



International Center for  
Leadership in Education

# Building Awareness of Tools Aligned With the Four Quadrants of Rigor & Relevance

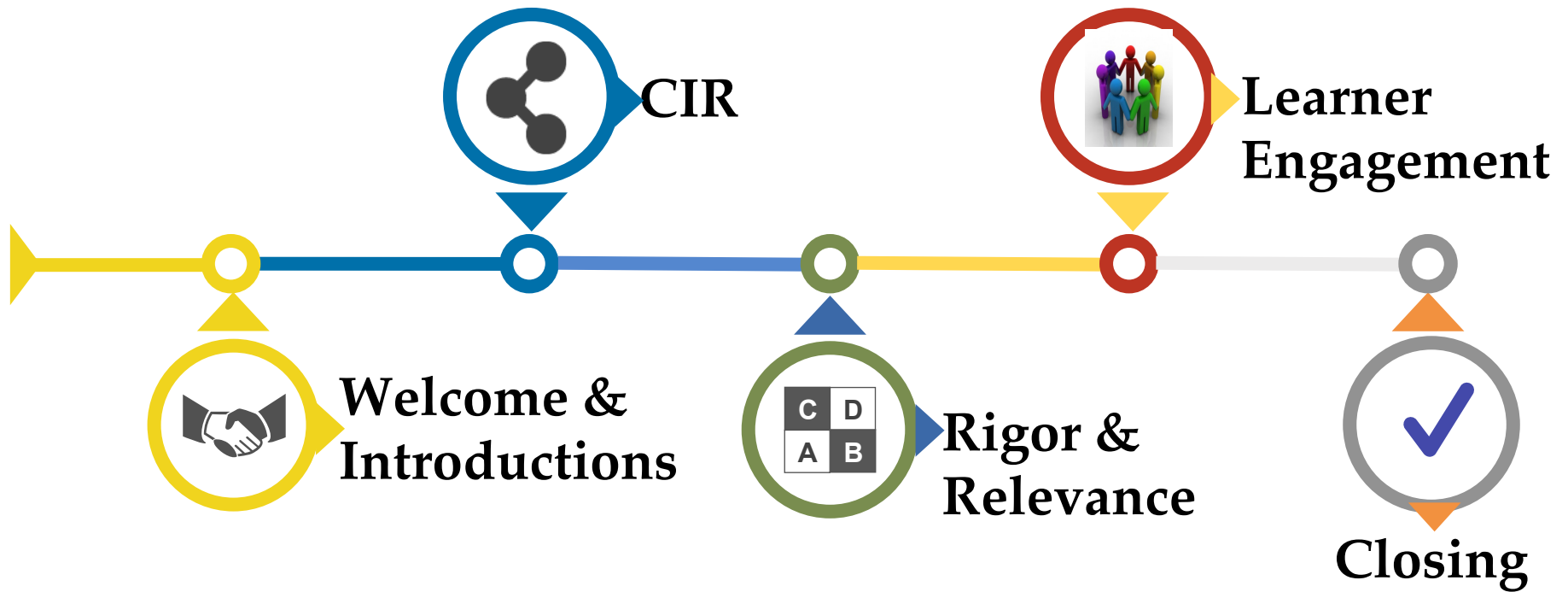
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Linda L. Jordan

Senior Implementation Advisor



# Agenda



# Holland, Michigan



# My Credentials

**Senior Implementation Advisor**

**The International Center for Leadership in  
Education**



# Building Relationships



# Building Relationships

1.

Which session has been your favorite one and why?

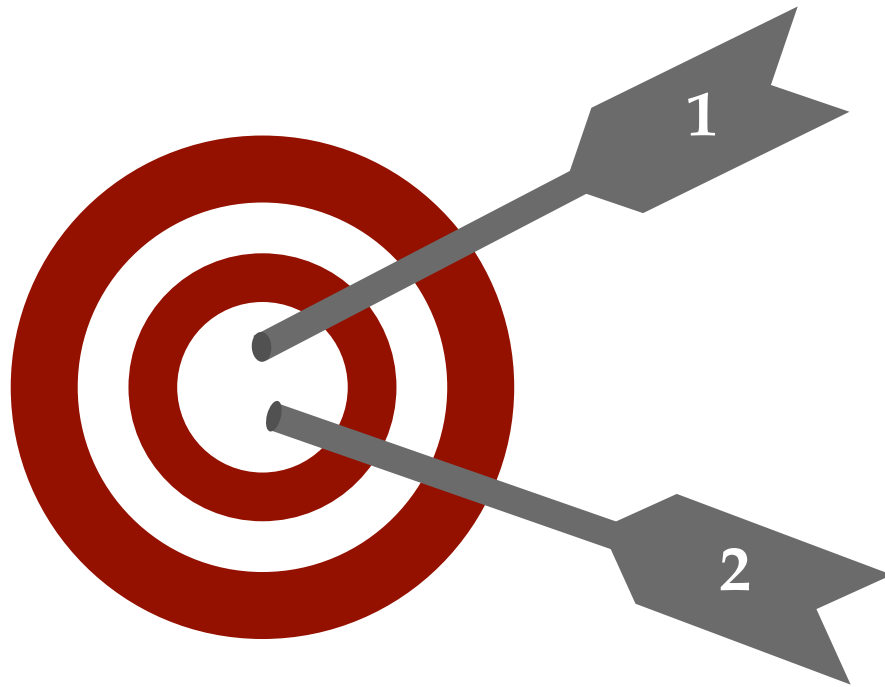
2.

What are the take aways for you from that session?

3.

How do you plan to implement these new ideas?

