Webb's Depth of Knowledge Levels in Content Areas ACQUIRE USE EXTEND LEVEL 1: LEVEL 2: LEVEL 3: LEVEL 4: Recall **Skill/Concept** Strategic Thinking **Extended Thinking** Use information or conceptual Requires reasoning, **Requires an investigation, time** Recall of a fact, information or knowledge, two or more steps, developing a plan or sequence to think and process multiple procedure. conditions of the problem. etc. of steps, some complexity, more than one possible answer. How can increase the rigor of my units, lessons and assessments?

Cut and discard this bottom portion.

Adapted from Webb, Norman L. "Alignment, Depth of Knowledge, and Change," Wisconsin Center for Education Research

USE

EXTEND

LEVEL 1: Recall

Requires students to receive or recite facts or to use simple skills or abilities.. Oral reading that does not include analysis of the test as well as basic comprehension of a text is included. Consists of verbatim recall from text or simple understanding of a single word or phrase.

Examples

- Support ideas by reference to details in the text.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.

LEVEL 2: Skill/Concept

Requires both comprehension and some mental processing of text beyond recall. Intersentence analysis of inference is required. Literal main ideas are stressed. Standards and items include words such as summarize, interpret, infer, classify, organize, collect, display, compare and determine fact or opinion.

Examples

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in the reading selection.
- Identify and summarize major events in a narrative.



Strategic Thinking

Requires deep knowledge and students are encouraged to go beyond the text and are encouraged to explain, generalize, or connect ideas. Students must be able to support their thinking. Items may involve abstract theme identification, inference across a passage or students' application of prior knowledge.

Examples

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

LEVEL 4: Extended Thinking

Requires deep knowledge and higher order thinking is central. The standard or assessment will probably be an extended activity with extended time. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform

Examples

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Webb's Depth of Knowledge Levels in English Language Arts

Cut and discard this bottom portion.

USE

EXTEND

LEVEL 1: Kecall

Requires the student to write or recite simple facts and only includes basic ideas. Students are engaged in listing ideas or words in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are expected to use appropriate grammar, punctuation, capitalization and spelling.

Examples

 Use punctuation marks correctly.
Identify Standard English grammatical structures and refer to resources for correction.

LEVEL 2: Skill/Concept

Requires some mental processing. Students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. Students are engaged in notetaking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and use of a dictionary, thesaurus or web site.

Examples

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

LEVEL 3: Strategic Thinking

Requires some higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students use focus, organization and the use of appropriate compositional elements including addressing chronological order in a narrative or supporting facts and details in an information report. Students should be editing and revising at Level 3.

Examples

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

LEVEL 4: Extended Thinking

Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. The is evidence of a deep awareness of purpose and audience. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.

Example

Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. (Represents but does not constitute all of Level 4 performance)

Webb's Depth of Knowledge Levels in Writing

Cut and discard this bottom portion.

USE

LEVEL 2:

Skill/Concept

mental processing beyond a habitual

Includes the engagement of some

response. A Level 2 assessment

approach the problem or activity,

whereas Level 1 requires students to

item requires students to make

some decisions as to how to

demonstrate a rote response,

clearly defined series of steps.

Keywords include: classify,

organize, estimate, make

data.

charts.

perform a well-known algorithm,

follow a set procedure or perform a

observations, collect, compare and display data. Action verbs include: explain, describe or interpret.

Examples

Make observations and collect

□ Classify, organize and compare

data and organize and display

data in tables, graphs, and

experimental procedures

Explain the purpose and use of

EXTEND

LEVEL 3: Strategic Thinking

Requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Requires students to explain their thinking. Students also make conjectures at this levels. The cognitive demands are complex and abstract at this level. The complex tasks require more demanding reasoning.

Examples

- Activities that have more than one possible answer and require students to justify their response.
- Draw conclusions from observations.
- Cite evidence and develop logical arguments for concepts.
- Explain phenomena in terms of concepts.
- □ Use concepts to solve problems.

LEVEL 4: Extended Thinking

Requires complex reasoning, planning, developing, and thinking over an extended period of time. Requires significant conceptual understanding and higher-order thinking. Students are required to make several connections – relate ideas within the content area or among content areas – and have to select one approach among many alternatives on how the situation should be solved.

Examples

- Design and conduct experiments
- Make connections between a finding and related concepts and phenomena.
- Combine and synthesize ideas into new concepts
- Critique experimental designs
- Webb's Depth of Knowledge Levels in Mathematics

Cut and discard this bottom portion.

Examples Perform a simple algorithm.

