



Teaching for Rigor and Relevance

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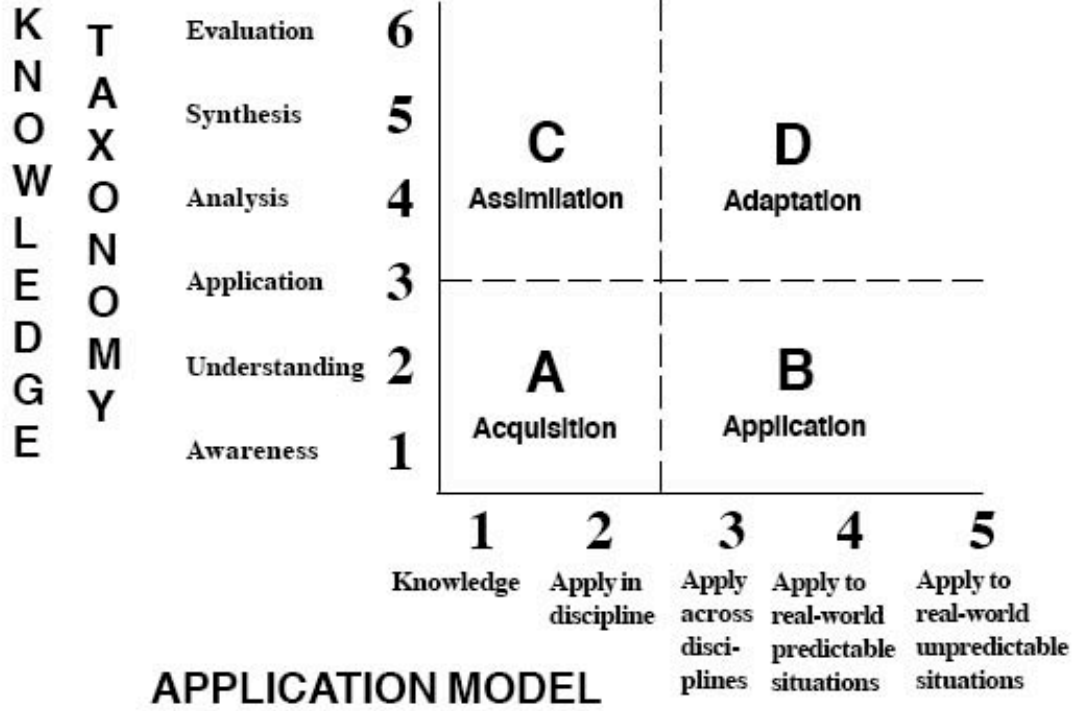
<http://www.LeaderEd.com>

