



Tool 5C

## Hess World Language Cognitive Rigor Matrix



World Language Practices and Modes of Communication	DOK Level 1 Recall and Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Skills and Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Reasoning Complex and Abstract; Exploring multiple solution paths; Justifying with evidence	DOK Level 4 Extended Thinking Relating/developing complex ideas using multisources and evidence
<p>Memorize and Recall</p> <ul style="list-style-type: none"> <li>○ Reproduce, recall, and repeat vocabulary, grammar rules, facts, definitions, dictated statements, etc.</li> <li>○ Describe cultural conventions</li> <li>○ Recite in sequence (e.g., alphabet, counting, songs, rhymes)</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand simple, familiar messages in social settings</li> <li>○ Identify everyday objects</li> <li>○ Follow simple oral directions or written procedures (recipe, etc.)</li> <li>○ Convey simple messages, express feelings (e.g., I'm sad because . . .)</li> <li>○ Ask or answer literal questions after reading, listening, or viewing</li> </ul>	<p>Use these World Language CRM curricular examples for designing most language and communication assignments or assessment tasks.</p> <ul style="list-style-type: none"> <li>○ Explain how or why alternative responses may be correct (where do you live?) for different situations</li> <li>○ Carry on a short conversation using familiar vocabulary and grammar</li> <li>○ Paraphrase, summarize, or retell what was said, read, viewed (with cues)</li> <li>○ Make logical predictions (e.g., what might happen next . . .); describe event</li> </ul>	<ul style="list-style-type: none"> <li>○ Prepare for an interview or develop survey on topic of interest, anticipating audience questions or possible responses</li> <li>○ Initiate and extend a conversation about an unfamiliar topic, appropriately using language mechanics and tense throughout</li> <li>○ Create a theme-based photo essay</li> <li>○ Justify interpretation of purpose or tone (in media message, photo essay, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Carry on an extended conversation, responding appropriately to multiple speakers (e.g., using multiple tenses, asking and answering, elaborating on ideas, raising questions)</li> <li>○ Deepen knowledge of a topic using multiple (oral, visual, textual) sources for an informational communication (e.g., "by the numbers" infographic)</li> </ul>
<p>Interpersonal Communication Understand, Perceive, and Respond</p>	<ul style="list-style-type: none"> <li>○ Match vocabulary (e.g., picture-word; synonyms); locate details</li> <li>○ Apply a spelling or grammar rule (e.g., conjugate a verb, make plural)</li> <li>○ Use resources to translate literally</li> <li>○ Use nouns or verbs in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>○ Infer and explain meaning using context, cognates, or structure in a familiar situation</li> <li>○ Translate to identify use of nonliteral, figurative, or idiomatic language</li> <li>○ Sequence events for given text or visual</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain inferences or colloquial expressions using supporting evidence</li> <li>○ Interpret symbolic or abstract meaning (from music, video, reading, art, etc.)</li> <li>○ Interpret idiomatic or figurative language in context (poem, song lyric, media, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Make and justify conclusions based on 2+ ads for the same product or two political cartoons about the same event or person</li> <li>○ Write, draw, perform in the style of a known author, artist, or cartoonist</li> </ul>
<p>Interpret and Apply</p>	<ul style="list-style-type: none"> <li>○ Edit a sentence or phrase</li> <li>○ Select appropriate word or phrase for intended meaning</li> <li>○ Answer what, when, and where questions using a source (map, calendar, schedule, visual, photo)</li> <li>○ Connect words or phrases between languages (origins, meanings, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Categorize or compare (objects, foods, tools, people, etc.) using oral/physical/textual stimuli</li> <li>○ Self-correct when speaking or reading</li> <li>○ Evaluate message or cultural nuances (e.g., gestures, language) using listening and observational skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate and correct inaccuracy of a message print or nonprint text (e.g., facts, sequence, cultural nuances)</li> <li>○ Support an opinion, argument, or disagreement with evidence, reasoning</li> <li>○ Determine if source can or cannot answer specific questions and why (e.g., websites)</li> </ul>	<ul style="list-style-type: none"> <li>○ Critique authentic literature, arts, or historical events from multiple sources: authors/perspectives/time periods</li> <li>○ Evaluate relevancy, accuracy, and completeness of information</li> <li>○ Keep a journal and use it to reflect on or evaluate personal progress</li> </ul>
<p>Compare, Analyze, Critique, Evaluate, and Reflect</p>	<ul style="list-style-type: none"> <li>○ Represent vocabulary or common phrases in pictures, symbols, visuals, gestures, pantomime</li> <li>○ Brainstorm related words, ideas, images, possible responses</li> <li>○ Label information on a diagram, map, visual</li> <li>○ Tell or select phrases as thumbnail sketch for a narrative text or story line</li> </ul>	<ul style="list-style-type: none"> <li>○ Perform a memorized dialog</li> <li>○ Choose which tense to use in a less familiar context</li> <li>○ Create an ABC book, connecting entries by central or organizing topic (e.g., animals, foods)</li> <li>○ Create text messages or description (narration or voice-over) for a visual stimuli or "muted" video scene</li> <li>○ Make or label a timeline of key events</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop a vocabulary-based game to teach about geography, culture, etc.</li> <li>○ Develop a new scene or ending, consistent with the original text</li> <li>○ Create or perform a dialog based on visual stimuli or a current or cultural event (integrating academic vocabulary)</li> <li>○ Co-plan website or event highlighting target culture (foods, traditions, places to visit)</li> </ul>	<ul style="list-style-type: none"> <li>○ Produce an "old" idea in a new way (e.g., multimedia, podcast)</li> <li>○ Integrate ideas from several sources</li> <li>○ Research a topic with evidence pro and con for debate, essay, or cartoon</li> <li>○ Research and present performance or presentation using multiple sources</li> <li>○ Design a theme-based café, including the menu, location, and décor and develop an ad for targeted clientele</li> </ul>
<p>Presentational Communication Produce or Create</p>				



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

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