

Rigor and Relevance Framework

On the next two pages you will see the student learning outcomes and enabling objectives for this course plotted to the Rigor and Relevance Framework. The Rigor and Relevance Framework is a tool developed by the International Center for Leadership in Education. "The Framework is used to examine curriculum, instruction, and assessment." It is based on two dimensions – the six levels of Bloom's Taxonomy for the cognitive domain and an Application Model. At Baker we use the Revised Bloom's Taxonomy. The low end of the taxonomy, "Remembering" involves acquiring knowledge and being able to recall it. The high end of the taxonomy, "Creating" involves putting knowledge and content together to create something new.

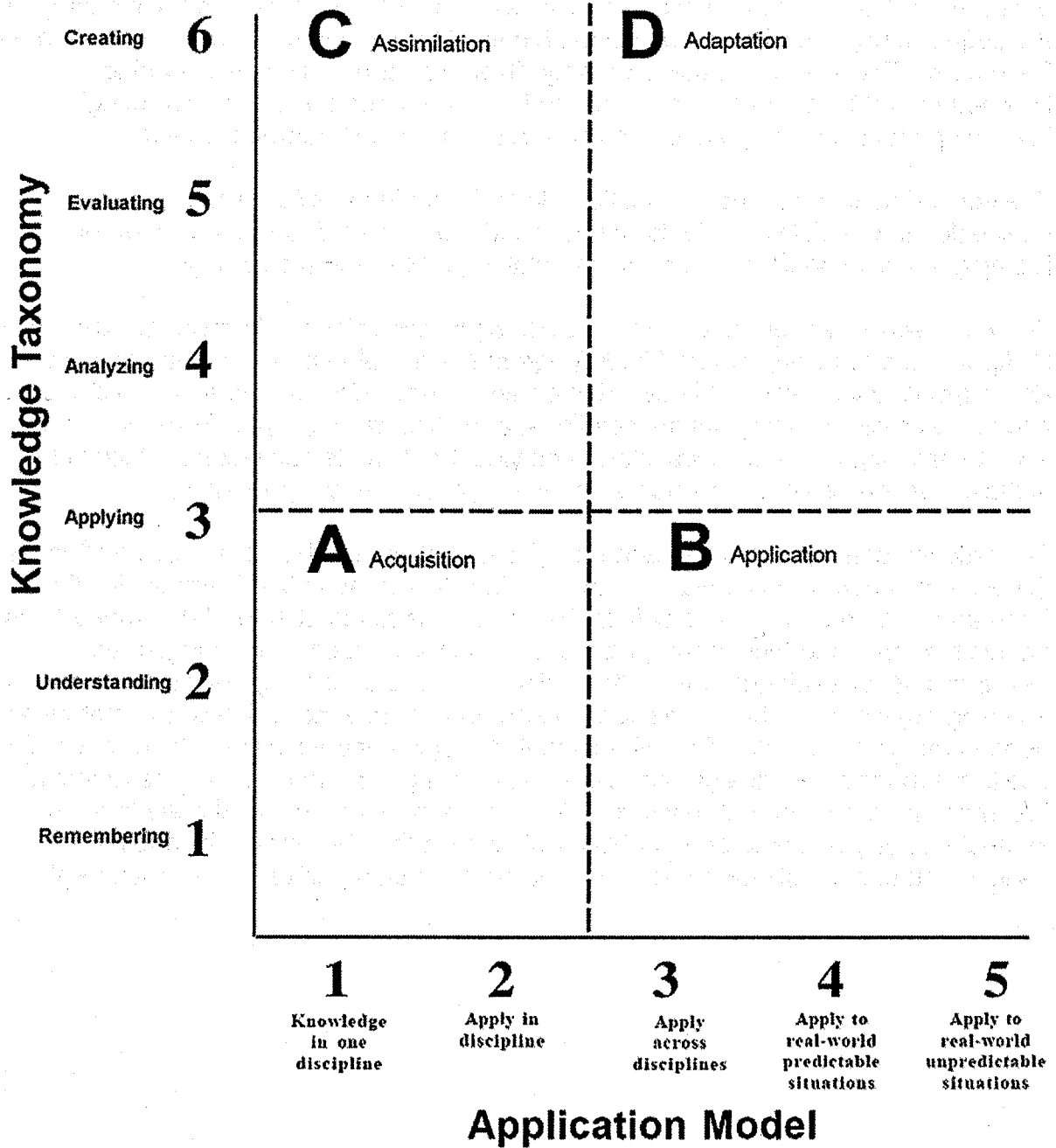
The second continuum, the Application Model is five levels of application from knowledge in one discipline to the highest and most desired form for transfer of learning, application to real word unpredictable problems and situations.