# Learning Outcomes

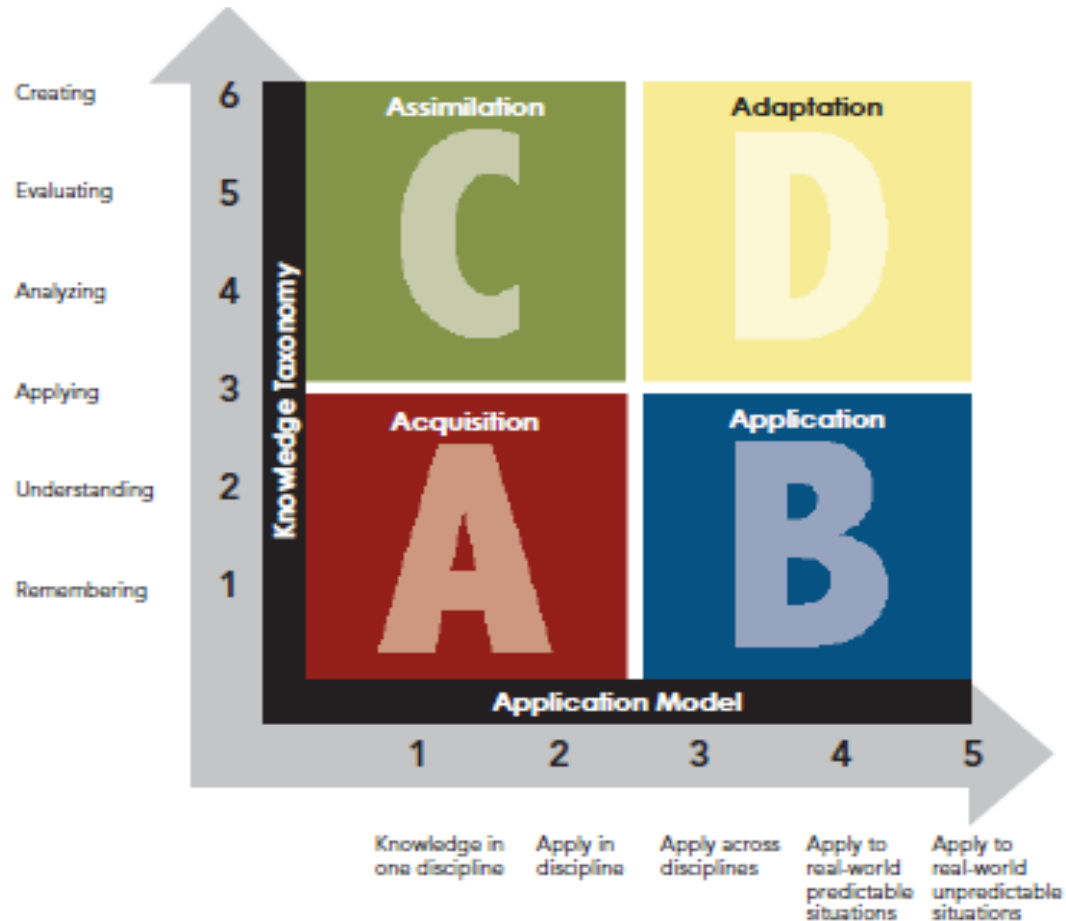


**Give a deeper understanding of the Rigor and Relevance Framework**

**Give applications of the RR framework using the Collaborative Instructional Review Process**

# Rigor/Relevance Framework<sup>®</sup>

## A Quick Review





# Tools to Support a Rigorous and Relevant Learning Environment



# International Center for Leadership in Education



<http://www.leadered.com>

# Verb List by Quadrant

- Analyze
  - categorize
  - Classify
  - Compare
  - Conclude
  - Contrast
  - Debate
  - Defend
  - Diagram
  - Differentiate
  - Discriminate
  - Evaluate
- Examine
  - Explain
  - Express
  - Generate
  - Infer
  - Judge
  - Justify
  - Prove
  - Research
  - Study
  - summarize

- Adapt
  - Compose
  - Conclude
  - Create
  - Design
  - Develop
  - Discover
  - Explore
  - Formulae
  - Invent
  - Modify
  - Plan predict
- Prioritize
  - Propose
  - Rate recommend
  - Revise
  - Teach

- Calculate
  - Choose
  - Count
  - Define
  - Describe
  - Find
  - Identify
  - Label
  - List
  - Locate
  - Match
  - Memorize
- Name
  - Point to
  - Recall
  - Recite
  - Record
  - Say
  - Select
  - Spell
  - View

- Adjust
  - Apply
  - Build
  - Collect
  - Construct
  - Demonstrate
  - Display
  - Dramatize
  - Draw
  - Fix
  - Follow
  - Illustrate
- Interpret
  - Interview
  - Look up
  - Maintain
  - Make
  - Measure
  - Model
  - Operate
  - Practice
  - Solve

# Student Work Products by Quadrant

- Abstract
- Annotation
- Blog
- Chart
- Classification
- Debate
- Essay
- Evaluation
- Exhibit
- Inventory
- Investigation
- Journal
- Outline
- Plan
- Report

- Adaptation
- Blueprint
- Book
- Brochure
- Debate
- Device
- Editorial
- Estimation
- Game
- Invention
- Lesson
- Model
- Newspaper
- Plan
- Poem
- Song
- Trial
- Video
- Website
- Wiki

- Answer
- Definition
- Explanation
- List
- Quiz
- Recitation
- Reproduction
- Selection
- True / False
- Worksheet

- Collage
- Collection
- Data
- Demonstration
- Interpretation
- Notes
- Painting
- Performance
- Service
- Skit
- Solution
- Survey
- Theatre Set

# Question Stems by Quadrant

C

How are these similar/different?  
How is this like...?  
What's another way we could say/explain/express that?  
What do you think are some reasons/causes that...?  
Why did.....changes occur?  
What is a better solution to...?  
How would you defend your position about that?

D

How would you design a...to ...?  
How would you compose a song about...?  
How would you rewrite the ending to the story?  
What would be different today, if that event occurred as...?  
Can you see a possible solution to...?  
How could you teach that to others?  
If you had access to all the resources, how would you deal with...?  
What new and unusual uses would you create for...?

A

What is/are...?  
How many...?  
How do/does...?  
What did you observe...?  
What else can you tell me about...?  
What does it mean...?  
What can you recall...?  
Where did you find that...?  
Who is/are...?  
How would you define that in your own terms?

