



Hess Cognitive Rigor Matrix (Reading CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Tool 1

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
	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.			
<p>Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p> <p>Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare or contrast, match like ideas, explain, construct models</p> <p>Apply Carry out or use a procedure in a given situation; apply or use in an unfamiliar situation or nonroutine task</p> <p>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 or point of view)</p> <p>Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</p> <p>Create Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce</p>	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts Read words orally in connected text with fluency and accuracy Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning or definition is clearly evident Describe or explain who, what, where, when, or how Define or describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why (e.g., cause/effect) Give nonexamples or examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit/implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify or make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multiparagraph composition for specific purpose, focus, voice, tone, and audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
	<ul style="list-style-type: none"> Use language structure (pre-, or suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words or phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated Select or devise an approach among many alternatives to research a novel problem
	<ul style="list-style-type: none"> 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) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize or compare literary elements, terms, facts or details, events Identify use of literary devices Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts Distinguish relevant/irrelevant information, fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex or abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
	<p>"UG" (unsubstantiated generalizations) = Stating an opinion without providing any support for it!</p>			
	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning> and www.karin-hess.com/free-resources.

© Karin Hess (2009, updated 2017). A local assessment toolkit to support deeper learning; Guiding school leaders in linking research with classroom practice. Permission to reproduce is given only when authorship is fully cited (karinhessvt@gmail.com).