Force Field Analysis

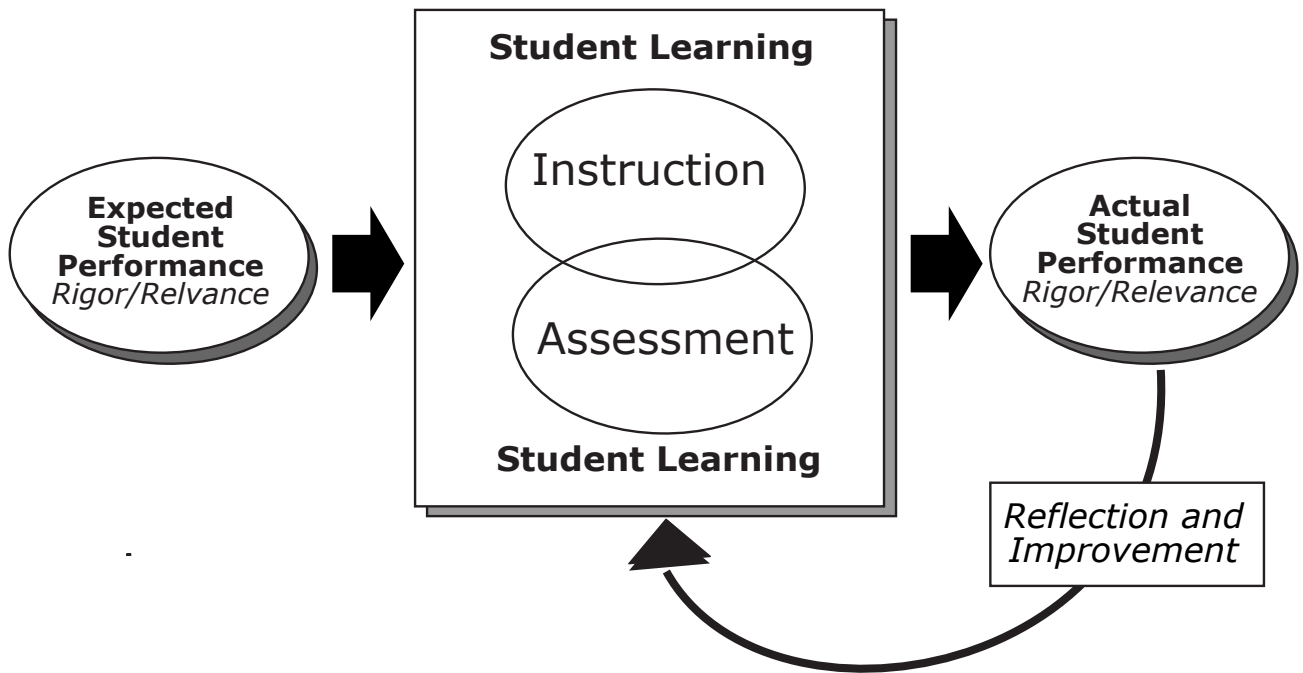
Issue or Objective _____

Driving Forces	Hindering Forces

Rigor/Relevance Framework



Rigorous and Relevant Instruction



Rigor/Relevance Framework ⁴

Worksheet

KNOWLEDGE TAXONOMY

Evaluation	6	C - Assimilation	D - Adaptation		
Synthesis	5				
Analysis	4				
Application	3	A - Acquisition	B - Application		
Comprehension	2				
Awareness	1				

1

2

3

4

5

Knowledge
in one
discipline

Apply
in one
discipline

Apply
across
discipline

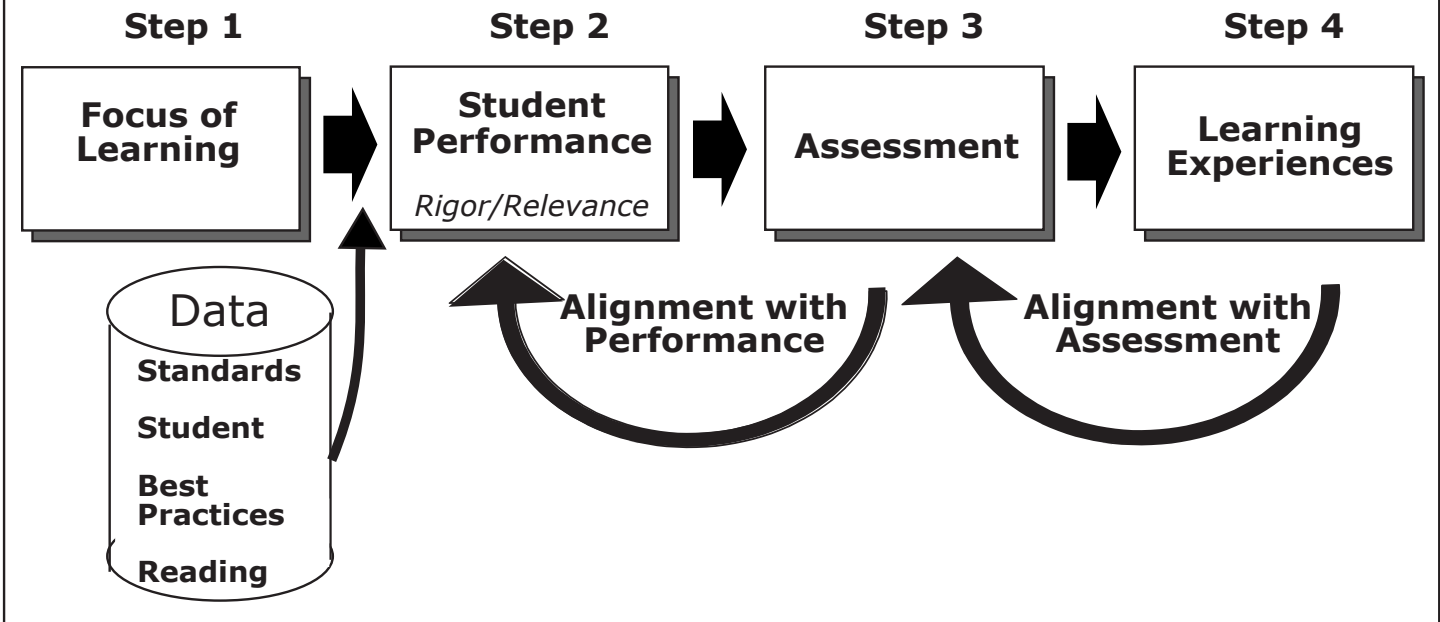
Apply to
real-world
predictable
situations

