# Webb Leveling: Expectations for Student Performance

<table>
<thead>
<tr>
<th>ACQUIRE</th>
<th>USE</th>
<th>EXTEND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1:</strong> Recall</td>
<td><strong>LEVEL 2:</strong> Skill/Concept</td>
<td><strong>LEVEL 3:</strong> Strategic Thinking</td>
</tr>
<tr>
<td>Recall of a fact, information or procedure</td>
<td>Use information or conceptual knowledge, two or more steps, etc.</td>
<td>Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer</td>
</tr>
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</table>

- Memorize
- Recall
- Perform Procedures
- Conduct Investigations
- Demonstrate/Explain
- Communicate Understanding
- Analyze/Investigate
- Demonstrate Understanding
- Communicate Understanding
- Analyze/Investigate
- Conjecture
- Generalize
- Prove
- Analyze Information
- Evaluate
- Conjecture
- Generalize
- Prove
- Analyze Information
- Evaluate
- Conjecture
- Generalize
- Prove
- Analyze Information
- Evaluate
- Conjecture
- Generalize
- Prove
- Analyze Information
- Evaluate

**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

<table>
<thead>
<tr>
<th>Level 1: Recall</th>
<th>Level 2: Skill/Concept</th>
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## Descriptors:
- 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

## Questions:
- 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 ...
- 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:**
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

<table>
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<tr>
<th>Descriptors:</th>
<th>Questions:</th>
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<tbody>
<tr>
<td>Apprise</td>
<td>Using what you’ve learned, how would you solve ...?</td>
</tr>
<tr>
<td>Assess</td>
<td>What approach would you use to ...?</td>
</tr>
<tr>
<td>Cite Evidence</td>
<td>What facts would you select to show ...?</td>
</tr>
<tr>
<td>Compare</td>
<td>What questions would you ask in an interview with ...?</td>
</tr>
<tr>
<td>Critique</td>
<td>How would you classify...? categorize...?</td>
</tr>
<tr>
<td>Differentiate</td>
<td>What evidence can you find ...?</td>
</tr>
<tr>
<td>Logical</td>
<td>What is the relationship between ...?</td>
</tr>
<tr>
<td>Argument</td>
<td>What is your opinion of ...?</td>
</tr>
<tr>
<td>Draw</td>
<td>How would you prove ...? Disprove...?</td>
</tr>
<tr>
<td>Conclusions</td>
<td>How would you assess the value or importance of ...</td>
</tr>
<tr>
<td>Explain</td>
<td>What would you recommend...?</td>
</tr>
<tr>
<td>Phenomena</td>
<td>How would you rate the ...?</td>
</tr>
<tr>
<td>Terms of</td>
<td>How would you prioritize ...?</td>
</tr>
<tr>
<td>Concepts</td>
<td>What judgment would you make about ...?</td>
</tr>
<tr>
<td>Formulate</td>
<td>Based on what you know, how would you explain ...?</td>
</tr>
<tr>
<td>Hypothesize</td>
<td>How would you justify ...?</td>
</tr>
<tr>
<td>Investigate</td>
<td>How would you change (modify) the plan ...?</td>
</tr>
<tr>
<td>Revise</td>
<td>What would a theory for ... look like?</td>
</tr>
<tr>
<td>Use Concepts</td>
<td>What is your predicted outcome given ...?</td>
</tr>
<tr>
<td>to Solve</td>
<td>How would you estimate the results for ...?</td>
</tr>
<tr>
<td>Non-Routine</td>
<td></td>
</tr>
<tr>
<td>Problems</td>
<td></td>
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**Level 4: Extended Thinking**
Requires an investigation, time to think and process multiple conditions of the problem

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<tr>
<td>Analyze</td>
<td>What changes would you make to solve ...?</td>
</tr>
<tr>
<td>Apply Concepts</td>
<td>How would you improve ...?</td>
</tr>
<tr>
<td>Connect</td>
<td>What would happen if ...?</td>
</tr>
<tr>
<td>Create</td>
<td>How would you adapt ... to create a different ...?</td>
</tr>
<tr>
<td>Critique</td>
<td>What could be done to minimize (maximize) ...?</td>
</tr>
<tr>
<td>Design</td>
<td>What way would you design ...?</td>
</tr>
<tr>
<td>Prove</td>
<td>What could be combined to improve (change) ...?</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Suppose you could ... what would you do ...?</td>
</tr>
<tr>
<td></td>
<td>How would you test (experiment, investigate) ...?</td>
</tr>
<tr>
<td></td>
<td>How would you construct a model that would change ...?</td>
</tr>
<tr>
<td></td>
<td>What would be your own original way to ...?</td>
</tr>
<tr>
<td></td>
<td>How would you reformulate your hypothesis based on results?</td>
</tr>
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</table>

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

**Resources:**