LEVEL 1:

Recall

Includes the recall of information

performing a simple algorithm or

applying a formula. That is, in

mathematics a one-step, well-

words include: identify, recall,

be classified at different levels

depending on what is to be

described and explained.

defined, and straight algorithmic

procedure at this lowest level. Key

recognize, use and measure. Verbs

such as describe and explain could

simple procedure, as well as

such as a fact, definition, term, or a

Apply a formula.

USE

EXTEND

LEVEL 3:

Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer. Students are required to justify the "how and why" through application and evidence.

Examples

- Draw conclusions
- Cite evidence
- Apply concepts to new situations
- □ Use concepts to solve problems
- Analyze similarities and differences in issues and problems
- Propose and evaluate solutions to problems.
- Recognize and explain misconceptions.
- Make connections across time and place to explain a concept or big idea.

LEVEL 4: Extended Thinking

Requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level.

Examples

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes and concepts are found across time and place

Examples

one form to another.

 Classify or sort items into meaningful categories.

LEVEL 2:

Skill/Concept

Includes the engagement of some

Requires students to contrast or

or reproducing a response.

mental processing beyond recalling

compare people, places, events and

concepts: convert information from

Describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact relationships, points of view or processes.

what, when and where. A Level 1 "describe or explain" would recall, recite or reproduce information.

LEVEL 1:

Recall

Asks students to recall facts, terms,

concepts, trends, generalizations

and theories or to recognize or identify specific information

contained in graphics. Requires

students to identify, list, or define

and asks students to recall who.

Examples

Recognize or identify specific information contained in maps, charts, tables, graphs or drawings.

Webb's Depth of Knowledge Levels in Social Studies

Cut and discard this bottom portion.

USE

EXTEND

LEVEL 3: Strategic Thinking

Requires reasoning, planning, using evidence and a higher level of thinking than the two previous levels. Multi-step tasks require more demanding reasoning and requires students to explain their thinking. Involves activities that have more than one possible answer and requires students to justify the response they give. Experimental designs typically involve more than one dependent variable.

Examples

- Identify research questions and design investigations for a scientific problem.
- Use concepts to solve non-routine problems.
- Develop a scientific model for a complex situation.
- □ Form conclusions from experimental data.
- Cite evidence and develop logical argument for concepts
- Explain phenomena in terms of concepts.

LEVEL 4: Extended Thinking

Tasks at Level 4 have high cognitive demands and are very complex and usually require an extended period of time. Require students to make several connections – relate ideas within the content area or among content areas – and have to select or devise one approach among many alternatives on how the situation can be solved. Standards, goals, and objectives can be stated in such a way as to expect students to perform extended thinking.

Examples

- Based on the provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables.
- Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions.

LEVEL 1: Recall

Recall of information such as a fact, definition, term, or a simple procedure, and perform a simple science process or procedure. Requires students to demonstrate a rote response, use a well-known formula, follow a set of procedures or perform a clearly defined series of steps. Verbs include: identify, recall, recognize, use, calculate and measure at the recall and reproduction cognitive level. A student answering a Level 1 question either knows the answer or does not.

Examples

- Recall or recognize a fact, term, or property.
- Represent in words or diagrams a scientific concept or relationship.
- Provide or recognize a standard scientific representation for simple phenomenon.
- Perform a routine procedure such as measuring length.

LEVEL 2: Skill/Concept

includes the engagement of some mental processing beyond recalling or reproducing a response. Items require students to make some decisions as to how to approach the question or problem. Keywords include: classify, organize, estimate, make observations, collect and display data and compare data. These actions imply more than one step. Action verbs include: explain, describe or interpret.

Examples

- Specify and explain the relationship between facts, terms, properties or variables.
- Describe and explain examples and non-examples of science concepts.
- Select a procedure according to specified criteria and perform it.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

Webb's Depth of Knowledge Levels in Science

Thanks so much for downloading this free Depth of Knowledge product. This is a great tool for initiating or extending an understanding of Webb's Depth of Knowledge and higher-level tasks and questions in your classroom. Run all of the pages in color on cardstock. Bind all of the pages on the top and trim off the excess on the bottom of each page for a layered look.

Everything I create is:

- ✓ ready-to-use
- \checkmark aligned to the CCSS
- ✓ geared towards building understanding, higher-level thinking and the transfer of concepts/skills in the classroom.

If you like this product, please consider leaving feedback and visit my TPT store or my blog and become a follower to be notified of my new products and freebies! Thank you!, Penny http://isntitelementary.blogspot.com

> Clipart can be found at www.scrappindoodles.com Conversation bubble can be found at www.kpmdoodles.com