Apply to
real-world
unpredictable
situations



APPLICATION MODEL

Planning Rigorous and Relevant Instruction



Questions

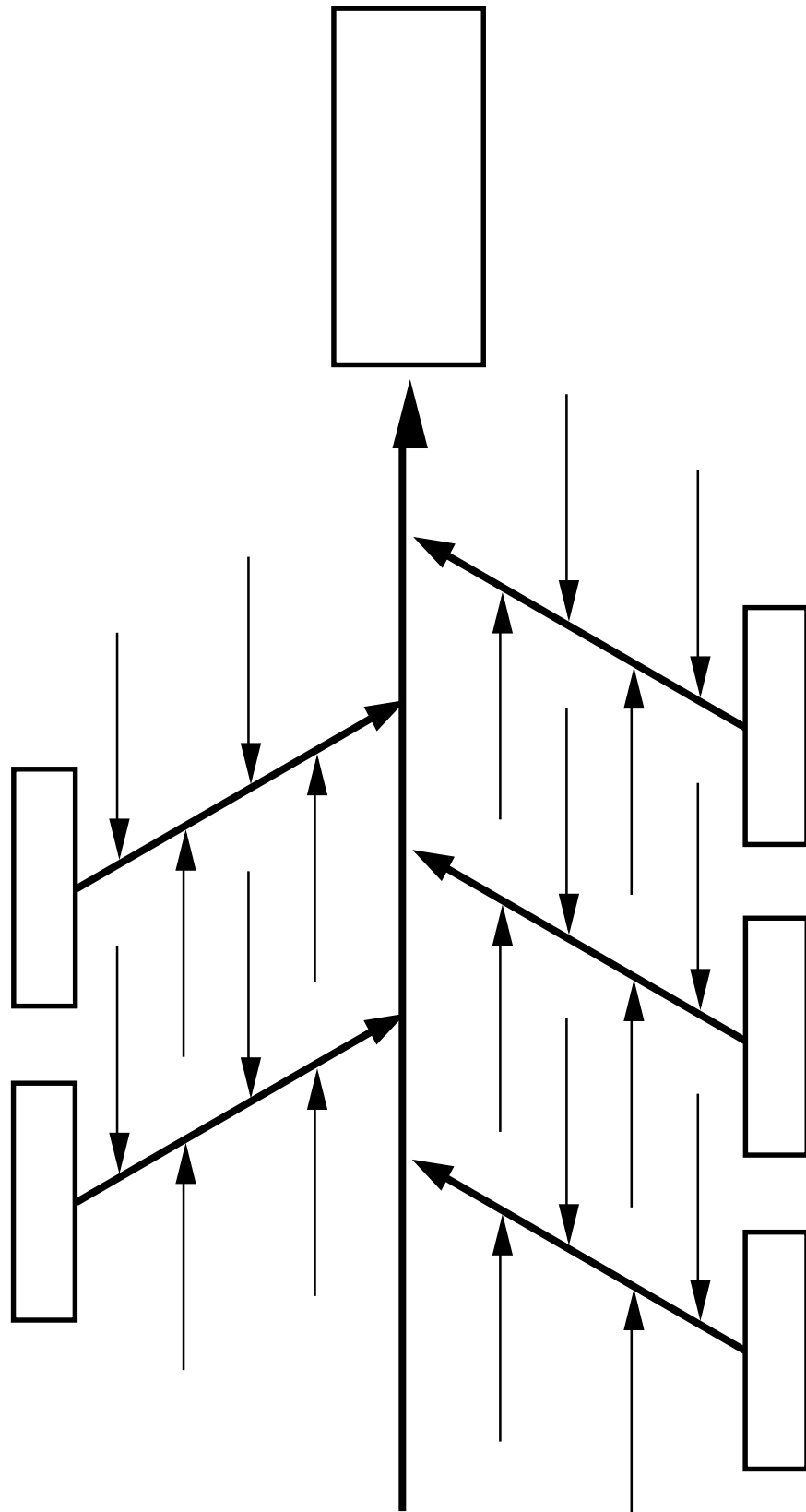
Step 1 - Focus - What defines or drives the learning experience?

