



HESS COGNITIVE RIGOR MATRIX | WORLD LANGUAGES CRM



Integrating Depth-of-Knowledge Levels with World Language Practices and Modes of Communication

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