B

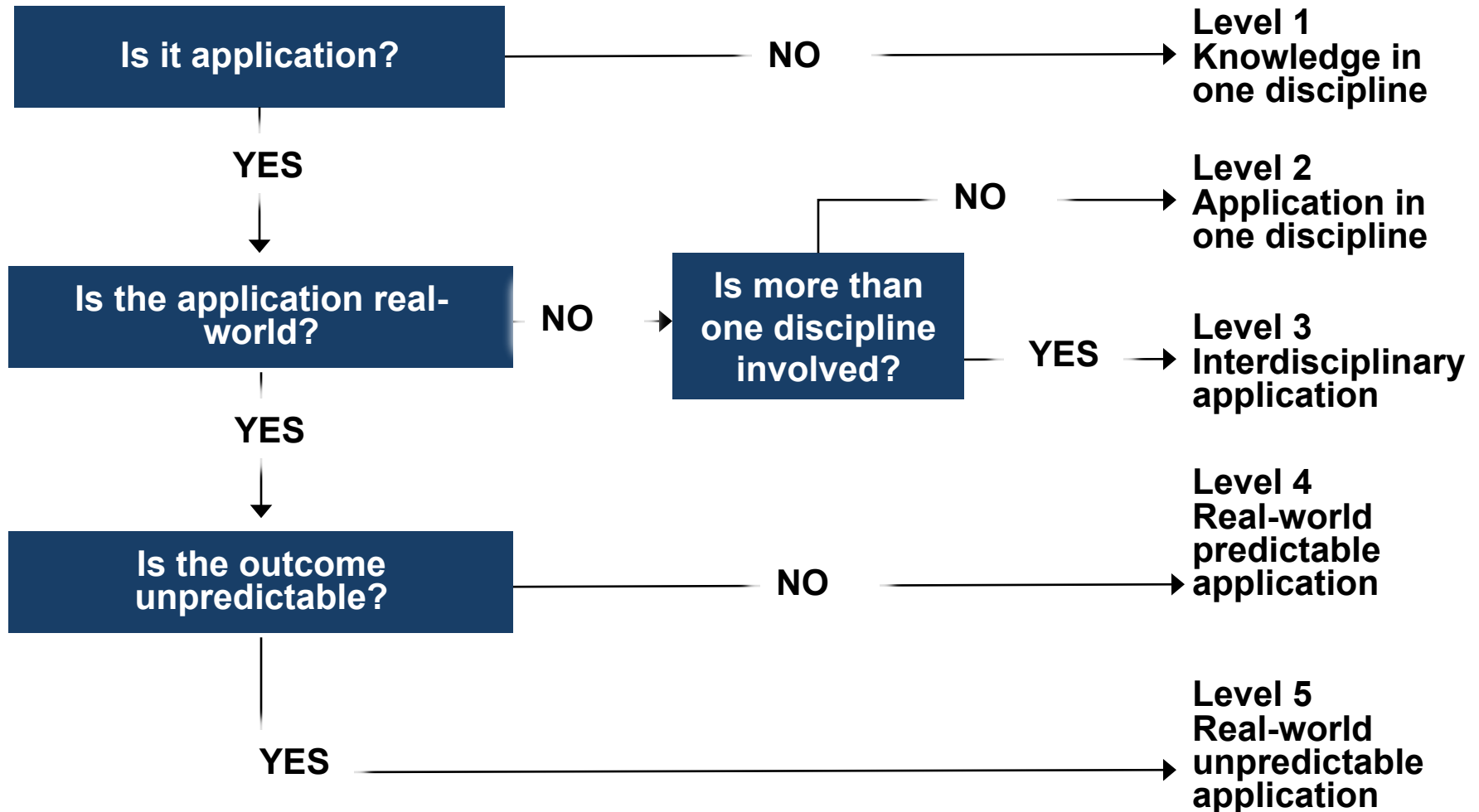
Would you do that?  
Where will you use that knowledge?  
How does that relate to your experience?  
What observations relate to...?  
Where would you locate that information?  
How would you illustrate that?  
How would you interpret that?  
How would you collect that data?  
How do you know it works?

# Engagement Routines by Quadrant

Some examples of structured engagement routines are rated for their appropriateness to each quadrant below

Routine	Quadrant A Acquisition	Quadrant B Application	Quadrant C Assimilation	Quadrant D Adaptation
Answers Up	★	★	★	★
Choral Responses	★★	★★	★	★
Give One – Get One	★★★	★★★	★★	★★
Idea Wave	★★★	★★★	★★	★★
Inquiry	★	★★	★★★	★★★
Jigsaw Groups	★	★★	★★★	★★★
Numbered Heads	★	★	★	★
Partner and Group Interactions	★★	★★★	★★	★★★
Pick and Point	★★★	★★★	★	★
Purposeful Viewing	★★★	★★	★★	★★
Question Chains	★★	★★	★★★	★★★
Setting Up and Monitoring Tasks	★★★	★★★	★★	★★
Show of Thumbs	★★★	★★★	★	★
Socratic Seminar	★	★	★★★	★★★
Think (Write) – Pair-Share	★★★	★★★	★★	★★
Thumbs Up/Thumbs Down	★★★	★★★	★	★
Turn and Talk	★★★	★★★	★★	★★
Using Response Frames	★★★	★★★	★★	★★
Write and Reveal	★★★	★★★	★★	★★

# Application Model Decision Tree



# Technology Use by Quadrant

Empower students to consider the following examples of technology use by quadrant.

- Editing
- Hyperlinking
- Media Clipping/  
Cropping
- Monitoring
- Photos/Video
- Programming
- Reverse Engineering
- Software Cracking
- Testing
- Validating Resources

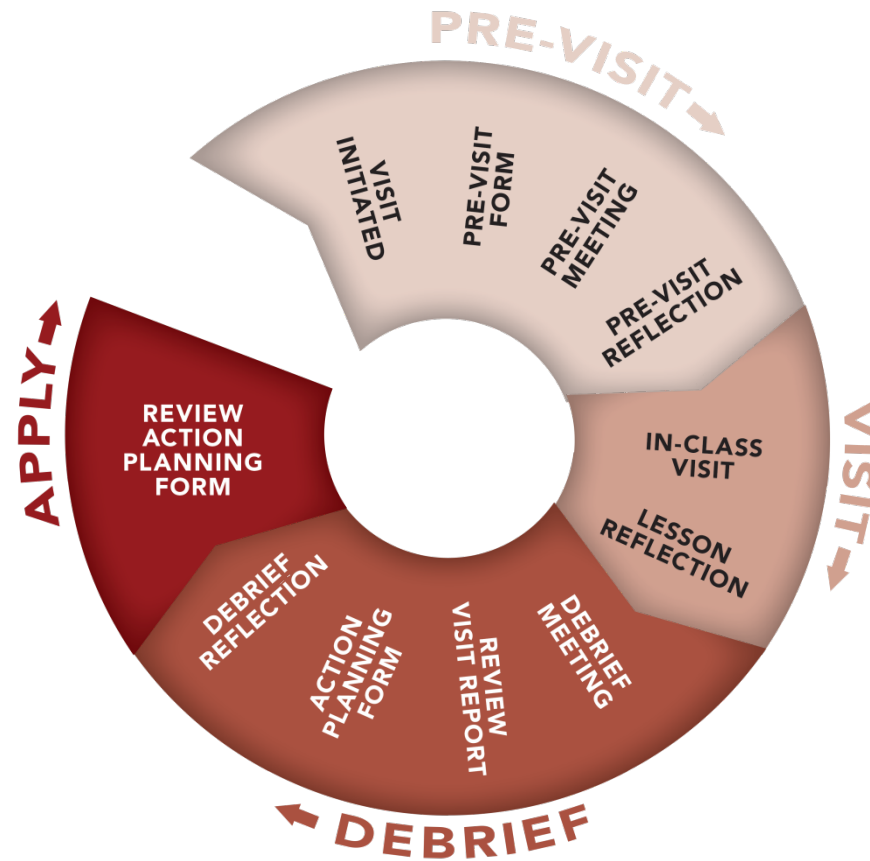
- Animating
- Audio Casting
- Blog Comments
- Broadcasting
- Collaborating
- Composing
- Digital Storytelling
- Directing
- Mashing-Mixing/
- Remixing
- Networking
- Photo/Video Blogging
- Podcasting
- Reviewing