The Framework has four quadrants: **Quadrant A**, acquisition of knowledge, **Quadrant B**, Application or using acquired knowledge to solve problems and complete work, **Quadrant C**, assimilation of knowledge or using knowledge automatically to analyze and solve problems using unique solutions, and **Quadrant D**, apply knowledge and skills by thinking in complex ways and applying it to complex situations, which is the highest level on Bloom's Taxonomy and the highest level of application.

The student learning outcomes and enabling objectives for this course are plotted along the two continuums, which places each one in a quadrant on the Framework. The International Center for Leadership in Education has researched and determined based on this research, the most appropriate and effective instructional strategies and assessments for each quadrant. By plotting the student learning outcomes and enabling objectives to the Framework, we are able to use the research to determine the appropriate and most effective instructional strategies and assessments for each. We use this information to design assessments, learning experiences, and instructional resources for the course. You will find detailed information on this aligned to each student learning outcome and enabling objective in the Recommendations for Assessments, Instructional Strategies, and Assignments portion of this document.

The student learning outcomes plotted on the Rigor & Relevance Framework

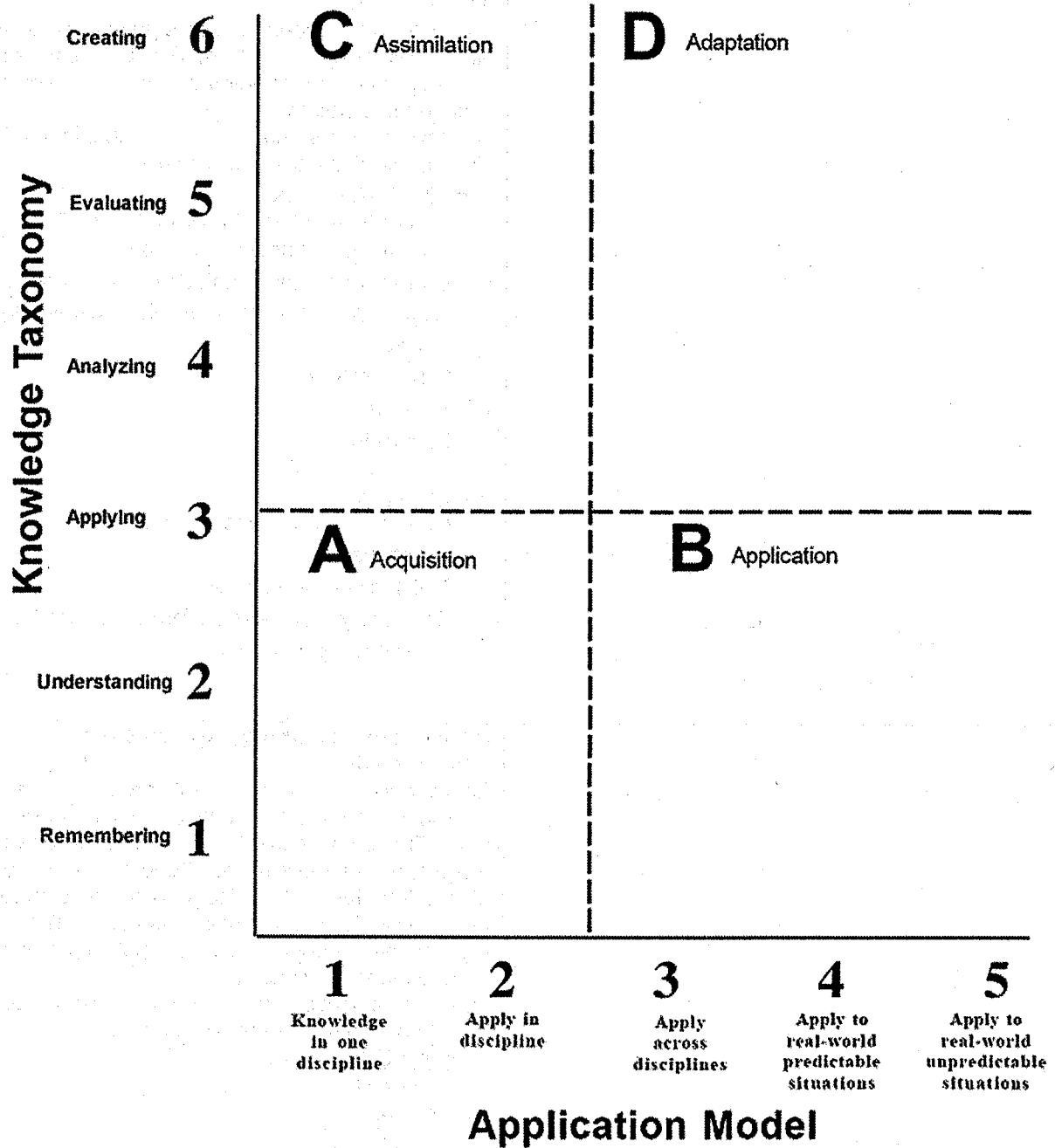
Rigor/Relevance Framework Worksheet



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The enabling objectives plotted on the Rigor & Relevance Framework

Rigor/Relevance Framework Worksheet



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Recommendations for Assessments, Instructional Strategies, and Assignments

Student Learning Outcomes and Enabling Objectives	Assessments, Instructional Strategies, Recommended Learning Experiences, and Media
	<p>A Quadrant – Learning Experiences and Assessments</p> <p>This quadrant is where students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.</p> <p>Low level Bloom's and low levels of application direct strategies – teacher centered</p> <p><u>Learning Experiences</u></p> <ul style="list-style-type: none"> • Lectures and resource materials to introduce students to the new information • Interactive games such as matching, drag and drop would assist students with the learning process • Guided practice • Reviews • Discussions <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Constructed responses (short answer questions) • Multiple choice questions • Secondary – process performance, product performance, reflection
	<p>B Quadrant – Learning Experiences and Assessments</p> <p>This quadrant is where students are able to use knowledge to solve problems or complete work or a task. The focus should be on research and real-world application methods. Students should be able to transfer the knowledge to contexts outside of the classroom to real-world situations. The highest level of application is to apply appropriate knowledge to new situations</p> <p>Low level Bloom's and high levels of application Direct and indirect strategies are used.</p> <p><u>Learning Experiences</u></p> <ul style="list-style-type: none"> • Research • Writing • Reflective discussions • Critical thinking logs • IRA's – Insights, resources, application • Cases • Scenarios • Solve problems

