



# HESS WORLD LANGUAGE COGNITIVE RIGOR MATRIX



<b>World Language Practices &amp; Modes of Communication</b>  <b>TOOL 5C</b>	<b>DOK Level 1</b> <b>Recall &amp; Reproduction</b> Having the knowledge required; do not need to "figure it out"	<b>DOK Level 2</b> <b>Skills &amp; Concepts</b> Making connections among skills/concepts or decisions (e.g., about approach, tools)	<b>DOK Level 3</b> <b>Strategic Thinking/Reasoning</b> Complex & Abstract; Exploring multiple solution paths; Justifying with evidence	<b>DOK Level 4</b> <b>Extended Thinking</b> Relating/developing complex ideas using multi-sources and evidence
	Memorize & Recall  <ul style="list-style-type: none"> <li>o Reproduce/recall/repeat vocabulary, grammar rules, facts, definitions, dictated statements, etc.</li> <li>o Describe cultural conventions</li> <li>o Recite in sequence (e.g., alphabet, counting, songs, rhymes)</li> </ul>			
	Interpersonal Communication Understand, Perceive, & Respond  <ul style="list-style-type: none"> <li>o Understand simple, familiar messages in social settings</li> <li>o Identify everyday objects</li> <li>o Follow simple oral directions or written procedures (recipe, etc.)</li> <li>o Convey simple messages, express feelings (e.g., "I'm sad because...")</li> <li>o Ask/answer literal questions after reading, listening, or viewing</li> </ul>	<ul style="list-style-type: none"> <li>o Explain how or why alternative responses may be correct (where do you live?) for different situations</li> <li>o Carry on a short conversation using familiar vocabulary and grammar</li> <li>o Paraphrase/summarize/retell what was said, read, viewed (with cues)</li> <li>o Make logical predictions (e.g., what might happen next...); describe event</li> </ul>	<ul style="list-style-type: none"> <li>o Prepare for an interview or develop survey on topic of interest anticipating audience questions/ possible responses</li> <li>o Initiate &amp; extend a conversation about an unfamiliar topic, appropriately using language mechanics/tense throughout</li> <li>o Create a theme-based photo essay</li> <li>o Justify interpretation of purpose or tone (in media message, photo essay, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o 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>o Deepen knowledge of a topic using multiple (oral, visual, textual) sources for an informational communication (e.g., "by the numbers" infographic)</li> </ul>
	Interpret & Apply  <ul style="list-style-type: none"> <li>o Match vocabulary (e.g., picture-word; synonyms); locate details</li> <li>o Apply a spelling or grammar rule (e.g., conjugate a verb, make plural)</li> <li>o Use resources to translate literally</li> <li>o Use nouns/verbs in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>o Infer and explain meaning using context, cognates, or structure in a familiar situation</li> <li>o Translate to identify use of non-literal/figurative/diomatic language</li> <li>o Sequence events for given text/visual</li> </ul>	<ul style="list-style-type: none"> <li>o Explain inferences or colloquial expressions using supporting evidence</li> <li>o Interpret symbolic/abstract meaning (from music, video, reading, art, etc.)</li> <li>o Interpret idiomatic/ figurative language in context (poem, song lyric, media, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o Make and justify conclusions based on 2+ ads for the same product or two political cartoons about the same event or person</li> <li>o Write/draw/perform in the style of a known author/artist/cartoonist</li> </ul>
	Compare, Analyze, Critique/Evaluate, & Reflect  <ul style="list-style-type: none"> <li>o Edit a sentence/phrase</li> <li>o Select appropriate word/phrase for intended meaning</li> <li>o Answer what/when/where questions using a source (map, calendar, schedule, visual, photo)</li> <li>o Connect words/phrases between languages (origins, meanings, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o Categorize/ compare (objects, foods, tools, people, etc.) using oral/physical/textual stimuli</li> <li>o Self-correct when speaking or reading</li> <li>o Evaluate message or cultural nuances (e.g., gestures, language) using listening and observational skills</li> </ul>	<ul style="list-style-type: none"> <li>o Evaluate &amp; correct inaccuracy of a message - print or non-print text (e.g., facts, sequence, cultural nuances)</li> <li>o Support an opinion/argument/disagreement with evidence, reasoning</li> <li>o Determine if source can/cannot answer specific questions &amp; why (e.g., websites)</li> </ul>	<ul style="list-style-type: none"> <li>o Critique authentic literature/arts/historical events from multiple sources: authors/perspectives/time periods</li> <li>o Evaluate relevancy, accuracy, &amp; completeness of information</li> <li>o Keep a journal and use it to reflect on/evaluate personal progress</li> </ul>
	Presentational Communication Produce or Create  <ul style="list-style-type: none"> <li>o Represent vocabulary/common phrases in pictures, symbols, visuals, gestures, pantomime</li> <li>o Brainstorm related words, ideas, images, possible responses</li> <li>o Label information on a diagram, map, visual</li> <li>o Tell/select phrases as thumbnail sketch for a narrative text/ story line</li> </ul>	<ul style="list-style-type: none"> <li>o Perform a memorized dialog</li> <li>o Choose which tense to use in a less familiar context</li> <li>o Create an ABC book connecting entries by central /organizing topic (e.g., animals, foods)</li> <li>o Create text messages or description (narration/voice over) for a visual stimuli or "muted" video scene</li> <li>o Make/label a timeline of key events</li> </ul>	<ul style="list-style-type: none"> <li>o Develop a vocabulary-based game to teach about geography, culture, etc.</li> <li>o Develop a new scene/ending, consistent with the original text</li> <li>o Create or perform a dialog based on visual stimuli or a current or cultural event (integrating academic vocabulary)</li> <li>o Co-plan website/event highlighting target culture (foods, traditions, places to visit)</li> </ul>	<ul style="list-style-type: none"> <li>o Produce an 'old' idea in a new way (e.g., multi-media, podcast)</li> <li>o Integrate ideas from several sources</li> <li>o Research a topic with evidence pro-con for debate/ essay/cartoon</li> <li>o Research and present performance/presentation using multiple sources</li> <li>o Design a theme-based café, including the menu, location/décor and develop an ad for targeted clientele</li> </ul>