- Bullets and Lists
- Creating and Naming Folders
- Editing
- Highlight-Selecting
- Internet Searching
- Loading
- Typing
- Using a Mouse
- Word Doc

- Advanced Searching
- Annotating
- Blogs
- Google Docs
- Operating/Running a Program
- Posting-Social
- Media Replying-Commenting
- Sharing
- Social Bookmarking
- Subscribing to RSS Feed
- Tagging
- Texting
- Uploading
- Web Authoring



# Collaborative Instructional Review Process

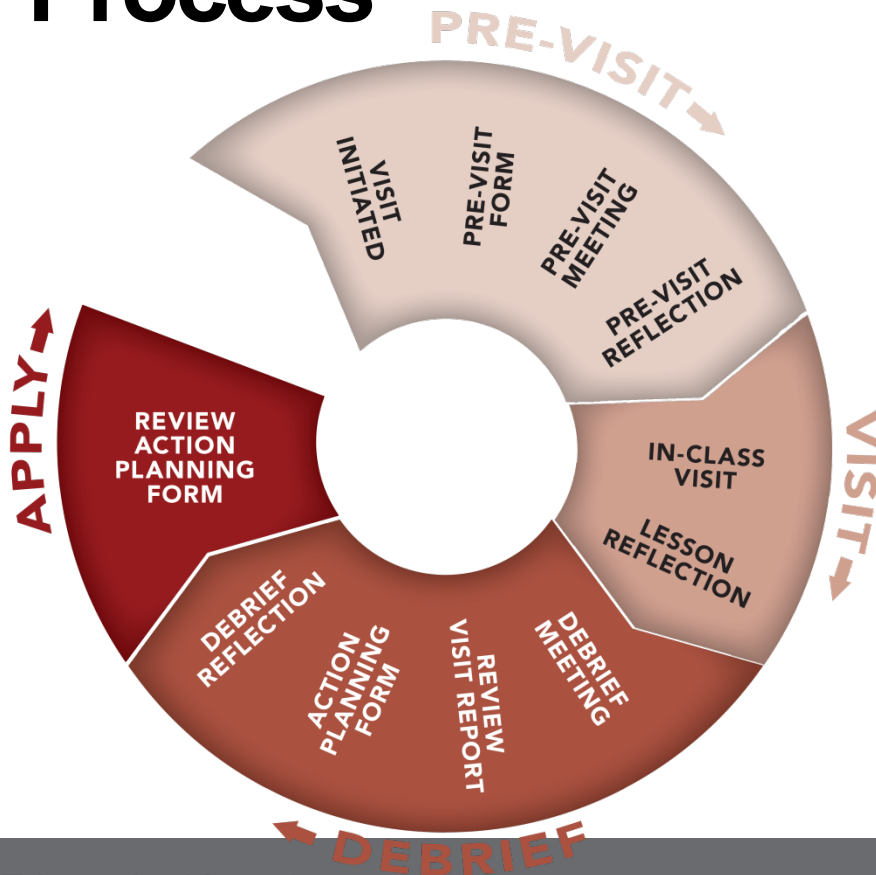


# Collaborative Instructional Review

## Rigor, Relevance, and Engagement Rubrics

Evidence of Learner Engagement				
<ul style="list-style-type: none"> <li>Create and implement an effective learner environment that is engaging and aligned to learner needs. (DSEI Teaching Element #2)</li> <li>Use assessment and data to guide and differentiate instruction. (DSEI Teaching Element #5)</li> </ul>				
Active Participation				
Lesson is designed to maximize engagement of all students throughout the duration of the lesson.				
	1 - Beginning	2 - Emerging	3 - Developed	4 - Well-Developed
Student Learning	<b>Evidence of Relevance</b> <ul style="list-style-type: none"> <li>Build effective instruction based on rigorous and relevant expectations. (DSEI Teaching Element #1)</li> <li>Possess and continue to develop content area knowledge to make it relevant to the learner (DSEI Teaching Element #3)</li> <li>Plan and provide learning experiences using effective research-based strategies that are embedded with best practices. (DSEI Teaching Element #4)</li> </ul>			
	<b>Meaningful Work</b> Lesson requires students to complete relevant, real-world tasks that connect to tasks typically completed in related careers.			
	1 - Beginning	2 - Emerging	3 - Developed	4 - Well-Developed
Instructional Design	<b>Evidence of Rigor</b> <ul style="list-style-type: none"> <li>Build effective instruction based on rigorous and relevant expectations. (DSEI Teaching Element #1)</li> <li>Plan and provide learning experiences using effective research-based strategies that are embedded with best practices. (DSEI Teaching Element #4)</li> </ul>			
	<b>Thoughtful Work</b> Lesson intentionally prepares students to complete a range of high-quality learning intentions.			
	1 - Beginning	2 - Emerging	3 - Developed	4 - Well-Developed
Student Learning	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning task that stretches their creativity, originality, design or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward where they adapt their knowledge on new activities.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>

