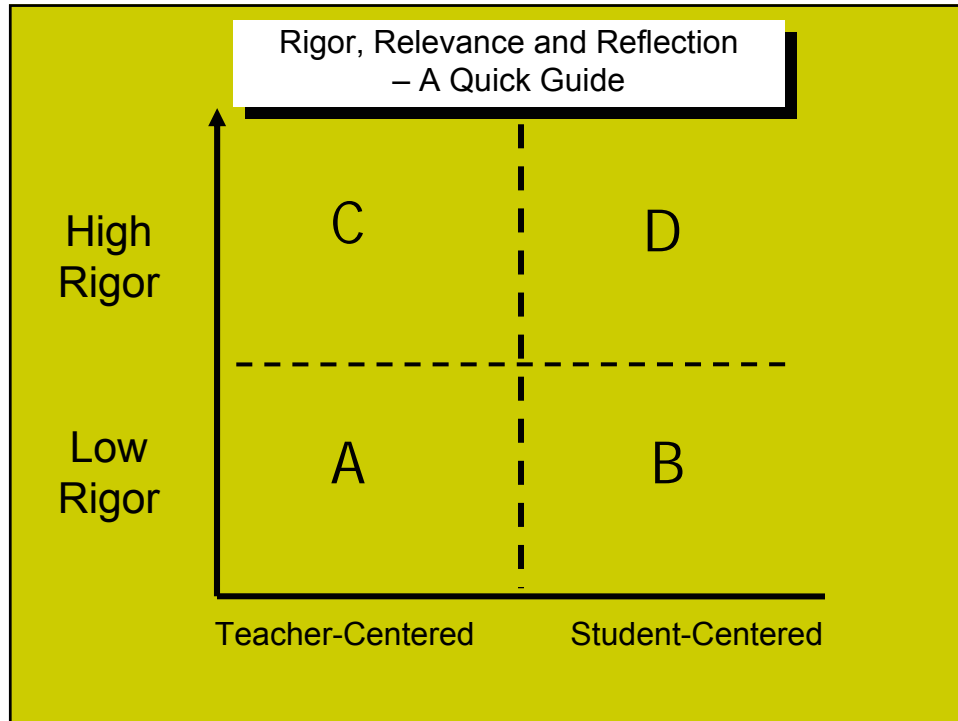


A Quick Guide to Rigor, Relevance and Reflection



Rigor: Bloom's taxonomy

Evaluation: appraise, defend, predict

Synthesis: compose, design, develop

Analysis: compare, contrast, categorize

----- Basic Skills -----

Application: demonstrate, illustrate, solve

Comprehension: describe, explain

Knowledge: memorize, name, recognize, recall

A Quick Guide to Rigor, Relevance and Reflection

Greater relevance for the student means:

1. I understand how this information or skill has some application in my life.
2. I have an opportunity to construct my own understanding rather than just learn “the facts.”
3. In addition to learning content and skills, I am thinking about how I learn.

Connect students
with their learning

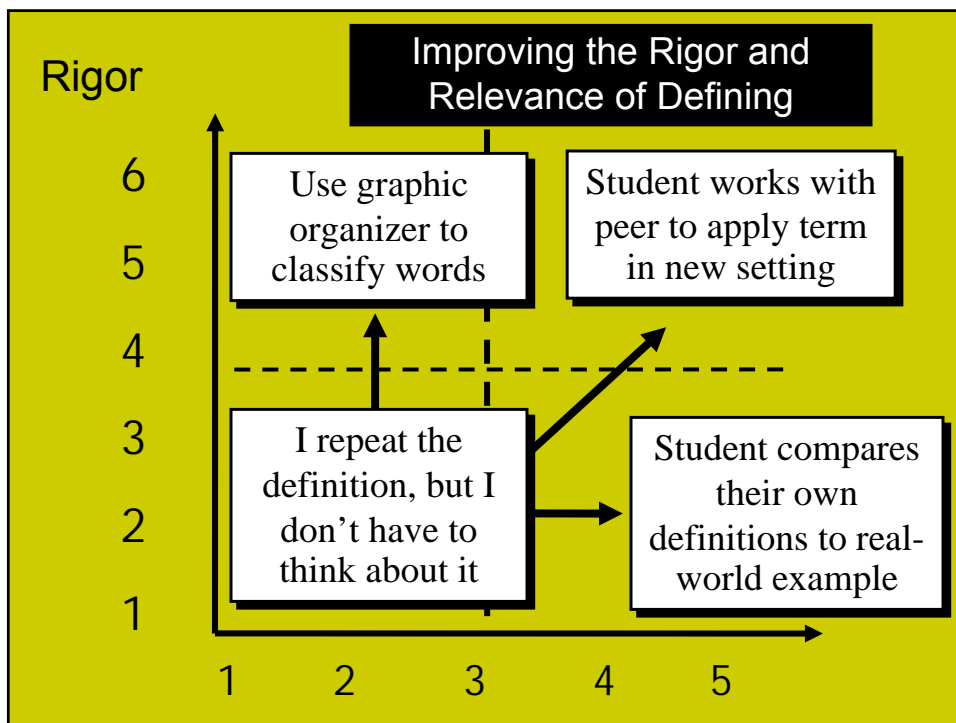
1. **What am I learning** today?
2. **Why** am I learning it?
3. **How can I use** this knowledge and these skills to make a difference in my life?
4. **How** can I **work** with teachers and other students to **improve my learning**?
5. **How** am I **progressing** as a learner?