Step 2 - Student Performance - What are students expected to know, do or be like and at what level of rigor and relevance?

Step 3 - Assessment - How will you assess desired student performance?

Step 4 - Learning Experience - What activities will enable students to achieve student performance?

Root Causes Diagram




Worksheet

Practice Linking Standards and Student Work

Directions: For each of the standards, list student work that would enable students to learn that standard. Start with a generic type of student work and complete the item with a specific task related to that area of learning.

Example:

Standard/Topic

use maps and scale drawings to represent real objects or places

Student Work

construct a scale model of a house

Standard/Topic	Student Work
Apply in writing the rules of grammar, punctuation and spelling	
Gather information from a variety of sources and summarize and analyze	
Follow oral directions	
Know how to decipher unfamiliar words	
Perform operations with numbers including decimals, ratios, percents, and fractions	
Understand characteristics of parallel lines	
Understand best procedures for statistical data collection, organization, and display	
Understand how and why rotation and revolution of Earth affect day, seasons, and weather	
Understand systems of human body	
Make observation of the local environment using senses and instruments	



Linking Your Standards and Student Work

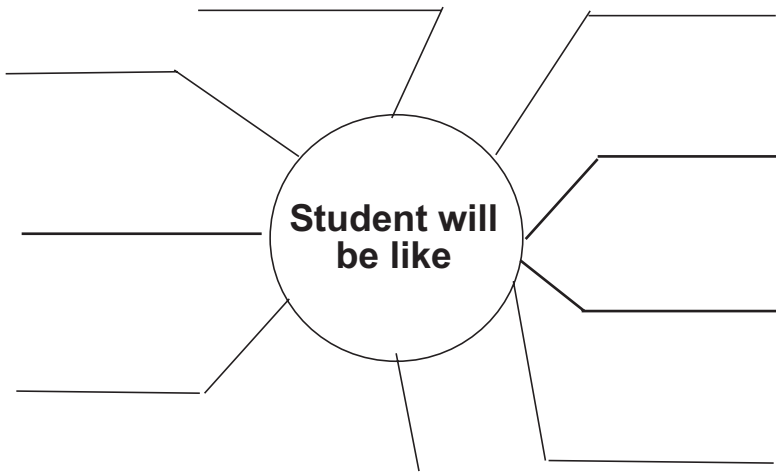
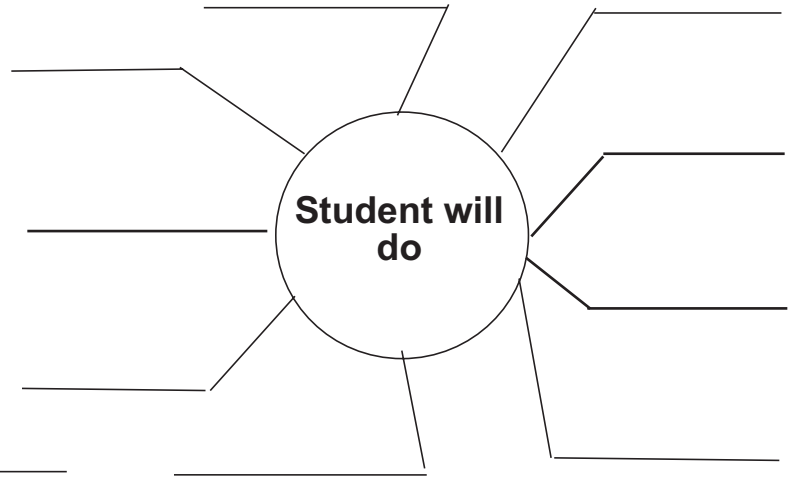
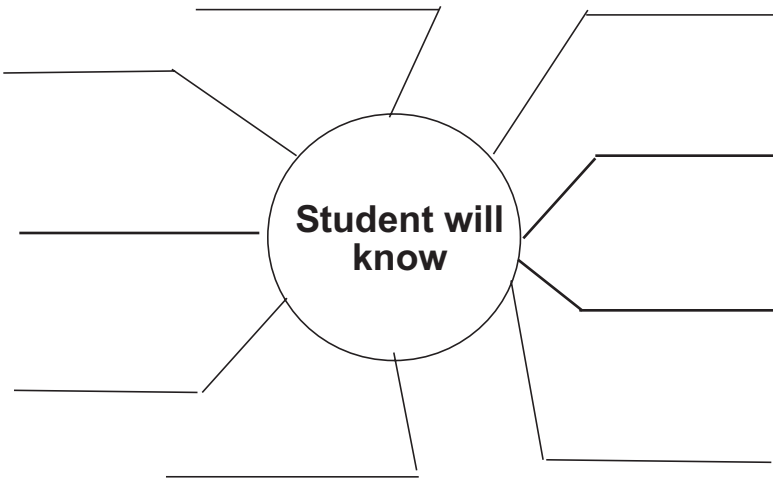
Directions: In the left column, place topics from the standards assigned to your grade level or from your course of study. Opposite each entry, list student work that would enable students to learn that topic. Start with a generic type of student work and complete the description with a specific task related to that topic.

