# Hess Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *ELA*

| 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 |
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| **Remember** Retrieve knowledge from long-term memory, recognize, recall, locate, identify | a. Recall, recognize, or **locate facts, terms, details, events, or ideas explicit in texts** b. Read words orally in connected text with fluency & accuracy | The Hess CRM uses descriptors for ELA/Literacy that integrate Bloom-Webb frameworks. **BOLD TEXT** indicates commonly assessed ELA/literacy content. | | |
| **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 | c. **Identify or describe literary elements** (characters, setting, dialogue, problem, etc.) d. Select appropriate words when intended meaning/definition is clearly evident e. **Describe/explain who, what, where, when, or how** f. **Define/describe facts, details, terms, principles** g. Write simple sentences | a. **Specify/explain, relationships; explain why** (e.g., cause-effect) b. Give non-examples/examples c. **Summarize** results, concepts, ideas, steps in a process d. **Make basic inferences or logical predictions** from data or text e. **Identify main ideas or accurate generalizations** of a text f. **Locate information to support explicit-implicit central ideas** | a. **Explain or generalize purpose or theme of 1 text**, using supporting evidence (quote, examples, text reference) b. **Describe how word choice, point of view, or potential bias may affect the readers' interpretation** of a text c. **Write multi-paragraph composition** for specific purpose, focus, voice, tone, & audience | a. **Explain how concepts or ideas specifically relate to *other* content domains (e.g., social, political, historical) or concepts or other texts,** using evidence from multiple sources b. Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations |
| **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 | h. **Use language structure** (pre/suffix) ,**word relationships** (synonym/antonym) to determine meaning of words i. **Apply rules or resources to edit** spelling, grammar, word use, punctuation, conventions j. **Apply basic formats for documenting sources** | g. **Use context to identify the meaning** of words/phrases h. **Obtain, interpret, explain information** using text features i. Develop a text that may be limited to one paragraph j. **Apply simple organizational structures (paragraph, sentence types) in writing** | d. Apply a concept in a new context e. Revise final draft for meaning, logic, or progression of ideas f. **Apply internal consistency of text organization and structure to composing a full composition** g. **Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text** | c. **Illustrate how multiple themes across texts (historical, geographic, social, artistic, literary) may be interrelated,** using evidence from multiple sources d. Select or devise an approach among many alternatives to research a novel problem |
| **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) | k. **Identify specific information contained in graphic representations** (e.g., map, chart, table, graph, diagram) or **text features** (e.g., headings, subheadings, captions) l. Decide which text type or text structure is appropriate to audience and purpose m. Determine topic key words for Internet search | k. **Compare literary elements, terms, facts/details, events** l. Identify use of literary devices m. **Analyze format, organization, & internal text structure** (signal words, transitions, semantic cues) n. **Distinguish: relevant-irrelevant information; fact/opinion** o. Identify characteristic text features; distinguish between texts, genres | h. **Analyze information within data sets in a given text** i. **Analyze interrelationships among concepts, issues, problems in a text , website, etc.** j. **Analyze or interpret author's craft** (literary devices, viewpoint, or potential bias) to create or critique a text k. **Use reasoning, planning, and evidence to support inferences** | e. **Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes** f. **Analyze contrasting themes, perspectives, policies** g. **Gather, analyze, and organize multiple information sources** h. Analyze discourse styles across texts |
| **Evaluate** Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique | | | l. **Cite evidence and develop a logical argument for conjectures** m. Describe, compare, and contrast solution methods n. **Justify/critique author logic, results, or conclusions** | i. Evaluate relevancy, accuracy, & completeness of information from multiple sources j. **Apply understanding in a novel way, provide argument or justification for the application** |
| **Create** Reorganize elements into new patterns/structures, generate, hypothesize, design, produce | n. Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept | p. **Generate conjectures, claims, or believable grounds for opinion-argument,** based on observations or prior knowledge and experience | o. Synthesize information within one source or text p. Develop a complex model for a given situation q. **Develop an alternative solution** | k. Synthesize information across multiple sources or texts l. **Articulate alternate theme, a new voice, new knowledge or nuanced perspective** |

