Webb's Depth of Knowledge

Student Driven

Teacher Driven

Extended Thinking: Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time.
Verbs: *analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize*

Strategic Thinking: Requires reasoning, developing plan or sequence steps, some complexity, more than one possible answer.
Verbs: *apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems*

Skill/Concept: Engages mental process beyond habitual response using information or conceptual knowledge.
Verbs: *apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues*

Recall and Reproduction: Recall a fact, information, or procedure.
Verbs: *arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why*

C
Assimilation

Students extend and refine their knowledge so they can use it routinely and automatically to analyze/solve problems and create solutions.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Students Think
(Relationships important)

D
Adaptation

Students have the competence, when confronted with perplexing unknowns, to use their extensive knowledge/skills to create unique solutions and take actions to develop further their knowledge/skills

Outcomes of content unknown to teacher.

Students Think & Work
(Relationships Critical!)

A
Acquisition

Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Teachers Work
(Relationships of little importance)

B
Application

Students use acquired knowledge to solve problems, design solutions, and complete work.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Students Work
(Relationships important)

Rigor & Relevance

Framework

Knowing something in a discipline	Applying within discipline	Applying across disciplines	Applying to real-world predictable situations	Applying to real-world unpredictable situations

Classroom → Real Life