

RIGOROUS INSTRUCTION VS. RELEVANT INSTRUCTION CARDS

Instruction encourages effective communication and critical thinking	Knowledge and skills apply to context	Instruction addresses questions and issues faced by individuals in the field of study
Instruction accesses prior knowledge	Instructional lessons are grounded in real-world contexts	Students engage in collaborative work that encourages investigation

Instruction encourages effective communication and critical thinking	Knowledge and skills apply to context	Instruction addresses questions and issues faced by individuals in the field of study
Instruction accesses prior knowledge	Instructional lessons are grounded in real-world contexts	Students engage in collaborative work that encourages investigation

Instruction encourages effective communication and critical thinking	Knowledge and skills apply to context	Instruction addresses questions and issues faced by individuals in the field of study
Instruction accesses prior knowledge	Instructional lessons are grounded in real-world contexts	Students engage in collaborative work that encourages investigation

Instruction encourages effective communication and critical thinking	Knowledge and skills apply to context	Instruction addresses questions and issues faced by individuals in the field of study
Instruction accesses prior knowledge	Instructional lessons are grounded in real-world contexts	Students engage in collaborative work that encourages investigation

RIGOROUS ASSIGNMENTS VS. RELEVANT ASSIGNMENTS CARDS

<p>ELA: Emphasize elaborated communication. Prompt extended writing and ask students to make assertions and support them with evidence.</p>	<p>ELA: Call on students to make choices about what they will study and how they will demonstrate mastery. Partner with students to craft tasks that meet students' instructional goals. Documentation of assignments should include teachers' guidance on how students make choices about topics and methods.</p>
<p>ELA: Emphasize real-world connections. Prompt students to take on plausible writing roles that go beyond the demonstrations of academic competence to achieve real-world purposes.</p>	<p>ELA: Call for student work that moves beyond the mere reproduction of information to the construction of knowledge. Require students to do more than summarize or paraphrase information they have read, heard, or viewed. Instead, require students to use what they know to create or explore new ideas through interpretation, analysis, synthesis, or evaluation of information.</p>

<p>Math: Allow students to be involved in deciding which topics they will investigate, which problems they will study, and how they will tackle these topics and problems. Documentation of assignments should include teachers' guidance on how students make choices about topics and problems.</p>	<p>Math: Ask students to address mathematical questions, issues, or problems similar to ones encountered in the experience of mathematicians and other professionals who use mathematics to solve problems; in other words, the assignments have relevant context and real-world connections.</p>
<p>Math: Require problem-solving or reasoning. Ask students to formulate problems from situations, make generalizations, judge the validity of arguments, make models, and construct valid arguments and proofs.</p>	<p>Math: Call for student work that demonstrates deep, conceptual understanding of important mathematical content—those large, unifying ideas that help link smaller pieces of mathematical knowledge and undergird procedural skills.</p>
<p>Math: Explicitly call for students' effective communication of mathematical understanding rather than simply “showing their work.”</p>	

<p>Social Studies: Allow students to be involved in deciding which topics they will investigate and how they will tackle these topics and problems. Documentation of assignments should include teachers' guidance on how students make choices about topics and problems.</p>	<p>Social Studies: Require students to form hypotheses, present solutions, argue about the validity of claims, pose effective questions, access reliable information, and interpret qualitative and quantitative data.</p>
<p>Social Studies: Emphasize effective communication using the language of the discipline. Ask students to make an assertion and support it with evidence from primary and secondary sources.</p>	<p>Social Studies: Call for student work that focuses on the underlying concepts and skills of the social sciences and moves beyond the mere reproduction of knowledge.</p>
<p>Social Studies: Ask students to address social questions, issues, or problems; in other words, the assignments have relevant context and real-world connections.</p>	

<p>Science: Ask students to address scientific questions, issues, or problems similar to ones encountered in the experience of scientists and other professionals who use science to solve problems; in other words, the assignments have relevant context and real-world connections.</p>	<p>Science: Require students to make conjectures, present solutions, and argue about the validity of claims.</p>
<p>Science: Call for student work that focuses on the central organizing themes and underlying concepts of science.</p>	<p>Science: Emphasize laboratory and inquiry experiences in which students apply scientific inquiry skills to real problems.</p>
<p>Science: Allow students to be involved in deciding which topics they will investigate, which problems they will study, and how they will take these topics and problems. Documentation of assignments should include teachers' guidance on how students make choices about topics and problems.</p>	<p>Science: Explicitly call for students' effective communication of scientific understanding.</p>