



HESS COGNITIVE RIGOR MATRIX (SOCIAL STUDIES/HUMANITIES 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
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> o Recall or locate key facts, dates, terms, details, events, or ideas explicit in texts 	Use these Hess CRM curricular examples with most assignments, assessments, or inquiry activities in social studies, history, civics, geography, economics, or humanities.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, observe, compare-contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> o Select appropriate words or terms when intended meaning is clearly evident o Describe or explain who, what, where, when, or how o Define facts, details, terms, principles o Locate or identify symbols that represent . . . o Raise related questions for possible investigation 	<ul style="list-style-type: none"> o Specify, explain, illustrate relationships; explain why (e.g., cause-effect) o Provide and explain nonexamples and examples o Summarize results, concepts, main ideas, generalizations o Make basic inferences or logical predictions (using data or text) o Locate relevant information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference, data) o Support inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the reader's or viewer's interpretation o Write multi-paragraph composition or essay for specific purpose, focus, voice, tone, and audience 	<ul style="list-style-type: none"> o Explain how concepts or ideas specifically relate to other content domains or concepts (social, political, historical, cultural) o Apply generalizations to new problem-based situations o Use multiple sources to elaborate on how concepts or ideas specifically draw from other content domains or differing concepts (e.g., research paper, arguments of policy: Should this law be passed? What will be the impact of this change?)
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (transfer) to an unfamiliar or nonroutine task	<ul style="list-style-type: none"> o Apply basic formats for documenting sources o Apply use of reference materials and tools for gathering information (e.g., key word searches) 	<ul style="list-style-type: none"> o Use context to identify the meaning of words or phrases o Interpret information using text features (diagrams, data tables, captions, etc.) o Apply simple organizational structures (paragraph outline) 	<ul style="list-style-type: none"> o Investigate to determine how a historical, cultural, or political context may be the source of an underlying theme, central idea, or unresolved issue or crisis 	<ul style="list-style-type: none"> o Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex or multimedia product and personal viewpoint
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view, approach/strategy used)	<ul style="list-style-type: none"> o Identify causes or effects o Describe processes or tools used to research ideas, artifacts, or images reflecting history, culture, tradition, etc. o Identify ways symbols and metaphors are used to represent universal ideas o Identify specific information given in graphics (e.g., map, T-chart, diagram) or text features (e.g., heading, subheading, captions) 	<ul style="list-style-type: none"> o Compare similarities or differences in processes, methods, styles due to influences of time period, politics, or culture o Distinguish relevant-irrelevant information, fact or opinion; primary from a secondary source o Draw inferences about social, historical, cultural contexts portrayed in (literature, arts, film, political cartoons, primary sources) o Explain, categorize events or ideas in the evolution of ____ across time periods 	<ul style="list-style-type: none"> o Analyze information within data sets or a text (e.g., interrelationships among concepts, issues, problems) o Analyze an author's viewpoint or potential bias (e.g., political cartoon) o Use reasoning, planning, and evidence to support or refute inferences in policy or speech o Use reasoning and evidence to generate criteria for making and supporting an "argument of judgment" (e.g., Was FDR a great president? Is this a fair law?) 	<ul style="list-style-type: none"> o Analyze multiple sources of evidence across time periods, themes, issues o Analyze diverse, complex, or abstract perspectives o Gather, analyze, and organize information from multiple sources o Analyze discourse styles or bias in speeches, legal briefs, etc., across time or authors o Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)
Evaluate 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"> o Develop a logical argument for conjectures, citing evidence o Verify reasonableness of results of others o Critique conclusions drawn, evidence used, credibility of sources 	<ul style="list-style-type: none"> o Evaluate relevancy, accuracy, and completeness of information using multiple sources o Apply understanding in a novel way, provide argument or justification for the application o Critique the historical impact on policy, writings, advances
Create Reorganize elements into new patterns, structures, or schemas, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> o Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept 	<ul style="list-style-type: none"> o Generate testable conjectures or hypotheses based on observations, prior knowledge, and/or artifacts 	<ul style="list-style-type: none"> o Synthesize information within one source or text o Develop a complex model or symbol for a given issue o Develop and support an alternative solution 	<ul style="list-style-type: none"> o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge, or new perspective o Create historical fiction drawing on sources



Available for download at resources.corwin.com/HessToolkit and www.karin-hess.com/free-resources