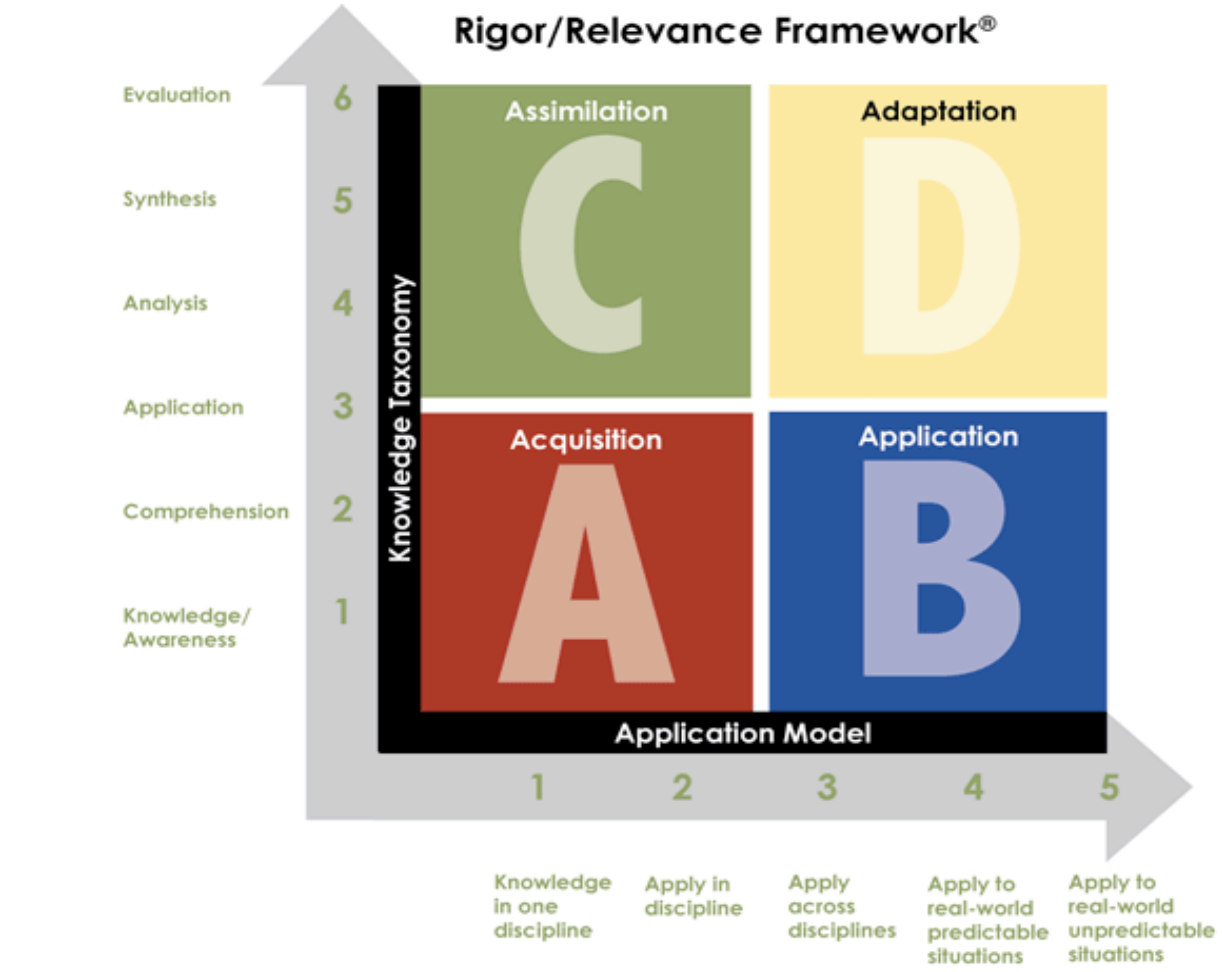
Rigor/Relevance Framework®



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

Questions to consider:

1. Which quadrant (A, B, C, or D) are your students expected to achieve?
2. Which quadrant is your curriculum geared towards?
3. Is quadrant "D – Adaptation" a reasonable goal for high school students?
4. What are the obstacles/challenges preventing us from achieving quadrant D?

Rigor: Rigor refers to academic rigor — learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity.

Use the "Knowledge Taxonomy" to create the desired level of rigor:
(1 lowest – 6 highest)

(1) awareness

(2) comprehension

(3) application

(4) analysis

(5) synthesis

(6) evaluation.

Note that each of the levels requires students to think differently. Levels four through six require more complex thinking than levels one through three.
When creating lesson plans and student objectives select the proper word from the Knowledge Taxonomy list and make it a verb to help describe the appropriate performance. Simply start with a verb from the desired level and finish the statement with a specific description of that skill or knowledge area.
The Verb List (in your packet) can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Looking for verbs and identifying their level will give a good indication of the level of student performance in that instruction.

Relevance: Relevance refers to learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual. Relevant learning is created, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues, and teaching others.

Use the Application Model to determine the level of relevance in your lessons. (1 lowest – 5 highest)

The five levels of this action continuum are:

(1) knowledge in one discipline

(2) apply in discipline

(3) apply across disciplines

(4) apply to real-world predictable situations

(5) apply to real-world unpredictable situations