# Collaborative Instructional Review Process



**PHASE 1: PREVISIT**

**PHASE 2: VISIT**

**PHASE 3: DEBRIEF**

**PHASE 4: APPLY**

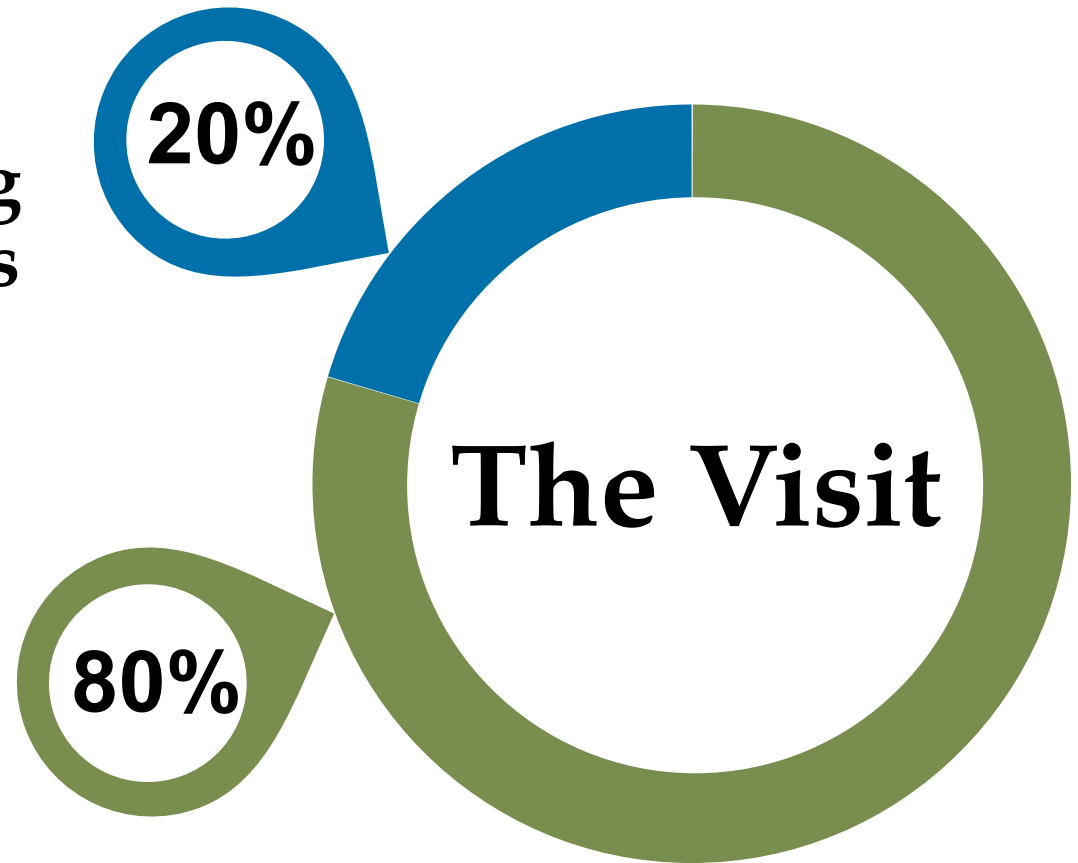
# A Formative Process

- Collaborative, not evaluative
- Focuses on **students**
- Helps guide the thinking and the work of instructional planning
- Uses the data to inform and guide professional dialogue
- Helps professionals make decisions about increasing rigor, relevance, and student engagement in lessons
- Provides a common language

# 80/20 Rule

Observing / listening  
to what the teacher is  
doing and saying

Observing /  
listening to what  
the students are  
doing and saying



# Rigor





# Rigor Rubrics

Plan and provide learning experiences using effective research-based strategies that are embedded with best practices. (DSEI Teaching Element #4)

## Thoughtful Work

Lesson intentionally prepares students to complete a range of high-quality learning intentions.

	1 - Beginning	2 - Emerging	3 - Developed	4 - Well-Developed
 <b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning task that stretches their creativity, originality, design or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward where they adapt their knowledge on new activities.</li> </ul>
 <b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>

# Thoughtful Work

Lesson intentionally prepares students to complete a range of high-quality learning tasks.



# Thoughtful Work

- Explain specific language usage, such as figurative language.
- **Research the history of words and phrases.**
- Reflect on literature through journal writing.
- **Imagine and write a creative story, such as surviving in the wilderness.**
- Generate analogies to explain an idea.
- **Analyze commercials for fact and opinion.**
- Analyze a character in a novel.
- **Make up a new character in mythology.**

# Supporting Documents

## Verbs

Quadrant A	Quadrant B	Quadrant C	Quadrant D
calculate	adjust	analyze	adapt
choose	apply	categorize	compose
count	build	classify	conclude
define	collect	compare	create
describe	construct	conclude	design
find	demonstrate	contrast	develop
identify	display	debate	discover
label	dramatize	defend	explore
list	draw	diagram	formulate
locate	fix	differentiate	invent
match	follow	discriminate	modify
memorize	illustrate	evaluate	plan
name	interpret	examine	predict
point to	interview	explain	prioritize
recall	look up	express	propose
recite	maintain	generate	rate
record	make	infer	recommend
say	measure	judge	revise
select	model	justify	teach
spell	operate	prove	
view	play	research	
	practice	study	
	produce	summarize	
	relate		
	role play		
	sequence		
	show		
	solve		
	tune		
	use		

## Work Products

COLLABORATIVE INSTRUCTIONAL REVIEW PROCESS

### Student Work Products by Quadrant

Reflecting on the student work through the products that are included in the activity is one way to identify and raise the current levels of rigor and relevance.

**Demonstrating Learning**

Consider the context and work that students are engaged in when determining the level of rigor and relevance. The following is a list of student work products linked to each quadrant of the Rigor/Relevance Framework. Your students can use these work products to demonstrate learning in each quadrant.

- Some student work products can be used in multiple quadrants.
- Products are listed where they are most frequently used.

Quadrant C		Quadrant D	
Abstract	Exhibit	Adaptation	Model
Annotation	Inventory	Blueprint	Newspaper
Blog	Investigation	Book	Play
Chart	Journal	Brochure	Poem
Classification	Outline	Debate	Song
Debate	Plan	Device	Trial
Essay	Report	Editorial	Video
Evaluation		Estimation	Website
		Game	Wiki
		Invention	
		Lesson	

Quadrant A		Quadrant B	
Answer	Reproduction	Collage	Performance
Definition	Selection	Collection	Service
Explanation	True/False	Data	Skit
List	Worksheet	Demonstration	Solution
Quiz		Interpretation	Survey
Recitation		Notes	Theatre Set
		Painting	

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# Thoughtful Work - Developed

## Student Learning

Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.

## Instructional Design

Tasks include the opportunity for students to respond to content through inquiry and interpretation.

# High-Level Questioning

Lesson provides opportunities for students to respond to a range of questions that increase in rigor and levels of thinking.

# High-Level Questioning - Developed

## Student Learning

- Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking including questions that require analysis, synthesis and evaluation of information.
- During the lesson, students generate questions about content that demonstrate rigorous independent thinking.

## Instructional Design

- Lesson uses questioning to carefully support students in moving to higher levels of thinking ensuring that all students have an opportunity to respond.

# Supporting Document

**COLLABORATIVE INSTRUCTIONAL REVIEW PROCESS**

## Teacher Question Stems by Quadrant

In your learning environment, try using the following question stems that align to each quadrant. This can help move students toward increased rigor and relevance.

