

Using Webb's Depth of Knowledge to  
Assess Questions, Assignments, Projects, and Tests  
Guiding Questions  
Created by Barbara Blackburn, Ph.D.  
Based on Webb's Depth of Knowledge Level Definitions  
(<http://webbalign.org>)

<b>DOK Levels</b>	<b>Notes</b>
<p style="text-align: center;"><b>Level One (Recall)</b></p> <ul style="list-style-type: none"> <li>• Are you asking a fact-based, or basic recall question?</li> <li>• Does it require basic comprehension, such as "What are the main characters?"</li> <li>• Are you asking simple questions, such as "What does this word mean?"</li> <li>• Does it lack higher order thinking skills?</li> <li>• Can students respond with only a basic understanding of the information?</li> <li>• Do students represent a math relationship in words, pictures, or symbols?</li> <li>• Does it use words such as "identify," "recall," "recognize," "use," and "measure"?</li> <li>• Is the problem defined as to require no additional thinking?</li> <li>• Does the assignment or question only require one step to solve?</li> <li>• Are students asked to use a well-known formula?</li> </ul>	

*\*\*Note: Many of the phrases within the questions are taken directly from Dr. Webb's original documents, which includes subject-specific definitions. For more information or for professional development information, please contact [webbalign.org](http://webbalign.org).*

<ul style="list-style-type: none"> <li>• Does the assessment require simply following a formula or basic instructions or computing simple algorithms?</li> <li>• Are students stating facts from a map, chart, table, or other graphic?</li> </ul>	
<p style="text-align: center;"><b>Level Two (Skill/Concept)</b></p> <ul style="list-style-type: none"> <li>• Are students processing texts for analysis or inference, such as “What can you infer from this statement?”</li> <li>• Does it use words such as “summarize”, “interpret”, “predict”, “infer”, “classify”, “organize”, “collect”, “display”, “compare”, and “determine whether fact or opinion”? “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” “determine cause and effect” and “compare data”?</li> <li>• Do students specify and explain the relationship between properties or variables?</li> <li>• Are students using more than one step to solve a problem?</li> <li>• Does it include basic application of material?</li> <li>• Are students taking notes or writing a simple summary?</li> <li>• Are students interpreting basic information from a graphic?</li> <li>• Do students select a math procedure according to criteria and perform it?</li> </ul>	
<p style="text-align: center;"><b>Level Three (Strategic Thinking)</b></p> <ul style="list-style-type: none"> <li>• Does the assessment focus on deeper knowledge?</li> <li>• Are students proposing and evaluating solutions or</li> </ul>	

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<p>recognizing and explaining misconceptions?</p> <ul style="list-style-type: none"> <li>• Do students go beyond the text information, while demonstrating they understand the text?</li> <li>• Are students encouraged to explain, generalize, or connect ideas?</li> <li>• Do students support their ideas with evidence?</li> <li>• Does the assessment require reasoning, planning, using evidence, and a higher level of thinking than the previous two levels (such as a deeper level of inferencing)?</li> <li>• Are students restructuring problems or formulating a mathematical model for complex situations?</li> <li>• Is there more than one possible response?</li> <li>• Are students required to explain or justify their response?</li> <li>• Are students drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems?'</li> <li>• Do students create or participate in authentic experimental design processes?</li> </ul>	
<p style="text-align: center;"><b>Level 4 (Extended Thinking)</b></p> <ul style="list-style-type: none"> <li>• Is higher-level thinking at the core of the assignment?</li> <li>• Is the response typically an extended one that requires additional time? Is it at least a Level 3 of complexity but it takes more time?</li> <li>• <i>Note: The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual</i></li> </ul>	

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<p><i>understanding and higher-order thinking.</i></p> <ul style="list-style-type: none"><li>• Does the student demonstrate a high-level application, such as synthesis and analysis?</li><li>• Are students asked to apply one approach among many to solve problems?</li><li>• Are students 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, in order to be at this highest level?</li><li>• So students design a mathematical model to inform and solve a practical or abstract situation?</li><li>• Are students involved in 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?</li><li>• Is there a complex restructuring of data?</li><li>• Are the cognitive demands high and the work very complex?</li></ul>	
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# Backwards Design Planning with DOK

This Backwards Design Planning sheet is meant to help teachers frame the learning in the classroom. This can be used as a lesson plan, or can be used with students to help them determine the path, pace, place, and people with whom they want to learn this information. Teachers can also use this frame to co-create questions with students and/or utilize this frame during student conferencing.

