



# HESS COGNITIVE RIGOR MATRIX (READING CRM):

## Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall and Reproduction	Webb's DOK Level 2 Skills and Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>o Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts</li> <li>o Read words orally in connected text with fluency and accuracy</li> </ul>	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare-contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>o Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>o Select appropriate words when intended meaning or definition is clearly evident</li> <li>o Describe or explain who, what, where, when, or how</li> <li>o Define or describe facts, details, terms, principles</li> <li>o Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>o Specify, explain, show relationships; explain why (e.g., cause-effect)</li> <li>o Give nonexamples or examples</li> <li>o Summarize results, concepts, ideas</li> <li>o Make basic inferences or logical predictions from data or texts</li> <li>o Identify main ideas or accurate generalizations of texts</li> <li>o Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>o Identify or make inferences about explicit or implicit themes</li> <li>o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>o Write multiparagraph composition for specific purpose, focus, voice, tone, and audience</li> </ul>	<ul style="list-style-type: none"> <li>o Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts</li> <li>o Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>o Use language structure (pre-, or suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>o Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>o Use context to identify the meaning of words or phrases</li> <li>o Obtain and interpret information using text features</li> <li>o Develop a text that may be limited to one paragraph</li> <li>o Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>o Apply a concept in a new context</li> <li>o Revise final draft for meaning or progression of ideas</li> <li>o Apply internal consistency of text organization and structure to composing a full composition</li> <li>o Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>o Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated</li> <li>o Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>o Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Categorize or compare literary elements, terms, facts or details, events</li> <li>o Identify use of literary devices</li> <li>o Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>o Distinguish: relevant-irrelevant information; fact-opinion</li> <li>o Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze information within data sets or texts</li> <li>o Analyze interrelationships among concepts, issues, problems</li> <li>o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>o Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>o Analyze complex or abstract themes, perspectives, concepts</li> <li>o Gather, analyze, and organize multiple information sources</li> <li>o Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG"—unsubstantiated generalizations = stating an opinion without providing any support for it!		<ul style="list-style-type: none"> <li>o Cite evidence and develop a logical argument for conjectures</li> <li>o Describe, compare, and contrast solution methods</li> <li>o Verify reasonableness of results</li> <li>o Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>o Evaluate relevancy, accuracy, and completeness of information from multiple sources</li> <li>o Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>o Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept</li> </ul>	<ul style="list-style-type: none"> <li>o Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>o Synthesize information within one source or text</li> <li>o Develop a complex model for a given situation</li> <li>o Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>o Synthesize information across multiple sources or texts</li> <li>o Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>



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