<p><b>C</b></p> <p>Ask questions to summarize, analyze, organize, or evaluate:</p> <ul style="list-style-type: none"><li>• How are these similar/different?</li><li>• How is the main idea supported by key details in the text?</li><li>• What's another way we could say/explain/express that?</li><li>• What do you think are some of the reasons/causes that _____?</li><li>• Why did _____ changes occur?</li><li>• How can you distinguish between _____?</li><li>• What is a better solution to _____?</li><li>• How would you defend your position about _____?</li></ul>	<p><b>D</b></p> <p>Ask questions to predict, design, or create:</p> <ul style="list-style-type: none"><li>• How would you design a _____ to _____?</li><li>• How would you rewrite the ending to the story?</li><li>• What would be different today if that event occurred as _____?</li><li>• Can you see a possible solution to _____?</li><li>• How could you teach that to others?</li><li>• If you had access to all the resources, how would you deal with _____?</li><li>• How would you devise your own way to deal with _____?</li><li>• What new and unusual uses would you create _____?</li></ul>
<p><b>A</b></p> <ul style="list-style-type: none"><li>• How do/does _____?</li><li>• What did you observe _____?</li><li>• What else can you tell me about _____?</li><li>• What does it mean to _____?</li><li>• What can you recall about _____?</li><li>• Where did you find that _____?</li><li>• Who is/was _____?</li><li>• In what ways _____?</li><li>• How would you define that in your own terms?</li><li>• What do/did you notice about this _____?</li><li>• What do/did you feel/hear/see/smell _____?</li><li>• What do/did you remember about _____?</li><li>• What did you find out about _____?</li></ul>	<p><b>B</b></p> <ul style="list-style-type: none"><li>• How can you demonstrate that?</li><li>• What observations relate to _____?</li><li>• Where would you locate that information?</li><li>• Can you calculate that for _____?</li><li>• How would you illustrate that?</li><li>• How would you interpret that?</li><li>• Who could you interview?</li><li>• How would you collect that data?</li><li>• How do you know it works?</li><li>• Can you show me?</li><li>• Can you apply what you know to this real-world problem?</li><li>• How do you make sure it is done correctly?</li></ul>

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**Who is asking the questions?**

# Academic Discussion

Lesson includes opportunities for students to engage in vocabulary-rich academic conversation with peers.

# Academic Discussion - Developed

## Student Learning

- Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.
- Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.

## Instructional Design

- Lesson mostly structures discussion as independent peer to peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.



# Relevance



# Relevance is the purpose of learning



5. REAL-WORLD UNPREDICTABLE

4. REAL-WORLD PREDICTABLE

3. APPLY ACROSS DISCIPLINES

2. APPLY KNOWLEDGE

1. AQUIRE KNOWLEDGE

# A Relevant Lesson Answers:

What am **I** learning?

Why am **I** learning it?

How will **I** use it?

# Relevance Indicators



Meaningful  
Work



Authentic  
Resources



Learning  
Connections

# Relevance

## Is the purpose of learning

Knowledge in one discipline

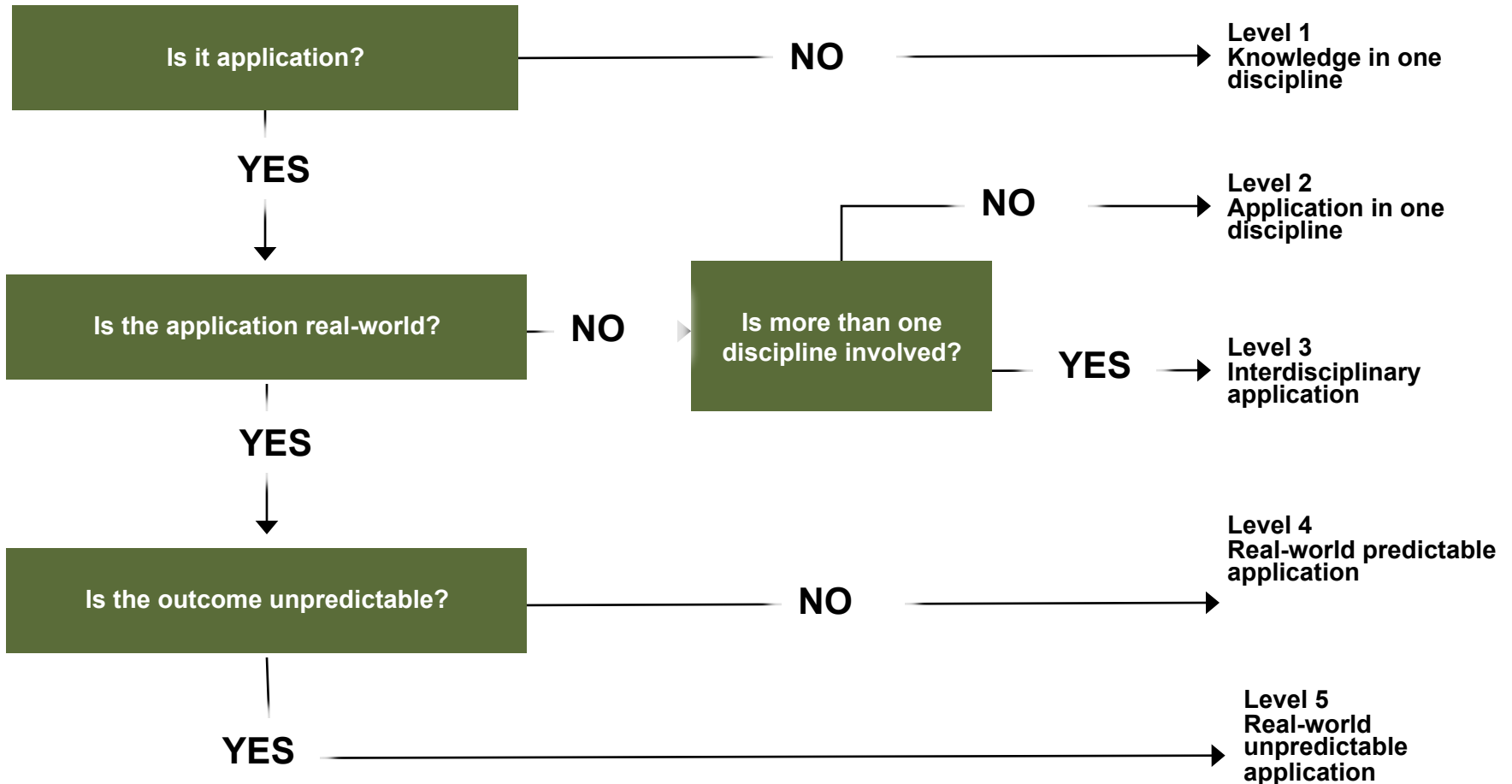
Apply in discipline

Apply across disciplines

Apply to real-world predictable situations

Apply to real-world unpredictable situations

# Application Model Decision Tree



# Meaningful Work

- Teacher knows the students and uses examples that reflect the student population
- Work is developmentally appropriate
- Tasks are real-world
- Connections to careers exist

# Student Work Products

Quadrant C		Quadrant D	
Abstract	Exhibit	Adaptation	Model
Annotation	Inventory	Blueprint	Newspaper
Blog	Investigation	Book	Play
Chart	Journal	Brochure	Poem
Classification	Outline	Debate	Song
Debate	Plan	Device	Trial
Essay	Report	Editorial	Video
Evaluation		Estimation	Website
		Game	Wiki
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		Lesson	
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Quiz		Interpretation	Survey
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**Making it Meaningful**



