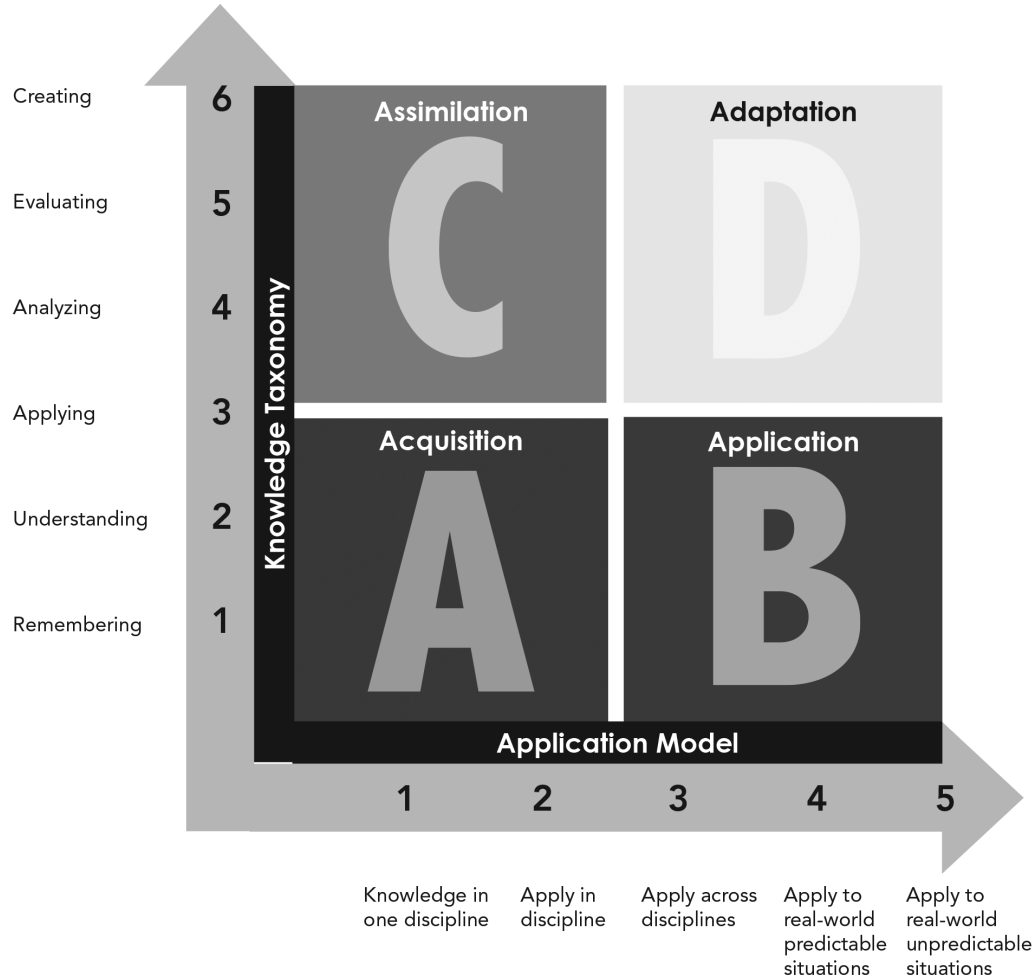


## The Rigor/Relevance Framework

The Rigor/Relevance Framework has four quadrants. Each of these four quadrants can be labeled with a term that characterizes learning or student performance.



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## Characteristics of Student Performance

The following chart describes characteristics of student performance for each of the four quadrants of the Rigor/Relevance Framework.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	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.	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.	Students think in complex ways and can apply their knowledge and skills. Even when confronted with perplexing unknowns, students can create solutions and take action that further develops their skills and knowledge.

For more information, see *Using Rigor and Relevance to Create Effective Instruction*.

# Verb List by Quadrant

Use the Verb List by Quadrant to define the level of rigor. You can use this list to either create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction, or assessment.

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	Interview	Examine	Predict
Recall	Look up	Explain	Prioritize
Recite	Maintain	Express	Propose
Record	Make	Generate	Rate
Say	Measure	Infer	Recommend
Select	Model	Judge	Revise
Spell	Operate	Justify	Teach
View	Play	Prove	
	Practice	Research	
	Produce	Study	
	Relate	Summarize	
	Role-play		
	Sequence		
	Show		
	Solve		

# Instructional Strategies and the Rigor/Relevance Framework

The strategies below are rated for their appropriateness to each quadrant.

