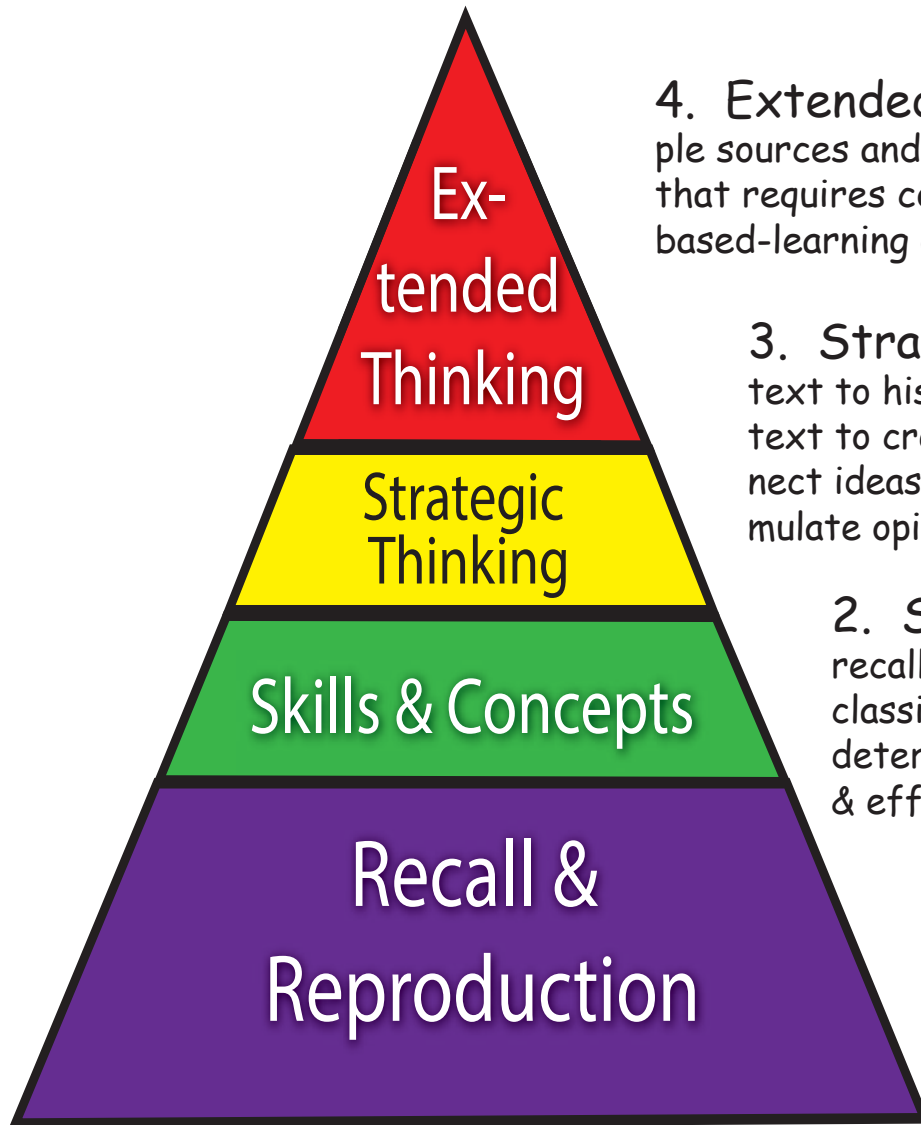


Webb's Depth of Knowledge (DOK)



