Webb Leveling: Expectations for Student Performance

ACQUIRE		USE		EXT	END	
LEVEL 1: Recall Recall of a fact, information or procedure	LEVEL 2: Skill/Concept Use information or conceptual knowledge, two or more steps, etc.		LEVEL 3: Strategic Thinking Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer		LEVEL 4: Extended Thin Requires an investigation think and process management of the process of	on, time to nultiple
 Memorize Recall Perform Procedures Conduct Investigations Demonstrate/Explain 	_	stigations /Explain Understanding e Understanding			Conjecture Generalize Prove Analyze Information Evaluate Solve Non-routine/make connections, Generate/create	onnections

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.



Descriptors and Questions for Webb Leveling

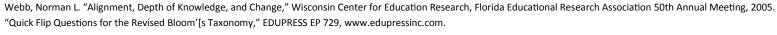
Level 2: Skill/Concept

Level 1: Recall

Recall of a fact, information or procedure		Use information or conceptual knowledge, two or more steps, etc.			
Descriptors: (Questions:	Descriptors:	Questions:		
Arrange	What is?	 Categorize 	 How would you classify the type of? 		
 Calculate 	Where is?	 Cause/Effect 	 How would you compare? contrast? 		
• Define •	How did happen?	 Classify 	 Will you state in your own words? 		
• Draw •	Why did?	 Collect and 	 How would you rephrase the meaning? 		
Identify	When did?	Display	 What facts or ideas show? 		
 Illustrate 	How would you show?	 Compare 	 What is the main idea of? 		
• Label •	Who were the main?	 Construct 	 Which statements support? 		
• List •	Which one?	 Distinguish 	What is happening? Why?		
Match	How is?	 Estimate 	 What is meant by? 		
 Measure 	When did happen?	 Graph 	 What can you say about? 		
 Memorize 	How would you explain?	 Identify 	 How would you summarize? 		
Name	How would you describe?	Patterns	 What is the theme? 		
• Quote •	What would you select?	 Infer 	 What inference can you make? 		
Recall	Who was?	 Interpret 	 What conclusions can you draw? 		
• Recite		 Make 	 What is the distinguishing factor(s)? 		
 Recognize 		Observations	What is the function of?		
 Repeat 		 Modify 	 What data was used to make the 		
• Report		 Organize 	conclusion?		
• State		 Predict 			
 Tabulate 		 Relate 			
• Tell		 Separate 			
• Use		Show			
Who, what,		 Summarize 			
when, where,		 Use Context 			
why		Cues			

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

Resources:





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: Apprise Assess Cite Evidence Compare Critique Develop a Logical Argument Differentiate Draw Conclusions Explain Phenomena in Terms of Concepts Formulate	 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? 	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?
 Draw Conclusions 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 What would you recommend? How would you rate the? 		 (change)? Suppose you could what would you do? How would you test (experiment, investigate)? How would you construct a model that would change?

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

Resources:

