

**FEAP 1a.- Aligns instruction with state-adopted standards at the appropriate level of rigor**

<b>Unsatisfactory</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exceptional</b>
<p>For their unit on China, the students acquired all of their information from the district-supplied textbook.<b>(D)</b></p>	<p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling.<b>(D)</b></p>	<p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school.<b>(D)</b></p>	<p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.<b>(D)</b></p>
<p>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.<b>(D)</b></p>	<p>After referring to the science standards, the teacher chooses books on various reading levels for students to use for their reports.</p>	<p>The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level.<b>(D)</b></p>	<p>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.<b>(D)</b></p>
<p>All the outcomes for a ninth-grade history class are factual knowledge.<b>(D)</b></p>	<p>There are a plethora of math games available for various skills.</p>	<p>The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.<b>(D)</b></p>	<p>The teacher’s unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.<b>(D)</b></p>
<p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.<b>(D)</b></p>	<p>There is a library of biographies for the students to choose from when they are asked to write a report.</p>	<p>The teacher has students use hand signals to respond to questions to monitor students’ level of understanding and assigns varying worksheets accordingly. <b>(M)</b></p>	<p>While completing their projects, the teacher’s students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.<b>(D)</b></p>
<p>Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.<b>(D)</b></p>	<p>Teacher uses choral responses to engage all students in the required lesson. <b>(M)</b></p>	<p>The teacher compares student work for the standard with examples of proficient student work when preparing to reteach the lesson.<b>(M)</b></p>	<p>After comparing the student work for the standard with examples of proficient student work, the teacher plans some enrichment activities for those students</p>
<p>Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.<b>(D)</b></p>	<p>The teacher reviews examples of proficient student work for the standard related to the lesson before planning.<b>(M)</b></p>	<p>Since Kelly already</p>	
<p>The students are handed a biography from the class library and are then asked to</p>			

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<p>write a report.</p>		<p>knows how to multiply, when the class is doing the multiplication practice, she is doing enrichment activities from a learning contract the teacher designed.</p> <p>The students log onto the math game site that is set to their current level of achievement.</p> <p>There are various biography books, videos, and on-line sites for the students to choose from when asked to write a report.</p>	<p>whose work parallels the examples. <b>(M)</b></p> <p>Since Kelly already knows how to multiply, when the class is doing the multiplication lessons, she is doing enrichment activities from a learning contract that she and the teacher designed.</p> <p>The students choose from a list of sites that have various games for their particular skill.</p> <p>The students are encouraged to seek out various biography books, videos, and on-line sites to choose from when asked to write a report.</p> <p>Teacher uses technology to keep track of students' responses and assigns groups accordingly. <b>(M)</b></p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

**Additional Resources for Evaluators:**

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*Numerous specific examples of teaching strategies that demonstrate academic rigor:*  
[http://www.caroltomlinson.com/2010SpringASCD/Rex\\_SAstrategies.pdf](http://www.caroltomlinson.com/2010SpringASCD/Rex_SAstrategies.pdf)

*Article describing how Academic Rigor may appear in the classroom:*  
<http://castingoutnines.wordpress.com/2008/12/19/what-does-academic-rigor-look-like/>

*Texts focused on academic rigor with the Common Core standards:*  
<http://www.routledge.com/eyeoneducation/>

*From California Dept. of Education. A comprehensive breakdown of rigor in the secondary classroom:*  
<http://pubs.cde.ca.gov/tcsii/ch1/chp1rigor.aspx>

*International Center for Leadership in Education- Rigor/Relevance Framework:*  
[http://www.leadered.com/pdf/academic\\_excellence.pdf](http://www.leadered.com/pdf/academic_excellence.pdf)