	<ul style="list-style-type: none"> • Complete work • Demonstrations <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Product performance where students produce something like a product of research or a project. • Process performance where students are assessed on how they achieved an answer or solution. • Secondary assessments – multiple choice, constructed responses
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	<p>C Quadrant – Learning Experiences and Assessments</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 unique solutions. This quadrant embraces higher levels of knowledge. Activities are often complex and require students to come up with solutions that lead to deeper understanding of concepts and knowledge. Higher level of Bloom's, low level of application. A blend of both direct and indirect strategies.</p> <p><u>Learning Experiences</u></p> <ul style="list-style-type: none"> • Compare and contrast • Inquiry • Research • Socratic seminar • Questioning • Writing • Case studies • Scenarios • Problem-based learning. <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Product performance where students produce something like a product of research or a project. • Extended responses where students answer open-ended questions and require a more detailed explanation than just a phrase or sentence. • Secondary assessments – process performance, constructed responses (short answer) and multiple choice <p>Assessments should challenge them to think</p>
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	deeply about the topics.
	<p>D Quadrant – Learning Experiences and Assessments</p> <p>This quadrant is where students are able to think in complex ways and apply their knowledge and skills. Students should be able to explain the why behind concepts in each area of the outcome. When confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</p> <p>High levels of Bloom's and high level of application A blend of direct and indirect strategies, but lends itself well to indirect</p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Real world – increased levels of transfer • Problem-based learning – ill-structured problems that they will be faced with in real-world situations • Research • High levels of application – theory to practice • Simulations • Role plays <p><u>Assessments</u></p> <p>Assessments should challenge them to think deeply about the topics. This quadrant requires them to take theories to practical application.</p> <ul style="list-style-type: none"> • Product performance - where students produce something like a product of research or a project • Process performance – students are assessed on how they came to their conclusion • Portfolios • Self reflection. • Secondary assessments – process performance and extended responses