



Tool 3

Hess Cognitive Rigor Matrix (Writing/Speaking 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
<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/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"> Complete short-answer questions with facts, details, principles, etc. (e.g., label parts of diagram) Describe or define facts, details, terms, principles, etc. Select appropriate word or phrase to use when intended meaning or definition is clearly evident Write simple complete sentences Add an appropriate caption to a photo or illustration Write "fact statements" on a topic (e.g., spiders build webs) Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, or word use Apply basic formats for documenting sources Decide which text structure is appropriate to audience and purpose (e.g., compare/contrast, proposition/support) Determine appropriate, relevant key words for conducting an Internet search or researching a topic 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause/effect Provide and explain nonexamples and examples Take notes; organize ideas or data (e.g., relevance, trends, perspectives) Summarize results, key concepts, ideas Explain central ideas or accurate generalizations of texts or topics Describe steps in a process (e.g., science procedure, how to and why control variables) Use context to identify or infer the intended meaning of words or phrases Obtain, interpret, and explain information using text features (table, diagram, etc.) Develop a (brief) text that may be limited to one paragraph, précis Apply basic organizational structures (paragraph, sentence types, topic sentence, introduction, etc.) in writing Compare/contrast perspectives, events, characters, etc. Analyze/revise format, organization, and internal text structure (signal words, transitions, semantic cues) of different print and nonprint texts Distinguish relevant/irrelevant information; fact/opinion (e.g., What are the characteristics of a hero's journey?) Locate evidence that supports a perspective or differing perspectives 	<p>Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area.</p> <ul style="list-style-type: none"> Write a multiparagraph composition for specific purpose, focus, voice, tone, and audience Develop and explain opposing perspectives or connect ideas, principles, or concepts using supporting evidence (quote, example, text reference, etc.) Develop arguments of fact (e.g., Are these criticisms supported by the historical facts? Is this claim or equation true?) Revise final draft for meaning, progression of ideas, or logic chain Apply internal consistency of text organization and structure to a full composition or oral communication Apply a concept in a new context Apply word choice, point of view, style, rhetorical devices to impact readers' interpretation of a text Analyze interrelationships among concepts, issues, and problems in a text Analyze impact or use of author's craft (literary devices, viewpoint, dialogue) in a single text Use reasoning and evidence to generate criteria for making and supporting an argument of judgment (Was FDR a great president? Who was the greatest ball player?) Support conclusions with evidence 	<ul style="list-style-type: none"> 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?) Develop generalizations about the results obtained or strategies used and apply them to a new problem or contextual scenario Select or devise an approach among many alternatives to research and present a novel problem or issue Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods Analyze complex or abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions) Evaluate relevancy, accuracy, and completeness of information across multiple sources Apply understanding in a novel way, provide argument or justification for the application Critique the historical impact (policy, writings, discoveries, etc.) Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge, or nuanced perspective

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