A Quick Guide to Rigor, Relevance and Reflection

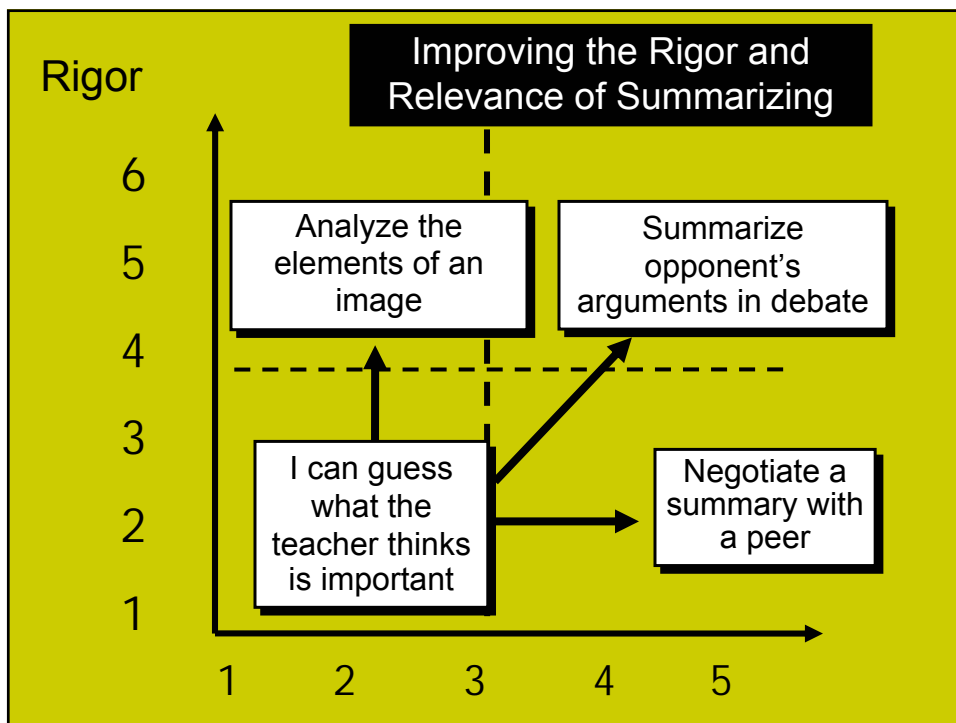
Strategies for teaching defining skills

1. Connect new vocabulary with prior knowledge
 - What students think they know
 - Brainstorm their own explanations of terms
2. Give students a chance to more deeply process vocabulary to internalize meaning
 - Create their own non-linguistic models of terms
 - Activities that explore, restate, discuss terms with peers



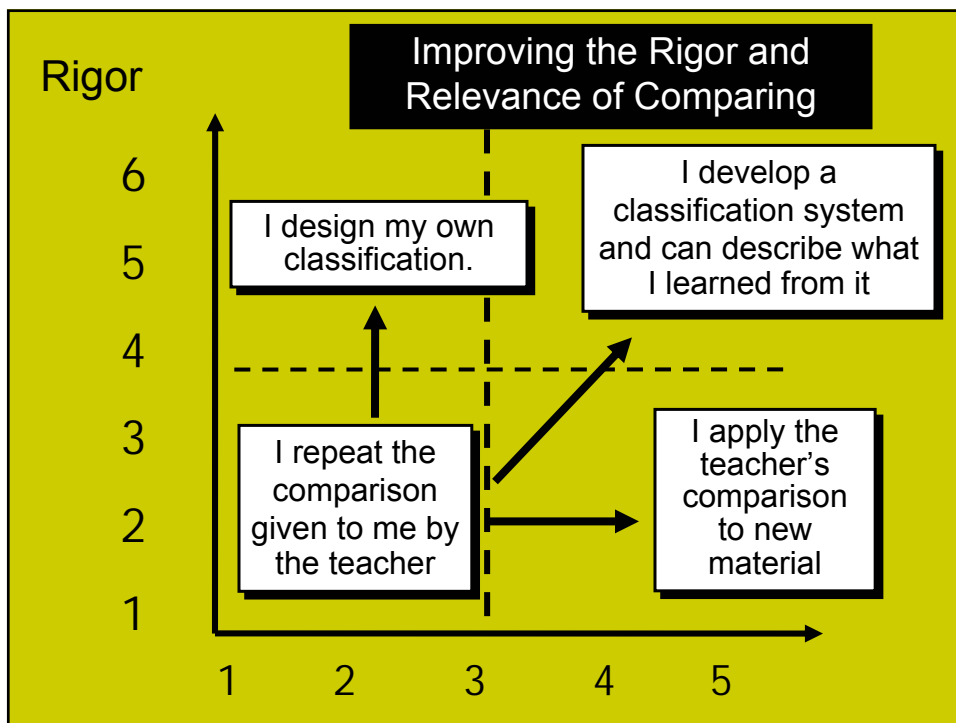
Strategies for teaching summarizing skills

