

Applying Webb’s Depth-of-Knowledge (DOK) Levels in Reading

According to Norman L. Webb, interpreting and assigning depth of knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis. Four Depth of Knowledge (DOK) levels were developed as an alignment method to examine the consistency between the cognitive demands of standards and the cognitive demands of assessments.

DOK Level 1: Recall or Reproduction	DOK Level 2: Basic Reasoning	DOK Level 3: Complex Reasoning	DOK Level 4: Extended Thinking/Reasoning
Requires <b>simple skills or abilities</b> used by students to recall or locate facts from the text. Items may involve <i>basic initial comprehension</i> (not analysis or interpretation) and literal understanding of text.	Requires <b>initial comprehension and subsequent processing</b> of text. Keywords include: <i>paraphrase, summarize, interpret, infer, classify, organize, collect, display, compare, determine fact or opinion.</i>	Requires <b>deep knowledge</b> . Students: go beyond the text ( <i>explain, generalize, connect ideas</i> ); support their thinking ( <i>cite references</i> ); identify abstract themes; and apply prior knowledge.	Requires <b>complex reasoning, planning, developing, and thinking</b> most likely over an extended period of time. Must involve applying a significant conceptual understanding and higher-order thinking.
<i>Examples</i> <ul style="list-style-type: none"><li>• Read words orally in isolation</li><li>• Read words orally in connected text</li><li>• Read multi-syllabic words</li><li>• Locate or recall facts or details explicitly presented in text</li><li>• Identify or describe characters, setting, sequence of events</li><li>• Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li><li>• Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident</li></ul>	<i>Examples</i> <ul style="list-style-type: none"><li>• Use context cues or resources to identify meaning of unfamiliar words</li><li>• Predict a logical outcome based on information in a reading selection</li><li>• Make basic inferences or draw basic conclusions about information presented in text (e.g., <i>According to this report, what caused__?</i>)</li><li>• Recognizing appropriate generalizations about text (e.g., possible titles, main ideas)</li><li>• Identify and summarize the major events, problem, solution, conflicts in a literary text</li><li>• Determine whether a text is fact or fiction</li><li>• Distinguish between fact and opinion</li><li>• Describe the characteristics or features of various types of text</li><li>• Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart)</li><li>• Organize information presented in text using mapping, charting, or summarizing</li><li>• Locate information to answer questions related to explicit or implicit central ideas in informational texts</li><li>• Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.)</li></ul>	<i>Examples</i> <ul style="list-style-type: none"><li>• Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources</li><li>• Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</li><li>• Make and support inferences about implied causes and effects</li><li>• Describe how word choice, point of view, or bias affects the interpretation of a reading selection</li><li>• Summarize or compare information within and across text passages</li><li>• Analyze interrelationships among elements of the text (plot, subplots, characters, setting)</li><li>• Analyze or interpret use of author’s craft (literary devices) to analyze or critique a literary text</li></ul>	<i>Examples</i> <ul style="list-style-type: none"><li>• Compare or analyze multiple works by the same author, including author’s craft</li><li>• Compare or analyze multiple works from the same time period or from the same genre</li><li>• Gather, analyze, organize, and interpret information from multiple (print and non print) sources for the purpose of drafting a reasoned report</li><li>• Evaluate the relevancy and accuracy of information from multiple (print and non print) sources (e.g., verifying factual information or assertions with other sources; researching the source of information)</li></ul>