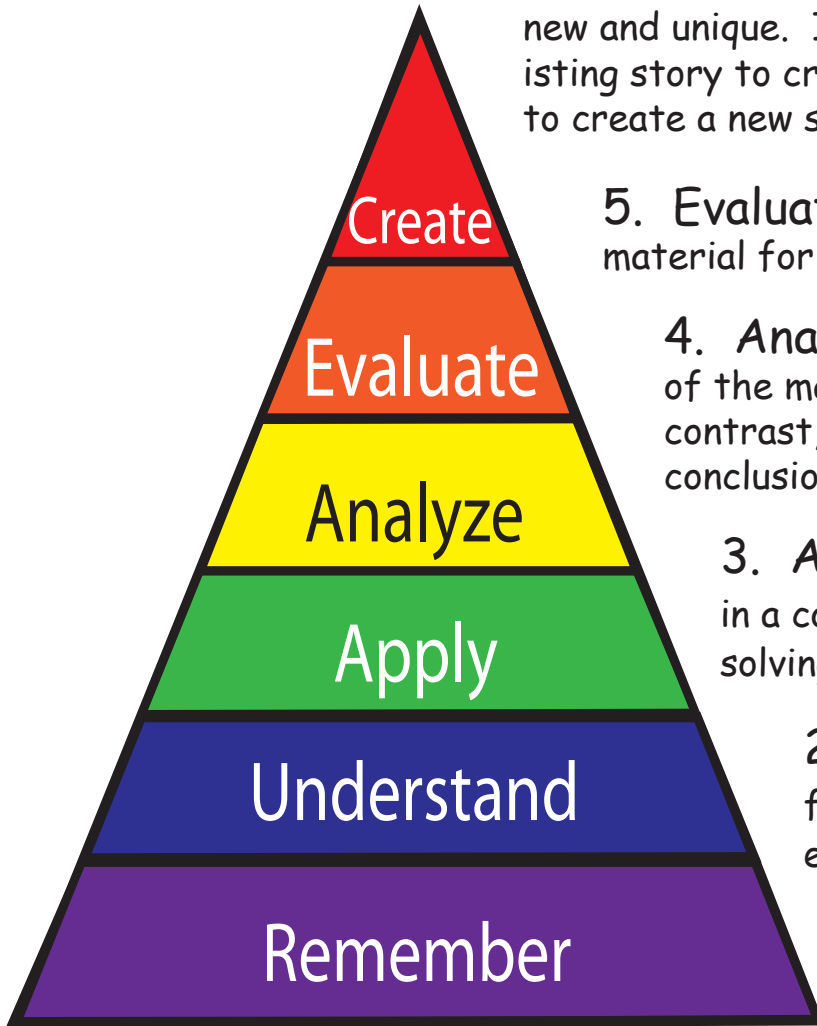
4. **Extended Thinking:** Students take information from multiple sources and are asked to apply this information to a new task that requires complex thinking, usually over time. (Ex. A project-based-learning activity or a research paper.)

3. **Strategic Thinking:** Can the student think beyond the text to his world or another text for an answer, or adapt the text to create something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate text, formulate opinions, and then explain them?

2. **Skills & Concepts:** Can the student think beyond recalling a fact? Students may be asked to interpret, infer, classify and categorize, organize, compare & contrast, and determine whether fact or opinion, predict, determine cause & effect, apply, reconstruct or sequence a story.

1. **Recall & Reproduction:** Can the student recall a simple fact from the story? Requires a shallow understanding and no analysis.

Bloom's Taxonomy (Revised)



6. **Create:** This is the ability to put parts together to create something new and unique. It includes activities such as adapting the elements of an existing story to create a new one, connecting ideas from one text to another to create a new story, and creative project based learning activities.

5. **Evaluate:** This is the ability to judge, rate, or form an opinion on material for a given purpose and explain why you think so.

4. **Analyze:** This is the ability to break down the different parts of the material and distinguish between them. Includes compare and contrast, classify and categorize, cause and effect, infer, and draw conclusions, and experiment or postulate.

