**Webb’s Depth of Knowledge Module**

SW Consortium – Concept-Based Teaching – Stage 3 Instruction Planning

You and your group will need to discuss the questions here as you progress through the DOK module. Save your responses with a unique file name, then submit to your building principal(s) by e-mail. These questions are organized by the link you’ll follow on the module site.

Group Members’ Names:

**ACQUISITION OF KNOWLEDGE**

**Depth of Knowledge Levels**

What are the most important 5 points for teachers to remember about the levels within DOK?

What would the result be if teachers believed this to be true: DOK 1 + DOK 1 + DOK 1 = DOK 3  
What is the truth?

**DOK and Iowa Core in ELA and Mathematics** (complete either this section or the next, depending on subject area)

Review the DOK levels marked next to the standards you are charged with teaching. What do you notice about the DOK levels noted?

Find a standard you are charged with teaching. At what cognitive complexity level is it written?

Describe how you could exceed this level in the classroom.

How would this support our cause of Concept Based Teaching & Learning?

**DOK and Standards in Other Subject Areas**

Find a standard you are charged with teaching. At what cognitive complexity level is it written?

Describe how you could exceed this level in the classroom.

How would this support our cause of Concept Based Teaching & Learning?

**DOK and Essential Questions**

How does the DOK model of higher order thinking support the use of essential questions?

Questions at what level, or levels, of DOK can be classified as essential?

**DOK and Worthwhile Tasks**

Try out using the levels

Subject:  
Grade:  
Standard:  
Level 1 example:  
Level 2 example:  
Level 3 example:  
Level 4 example:

Make an argument for whether or not the DOK structure requires those examples you wrote to be taught in a specific order.

**Compare DOK and Bloom’s Taxonomy**

What are the ways in which you see these two models of higher order thinking are consistent with one another, and what are the ways you see them as inconsistent?

**DOK and Concept-Based Learning**

How do you currently see the application of Webb's DOK to concept-based learning? How can it help you to reach your goals with students?

**DOK and the Characteristics of Effective Instruction**

What attributes of each Characteristic of Effective Instruction are supported by a teacher’s use of Webb’s Depth of Knowledge in planning instruction ?

* Student-Centered Classrooms
* Teaching for Understanding
* Assessment for Learning
* Rigor and Relevance
* Teaching for Learner Differences

What attributes of each Characteristic of Effective Instruction are NOT supported by this structure for thinking about cognitive complexity?

How does a teacher’s use of Webb’s Depth of Knowledge in planning for instruction support the Iowa Core in content and instructional delivery?

**DOK and your concept-based unit**

For each group member, summarize your application of DOK to the concept-based unit you worked on during the past school year and will deliver in the next semester.