



TOOL 1

HESS COGNITIVE RIGOR MATRIX | READING-LISTENING CRM

Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
<p>Remember</p> <p>Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> o Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts o Read words orally in connected text with fluency and accuracy 	<p>Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.</p>		
<p>Understand</p> <p>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>	<ul style="list-style-type: none"> o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning or definition is clearly evident o Describe or explain who, what, where, when, or how o Define or describe facts, details, terms, principles o Write simple sentences 	<ul style="list-style-type: none"> o Specify, explain, show relationships; explain why (e.g., cause-effect) o Give non examples or examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate 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) o Identify or make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi paragraph composition 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 (e.g., social, political, historical) or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
<p>Apply</p> <p>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task</p>	<ul style="list-style-type: none"> o Use language structure (pre-, or suffix) or word relationships (synonym or antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources 	<ul style="list-style-type: none"> o Use context to identify the meaning of words or phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text 	<ul style="list-style-type: none"> o Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
<p>Analyze</p> <p>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>	<ul style="list-style-type: none"> o 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) o Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> o Categorize or compare literary elements, terms, facts or details, events o Identify use of literary devices o Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact or opinion o Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex or abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
<p>Evaluate</p> <p>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"> o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn 	<ul style="list-style-type: none"> o Evaluate relevancy, accuracy, and completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
<p>Create</p> <p>Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce</p>	<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 conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> o Synthesize information within one source or text o Develop a complex model for a given situation o Develop 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 perspective