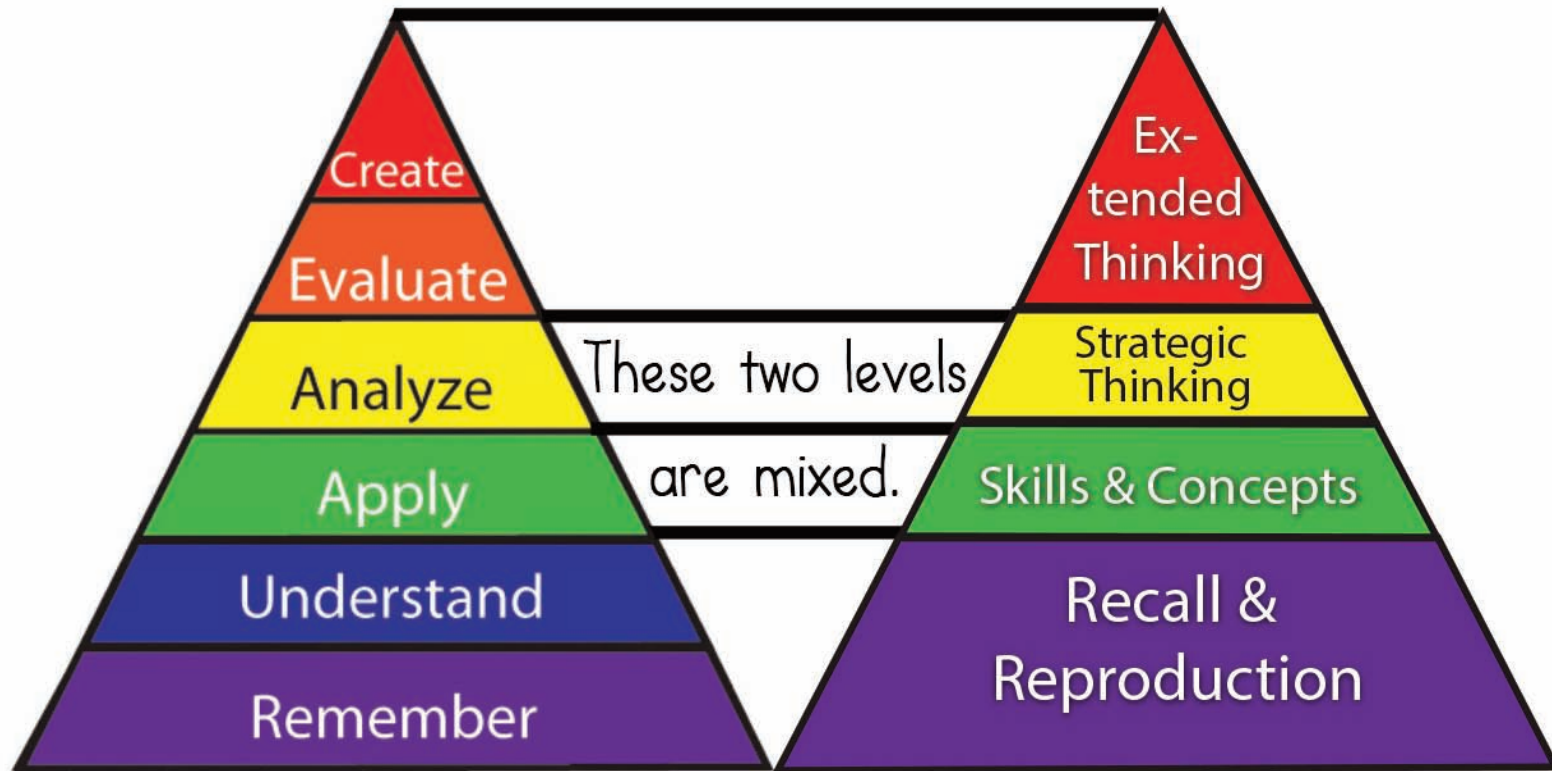
3. **Apply:** This is the ability to use or apply what you've learned in a concrete way, such as predicting, dramatizing, sequencing, solving problems, and applying the situation to your own life.

2. **Understand:** This is the ability to grasp meaning from the text and understand it well enough so that you can explain it in your own words.

1. **Remember:** This refers to concrete information straight from the story. No guess work!

Bloom's Vs. DOK?

This is an over-simplification of the correlations, but it is **SOMETIMES** works!



DOK needs more complexity at each higher level. Generally for primary children, if you can get kids to think about more than one text at a time and get them to form opinions AND support them, you'll hit level three in DOK. The Extended Thinking level in DOK needs multiple texts, complexity, and a project completed over time, such as in Project Based Learning Activities.