

Rigor and Relevance in Curriculum/Instruction/Assessment Checklist

Instructional Activities

Quadrant A – Acquisition (Low Rigor/Low Relevance)

- Yes No use verbs synonymous with recall and understanding
- Yes No call for the explanation of knowledge or skill and not application
- Yes No focus is primarily on the teacher
- Yes No require all students to complete the same work, usually at same time and speed

Quadrant B – Application (Low Rigor/High Relevance)

- Yes No use verbs synonymous with recall, understanding, or application
- Yes No call for the application of knowledge to real-world problems
- Yes No allow students to work at independent speed
- Yes No require all students to complete the same work

Quadrant C – Assimilation (High Rigor/Low Relevance)

- Yes No use verbs synonymous with analysis, synthesis, or evaluation
- Yes No call for explanation of knowledge or skill, but not real-world application
- Yes No focus primarily on the student
- Yes No require original student work

Quadrant D – Adaptation (High Rigor/High Relevance)

- Yes No use verbs synonymous with analysis, synthesis, or evaluation
- Yes No call for the application of knowledge to real-world problems
- Yes No require original student work
- Yes No are complex tasks requiring students to work independently of the teacher