

Rigor Rubric

The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful work	Beginning	Emerging	Developed	Well Developed
Student Learning	Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	Students demonstrate their comprehension by making a simple explanation of the concepts. They are starting to show connections between topics.	Students demonstrate their learning by analyzing the connections and applying concepts to show relevance to other situations.	Students demonstrate that they can apply their learning by designing/creating authentic work that can include cross-curricular projects/collaborative work.
Instructional Design	Students ask few questions on content focusing on basic recall/retell methods.	Students are given more than one way to show connections between topics. They have opportunities to show evidence of explaining, discussing, identifying, classifying, describing and translating.	Students are given the opportunity to produce something that would teach other students the concepts. Students can express their understanding through detailed writing using the appropriate genre (informational, narrative, argumentative.)	Learning tasks extend students' learning, inspiring them to pursue self-discovery. Engage students in real life projects that connect into what they are currently learning.
High-Level Questioning	Beginning	Emerging	Developed	Well Developed
Student Learning	Students have opportunities to create questions that focus on recalling and retelling information utilizing prior knowledge and background information. Tasks are basic memorization of ideas that can be shared with partners.	Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. Students respond to questions that demonstrate comprehension of content.	Students explain and justify their thinking when responding to questions that demonstrate analysis and synthesizing of information. In addition, they are able to independently generate their own higher level questions.	Students ask and respond to types of questions that can't be answered from a book, must be outside the box. Require students to engage in research & inquiry practices independently.

<p>Instructional Design</p>	<p>Lessons are predominantly teacher-led discussions, with limited student engagement.</p>	<p>Lesson includes peer-to-peer discussions as well as teacher led discussions.</p>	<p>Instruction includes mostly peer-to-peer discussions based on student generated questions teacher guidance facilitators monitored/directed by the teacher</p>	<p>Students are able to engage in tasks that are self-led at in-depth levels where they're guiding discussions, creating & responding to questions that deepen understanding. Collaborative study groups using a student facilitator.</p>
<p>Academic Discussion</p>	<p>Beginning</p>	<p>Emerging</p>	<p>Developed</p>	<p>Well Developed</p>
<p>Student Learning</p>	<p>Discussions driven by the instructor. Students learn basic vocabulary and academic language specific to use in discussion.</p>	<p>Through teacher-lead activities modeled by the teacher and small groups, students demonstrate understanding of academic language by properly using the language in meaningful discussions.</p>	<p>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of the content, using academic language to express their thinking.</p>	<p>Students drive discussion, consistently adding value to the dialogue with their peers and teacher. The lesson shifts to discourse rather than a Q&A session.</p>
<p>Instructional Design</p>	<p>Lesson bridges prior knowledge through a series of scaffolded questions creating a variety of opportunities to introduce new vocabulary, including listening, speaking, reading, and writing.</p>	<p>Lesson is structured through a variety of discussions through teacher-led and peer-to-peer activities. (i.e.: think-pair-share; standing table-talk; expert groups, etc.)</p>	<p>Teacher monitors the academic discussion, leading the students with questions at moving students to higher levels.</p>	<p>Lesson provides opportunities for students to synthesize and provide evidence of independent thinking.</p>