Webb Leveling: Expectations for Student Performance

ACQUIRE	USE	EXTEND	
LEVEL 1: Recall	**LEVEL 2: Skill/Concept**	**LEVEL 3: Strategic Thinking**	**LEVEL 4: Extended Thinking**
Recall of a fact, information or procedure	**Use information or conceptual knowledge, two or more steps, etc.**	**Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer**	**Requires an investigation, time to think and process multiple conditions of the problem**
☐ Memorize ☐ Recall ☐ Perform Procedures ☐ Conduct Investigations ☐ Demonstrate/Explain	☐ Perform Procedures ☐ Conduct Investigations ☐ Demonstrate/Explain ☐ Demonstrate Understanding ☐ Communicate Understanding ☐ Analyze/Investigate	☐ Demonstrate Understanding ☐ Communicate Understanding ☐ Analyze/Investigate ☐ Conjecture ☐ Generalize ☐ Prove ☐ Analyze Information ☐ Evaluate	☐ Conjecture ☐ Generalize ☐ Prove ☐ Analyze Information ☐ Evaluate ☐ Solve ☐ Non-routine/make connections ☐ Apply concepts/make connections, ☐ Generate/create

NOTE: Although verbiage may indicate a lesson is written at a higher cognitive level, one must also consider the rigor (cognitive demand) and engagement expected of students. Examples:

Example 1: Students asked to create a list during a lesson would be demonstrating understanding at a Level 1, not a Level 4 as the verb *create* would indicate. A lesson written at a Level 4 would ask the students to create an original artifact that demonstrates higher order thinking skills.

Example 2: Asking students to solve a problem would be a Level 2 sample of communicating understanding. Having students solve a problem, explain the sequence of steps and prove their solution would be a Level 3 sample of communicating understanding.

Refer to the Descriptors and Questions for Webb Leveling guide for further details.

Adapted from Webb, Norman L. "Alignment, Depth of Knowledge, and Change," Wisconsin Center for Education Research, Florida Educational Research Association 50th Annual Meeting, 2005.

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Descriptors and Questions for Webb Leveling

Level 1: Recall

Recall of a fact, information or procedure

Descriptors:	Questions:
• Arrange • Calculate • Define • Draw • Identify • Illustrate • Label • List • Match • Measure • Memorize • Name • Quote • Recall • Recite • Recognize • Repeat • Report • State • Tabulate • Tell • Use • Who, what, when, where, why	• What is …? • Where is …? • How did ... happen? • Why did …? • When did …? • How would you show …? • Who were the main …? • Which one …? • How is …? • When did ... happen? • How would you explain …? • How would you describe ...? • What would you select …? • Who was …?

Level 2: Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

Descriptors:	Questions:
• Categorize • Cause/Effect • Classify • Collect and Display • Compare • Construct • Distinguish • Estimate • Graph • Identify Patterns • Infer • Interpret • Make Observations • Modify • Organize • Predict • Relate • Separate • Show • Summarize • Use Context Cues	• How would you classify the type of …? • How would you compare …? contrast …? • Will you state in your own words …? • How would you rephrase the meaning …? • What facts or ideas show …? • What is the main idea of …? • Which statements support …? • What is happening …? Why? • What is meant by …? • What can you say about …? • How would you summarize …? • What is the theme …? • What inference can you make …? • What conclusions can you draw …? • What is the distinguishing factor(s)? • What is the function of …? • What data was used to make the conclusion…?

NOTE: This list of descriptors and questions is not all-inclusive.

Resources:

Webb, Norman L. "Alignment, Depth of Knowledge, and Change," Wisconsin Center for Education Research, Florida Educational Research Association 50th Annual Meeting, 2005.

"Quick Flip Questions for the Revised Bloom'[s Taxonomy," EDUPRESS EP 729, www.edupressinc.com.

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Descriptors and Questions for Webb Leveling (continued…)

Level 3: Strategic Thinking

Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer

Descriptors:

- Apprise
- Assess
- Cite Evidence
- Compare
- 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

Questions:

- Using what you've learned, how would you solve …?
- What approach would you use to …?
- What facts would you select to show …?
- What questions would you ask in an interview with …?
- How would you classify…? categorize…?
- What evidence can you find …?
- What is the relationship between …?
- What is your opinion of …?
- How would you prove …? Disprove…?
- How would you assess the value or importance of …
- What would you recommend…?
- How would you rate the …?
- How would you prioritize …?
- What judgment would you make about …?
- Based on what you know, how would you explain …?
- How would you justify …?
- How would you change (modify) the plan …?
- What would a theory for … look like?
- What is your predicted outcome given …?
- How would you estimate the results for …?

Level 4: Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem

Descriptors:

- Analyze
- Apply Concepts
- Connect
- Create
- Critique
- Design
- Prove
- Synthesize

Questions:

- What changes would you make to solve …?
- How would you improve …?
- What would happen if …?
- How would you adapt ... to create a different …?
- What could be done to minimize (maximize) …?
- What way would you design …?
- What could be combined to improve (change) …?
- Suppose you could ... what would you do …?
- How would you test (experiment, investigate) …?
- How would you construct a model that would change …?
- What would be your own original way to …?
- How would you reformulate your hypothesis based on results?

NOTE: This list of descriptors and questions is not all-inclusive.

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