# Authentic Resources

- Multiple resources that reflect real world applications (careers)
- Range of cross-disciplinary tasks
- Tools include using digital, print, visual, auditory, video, text
- Real manipulatives used when possible

# Authentic Resources



# Technology Use by Quadrant

Quadrant C	Quadrant D
<ul style="list-style-type: none"> <li>• Programming</li> <li>• Editing</li> <li>• Monitoring</li> <li>• Testing</li> <li>• Hyperlinking</li> <li>• Validating resources</li> <li>• Media clipping/cropping</li> <li>• Photos/Video</li> <li>• Reverse engineering</li> <li>• Cracking</li> </ul>	<ul style="list-style-type: none"> <li>• Mashing-mixing/remixing</li> <li>• Broadcasting</li> <li>• Podcasting</li> <li>• Composing</li> <li>• Audio casting</li> <li>• Digital storytelling</li> <li>• Blog comments</li> <li>• Reviewing</li> <li>• Collaborating</li> <li>• Networking</li> <li>• Directing</li> <li>• Photo/video blogging</li> <li>• Animating</li> </ul>
Quadrant A	Quadrant B
<ul style="list-style-type: none"> <li>• Word doc</li> <li>• Bullets and lists</li> <li>• Internet searching</li> <li>• Highlight-selecting</li> <li>• Creating and naming folders</li> <li>• Using a mouse</li> <li>• Typing</li> <li>• Editing</li> <li>• Loading</li> </ul>	<ul style="list-style-type: none"> <li>• Google docs</li> <li>• Blogs</li> <li>• Posting – social media</li> <li>• Web authoring</li> <li>• Advanced searching</li> <li>• Tagging</li> <li>• Subscribing to RSS feed</li> <li>• Annotating</li> <li>• Replying – commenting</li> <li>• Social bookmarking</li> <li>• Texting</li> <li>• Sharing</li> <li>• Operating/running a program</li> <li>• Hacking</li> <li>• Uploading</li> </ul>

# Learning Connections

- Students connect the concepts and skills taught to examples from their lives
- Students can articulate and discuss the concepts and skills
- Students can explain how what they are learning is used in the real world.



# Learner Engagement

# Learner Engagement Indicators



**Active  
Participation**

**Learning  
Environment**

**Formative  
Assessment  
and Tools**

# Active Participation

- Students remain on-task and engaged throughout the lesson. All students are actively involved in routine as designed.
- Students lead their own progress through learning new content, working productively and collaboratively.
- Lesson provides multiple strategies designed to maximize student engagement, achieving a strong balance of direct instruction and student engagement through application.

# Learning Environment

- Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.
- Students consistently demonstrate respect for peers, teacher, and the learning environment.
- Clear classroom procedures and routines are visible and are consistently implemented.



# Formative Tools and Processes

- Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are achieving expected outcomes and are able to self-reflect and share responsibility for their learning.
- Students are regularly and strategically partnered or grouped based on data, and lesson content, process, and/or product is differentiated to support varying student needs.
- Results from formative processes and tools are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

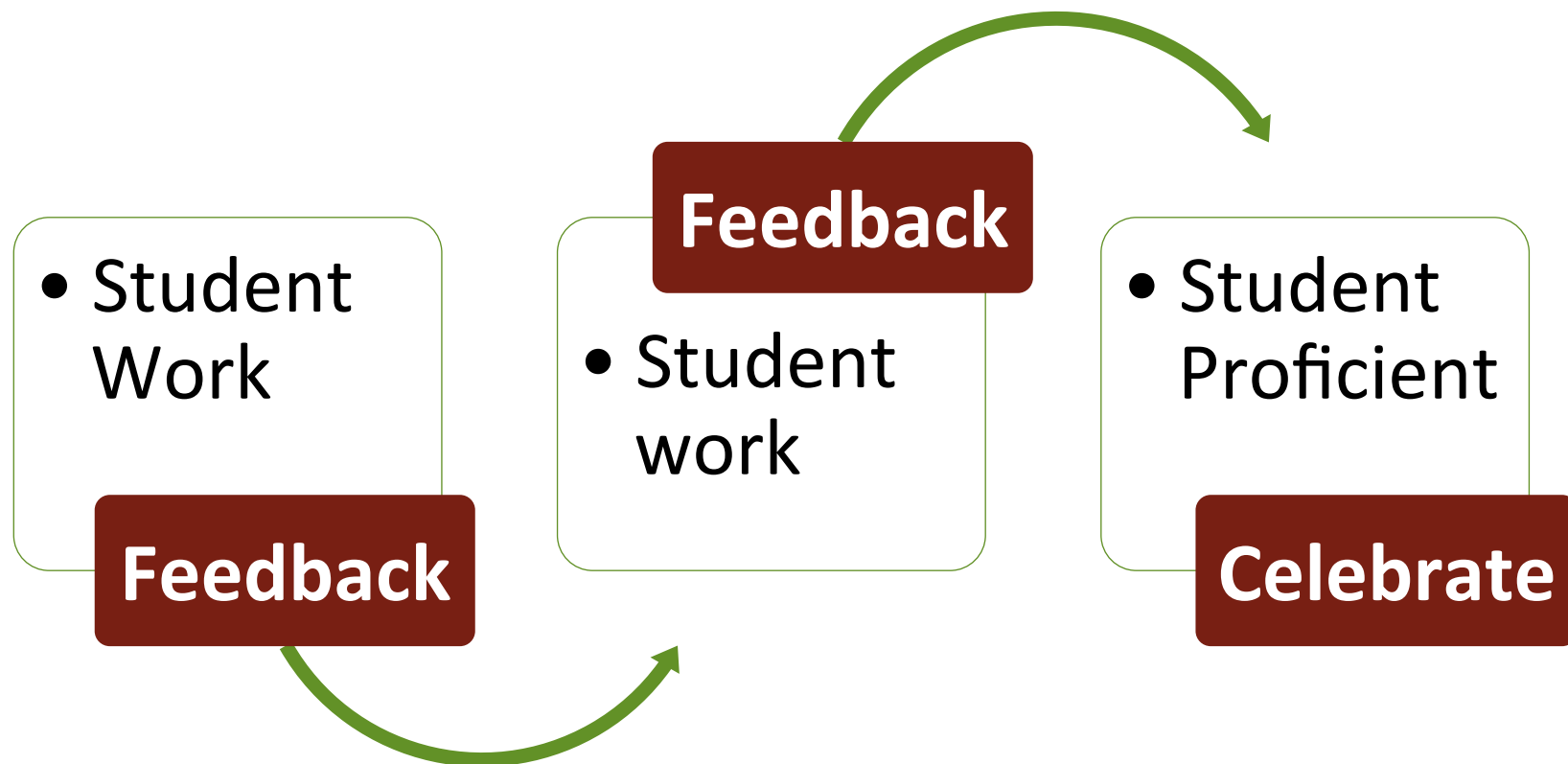
# Formative Tools and Processes

- Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are achieving expected outcomes and are able to self-reflect and share responsibility for their learning.

