

SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (WEBB'S DOK™)			
	WEBB'S DOK LEVEL 1	WEBB'S DOK LEVEL 2	WEBB'S DOK LEVEL 3	WEBB'S DOK LEVEL 4
English Language Arts	<p>Requires students to recall, observe, question, or represent facts, simple skills, or abilities. Requires only surface understanding of text, often verbatim recall.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Support ideas by reference to verbatim (or only slightly paraphrased) details in text</li> <li>• Use a dictionary to find meanings of words</li> <li>• Recognize figurative language in a passage</li> <li>• Identify correct spelling or meaning of words</li> </ul>	<p>Requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text or portions of text. Involves ordering, classifying text as well as identifying patterns, relationships, and main points.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Use context to identify unfamiliar words</li> <li>• Predict a logical outcome</li> <li>• Identify and summarize main points</li> <li>• Apply knowledge of conventions of standard American English</li> <li>• Compose accurate summaries of the major events in a narrative</li> </ul>	<p>Requires students to go beyond text. Requires students to explain, generalize, and connect ideas. Involves deep inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and evidence and to manipulate themes across passages.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Determine effect of author's purpose on text elements</li> <li>• Summarize information from multiple sources</li> <li>• Critically analyze literature</li> <li>• Compose focused, organized, coherent, purposeful prose</li> <li>• Evaluate the internal logic or credibility of a message</li> </ul>	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task, such as conducting a research project over many weeks. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require generating hypotheses and performing complex analyses and connections among texts.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Analyze and synthesize information from multiple sources</li> <li>• Examine and explain alternative perspectives across sources</li> <li>• Describe and illustrate common themes across a variety of texts</li> <li>• Create compositions that synthesize, analyze, and evaluate</li> </ul>

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<b>Mathematics</b>	<p>Requires students to recall or observe facts, definitions, and terms. Includes simple one-step procedures. Includes computing simple algorithms (e.g., sum, quotient).</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Recall or recognize a fact, term, or property.</li> <li>Represent in words, pictures, or symbols a math object or relationship</li> <li>Perform a routine procedure, such as measuring</li> <li>At higher grades, solve a quadratic equation or a system of two linear equations with two unknowns</li> </ul>	<p>Requires students to make decisions on how to approach a problem. Requires students to compare, classify, organize, estimate, or order data. Often involves procedures with two or more steps.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Specify and explain relationships between facts, terms, properties, or operations</li> <li>Select procedure according to criteria and perform it</li> <li>Use concepts to solve routine multiple-step problems.</li> </ul>	<p>Requires reasoning, planning, or use of evidence to solve a problem or algorithm. May involve an activity with more than one possible answer. Requires conjecture or restructuring of problems. Involves drawing conclusions from observations, citing evidence and developing logical arguments for concepts. Uses concepts to solve non-routine problems.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Formulate original problem, given situation</li> <li>Formulate mathematical model for complex situation</li> <li>Produce a sound and valid mathematical argument</li> <li>Devise an original proof</li> <li>Critique a mathematical argument</li> </ul>	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. Requires complex reasoning, planning, developing, and thinking. May require students to make several connections and apply one approach among many to solve the problem. May involve complex restructuring of data, establishing and evaluating criteria to solve problems.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Apply a mathematical model to illuminate a problem, situation</li> <li>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> <li>Design a mathematical model to inform and solve a practical or abstract situation</li> </ul>

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<b>Science</b>	<p>Requires students to recall facts, definitions, or simple procedures or processes. Involves rote responses, use of well-known formulae, or following a set of clearly defined procedures.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Recall or recognize a fact, term, structure, or property</li> <li>Represent in words or diagrams a scientific concept or relationship</li> <li>Provide or recognize a standard scientific representation or simple phenomenon</li> <li>Perform a grade level-appropriate routine procedure, such as measuring length or completing a basic Punnett square</li> </ul>	<p>Requires students to make some decisions as to how to approach the question or problem. Involves comparing, classifying, organizing, estimating, ordering, or displaying data (e.g., tables, graphs, charts). Typically involves multiple-step procedures.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Specify and explain the relationship between facts, terms, properties, or variables</li> <li>Describe and explain examples and non-examples of science concepts</li> <li>Select a procedure according to specified criteria and perform it</li> <li>Organize, represent, and interpret data.</li> <li>Interpret or explain phenomena in terms of science concepts.</li> <li>Make basic predictions for cause-and-effect relationships</li> </ul>	<p>Requires students to solve problems with more than one possible answer and justify responses. Involves aspects of authentic experimental design processes. Requires drawing conclusions from observations, citing evidence, and developing logical arguments for concepts. Involves using concepts to solve non-routine problems.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Identify research questions and design investigations for a scientific problem</li> <li>Develop a scientific model for a complex situation</li> <li>Draw robust conclusions from observations and experimental data</li> <li>Cite evidence and develop a logical argument</li> </ul>	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. Requires students to apply one approach among many to solve problems. Involves developing generalizations from obtained results and formulating strategies to solve new problems in a variety of situations.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and formulating conclusions</li> <li>Analyze the results of multiple studies on a particular science topic to form an original conclusion about the subject.</li> <li>Evaluate strengths and weaknesses of an experimental design and develop a revised experimental design.</li> </ul>

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<b>Social Studies</b>	<p>Requires students to recall facts (who, what, when, and where), terms, concepts, trends, generalizations, and theories. May require students to recognize or identify specific information contained in maps, charts, tables, graphs, drawings, or other graphics.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Recall or recognize an event, map, or document</li> <li>Describe the features of a place or people</li> <li>Identify key figures in a particular context</li> </ul>	<p>Requires students to compare or contrast people, places, events, and concepts; give examples, classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes, effects, significance or impact, relationships, and points of view or processes.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Describe the causes/effects of particular events</li> <li>Identify patterns in events or behavior</li> <li>Categorize events or figures into meaningful groupings</li> <li>Convert information from one form into another</li> <li>Explain issues or problems in their own words</li> </ul>	<p>Requires students to 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; recognize and explain misconceptions; make connections and explain main concepts. Requires students to justify their arguments through application and evidence.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Analyze how changes have affected people or places</li> <li>Apply concepts in other contexts</li> <li>Form alternate conclusions</li> <li>Propose and evaluate solutions to problems</li> <li>Recognize misconceptions and explain them (in their own words)</li> <li>Make connections across time and place to explain a concept or big idea</li> </ul>	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require students to connect and relate ideas and concepts within and among content areas. May involve analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across a variety of sources; making predictions with evidence as support; planning and developing solutions to problems.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Given a situation/problem research, define and describe the situation/problem and provide alternative solutions</li> <li>Describe, define and illustrate common social, historical, or geographical themes and how they interrelate</li> </ul>