

Creating Quality Assignments: Rigor/Relevance Framework

Participant's Workbook

SREB | Southern Regional
Education Board





**West Virginia Board of Education
2019-2020**

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Goals

- » Understand the Rigor/Relevance Framework
- » Use the Rigor/Relevance Framework to sort tasks.
- » Revise tasks to shift the quadrant

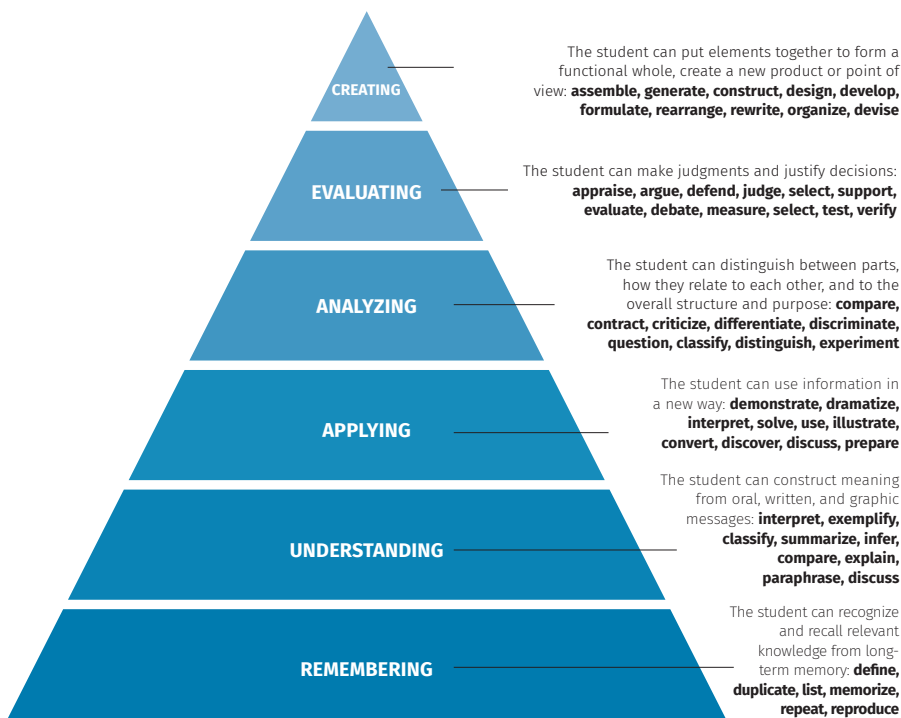
Agenda

<i>Focus</i>	<i>Agenda Items</i>
Launch	<ul style="list-style-type: none">» Welcome» Goals» Agenda» Anticipation Guide
Explore	<ul style="list-style-type: none">» Knowledge Taxonomy» Application Model» Rigor/Relevance Framework» Quadrant Specific Verbs» Task Activity
Summarize	<ul style="list-style-type: none">» Reflection

Anticipation Guide-from Traditional to Transformative

From a Traditional Approach	To a Transformative Approach
"Deliver" instruction	
Teacher-centered	
Classroom learning	
Standardized approach	
Learn to do	
Content-focused	
Looking for the right answer	
Teaching segmented curriculum	
Passive learning opportunities	

Knowledge Taxonomy



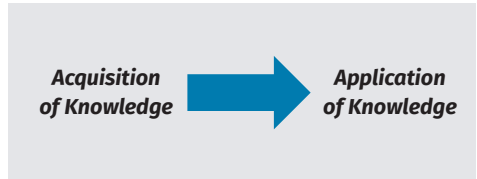
What might a math question/task/lesson look like in each category?