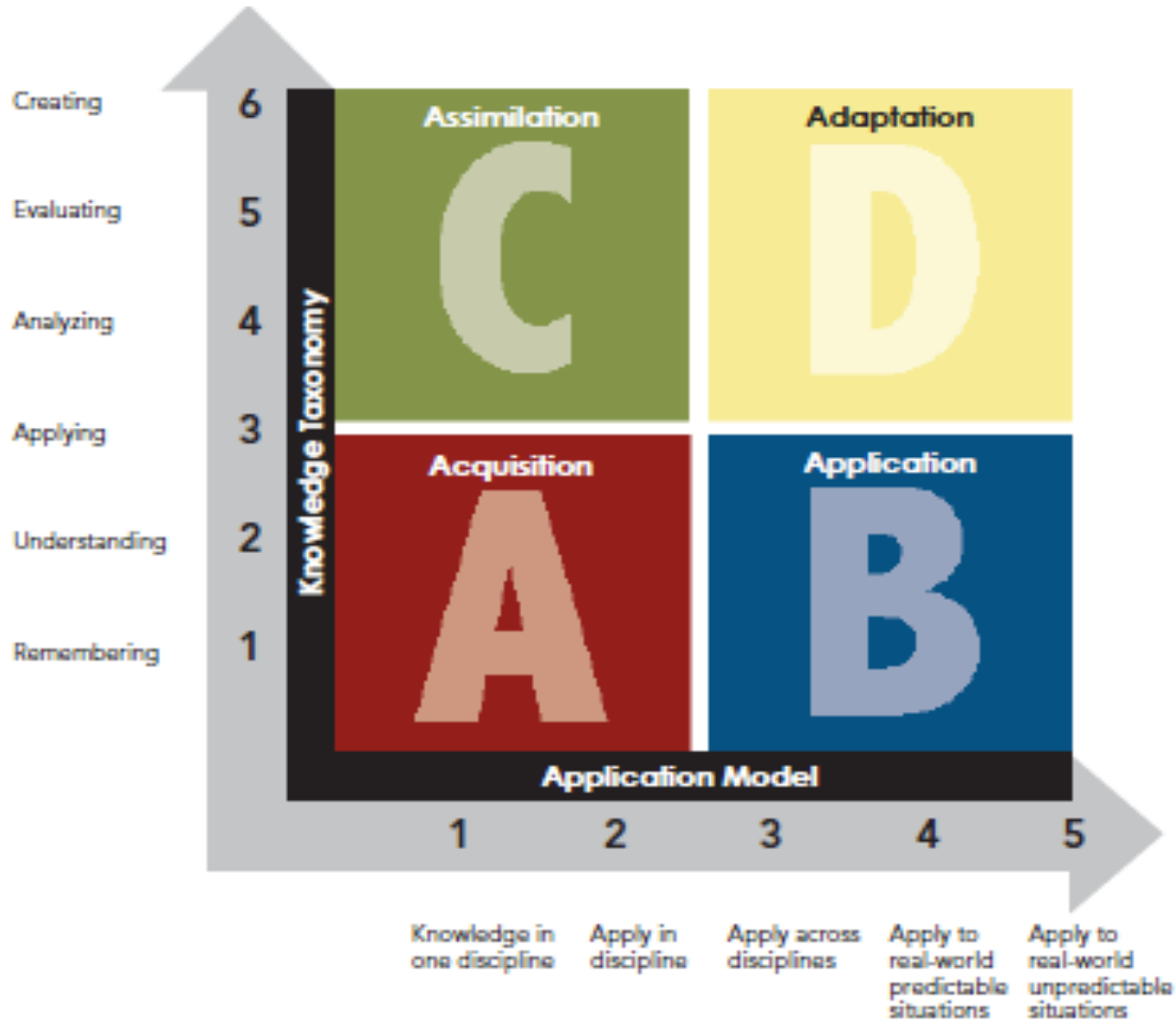
# Formative Assessment Strategies

- Pre-assessing students
- Sharing learning goals with students
- Co-creating classroom discourse & questioning
- Rich and challenging tasks elicit student response
- Identifying gaps

# Feedback



# Rigor/Relevance Framework<sup>®</sup>



# Action Plan

How will you implement what you learned in today's session?

Outcomes

Timeline



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# Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>
<b>High-Level Questioning</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and retell.</li> <li>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions that demonstrate a comprehension of content.</li> <li>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</li> </ul>	<ul style="list-style-type: none"> <li>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</li> <li>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively engage in developing rigorous questions to challenge the thinking of their peers.</li> <li>Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</li> </ul>
<b>Academic Discussion</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.</li> <li>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</li> </ul>	<ul style="list-style-type: none"> <li>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</li> <li>Students provide explanations or evidence of their thinking and respond to their peers' comments.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</li> <li>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&amp;A session regarding the major concepts studied.</li> <li>Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.</li> </ul>



# Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</li> <li>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.</li> <li>Student work requires application of knowledge learned during the lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.</li> <li>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</li> </ul>	<ul style="list-style-type: none"> <li>Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original.</li> <li>Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to demonstrate foundational understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.</li> </ul>
<b>Authentic Resources</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students mainly engage with one source of information for the lesson and/or unit.</li> <li>Students use one source to complete tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</li> <li>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.</li> <li>Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources.</li> <li>Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.</li> </ul>
<b>Learning Connections</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students seldom have the opportunity to engage in content that has explicit connection to real-world application.</li> <li>Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students occasionally engage in content that has explicit connection to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world applications.</li> <li>Students clearly articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students discover opportunities to apply content to their lives as well as real-world application.</li> <li>Students independently make thoughtful connections between content learned and real-world unpredictable situations.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.</li> </ul>

# Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.</li> <li>Lesson is teacher led and students progress through new learning with some challenges with productivity.</li> </ul>	<ul style="list-style-type: none"> <li>Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond.</li> <li>Lesson is led by the teacher, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task and proactively engaged throughout the lesson.</li> <li>Students take ownership of learning new content, actively seeking ways to improve their own performance.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.</li> </ul>
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions.</li> <li>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content.</li> <li>Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are visible, but are not consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Clear classroom learning procedures and routines are visible and are consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.</li> </ul>
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal.</li> <li>Students are partnered or grouped, but all students receive the same lesson content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</li> <li>Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations.</li> <li>Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.</li> <li>Assessment results indicate that students are exceeding expected outcomes.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>