

## Tool 3 in Hess’s Rigor Matrices

Revised Bloom’s Taxonomy	Webb’s DOK Level 1 Recall and Reproduction	Webb’s DOK Level 2 Skills and Concepts	Webb’s DOK Level 3 Strategic Thinking and Reasoning	Webb’s DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, and identify.	<ul style="list-style-type: none"> <li>Complete short-answer questions with facts, details, terms, principles, and so on (such as label parts of a diagram).</li> </ul>	<p><b>Use these curricular examples with most writing and oral communication assignments or assessments in any content area.</b></p>		
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare and contrast, match like ideas, explain, and construct models.	<ul style="list-style-type: none"> <li>Describe or define facts, details, terms, principles, and so on.</li> <li>Select the appropriate word or phrase to use when the intended meaning or definition is clearly evident.</li> <li>Write simple complete sentences.</li> <li>Add an appropriate caption to a photo or illustration.</li> <li>Write fact statements on a topic (such as, “Spiders build webs”).</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, and show relationships (explain why and cause and effect).</li> <li>Provide and explain nonexamples and examples.</li> <li>Take notes and organize ideas and data (for example, note relevance, trends, and perspectives).</li> <li>Summarize results, key concepts, and ideas.</li> <li>Explain central ideas or accurate generalizations of texts or topics.</li> <li>Describe steps in a process (such as a science procedure).</li> </ul>	<ul style="list-style-type: none"> <li>Write a multiparagraph composition for a specific purpose and audience (using specific focus, voice, and tone).</li> <li>Develop and explain opposing perspectives or connect ideas, principles, or concepts using supporting evidence (such as a quote, example, text reference, and so on).</li> <li>Develop arguments of fact (for example, “Are these criticisms supported by the historical facts?” and “Is this claim or equation true?”).</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple sources to elaborate on how concepts or ideas specifically draw from other content domains or differing concepts (such as research papers and policy arguments).</li> <li>Develop generalizations about results or strategies and apply them to a new problem or contextual scenario.</li> </ul>
<b>Apply</b> Carry out (apply to a familiar task) or use (apply to an unfamiliar task) a procedure in a given situation.	<ul style="list-style-type: none"> <li>Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, or word use.</li> <li>Apply basic formats for documenting sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify or infer the intended meaning of words and phrases.</li> <li>Obtain, interpret, and explain information using text features (such as tables, diagrams, and so on).</li> <li>Develop a brief text that may be limited to one paragraph.</li> <li>Apply basic organizational structures (introduction, topic sentence, sentence types, paragraphs, and so on) in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Revise final draft for meaning, progression of ideas, or chain of logic.</li> <li>Apply internal consistency of text organization and structure to a full composition or oral communication.</li> <li>Apply a concept in a new context.</li> <li>Apply word choice, point of view, style, and rhetorical devices to impact readers’ interpretation of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise an approach among many alternatives to research and present a novel problem or issue.</li> <li>Illustrate how multiple themes (historical, geographic, and social) may be interrelated within a text or topic.</li> </ul>

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<p><b>Analyze</b></p> <p>Break into constituent parts, determine how the parts relate, differentiate between what is relevant and irrelevant, distinguish, focus, select, organize, outline, find coherence, and deconstruct (such as for bias or point of view).</p>	<ul style="list-style-type: none"> <li>Decide which text structure is appropriate to audience and purpose (such as compare and contrast or proposition with support).</li> <li>Determine appropriate, relevant key words for conducting an Internet search or researching a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast perspectives, events, characters, and so on.</li> <li>Analyze and revise format, organization, and internal text structure (signal words, transitions, and semantic cues) of different print and nonprint texts.</li> <li>Distinguish between relevant and irrelevant information and fact and opinion.</li> <li>Locate evidence that supports a perspective and differing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze interrelationships among concepts, issues, and problems in a text.</li> <li>Analyze impact or use of author's craft (literary devices, viewpoint, and dialogue) in a single text.</li> <li>Use reasoning and evidence to generate criteria for making and supporting an argument of judgment (for example, "Was FDR a great president?" or "Who was the greatest ball player?").</li> <li>Support conclusions with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or work from across genres or time periods.</li> <li>Analyze complex and abstract themes, perspectives, and concepts.</li> <li>Gather, analyze, and organize multiple information sources.</li> <li>Compare and contrast conflicting judgments or policies (such as Supreme Court decisions).</li> </ul>
<p><b>Evaluate</b></p> <p>Make judgments based on criteria; check and detect inconsistencies or fallacies; judge; and critique.</p>	<p><b>Unsubstantiated generalizations (UGs) state an opinion without providing any support for it.</b></p>		<ul style="list-style-type: none"> <li>Evaluate validity and relevance of evidence used to develop an argument or support a perspective.</li> <li>Describe and compare and contrast solution methods.</li> <li>Verify or critique the accuracy, logic, and reasonableness of stated conclusions or assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, and completeness of information across multiple sources.</li> <li>Apply understanding in a novel way and provide an argument or justification for the application.</li> <li>Critique the historical impact (policy, writings, discoveries, and so on).</li> </ul>
<p><b>Create</b></p> <p>Reorganize elements into new patterns and structures, generate, hypothesize, design, plan, and produce.</p>	<ul style="list-style-type: none"> <li>Brainstorm facts, ideas, concepts, problems, or perspectives related to a topic, text, idea, issue, or concept.</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures, hypotheses, or predictions based on facts, observations, evidence and observations, or prior knowledge and experience.</li> <li>Generate believable grounds (reasons) for an opinion or argument.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a complex model for a given situation or problem.</li> <li>Develop an alternative solution or perspective (such as a debate).</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge, or nuanced perspective.</li> </ul>

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