1. Introduce material to be summarized – its structure and what students should expect to learn from it.
2. Allow students to make their own judgements about what is important. (Instead of simply asking them to repeat the details we've identified.)



Strategies for teaching comparing skills

1. Ask students to develop the comparison, not merely learn and repeat the comparison model that was presented to them.
2. Use the comparison as a catalyst for a deeper understanding of the material.



Student Reflection = Bloom's Evaluation

A student reflects and evaluates:

1. I can judge if this information and these skills are appropriate to my goals.
2. I can appraise the merits of different strategies and problem solving approaches.
3. I evaluate my own progress as a learner.

Defining: a chance for reflection

1. How the term is **related to previous subject matter** they have learned
2. Identify **something from their personal life** associated with the term
3. How the term is **used in real-life situations**
4. How their **understanding** of the term **has evolved**

An essential part of this process is having the students explain their reflections.

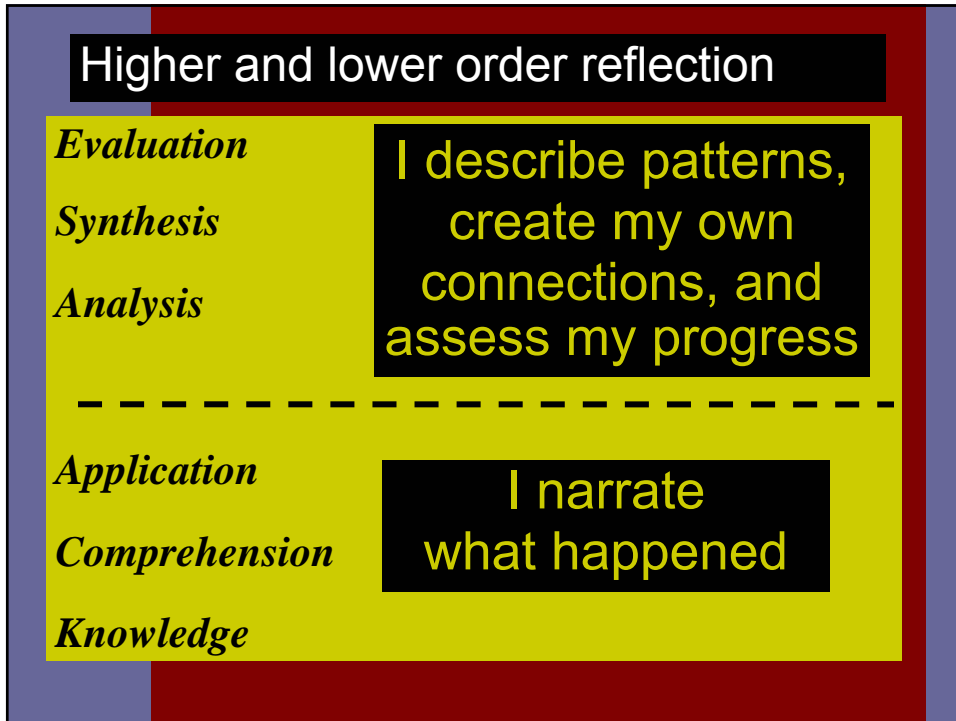
Summarizing: A chance for reflection

1. Did the summary convey the information **accurately and fairly**?
 - Are the ideas in the **right sequence**?
 - Are they too **narrow or broad**?
2. Did the summary **match audience / purpose**?
3. Did they use **my own words and style**?
4. What did **they learn** from the summarizing?

Comparing: a chance for reflection

1. What things did I compare?
2. How did I design the comparison?
3. In what ways was the comparison useful to me?
4. What did I learn from the comparison?

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Literacy in the 21st century will mean the ability to find information, decode it, critically evaluate it, organize it into personal digital libraries and find meaningful ways to share it with others. *David Warlick*

