaluation.	At this level, students have used their knowledge and skills to solve real world problems with unpredictable outcomes. The tasks at this level ask students to follow a process of evaluating and refining their thinking and their problem-solving processes to develop more efficient and effective practices. In general, students will synthesize information to complete a task, assess their success, reflect on changes that could be made, then make those changes to increase the success of their task. These activities often require long-term use of cognitive strategies of collecting information, designing a solution, and monitoring the success of those solutions.
Common Verbs Associated with Each Level	Remember, memorize, restate, recognize, demonstrate, illustrate, define, recall, label, identify, draw	Solve problems, Explain, Construct, Connect, Create, Apply, Research, Infer, Summarize, Categorize, Distinguish, Graph, Modify, Interpret	Discuss, Debate, Classify, Examine, Decide, Test, Compare, Explain, Assess, Hypothesize, Investigate, Compare, Critique	Design, Propose, Assess, Reflect, Modify, Plan, Create, Analyze, Prove, Connect
Common Tasks / Assessments Associated with Each Level	Making a timeline; listing keywords for a specific topic; telling facts about a specific topic; illustrating an event; matching definitions; highlighting key information; labeling a diagram; completing a multiple-choice quiz	Construct a model or diorama; make a map, table, or graph; explain an article's ideas; create a game; apply rules to solve a problem; connect concepts by explaining relationships; complete a research project; write a play or skit	Prepare and conduct a debate; classify character actions in a novel; compare how two topics are the same or different; discuss viewpoints on a topic; explain why certain information is extraneous; identify a research questions and design an investigation to test a hypothesis, construct a list of criterion to use for an evaluation; classify critical steps in a complex process through a flow chart	Design and complete a research project; propose a solution to a real-world problem; Assess the success of a solution and modify to improve it; Design a marketing campaign for a product; Write a persuasive argument that contains a call to action; Modify an existing restaurant menu to target a certain audience; Plan an efficient way to deliver student lunches