Rigor and Relevance Framework

James Elgan, Principal
Shannon Erath, Assistant Principal
Joshua Circle Elementary
Introduction
Self-Assessment
What is Rigor and Relevance?
Dimensions and Continuums
Quadrants
Rigorous Assessments
Group Collaboration
Closing Thoughts
Self Assessment
Self-Assessment Scoring

- 8-11 points: Novice (Acquisition)
- 12-19 points: Apprentice (Application)
- 20-27 points: Practitioner (Assimilation)
- 28-32 points: Master Teacher (Adaptation)
Rigor/Relevance

- **Academic Rigor** is 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.

- **Relevance** is learning in which students apply core knowledge, concepts, or skills to solve real-world problems.
A rigor and relevant education is a product of effective learning, which takes place when standards, curriculum, instruction, and assessment interrelate and reinforce each other.
Rigor and Relevance Framework

○ Two Continuums
  ○ Knowledge Taxonomy, Blooms
    ○ Awareness, Comprehension, Application, Analysis, Synthesis, Evaluation
  ○ Application Model, Dr. Willard R. Daggett
    ○ Knowledge in one discipline, Apply in discipline, Apply across disciplines, Apply to real world predictable situations, Apply in real world unpredictable situations.
Four Quadrants

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge/Awareness

Knowledge Taxonomy

Assimilation
Application

Application Model

1 2 3 4 5

1 2 3 4 5

Knowledge in one discipline
Apply in discipline
Apply across disciplines
Apply to real-world predictable situations
Apply to real-world unpredictable situations
Teaching the students the skills to move through the 4 stages of Rigor and Relevance
Quadrant-A Acquisition

- **The focus is on teacher work**
- Students gather and store bits of knowledge and information.
- Students are primarily expected to remember or understand this acquired knowledge.
- IE: Recall definitions or various technical terms.
Strategies for “Acquisition”
Quadrant-B Application

- **Students doing real-world work.**
- Students use acquired knowledge to solve problems, design solutions, and complete tasks.
- Highest level is to apply appropriate knowledge to new unpredictable situations.
- IE: Follow written directions to install new computer software on computer.
Strategies for “Application”
Quadrant-C
Assimilation

- **Student is required to think in complex ways**
- Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique situations.
- IE: Compare and contrast several technique documents to evaluate purpose, audience, and clarity.
Strategies for "Assimilation"
Quadrant-D Adaptation

- Requires students to think and work.
- Students think in complex ways and apply knowledge and skills they have acquired.
- When confronted with perplexing unknowns, students are able to use extensive knowledge and skills to create solutions and take action that further develops their skills and knowledge.
- IE: Write procedures for installing and troubleshooting new software.
Strategies for “Adaptation”
Quadrant A and C

- May be great students and score well on tests
- Challenged to develop skills they need in the global market and struggle in the work force.
Quadrants B and D

- All students will benefit
- Understand the theory behind what they are learning.
- Prepared for the changing world
# Rigorous Assessments

<table>
<thead>
<tr>
<th>Assessments DO......</th>
<th>Assessments DO NOT .......</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain and extend rigorous instruction</td>
<td>Mark the end of instruction</td>
</tr>
<tr>
<td>Ask students to apply what they have learned to real world and unpredictable situations</td>
<td>Asked students to apply what they have learned to conventional and predictable situations</td>
</tr>
<tr>
<td>Asks students to answer questions</td>
<td>Asks students to answer questions</td>
</tr>
</tbody>
</table>
Work in collaborative groups to:

- Talk in your groups and pick one lesson that someone in the group has taught.
- Alter a lesson to meet the criteria in each quadrant. Make sure to build on thinking skills in order to reach “D”.
- Develop an assessment to check for understanding of learning target and thinking skill developed.
Quadrant A - Acquisition
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

Quadrant B - Application
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.

Quadrant C - Assimilation
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.

Quadrant D - Adaptation
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.

Application Model
A teacher that relies on lecturing does not provide students with optimal learning opportunity. Instead, students go to school to watch the teacher work.
Questions
Citations