



Tool 4

## 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
<p><b>Remember</b> Retrieve knowledge from long-term memory; recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> <li>Recall or locate key facts, dates, terms, details, events, or ideas explicit in texts</li> </ul>	<p style="text-align: center;">Use these Hess CRM curricular examples with most assignments, assessments, or inquiry activities in social studies, history, civics, geography, economics, or humanities.</p>		
<p><b>Understand</b> 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</p>	<ul style="list-style-type: none"> <li>Select appropriate words or terms when intended meaning is clearly evident</li> <li>Describe or explain who, what, where, when, or how</li> <li>Define facts, details, terms, principles</li> <li>Locate or identify symbols that represent _____</li> <li>Raise related questions for possible investigation</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, illustrate relationships; explain why (e.g., cause/effect)</li> <li>Provide and explain nonexamples/examples</li> <li>Summarize results, concepts, main ideas, generalizations</li> <li>Make basic inferences or logical predictions (using data or text)</li> <li>Locate relevant information to support explicit/implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference, data)</li> <li>Support inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the reader's or viewer's interpretation</li> <li>Write multiparagraph composition or essay for specific purpose, focus, voice, tone, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts (social, political, historical, cultural)</li> <li>Apply generalizations to new problem-based situations</li> <li>Use multiple sources to elaborate on how concepts or ideas specifically draw from other content domains or differing concepts (e.g., research paper, arguments or policy; Should this law be passed? What will be the impact of this change?)</li> </ul>
<p><b>Apply</b> Carry out or use a procedure in a given situation; apply or use in an unfamiliar situation or nonroutine task</p>	<ul style="list-style-type: none"> <li>Apply basic formats for documenting sources</li> <li>Apply use of reference materials and tools for gathering information (e.g., key word searches)</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words or phrases</li> <li>Interpret information using text features (diagrams, data tables, captions, etc.)</li> <li>Apply simple organizational structures (paragraph outline)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<p><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, point of view, approach/strategy used)</p>	<ul style="list-style-type: none"> <li>Identify causes or effects</li> <li>Describe processes or tools used to research ideas, artifacts, or images reflecting history, culture, tradition, etc.</li> <li>Identify ways symbols and metaphors are used to represent universal ideas</li> <li>Identify specific information given in graphics (e.g., map, T-chart, diagram) or text features (e.g., heading, subheading, captions)</li> </ul>	<ul style="list-style-type: none"> <li>Compare similarities or differences in processes, methods, styles due to influences of time period, politics, or culture</li> <li>Distinguish relevant/irrelevant information, fact or opinion; primary from a secondary source</li> <li>Draw inferences about social, historical, cultural contexts portrayed in (literature, arts, film, political cartoons, primary sources)</li> <li>Explain, categorize events or ideas in the evolution of _____ across time periods</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or a text (e.g., interrelationships among concepts, issues, problems)</li> <li>Analyze an author's viewpoint or potential bias (e.g., political cartoon)</li> <li>Use reasoning, planning, and evidence to support or refute inferences in policy or speech</li> <li>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?)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence across time periods, themes, issues</li> <li>Analyze diverse complex or abstract perspectives</li> <li>Gather, analyze, and organize information from multiple sources</li> <li>Analyze discourse styles or bias in speeches, legal briefs, etc., across time or authors</li> <li>Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)</li> </ul>
<p><b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</p>	<p>"UG" (unsubstantiated generalizations) = Stating an opinion without providing any support for it!</p>		<ul style="list-style-type: none"> <li>Develop a logical argument for conjectures, citing evidence</li> <li>Verify reasonableness of results of others</li> <li>Critique conclusions drawn, evidence used, credibility of sources</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, and completeness of information using multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> <li>Critique the historical impact on policy, writings, advances</li> </ul>
<p><b>Create</b> Reorganize elements into new patterns, structures, or schemas; generate, hypothesize, design, plan, produce</p>	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate testable conjectures or hypotheses based on observations, prior knowledge, and/or artifacts</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model or symbol for a given issue</li> <li>Develop and support an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge, or new perspective</li> <li>Create historical fiction drawing on sources</li> </ul>

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