Webb Leveling: Expectations for Student Performance

ACQUIRE	USE	EXTEND

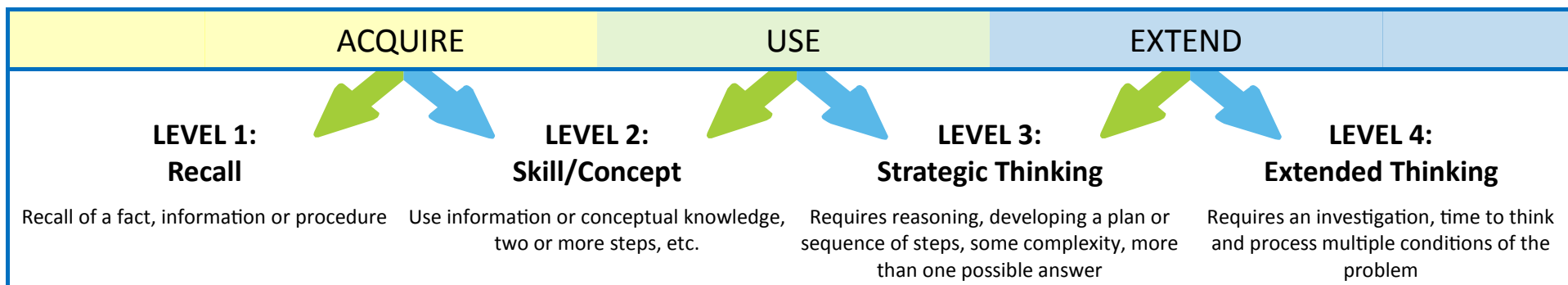| LEVEL 1: Recall	LEVEL 2: Skill/Concept	LEVEL 3: Strategic Thinking	LEVEL 4: Extended Thinking
Recall of a fact, information or procedure	Use information or conceptual knowledge, two or more steps, etc.	Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible 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.

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Does the learning plan meet the depth of the standard?

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Learning Plan: Activities, Plans and Practices

Directions: Chart each day, activity and learning target in the appropriate column. Example: Day 2, Activity 1, Learning Target 3 = D2.A1.LT3

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Descriptors and Questions for Webb Leveling

Level 1: Recall
Recall of a fact, information or procedure

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

Level 2: Skill/Concept
Use information or conceptual knowledge, two or more steps, etc.

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

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

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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

Level 4: Extended Thinking
Requires an investigation, time to think and process multiple conditions of the problem

Descriptors:	Questions:
• Apprise	• Using what you've learned, how would you solve ...?
• Assess	
• Cite Evidence	• What approach would you use to ...?
• Compare	• What facts would you select to show ...?
• Critique	• What questions would you ask in an interview with ...?
• Develop a Logical Argument	• How would you classify...? categorize...?
• Differentiate	• What evidence can you find ...?
• Draw Conclusions	• What is the relationship between ...?
• Explain Phenomena in Terms of Concepts	• What is your opinion of ...?
	• How would you prove ...? Disprove...?
	• How would you assess the value or importance of ...
• Formulate	• What would you recommend...?
• Hypothesize	• How would you rate the ...?
• Investigate	• How would you prioritize ...?
• Revise	• What judgment would you make about ...?
• Use Concepts to Solve Non-Routine Problems	• 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 ...?

Descriptors:	Questions:
• Analyze	• What changes would you make to solve ...?
• Apply Concepts	• How would you improve ...?
• Connect	• What would happen if ...?
• Create	• How would you adapt ... to create a different ...?
• Critique	
• Design	• What could be done to minimize (maximize) ...?
• Prove	
• Synthesize	• 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.

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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