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