**Assessment Item Sort Directions**

1. Work with a team at your table to calculate the cognitive depth of each assessment item based on Webb’s DOK.
2. Place the cards into piles according to cognitive depth levels. Some tasks are easily categorized, but some will require deeper discussion to clarify your understanding of the levels. Strive toward consensus.
3. Choose an item from each depth-of-knowledge level. Use a note card to explain your team’s reasoning for categorizing the item at the chosen level and attach the note card to the item.

A few pointers:

* The verb does not define the level. Instead, consider the cognitive effort that a student will use to complete the task. The verb “describe,” for example, could be any level, depending on the kind of description.
* It is common to find tasks that seem to fall in between levels. When in doubt, assign the higher level.
* Extended time by itself does not make a task Level 4. Lower-level tasks that are merely repeated over a period of time are still lower level.