

Webb's Depth of Knowledge

An aide to understanding state assessments

Why Depth of Knowledge (DOK)?

Mechanism to ensure that the intent of the standard and the level of student demonstration required by that standard matches the assessment items

(required under NCLB)



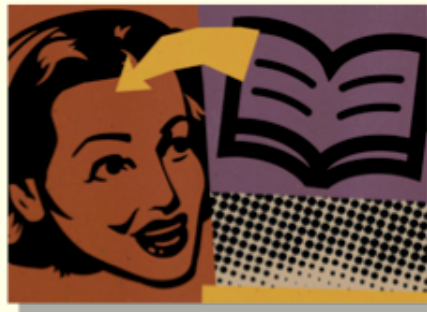
To **ensure** that teachers are teaching to a level that will promote student achievement

DOK is NOT...

- a taxonomy (Bloom's)
- the same as difficulty
- about using "verbs"

It's NOT about the verb...

The Depth of Knowledge is **NOT** determined by the verb (Bloom's Taxonomy), but by the context in which the verb is used and the depth of thinking required.



Verbs are not always used appropriately...

Words like explain or analyze have to be considered in context.

- “Explain to me where you live” does not raise the DOK of a simple rote response.
- Even if the student has to use addresses or landmarks, the student is doing nothing more than recalling and reciting.

DOK is about what follows the verb...

What comes after the verb is more important than the verb itself.

“Analyze this sentence to decide if the commas have been used correctly” does not meet the criteria for high cognitive processing.”

The student who has been taught the rule for using commas is merely using the rule.

~~Same Verb—Three Different DOK Levels~~

DOK 1- Describe three characteristics of metamorphic rocks. (Requires simple recall)

DOK 2- Describe the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types)

DOK 3- Describe a model that you might use to represent the relationships that exist within the rock cycle. (Requires deep understanding of rock cycle and a determination of how best to represent it)