



HESS WORLD LANGUAGE COGNITIVE RIGOR MATRIX



World Language Practices & Modes of Communication	DOK Level 1 Recall & Reproduction Having the knowledge required; do not need to “figure it out”	DOK Level 2 Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Memorize & Recall	<ul style="list-style-type: none"> o Reproduce/recall/repeat vocabulary, grammar rules, facts, definitions, dictated statements, etc. o Describe cultural conventions o Recite in sequence (e.g., alphabet, counting, songs, rhymes) 	<p>Use these World Language CRM curricular examples for designing most language and communication assignments or assessment tasks.</p>		
Interpersonal Communication Understand, Perceive, & 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/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/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/ possible responses o Initiate & extend a conversation about an unfamiliar topic, appropriately using language mechanics/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 & 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/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/idiomatic language o Sequence events for given text/visual 	<ul style="list-style-type: none"> o Explain inferences or colloquial expressions using supporting evidence o Interpret symbolic/abstract meaning (from music, video, reading, art, etc.) o Interpret idiomatic/ 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/perform in the style of a known author/artist/cartoonist
Compare, Analyze, Critique/ Evaluate, & Reflect	<ul style="list-style-type: none"> o Edit a sentence/phrase o Select appropriate word/phrase for intended meaning o Answer what/when/where questions using a source (map, calendar, schedule, visual, photo) o Connect words/phrases between languages (origins, meanings, etc.) 	<ul style="list-style-type: none"> o Categorize/ compare (objects, foods, tools, people, etc.) using oral/physical/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 & correct inaccuracy of a message - print or non-print text (e.g., facts, sequence, cultural nuances) o Support an opinion/argument/disagreement with evidence, reasoning o Determine if source can/cannot answer specific questions & why (e.g., websites) 	<ul style="list-style-type: none"> o Critique authentic literature/arts/ historical events from multiple sources: authors/ perspectives/time periods o Evaluate relevancy, accuracy, & completeness of information o Keep a journal and use it to reflect on/ evaluate personal progress
Presentational Communication Produce or Create	<ul style="list-style-type: none"> o Represent vocabulary/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/select phrases as thumbnail sketch for a narrative text/ 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 /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/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/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/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., multi-media, podcast) o Integrate ideas from several sources o Research a topic with evidence pro-con for debate/ essay/cartoon o Research and present performance/ presentation using multiple sources o Design a themeDbased café, including the menu, location/décor and develop an ad for targeted clientele