

FIGURE 2.2 Webb's Depth of Knowledge (DOK) Tool

Recall/ Reproduction DOK 1	Skill/Concept DOK 2	Strategic Thinking DOK 3	Extended Thinking DOK 4
Recall a fact, information, or procedure	Use information or conceptual knowledge; requires two or more steps	Requires reasoning, developing a plan or a sequence of steps; involves some complexity	Requires an investigation, time to think and process multiple conditions of the problem
<ul style="list-style-type: none"> • Arrange • Define • Describe who, what, where, when, or how • Explain • Identify • Illustrate • Label • Locate • Match • Measure • Name • Perform • Recall • Recite • Recognize • Restate • Solve one-step task • Tell • Use rules 	<ul style="list-style-type: none"> • Apply • Calculate • Classify • Construct simple model • Describe/explain using context • Determine • Estimate • Find • Formulate • Give examples and nonexamples • Graph • Identify patterns • List several elements • Perform a procedure • Predict • Solve multiple-step problems • Summarize • Use models to perform procedure 	<ul style="list-style-type: none"> • Analyze • Argue • Assess • Cite evidence • Compare • Contrast • Critique • Decide • Defend • Distinguish • Draw conclusions • Explain how • Extend patterns • Formulate • Infer • Interpret • Organize • Outline • Revise for meaning • Show cause and effect • Solve nonroutine problems • Verify 	<ul style="list-style-type: none"> • Apply concepts • Create • Collaborate • Design and conduct • Evaluate • Formulate • Generalize • Hypothesize • Initiate • Produce/present • Prove • Reflect • Reorganize into new structure • Report • Research

Note: The DOK levels and descriptors are based on Norman Webb's Depth of Knowledge levels (1997).

FIGURE 2.5 Blank Learning Progressions Planner

Directions: In the planner below, list what students should be able to do (skills/verbs) and know (concepts/nouns) to achieve the learning target. Use Figure 2.2, Webb's DOK Tool, to help you identify a progression of rigor from simple to complex.

Learning Target: Cite several pieces of textual evidence to support your **analysis** of what the text says explicitly as well as the **inferences** you have drawn from the text.

Steps	Skills (verbs)	Concepts (nouns and noun phrases)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		