Strategy	Quadrant A Acquisition	Quadrant B Application	Quadrant C Assimilation	Quadrant D Adaptation
Analogies	★ ★	★ ★	★ ★ ★	★ ★ ★
Analyzing Video Stimulus	★ ★	★ ★ ★	★ ★	★ ★
Brainstorming	★ ★	★	★ ★ ★	★ ★ ★
Compare and Contrast	★ ★	★	★ ★ ★	★ ★
Cooperative Learning	★ ★	★ ★ ★	★ ★	★ ★ ★
Crafting an Argument	★ ★	★ ★	★ ★ ★	★ ★ ★
Demonstration	★	★ ★ ★	★	★ ★
Feedback and Reflection	★ ★	★ ★	★ ★ ★	★ ★ ★
Guided Practice	★ ★ ★	★ ★	★ ★	★
Inquiry	★	★ ★	★ ★ ★	★ ★ ★
Learning Centers	★ ★ ★	★ ★ ★	★ ★	★ ★
Lecture	★ ★ ★	★	★ ★	★
Manipulatives and Models	★ ★ ★	★ ★ ★	★ ★ ★	★ ★
Memorization	★ ★ ★	★ ★	★ ★	★
Note Taking/Graphic	★ ★	★ ★	★ ★	★ ★
Physical Movement	★ ★	★ ★ ★	★ ★	★ ★
Pinwheel Discussion	★ ★	★ ★	★ ★ ★	★ ★ ★
Problem-Based Learning	★ ★	★ ★ ★	★ ★	★ ★ ★
Semantic Feature Analysis	★ ★	★ ★	★ ★ ★	★ ★ ★
Simulation/Role Playing	★ ★	★ ★ ★	★ ★	★ ★ ★
Socratic Seminar	★	★	★ ★ ★	★ ★ ★
Storytelling	★ ★	★ ★ ★	★ ★ ★	★ ★ ★
Summarizing	★ ★	★ ★	★ ★ ★	★ ★
Teaching Others	★ ★	★ ★ ★	★ ★	★ ★ ★
Using Writing Frames	★ ★ ★	★ ★ ★	★ ★	★ ★

**Key**   ★ Less than ideal   ★ ★ Suitable   ★ ★ ★ Ideal

# 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	★★★★	★★★★	★★	★★
Socratic Seminar	★	★	★★★★	★★★★
Think (Write)-Pair-Share	★★★★	★★★★	★★	★★
Thumbs Up/Thumbs Down	★★★★	★★★★	★	★
Turn and Talk	★★★★	★★★★	★★	★★
Using Response Frames	★★★★	★★★★	★★	★★
Write and Reveal	★★★★	★★★★	★★	★★

**Key** ★ Less than ideal    ★ ★ Suitable    ★ ★ ★ Ideal

# Student Work Products by Quadrant

Reflecting on the student work through the products created as a result of 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

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

### Quadrant D

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

### Quadrant A

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

### Quadrant B

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

# 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><b>Ask questions to summarize, analyze, organize, or evaluate:</b></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> <li>• What changes to _____ would you recommend?</li> <li>• What evidence from the resources support your thinking?</li> <li>• Where in the text is that explicit?</li> <li>• Which ones do you think belong together?</li> <li>• What things/events lead up to _____ ?</li> <li>• What is the author's purpose?</li> </ul>	<p><b>D</b></p> <p><b>Ask questions to predict, design, or create:</b></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 for _____ ?</li> <li>• Can you develop a proposal that would _____ ?</li> <li>• How would you have handled _____ ?</li> <li>• How would you do it differently?</li> <li>• How does the text support your argument?</li> <li>• Can you describe your reasoning?</li> </ul>
<p><b>A</b></p> <p><b>Ask questions to recall facts, make observations, or demonstrate understanding:</b></p> <ul style="list-style-type: none"> <li>• What is/are _____ ?</li> <li>• How many _____ ?</li> <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> <p><b>Ask questions to apply or relate:</b></p> <ul style="list-style-type: none"> <li>• How would you do that?</li> <li>• Where will you use that knowledge?</li> <li>• How does that relate to your experience?</li> <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>

# Technology Use by Quadrant

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

## Quadrant C

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Editing</li> <li>• Hyperlinking</li> <li>• Media Clipping/<br/>Cropping</li> <li>• Monitoring</li> <li>• Photos/Video</li> <li>• Programming</li> </ul> | <ul style="list-style-type: none"> <li>• Reverse Engineering</li> <li>• Software Cracking</li> <li>• Testing</li> <li>• Validating Resources</li> </ul> |
|--|---|

## Quadrant D

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Animating</li> <li>• Audio Casting</li> <li>• Blog Comments</li> <li>• Broadcasting</li> <li>• Collaborating</li> <li>• Composing</li> <li>• Digital Storytelling</li> <li>• Directing</li> </ul> | <ul style="list-style-type: none"> <li>• Mashing–<br/>Mixing/<br/>Remixing</li> <li>• Networking</li> <li>• Photo/Video Blogging</li> <li>• Podcasting</li> <li>• Reviewing</li> </ul> |
|--|--|

## Quadrant A

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Bullets and Lists</li> <li>• Creating and Naming Folders</li> <li>• Editing</li> <li>• Highlight–<br/>Selecting</li> </ul> | <ul style="list-style-type: none"> <li>• Internet Searching</li> <li>• Loading</li> <li>• Typing</li> <li>• Using a Mouse</li> <li>• Word Doc</li> </ul> |
|---|--|

## Quadrant B

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Advanced Searching</li> <li>• Annotating</li> <li>• Blogs</li> <li>• Google Docs</li> <li>• Operating/<br/>Running a Program</li> <li>• Posting–<br/>Social Media</li> </ul> | <ul style="list-style-type: none"> <li>• Replying–<br/>Commenting</li> <li>• Sharing</li> <li>• Social Bookmarking</li> <li>• Subscribing to RSS Feed</li> <li>• Tagging</li> <li>• Texting</li> <li>• Uploading</li> <li>• Web Authoring</li> </ul> |
|---|--|