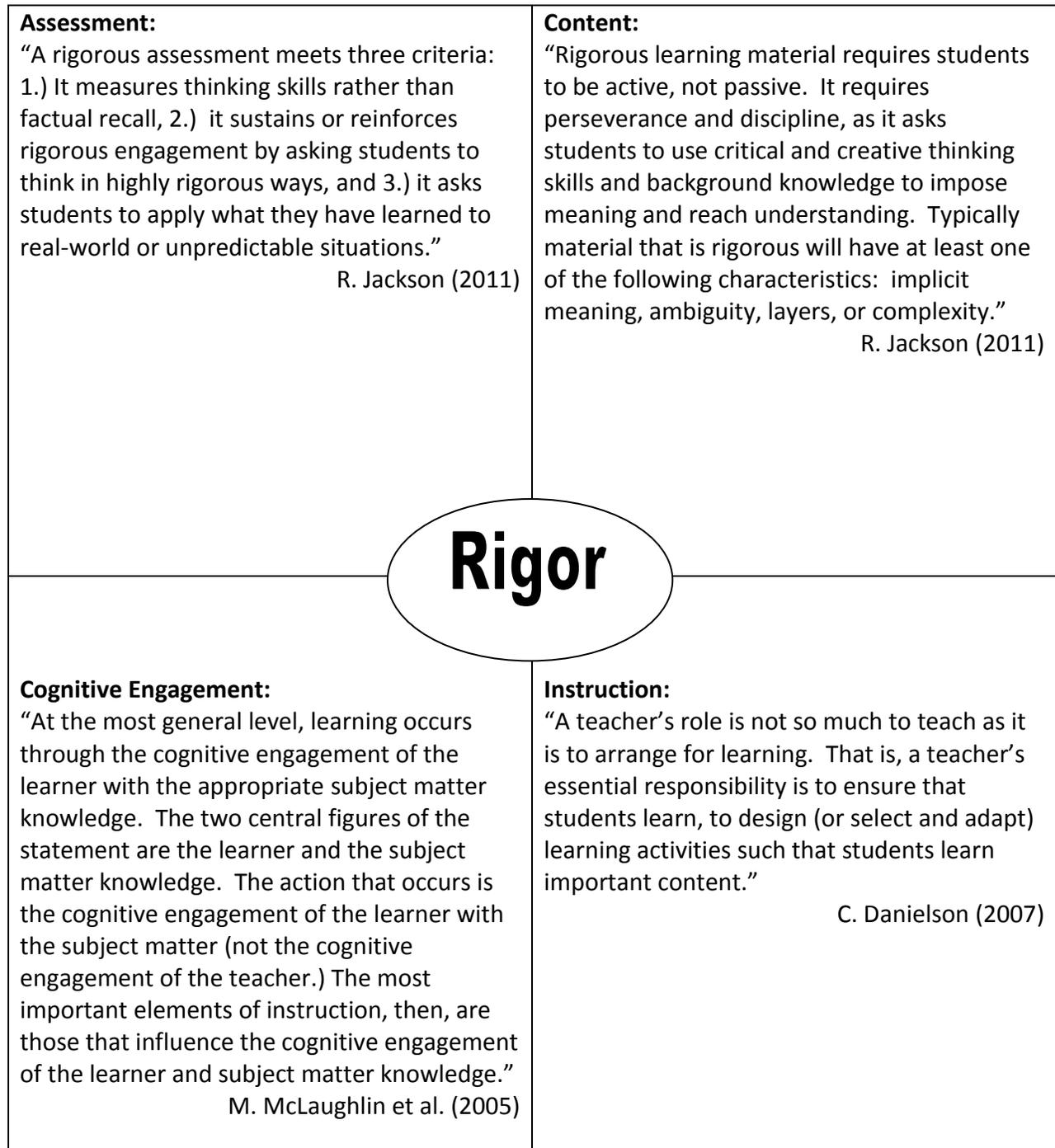


Thinking about Rigor:

Adapted from "Foursquare Notes" College Board, 2011.



Things to Look-for:

Instruction	
Exemplar	Non-Exemplar
Purpose statements are an active part of classroom dialogue.	Purpose statements are not an active part of classroom dialogue.
The teacher makes strategic adjustments to the lesson to provide additional support for students.	The teacher provides little or no differentiation in instruction to meet students' needs.
The teacher uses learning strategies as a way of facilitating understanding the content.	The teacher teaches strategies as the focus of the lesson.
The teacher's questions scaffold toward higher complexity with adequate wait time.	The teacher's questions are limited in range of complexity.
The teacher provides modeling, guided practice, and independent practice aligned to the expectations of assessments.	The teacher does not provide modeling and practice, or they are not aligned to the expectations of assessments.
Cognitive Engagement	
Exemplar	Non-Exemplar
Students actively draw upon prior knowledge and use that knowledge to connect with lesson goals.	Students are provided with opportunities to draw upon prior knowledge and use that knowledge to connect with lesson goals.
Students know when, why and how to use content strategies, free of teacher support when appropriate.	Students show no evidence of using content strategies.
Student activities move strategically through multiple levels of cognition.	Student activities remain at limited levels of cognition or do not explicitly include processes to move through multiple levels.
Students understand expectations for individual accountability within collaborative activities.	Students do not have explicit individual roles and responsibilities in collaborative activities.
Content	
Exemplar	Non-Exemplar
Essential questions are an explicit part of unit instruction, setting the context for learning.	Essential questions are not an explicit part of unit instruction.
Lessons are taught in a way that requires students to use critical and creative thinking.	Lessons are not taught in a way that requires students to use critical and creative thinking.
Exemplars of student work are displayed and are frequently rotated.	Exemplars of student work are not displayed and not are frequently rotated.
Academic vocabulary is consistently used in students' written and oral responses.	Academic vocabulary is not consistently used within the classroom or in students' written work.
Assessment	
Exemplar	Non-Exemplar
Students understand the criteria and expectations by which their work will be evaluated.	Students are unable to explain the criteria and expectations by which their work will be evaluated.
Students understand the purpose of the lesson and its connection to the embedded assessment	Students are unable to explain the purpose of the lesson and its connection to the embedded assessment. The assessment is not embedded within the lesson.
The teacher consistently checks for understanding, using multiple types of formative assessments.	The does not teacher check for understanding, using formative assessments and relies only on summative assessments to measure student learning.
The teacher uses data from assessments to inform instruction.	The teacher does not explicitly change instruction based on data from assessments.