Standard/Topic	Student Work

Interdisciplinary Worksheet 1

Brainstorming Student Performance

Directions: *Think about the student related to the focus of the learning. Brainstorm what the student will know, do and be like. Next brainstorm student work that would represent these skills and knowledge.*



Interdisciplinary Worksheet 2 Defining Student Work

Examples of Student Work for Real World Instruction

Directions: After brainstorming student characteristics, check any of the following examples of student work that potentially could be student work related to the intended learning.

- | | | | | |
|--|--|---|--|---|
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Dramatization | <input type="checkbox"/> Map | <input type="checkbox"/> Proposal | <input type="checkbox"/> Skit |
| <input type="checkbox"/> Audiotape | <input type="checkbox"/> Drawing | <input type="checkbox"/> Memo | <input type="checkbox"/> Question-naire | <input type="checkbox"/> Slide show |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Editorial | <input type="checkbox"/> Mnemonic | <input type="checkbox"/> Questions | <input type="checkbox"/> Software application |
| <input type="checkbox"/> Business | <input type="checkbox"/> Exhibit | <input type="checkbox"/> Model | <input type="checkbox"/> Rap | <input type="checkbox"/> Solution |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Experiment | <input type="checkbox"/> Mural | <input type="checkbox"/> Relief map | <input type="checkbox"/> Song |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Field guide | <input type="checkbox"/> News report | <input type="checkbox"/> Research report | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Graph | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Resume | <input type="checkbox"/> Story |
| <input type="checkbox"/> Contract | <input type="checkbox"/> Interview | <input type="checkbox"/> Oral history | <input type="checkbox"/> Rules | <input type="checkbox"/> Survey |
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Invention | <input type="checkbox"/> Oral report | <input type="checkbox"/> Scale | <input type="checkbox"/> Taxonomy |
| <input type="checkbox"/> Debate | <input type="checkbox"/> Journal | <input type="checkbox"/> Painting | <input type="checkbox"/> Scrapbook | <input type="checkbox"/> Teach a lesson |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Letter | <input type="checkbox"/> Petition | <input type="checkbox"/> Sketch | <input type="checkbox"/> Test |
| <input type="checkbox"/> Design | <input type="checkbox"/> Log | <input type="checkbox"/> Photo album | <input type="checkbox"/> Scale model | <input type="checkbox"/> Videotape |
| <input type="checkbox"/> Diagram | <input type="checkbox"/> Machine | <input type="checkbox"/> Play | <input type="checkbox"/> Scrapbook | |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Magazine | <input type="checkbox"/> Poster | <input type="checkbox"/> Script | |
| <input type="checkbox"/> Display | <input type="checkbox"/> Manufacturing process | <input type="checkbox"/> Production process | <input type="checkbox"/> Sculpture | |
| | | | <input type="checkbox"/> Sketch | |

