

Webb's Depth-of-Knowledge (DOK) Levels for ELA

DOK Level	Description	Performance Example(s)
<p style="text-align: center;">I</p> <p style="text-align: center;">(Recall & Reproduction)</p>	<p>Requires students to receive or recite facts or to use simple skills or abilities. Oral reading with no text analysis as well as basic comprehension of a text is included. Items require only a shallow understanding and often consist of verbatim recall. Items have only 1 right answer.</p>	<ol style="list-style-type: none"> 1. Support ideas by referring to details in the text. 2. Use a dictionary to find the meaning of words. 3. Identify figurative language in a reading passage
<p style="text-align: center;">II</p> <p style="text-align: center;">(Skills & Concepts)</p>	<p>Requires some mental processing beyond recalling or reproducing a response. Requires both comprehension and subsequent processing of a text. Inferencing is required. Important concepts may be covered, but not in a complex way. Items may include key words such as summarize, retell, infer, classify, organize, collect, display, compare, determining fact or opinion. Literal main ideas are stressed. Items have only 1 right answer.</p>	<ol style="list-style-type: none"> 1. Use context clues to identify the meaning of unfamiliar words. 2. Predict a logical outcome based on information in a reading selection. 3. Identify and summarize the major events in a narrative.
<p style="text-align: center;">III</p> <p style="text-align: center;">(Strategic Thinking / Reasoning)</p>	<p>Deep knowledge is more of a focus. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be asked to explain, generalize, or connect ideas. Level 3 items involve reasoning and planning. Students must be able to support their thinking. Items may include abstract theme identification, inference across an entire passage, or application of prior knowledge. Items may also involve more superficial connections between texts. Items have multiple correct answers, and involve reasoning and non-routine tasks.</p>	<ol style="list-style-type: none"> 1. Determine the author's purpose and describe how it affects the interpretation of a reading selection. 2. Summarize information from multiple sources to address a specific topic. 3. Analyze and describe the characteristics of various types of literature.
<p style="text-align: center;">IV</p> <p style="text-align: center;">(Extended Thinking)</p>	<p>Higher order thinking is central and knowledge is deep. Items will likely involve an extended activity with extended time provided. 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 complex analyses of the connections among texts. Items have multiple correct answers, and involve multiple texts, research, and/or many concepts.</p>	<ol style="list-style-type: none"> 1. Analyze and synthesize information from multiple sources. 2. Examine and explain alternative perspectives across a variety of sources. 3. Describe and illustrate how common themes are found across texts from different cultures.

Webb's Depth-of-Knowledge (DOK) Levels for Writing

DOK Level	Description	Performance Example(s)
<p style="text-align: center;">I</p> <p style="text-align: center;">(Recall & Reproduction)</p>	<p>Students write or recite simple facts. Students are engaged in listing ideas or words as 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 write and speak using Standard English conventions (grammar, punctuation, capitalization, and spelling).</p>	<ol style="list-style-type: none"> 1. Use punctuation marks correctly. 2. Identify Standard English grammatical structures and refer to resources for correction
<p style="text-align: center;">II</p> <p style="text-align: center;">(Skills & Concepts)</p>	<p>Requires some mental processing. Students are engaged in 1st draft writing or brief extemporaneous speaking. Students are beginning to connect ideas using a simple organizational structure (e.g., note-taking, outlining, or simple summaries). Text may be limited to one paragraph. Students demonstrate a basic understanding of reference resources such as a dictionary, thesaurus, or web site.</p>	<ol style="list-style-type: none"> 1. Construct compound sentences. 2. Use simple organizational strategies to structure written work. 3. Write summaries that contain the main idea of the reading selection and pertinent details.
<p style="text-align: center;">III</p> <p style="text-align: center;">(Strategic Thinking / Reasoning)</p>	<p>Requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs which may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. Compositional elements include such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. Students are engaged in editing and revising.</p>	<ol style="list-style-type: none"> 1. Support ideas with details and examples. 2. Use voice appropriate to the purpose and audience. 3. Edit writing to produce a logical progression of ideas.
<p style="text-align: center;">IV</p> <p style="text-align: center;">(Extended Thinking)</p>	<p>Higher level thinking is central. Production of a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of deep awareness of purpose and audience (e.g., informational papers include hypotheses and supporting evidence). Compositions demonstrate a distinct voice and stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.</p>	<ol style="list-style-type: none"> 1. Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

Webb's Depth-of-Knowledge (DOK) Levels for Math

DOK Level	Description
I (Recall & Reproduction)	These tasks include the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula. Key words include “identify,” “recall,” “recognize,” “use,” and “measure.” Requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure, or perform a clearly defined series of steps.
II (Skills & Concepts)	These tasks include engagement of some mental processing beyond a habitual response. Students will need to make some decisions as to how to approach the problem or activity. Common distinguishing key words include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step. Interpreting information from a simple graph, requiring reading information from the graph is also Level 2. Activities may generally include explaining the purpose and use of experimental procedures, carrying out experimental procedures, making observations and collecting data, classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts.
III (Strategic Thinking / Reasoning)	These tasks require reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Most tasks require students to explain their thinking. Making conjectures is also a Level 3 activity. The cognitive demands are complex and abstract. The complexity doesn't result from the fact that there are multiple answers, a possibility for both Levels 1 & 2, but because the task requires more demanding reasoning. An activity, however, that has more than one possible answer and requires students to justify the response would most likely be a Level 3. Activities include drawing conclusions from observations, citing evidence and developing a logical argument for concepts, explaining phenomena in terms of concepts; and using concepts to solve problems.
IV (Extended Thinking)	These tasks require complex reasoning, planning, developing, and thinking over an extended period of time. The cognitive demands are high, and the work is complex. Students should be required to make several connections relate ideas <i>within</i> the content area or <i>among</i> content areas and have to select one approach among many alternatives on how the situation should be solved. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

DOK Decision Tree

