



TOOL 4

# HESS COGNITIVE RIGOR MATRIX (SOCIAL STUDIES/HUMANITIES CRM):

Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



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
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>o Recall or locate key facts, dates, terms, details, events, or ideas explicit in texts</li> </ul>	Use these Hess CRM curricular examples with most assignments, assessments, or inquiry activities in social studies, history, civics, geography, economics, or humanities.		
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, observe, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>o Select appropriate words/terms when intended meaning is clearly evident</li> <li>o Describe/explain who, what, where, when, or how</li> <li>o Define facts, details, terms, principles</li> <li>o Locate/identify symbols that represent...</li> <li>o Raise related questions for possible investigation</li> </ul>	<ul style="list-style-type: none"> <li>o Specify, explain, illustrate relationships; explain why (e.g., cause-effect)</li> <li>o Provide and explain non-examples / examples</li> <li>o Summarize results, concepts, main ideas, generalizations</li> <li>o Make basic inferences or logical predictions (using data / text)</li> <li>o Locate relevant information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference, data)</li> <li>o Support inferences about explicit or implicit themes</li> <li>o Describe how word choice, point of view, or bias may affect the reader/ viewer interpretation</li> <li>o Write multi-paragraph composition/essay for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>o Explain how concepts or ideas specifically relate to other content domains or concepts (social, political, historical, cultural)</li> <li>o Apply generalizations to new problem-based situations</li> <li>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?)</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (transfer) to an unfamiliar or non-routine task	<ul style="list-style-type: none"> <li>o Apply basic formats for documenting sources</li> <li>o Apply use of reference materials and tools for gathering information (e.g., key word searches)</li> </ul>	<ul style="list-style-type: none"> <li>o Use context to identify the meaning of words/phrases</li> <li>o Interpret information using text features (diagrams, data tables, captions, etc.)</li> <li>o Apply simple organizational structures (paragraph outline)</li> </ul>	<ul style="list-style-type: none"> <li>o Investigate to determine how an historical/cultural/political context may be the source of an underlying theme, central idea, or unresolved issue or crisis</li> </ul>	<ul style="list-style-type: none"> <li>o Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex or multimedia product and personal viewpoint</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view, approach/strategy used)	<ul style="list-style-type: none"> <li>o Identify causes or effects</li> <li>o Describe processes or tools used to research ideas, artifacts, or images reflecting history, culture, tradition, etc.</li> <li>o Identify ways symbols and metaphors are used to represent universal ideas</li> <li>o Identify specific information given in graphics (e.g., map, T-chart, diagram) or text features (e.g., heading, subheading, captions)</li> </ul>	<ul style="list-style-type: none"> <li>o Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture</li> <li>o Distinguish relevant-irrelevant information, fact/opinion; primary from a secondary source</li> <li>o Draw inferences about social, historical, cultural contexts portrayed in (literature, arts, film, political cartoons, primary sources)</li> <li>o Explain/categorize events/ideas in the evolution of ____ across time periods</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze information within data sets or a text (e.g., interrelationships among concepts, issues, problems)</li> <li>o Analyze an author's viewpoint or potential bias (e.g., political cartoon)</li> <li>o Use reasoning, planning, and evidence to support or refute inferences in policy or speech</li> <li>o Use reasoning and evidence to generate criteria for making and supporting an 'argument of judgment' (e.g., Was FDR a great president? Is this a fair law?)</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze multiple sources of evidence across time periods, themes, issues</li> <li>o Analyze diverse/complex/ abstract perspectives</li> <li>o Gather, analyze, and organize information from multiple sources</li> <li>o Analyze discourse styles/bias in speeches, legal briefs, etc. across time or authors</li> <li>o Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		<ul style="list-style-type: none"> <li>o Develop a logical argument for conjectures, citing evidence</li> <li>o Verify reasonableness of results of others</li> <li>o Critique conclusions drawn/evidence used/credibility of sources</li> </ul>	<ul style="list-style-type: none"> <li>o Evaluate relevancy, accuracy, &amp; completeness of information using multiple sources</li> <li>o Apply understanding in a novel way, provide argument/ justification for the application</li> <li>o Critique the historical impact on policy, writings, advances</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures/ or schemas, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>o Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept</li> </ul>	<ul style="list-style-type: none"> <li>o Generate testable conjectures or hypotheses based on observations, prior knowledge, and/or artifacts</li> </ul>	<ul style="list-style-type: none"> <li>o Synthesize information within one source or text</li> <li>o Develop a complex model or symbol for given issue</li> <li>o Develop &amp; support an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>o Synthesize information across multiple sources or texts</li> <li>o Articulate a new voice, alternate theme, new knowledge or new perspective</li> <li>o Create historical fiction drawing on sources</li> </ul>