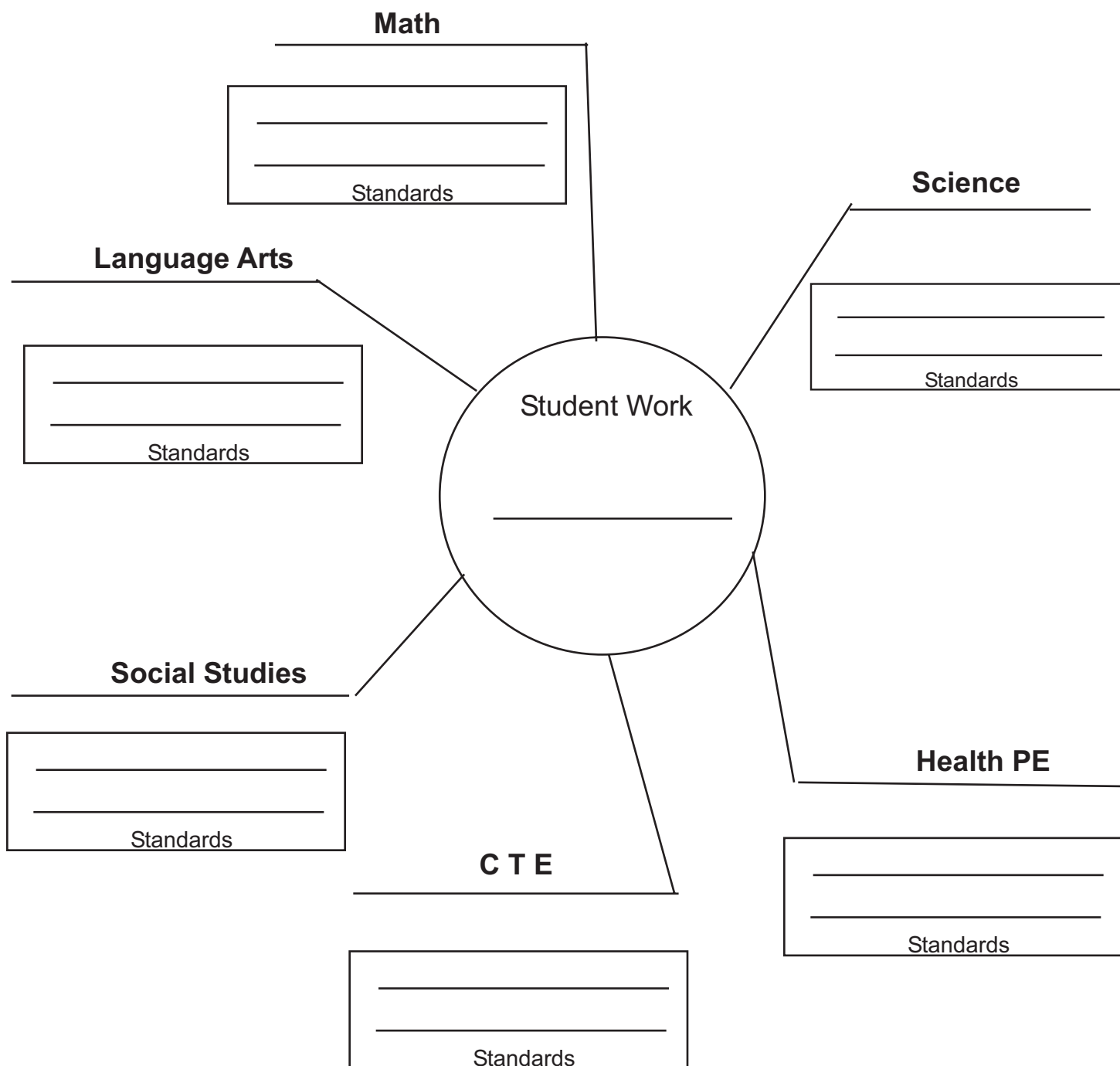
Directions: Now write a description of the student work that will become the performance task for this lesson.

Rigor/Relevant Framework: Indicate which quadrant of the Rigor/Relevance Framework this performance will be in; A – Low Rigor/Low Relevance, B -- High Relevance, C -- High Rigor, D -- High Rigor/High Relevance.

