The Rigor/Relevance Framework and Webb's Depth of Knowledge are two ways of looking at the same thing, and that is the cognitive level of rigor (depth) demanded to achieve mastery. Both get at the depth with which students need to interact with the material. The quadrants in the Rigor/Relevance Framework match up closely with the Levels of Webb's Design. Below you will see a side-by-side of these two concepts used to examine the rigor of an instructional task.

WEBB'S DEPTH OF KNOWLEDGE MODEL

Level 1 - Recall and Reproduction

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this level usually involves working with facts, terms and/or properties.

Level 2 - Working with Skills and Concepts

The engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare, convert information from one form to another, classify or sort into meaningful categories, or describe and explain. This level requires students to go beyond a description or explanation of recalled information to the "why" or "how."

Level 3 - Short Term Strategic Thinking

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reason is a key marker of tasks that fall into this particular category. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

Level 4 - Extended Strategic Thinking

Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment, and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

DAGGETT'S RIGOR AND RELEVANCE FRAMEWORK

Quadrant A - Acquisition

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge

Quadrant B - Application

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

Quadrant C - Assimilation

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

Quadrant D - Adaptation

Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

DOK GUIDING PRINCIPLES

1. The DOK level assigned should reflect the level of work required by students to attain mastery of the standard.

2. The DOK level should reflect the complexity of the cognitive processes demanded in the standard not the difficulty. Ultimately the DOK level describes the depth of thinking required by a task, not whether or not the task is "difficult."

3. If there is a question regarding which of two levels a standard addresses, it is appropriate to select the higher of the two levels.

4. The verbs in the standard are not sufficient information to assign a DOK level. You must also consider the complexity of the task, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements of the standard.