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| **Coding of DOK levels with ELA/Literacy Standards and Sample Assessment Tasks** | | | | |
| **ELA/Literacy Standards** | **DOK 1**<br>Locating and using explicit information, routine tasks | **DOK 2**<br>Routine, conceptual understanding | **DOK 3**<br>Deep interpretation of one text/source & supporting evidence | **DOK 4**<br>Deep interpretation of multiple sources/texts & supporting evidence |
| **Grade 5 Language Standard L-5 (Addresses multiple DOK levels)** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | b. Recognize and explain the meaning of common idioms, adages, and proverbs. | a. Interpret figurative language, including similes and metaphors, in context. | NA |
| **Grade 5 Language Standard L-5** *Sample items/different DOK levels for this standard* | • *Which word has almost the same meaning as _____?* <br>• *Complete this analogy: ___ is to ___ as ___ …* <br>**DOK 1h.** Use language structure (pre/suffix) ,word relationships (synonym/antonym) to determine meaning of words | • *Explain how the adage "early to bed, early to rise…"is illustrated in the story.* <br>**DOK 2. d** Make basic inferences or logical predictions from data or text <br>**DOK 2.e** Identify main ideas or accurate generalizations of a text | • *The poet probably uses this metaphor _____to emphasize ____* <br>**DOK 3.j** Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text | NA |
| **Grade 5 Reading Standard RL-9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | NA | … approaches to similar topics. | | …approaches to similar themes |
| **Grade 5 Reading Standard RL-9** *DOK 4 is implied, using multiple texts. But DOK 4 also implies deeper interpretations of texts, not simply comparing topics, which would be more explicit* | NA | • *Which similar approach is used in both texts to address this topic?* <br>• *Read these 2 introductory excerpts from mysteries by ___. Compare and contrast the author's techniques in engaging the readers' interest at the start of each story.* <br>**DOK 2.m** Analyze format, organization, & internal text structure of text | | • *Compare and contrast how each text develops the theme of ___. Use supporting evidence from both texts in your analysis.* <br>**DOK 4.c** Illustrate how multiple themes across texts (historical, geographic, social, artistic, literary)  may be interrelated, using evidence from multiple sources <br>**DOK 4.e** Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes |

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| ELA/Literacy Standards | DOK 1 Locating and using explicit information, routine tasks | DOK 2 Routine, conceptual understanding | DOK 3 Deep interpretation of one text/source & supporting evidence | DOK 4 Deep interpretation of multiple sources/texts & supporting evidence |
|---|---|---|---|---|
| **Grade 8 Writing Standard 1** Write arguments to support claims with clear reasons and relevant evidence. | NA | a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | DOK 4 is possible when test prompt combines other standards, such as drawing evidence from multiple texts |
| *DOK 3 is implied by this standard when a full multi-paragraph essay is composed. However, if evidence is drawn from multiple sources, the end result is a DOK 4 performance task. This task combines several ELA standards.* | NA | • *Write an introduction that establishes a claim and provides grounds for supporting the claim* **DOK 2.i** Develop a text that may be limited to one paragraph **DOK 2.j** Apply simple organizational structures (paragraph, sentence types) in writing. **DOK 2.p** Generate conjectures, claims, or believable grounds for opinion-argument, based on observations or prior knowledge and experience | • *After reading the article on ____, develop an argument that is either in support of or against the author's claim. Provide grounds and evidence for your analysis.* **DOK 3.l** Cite evidence and develop a logical argument for conjectures **DOK 3.n** Justify/critique author logic, results, or conclusions **DOK 3.q** Develop an alternative solution | • *After reading several articles on ____, develop an argument that establishes a claim and provides grounds for supporting the claim, drawing evidence for your analysis (and counter claim) from multiple texts.* **DOK 4.h** Evaluate relevancy, accuracy, & completeness of information from multiple sources **DOK 4.i** Apply understanding in a novel way, provide argument or justification for the application |