Interdisciplinary Worksheet 3

Connecting Work to Multiple Standards

Directions: Write student work in center circle and brainstorm standards that can be related to this work in the outer boxes for each subject. It may be necessary to review standards in each subject area.

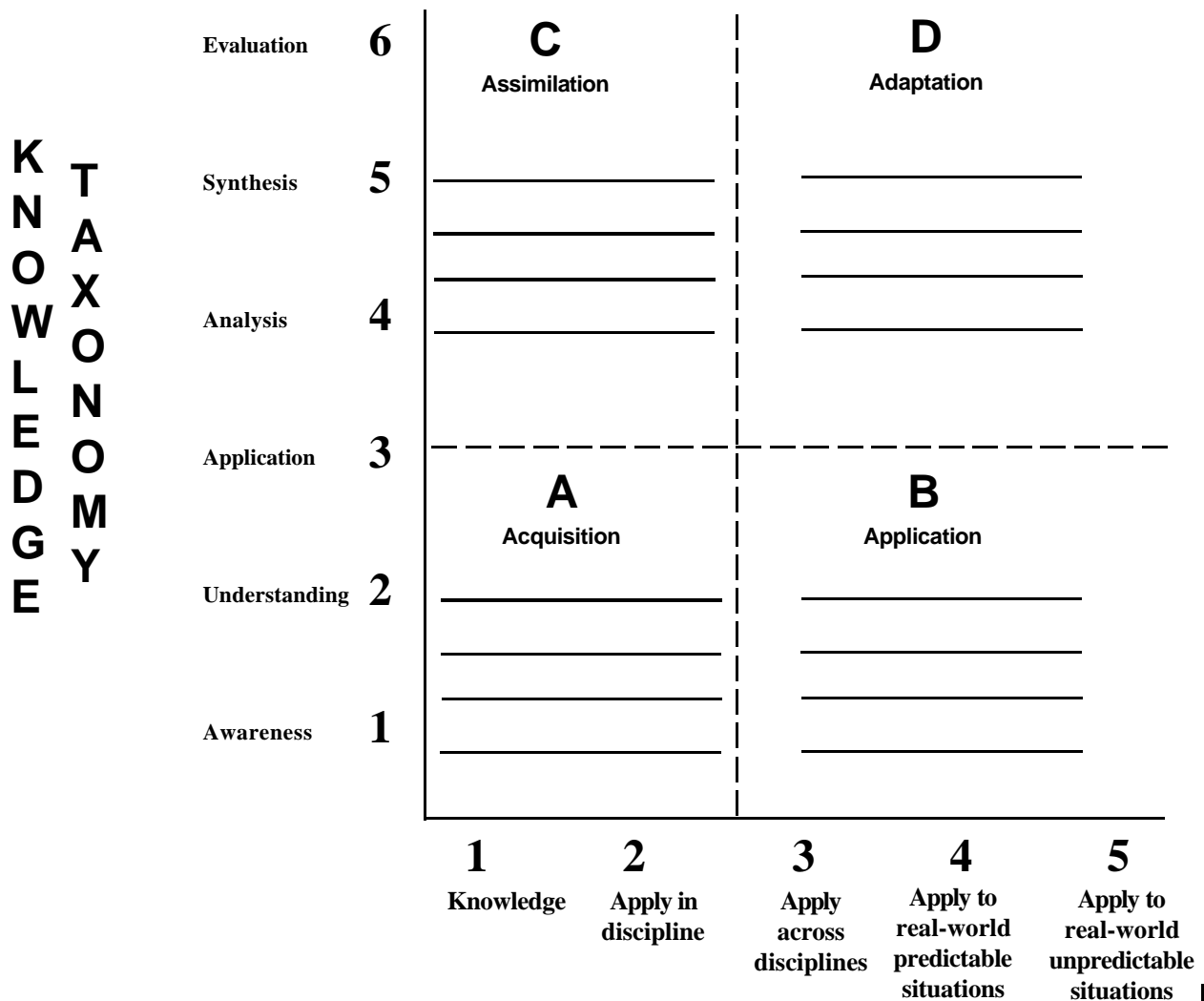




What Works Best?

Certain instructional strategies work better than others depending on the quadrant of the Rigor/Relevance Framework in which the learning objective falls. List two or three instructional strategies that you think would be effective in each of the four quadrants.

Rigor/Relevance Framework



APPLICATION MODEL