Creating	
Evaluating	
Analyzing	
Applying	
Understanding	
Remembering	

The Application Model

The second continuum, created by Dr. Bill Daggett, founder and chairman of the International Center for Leadership in Education, is known as the Application Model, which describes putting knowledge to use. The five levels of this continuum are:

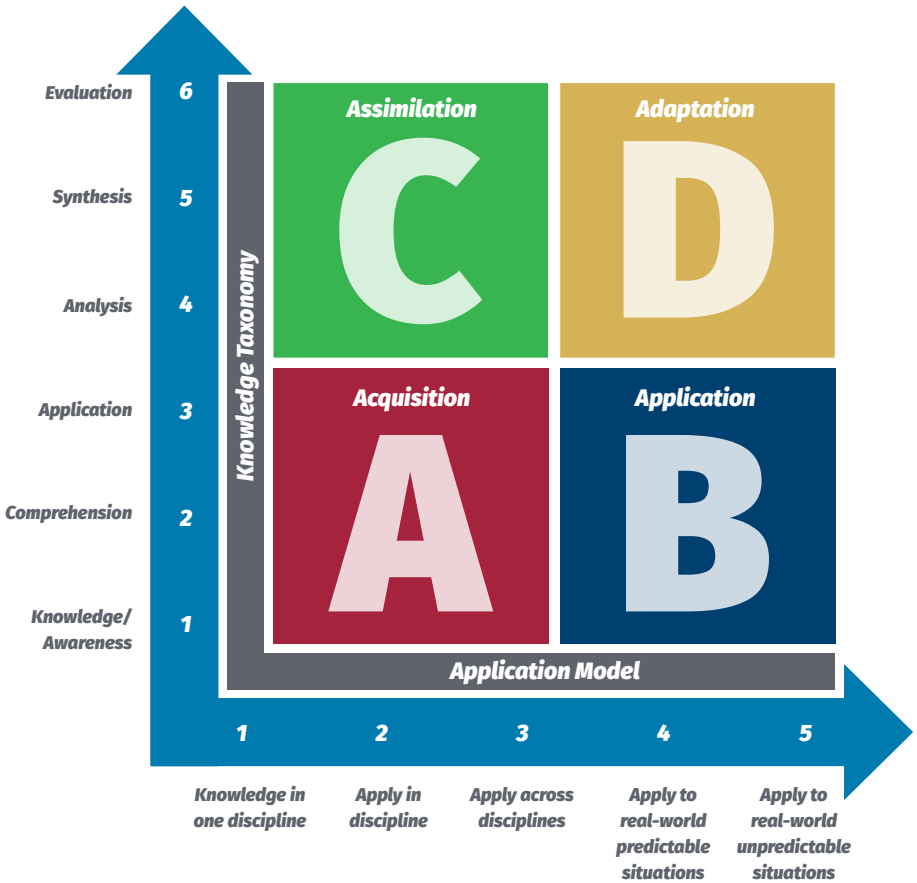
1. Knowledge in one discipline
2. Apply in discipline
3. Apply across disciplines
4. Apply to real-world predictable situations
5. Apply to real-world unpredictable situations



In which category did much of your math instruction when you were in school fall?

What are some ways your instruction has shifted from acquisition of knowledge to application of knowledge over the past couple years?

Rigor/Relevance Framework



Characteristics of Student Performance

A	B	C	D
<p>Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.</p>	<p>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.</p>	<p>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.</p>	<p>Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexity unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</p>

Assignment from each quadrant			

Verb List By Quadrant

Quadrant A	Quadrant B	Quadrant C	Quadrant D
Calculate	Adjust	Analyze	Adapt
Choose	Apply	Categorize	Argue
Count	Build	Cite	Compose
Define	Collect	Classify	Conclude
Describe	Construct	Compare	Create
Find	Demonstrate	Conclude	Design
Identify	Display	Contrast	Develop
Label	Dramatize	Debate	Discover
List	Draw	Defend	Explore
Locate	Fix	Diagram	Formulate
Match	Follow	Differentiate	Invent
Memorize	Illustrate	Discriminate	Modify
Name	Interpret	Evaluate	Plan
Point to	Look up	Examine	Predict
Recall	Maintain	Explain	Prioritize
Recite	Make	Express	Propose
Record	Measure	Generate	Rate
Say	Model	Infer	Recommend
Select	Operate	Judge	Revise
Spell	Play	Justify	Teach
View	Practice	Prove	
	Produce	Research	
	Relate	Study	
	Role-play	Summarize	
	Sequence		
	Show		
	Solve		

Reflection

***Something
I learned
squared with
my beliefs***

***A question
going around
in my head***

***3 points
I will
remember***



W. Clayton Burch
West Virginia Superintendent of Schools