

# Webb's Depth of Knowledge

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## Kansas Assessment Performance Level Descriptors

Performance Level Descriptors (PLDs) are available for the Kansas Assessment Test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). These PLDs appear on Individual Student Reports and describe student performance on the assessment.

**Level 1:** A student at Level 1 shows a *limited* ability to demonstrate their knowledge and skills of grade level standards.

**Level 2:** A student at Level 2 shows a *basic* ability to demonstrate their knowledge and skills of grade level standards.

**Level 3:** A student at Level 3 shows a *proficient* ability to demonstrate their knowledge and skills of grade level standards.

**Level 4:** A student at Level 4 shows an *advanced* ability to demonstrate their knowledge and skills of grade level standards.

*Note:* Please do not associate the PLD's with a grade, a percentage, or an average of any kind.

# Bloom's Taxonomy and Webb's Depth of Knowledge



| Verb             | Bloom's Definition                                                                                   | Webb's DOK Level | Webb's Definition                                                                                     |
|------------------|------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------|
| <b>Define</b>    | State the meaning of a word, concept, or term accurately.                                            | DOK 1            | Recall or reproduce a definition or basic fact without interpretation.                                |
| <b>Recall</b>    | Retrieve relevant knowledge from memory.                                                             | DOK 1            | Simple retrieval of a fact, definition, or procedure. No reasoning required.                          |
| <b>Recognize</b> | Identify information when presented with examples, visuals, or options.                              | DOK 1            | Basic recognition or matching of information; minimal cognitive demand.                               |
| <b>Identify</b>  | Locate or name specific information, features, or examples.                                          | DOK 1            | Recall or recognition task requiring little to no processing.                                         |
| <b>Describe</b>  | Provide characteristics, features, or details to convey understanding of an idea, event, or process. | DOK 1–2*         | At DOK 1, list facts; at DOK 2, explain or organize details to show understanding.                    |
| <b>Explain</b>   | Make an idea or concept clear by describing relationships, causes, or reasoning.                     | DOK 2–3*         | Requires understanding and reasoning—connecting ideas, showing cause/effect, or justifying reasoning. |

|                   |                                                                                               |          |                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| <b>Compare</b>    | Identify similarities between two or more ideas, objects, or situations.                      | DOK 2–3* | Requires organizing and examining information to find relationships or patterns.                      |
| <b>Contrast</b>   | Identify differences between two or more ideas, objects, or situations.                       | DOK 2–3* | Requires distinguishing and analyzing features or ideas to highlight distinctions.                    |
| <b>Analyze</b>    | Break information into parts to explore relationships, patterns, or organizational structure. | DOK 3    | Requires reasoning, classification, or comparing evidence to identify relationships or structure.     |
| <b>Use</b>        | Employ knowledge, concepts, or skills in a new or similar situation.                          | DOK 2–3* | Apply learned ideas or procedures to complete a task or solve a problem.                              |
| <b>Justify</b>    | Support an answer, conclusion, or argument with sound reasoning and evidence.                 | DOK 3–4* | Requires defense of thinking using logical argument or textual/data evidence.                         |
| <b>Evaluate</b>   | Judge or assess based on criteria and standards; determine quality or effectiveness.          | DOK 3–4* | Involves strategic thinking—using criteria to make and defend judgments.                              |
| <b>Synthesize</b> | Combine elements or ideas to form a new whole; generate something original.                   | DOK 4    | Requires extended thinking—integrating information or ideas to create a new understanding or product. |

Hess, K.K. (2004-20132). Center for Assessment, National Center for the Improvement of Educational Assessment, Inc.

Webb, N. L. (2002). *Depth-of-Knowledge Levels for Four Content Areas*. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin–Madison.

\*Depth of Knowledge can vary dependent upon grade level