Teaching for Rigor and Relevance

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**Force Field Analysis**

*Issue or Objective*  

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Hindering Forces</th>
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Rigorous and Relevant Instruction

Student Learning

Instruction

Assessment

Expected Student Performance

Rigor/Relevance

Actual Student Performance

Rigor/Relevance

Reflection and Improvement
Rigor/Relevance Framework

Worksheet

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

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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
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:

<table>
<thead>
<tr>
<th>Standard/Topic</th>
<th>Student Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>use maps and scale drawings to represent real objects or places</td>
<td>construct a scale model of a house</td>
</tr>
</tbody>
</table>

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.

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<thead>
<tr>
<th>Standard/Topic</th>
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**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.

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

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.
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**

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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Evaluation</td>
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<td>Application</td>
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<td>Awareness</td>
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**APPLICATION MODEL**

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