## Competencies

### DOK Level 4 Essential Question

This is a question that should be a real-world question that touches many subject areas. It is a question that may overlap several units of work in order for students to have the information to answer. However, students should be exposed to this question throughout the units as an anchor for his/her learning.

Student demonstration of mastery: \_\_\_\_\_

### DOK Level 3 Essential Question

This is a question that should be a real-world question that goes beyond the text. This question needs to be broad enough so students have to analyze or synthesize lower level information to arrive at an original answer. Key to this question is requiring students to justify their answer. Students should be exposed to this question throughout the lower levels as an anchor for his/her learning.

Student demonstration of mastery: \_\_\_\_\_

### DOK Level 2 Essential Questions

These are questions in which students have to apply his/her knowledge or demonstrate a skill. These may be daily questions that students answer.

Student demonstration of mastery: \_\_\_\_\_

### DOK Level 1 Essential Questions

These are questions in which students have to recall facts. These may be daily questions that students answer.

Student demonstration of mastery: \_\_\_\_\_

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### Guiding Questions

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<p style="text-align: center;"><b>DOK Level 1</b> <b>Recall</b></p> <ul style="list-style-type: none"> <li>• Are you asking a fact-based or basic recall question?</li> <li>• Does it require basic comprehension, such as "What are the main characters?"</li> <li>• Are you asking simple questions, such as "What does this word mean?"</li> <li>• Does it lack higher order thinking skills?</li> <li>• Can students respond with only a basic understanding of the information?</li> <li>• Do students represent a math relationship in words, pictures or symbols?</li> <li>• Does it use words such as "identify," "recall," "recognize," "use," and "measure"?</li> <li>• Is the problem defined as to require no additional thinking?</li> <li>• Does the assignment or question only require one step to solve?</li> <li>• Are students asked to use a well-known formula?</li> <li>• Does the assessment require simply following a formula or basic instructions or computing simple algorithms?</li> <li>• Are students stating facts from a map, chart, table, or other graphic?</li> </ul>	<p style="text-align: center;"><b>DOK Level 2</b> <b>Skill/Application</b></p> <ul style="list-style-type: none"> <li>• Are students processing texts for analysis or inference, such as "What can you infer from this statement?"</li> <li>• Does it use words such as "summarize", "interpret", "predict", "infer", "classify", "organize", "collect", "display", "compare", "estimate", "make observations," "determine cause and effect", and "determine whether fact or opinion"?</li> <li>• Do students specify and explain the relationship between properties or variables?</li> <li>• Are students using more than one step to solve a problem?</li> <li>• Does it include basic application of material?</li> <li>• Are students taking notes or writing a simple summary?</li> <li>• Are students interpreting basic information from a graphic? Do students select a math procedure according to criteria and perform it?</li> </ul>
<p style="text-align: center;"><b>DOK Level 3</b> <b>Strategic Thinking</b></p> <ul style="list-style-type: none"> <li>• Does the assessment focus on deeper knowledge?</li> <li>• Are students proposing and evaluating solutions or recognizing and explaining misconceptions?</li> <li>• Do students go beyond the text information, while demonstrating they understand the text?</li> <li>• Are students encouraged to explain, generalize, or connect ideas?</li> <li>• Do students support their ideas with evidence?</li> <li>• Does the assessment require reasoning, planning, evidence, and a higher level of thinking than the previous two levels (such as a deeper level of inferencing)?</li> <li>• Are students restructuring problems or formulating a mathematical model for complex situations?</li> <li>• Is there more than one possible response?</li> <li>• Are students required to explain or justify their response?</li> <li>• Are students drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems?</li> <li>• Do students create or participate in authentic experimental design processes?</li> </ul>	<p style="text-align: center;"><b>DOK Level 4</b> <b>Extended Thinking</b></p> <ul style="list-style-type: none"> <li>• Is higher-level thinking at the core of the assignment?</li> <li>• Is the response typically an extended one that requires additional time? Is it at least a level 3 of complexity but it takes more time?</li> <li>• <i>Note: The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking.</i></li> <li>• Does the student demonstrate a high-level application, such as synthesis and analysis?</li> <li>• Are students asked to apply one approach among many to solve problems?</li> <li>• Are students 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, in order to be at this highest level?</li> <li>• Do students design a mathematical model to inform and solve a practical or abstract situation?</li> <li>• Are students involved in designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining or synthesizing ideas into new concepts; and critiquing experimental designs?</li> <li>• Is there a complex restructuring of data?</li> <li>• Are the cognitive demands high and the work very complex?</li> </ul>

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