HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

TOOL 3

Revised Bloom's Taxonomy	Webb's DOK Level 1 — Recall & Reproduction	Webb's DOK Level 2 — Skills & Concepts	Webb's DOK Level 3 — Strategic Thinking/Reasoning	Webb's DOK Level 4 — Extended Thinking
Remember — Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Complete short answer questions with facts, details, terms, principles, etc. (e.g., label parts of diagram)	**Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area.**		
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	o Describe or define facts, details, terms, principles, etc. o Select appropriate word/phrase to use when intended meaning/definition is clearly evident o Write simple complete sentences o Add an appropriate caption to a photo or illustration o Write "fact statements" on a topic (e.g., spiders build webs)	o Specify, explain, show relationships; explain why, cause-effect o Provide and explain non-examples and examples o Take notes; organize ideas/data (e.g., relevance, trends, perspectives) o Summarize results, key concepts, ideas o Explain central ideas or accurate generalizations of texts or topics o Describe steps in a process (e.g., science procedure, how to and why control variables)	o Write a multi-paragraph composition for specific purpose, focus, voice, tone, & audience o Develop and explain opposing perspectives or connect ideas, principles, or concepts using supporting evidence (quote, example, text reference, etc.) o Develop arguments of fact (e.g., Are these criticisms supported by the historical facts? Is this claim or equation true?)	o 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?) o Develop generalizations about the results obtained or strategies used and apply them to a new problem or contextual scenario
Apply — Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, or word use o Apply basic formats for documenting sources	o Use context to identify/infer the intended meaning of words/phrases o Obtain, interpret, & explain information using text features (table, diagram, etc.) o Develop a (brief) text that may be limited to one paragraph, précis o Apply basic organizational structures (paragraph, sentence types, topic sentence, introduction, etc.) in writing	o Revise final draft for meaning, progression of ideas, or logic chain o Apply internal consistency of text organization and structure to a full composition or oral communication o Apply a concept in a new context o Apply word choice, point of view, style, rhetorical devices to impact readers' interpretation of a text	o Select or devise an approach among many alternatives to research and present a novel problem or issue o Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic
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)	o Decide which text structure is appropriate to audience and purpose (e.g., compare-contrast, proposition-support) o Determine appropriate, relevant key words for conducting an Internet search or researching a topic	o Compare/contrast perspectives, events, characters, etc. o Analyze/revise format, organization, & internal text structure (signal words, transitions, semantic cues) of different print and non-print texts o Distinguish: relevant-irrelevant information; fact/opinion (e.g., What are the characteristics of a hero's journey?) o Locate evidence that supports a perspective/differing perspectives	o Analyze interrelationships among concepts/ issues/problems in a text o Analyze impact or use of author's craft (literary devices, viewpoint, dialogue) in a single text o 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?) o Support conclusions with evidence	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)
Evaluate — Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Evaluate validity and relevance of evidence used to develop an argument or support a perspective o Describe, compare, and contrast solution methods o Verify or critique the accuracy, logic, and reasonableness of stated conclusions or assumptions	o Evaluate relevancy, accuracy, & completeness of information across multiple sources o Apply understanding in a novel way, provide argument or justification for the application o Critique the historical impact (policy, writings, discoveries, etc.)
Create — Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm facts, ideas, concepts, problems, or perspectives related to a topic, text, idea, issue, or concept	o Generate conjectures, hypotheses , or predictions based on facts, observations, evidence/observations, or prior knowledge and experience o Generate believable "grounds" (reasons) for an opinion-argument	o Develop a complex model for a given situation or problem o Develop an alternative solution or perspective to one proposed (e.g., debate)	o Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective