

Rigor and Student Task

Elm Street School

Professional Development

March 28, 2017

Rigor – What is It and How Do I Evaluate It?

- **Essential Questions:**

- What is rigor?
- How do we observe and self-evaluate to increase rigor in our schools?

- **Objectives: You will be able to...**

- I will be able to develop a definition of rigorous instruction.
- I will be able to assess whether a lesson is rigorous based on observation, use of a rubric, and small/large group discussion.
- I will be able to give focused and specific feedback

Today's Learning Target (LT)

I can deepen my understanding of rigor and plan for effective observation and evaluation of rigor



Today's Success Criteria (SC)

To meet this Learning Target I need to be able to:

- ★ Identify a rigorous task
- ★ Determine the relevance of the task
- ★ Determine whether the rigor and/or relevance of the task can be increased
- ★ Plan effective feedback to increase rigorous instruction in my building

Observation & Feedback

Let's Calibrate!

- Video #1 Supporting Opinion Lesson
 - List Evidence of Rigor in Lesson

- Rigor Rubric

What Did You Notice?

- Turn and Talk –
 - Using your lists, divide evidence between teacher task and student task

- Sticky Note Activity –
 - Use blue sticky notes for Teacher Task
 - Use yellow sticky notes for Student Task
 - Place on appropriate chart

- Share out - Large Group

Another Lesson Observation

- Video #2:

<https://www.teachingchannel.org/videos/distance-time-graph-lesson-sbac>

What Did You Notice?

- Turn and Talk –
 - Using the rubric, how would you rate the level of rigor for this lesson?
 - How would you compare the level of rigor in this lesson to the level of rigor in the previous video's lesson?

- Share out - Large Group

Feedback

- Turn and Talk
 - What are the “Rigor” take-aways for this lesson
 - What was strong?
 - What was in need of improvement?
 - What recommendations do you have for elevating the rigor of this lesson?
- Share out - Large Group

CHALK TALK

Chalk Talk



A silent
discussion

- ★ What is rigor?
- ★ What are students doing in a rigorous classroom?
- ★ What are teachers doing in a rigorous classroom?

Rigor is...

- ★ Scaffolding **thinking**
- ★ Planning for **thinking**
- ★ Assessing **thinking** about content
- ★ Recognizing the level of **thinking** students demonstrate
- ★ Managing the teaching/learning level for the desired **thinking** level

Rigor is not...

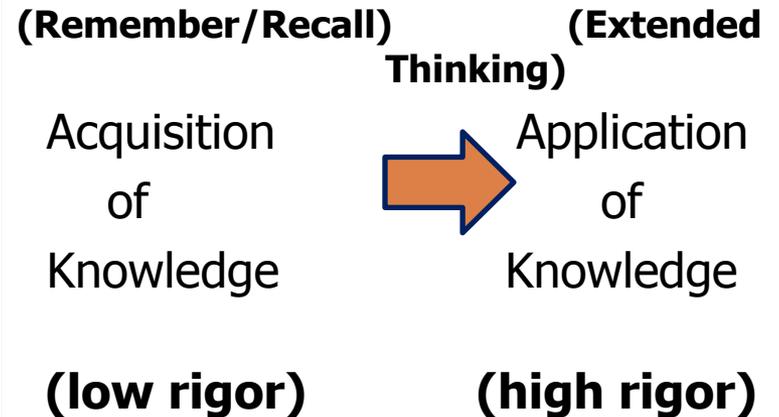
- ★ More or harder worksheets
- ★ AP or honors courses
- ★ The higher level book in reading
- ★ More work
- ★ More homework
- ★ Resources or programs
- ★ Only for the high students

Rigor/Relevance Framework

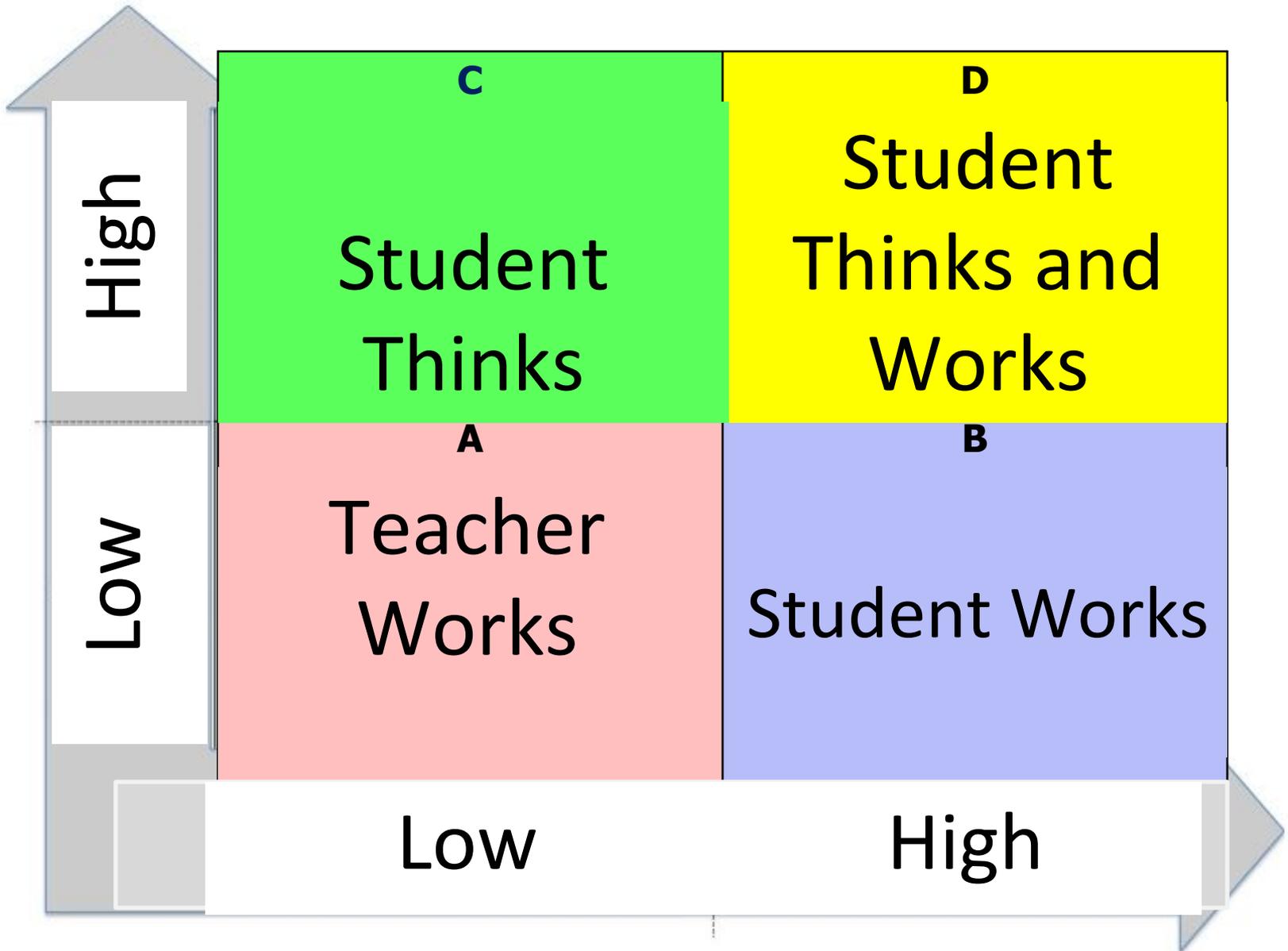
The Application Model has five levels of action:

- Webb's (DOK)***
- (Recall) 1. Knowledge of one discipline
 - (Skills & Concepts) 2. Apply in discipline
 3. Apply across discipline
 - (Strategic Thinking) 4. Apply to real-world predictable situations
 - (Extended Thinking) 5. Apply to real-world unpredictable situations

Action Continuum



* DOK = Depth of Knowledge



C**Student Thinks**

- Knowing how the U.S. political system works
- Analyzing the benefits and challenges of the cultural diversity of this nation versus other nations

D**Student Thinks & Works**

- Accessing information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace

A**Teacher Works**

- Knowing the world is round
- Shakespeare wrote *Hamlet*
- *Recall definitions*

B**Student Works**

- Knowing how to use math skills to make purchases and count change
- Follow written directions

Rigor and Student Engagement Through Questioning

Quadrant C

Ask questions to summarize, analyze, organize, or evaluate

- 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?
- How can you distinguish between ____?
- What is a better solution to ____?
- How would you defend your position about ____?
- What changes to ____ would you recommend?
- What evidence can you offer?
- How do you know?
- Which ones do you think belong together?
- What is the author's purpose?

Quadrant D

Ask questions to predict, design, create

- How would you design a ____ to ____?
- How would you compose a song about ____?
- How would you rewrite the ending of the story?
- What would be different today, if that event occurred?
- Can you see a possible solution to ____?
- How could you teach that to others?
- Which resources would you use to deal with ____?
- How would you devise your own way to deal with ____?
- What new and unusual uses would you create for ____?
- Can you develop a proposal which would ____?
- How would you do it differently?

Quadrant A

Ask questions to recall facts, make observations or demonstrate understanding

- What is/are ____?
- What did you observe ____?
- What else can you tell me ____?
- What does it mean ____?
- Where did you find that ____?
- Who is/was ____?
- In what ways ____?
- How would you define that in your own terms?
- What did/do you notice about this ____?
- What did/do you feel/see/her/smell ____?
- What do you remember about ____?

Quadrant B

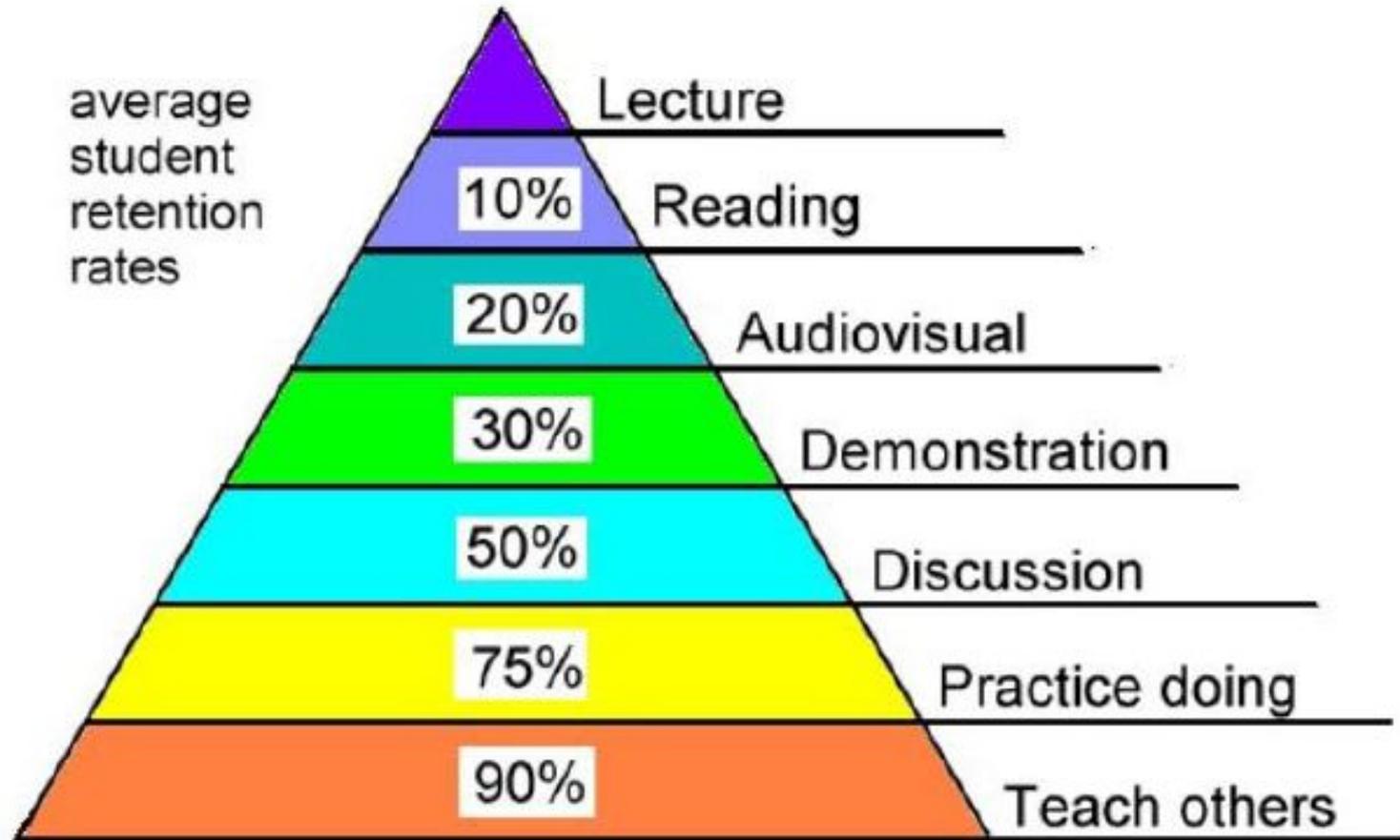
Ask questions to apply or relate

- How would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- What observations relate ____?
- Where would you locate that information?
- Calculate that for ____?
- How would you illustrate that?
- Who could you interview?
- How would you collect that data?
- How do you know it works?
- Can you apply what you know to this real world problem?
- How do you make sure it is done correctly?

Rigor & Academic Discourse

- ★ Researcher Mike Schmoker calls good academic discourse "argumentative literacy—the soul of education." As such, academic discourse is critical to rigor. When students can discuss what they read, think critically, and defend their positions, teachers get a clear picture of how well students understand and apply the knowledge. In addition, students cement their learning by articulating it and having a dialogue with their peers about their ideas.

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

In General, Instruction is Rigorous if it Meets Three Criteria:

- ★ Students are challenged to process new information deeply
- ★ Students apply new concepts in several different contexts
- ★ Students have many opportunities to explain their understanding of new concepts and new information to other people (peers, teachers, etc.)

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Great inventors and leaders
are not born.
They are motivated and inspired
to do great things
by great teachers like you...
Thanks