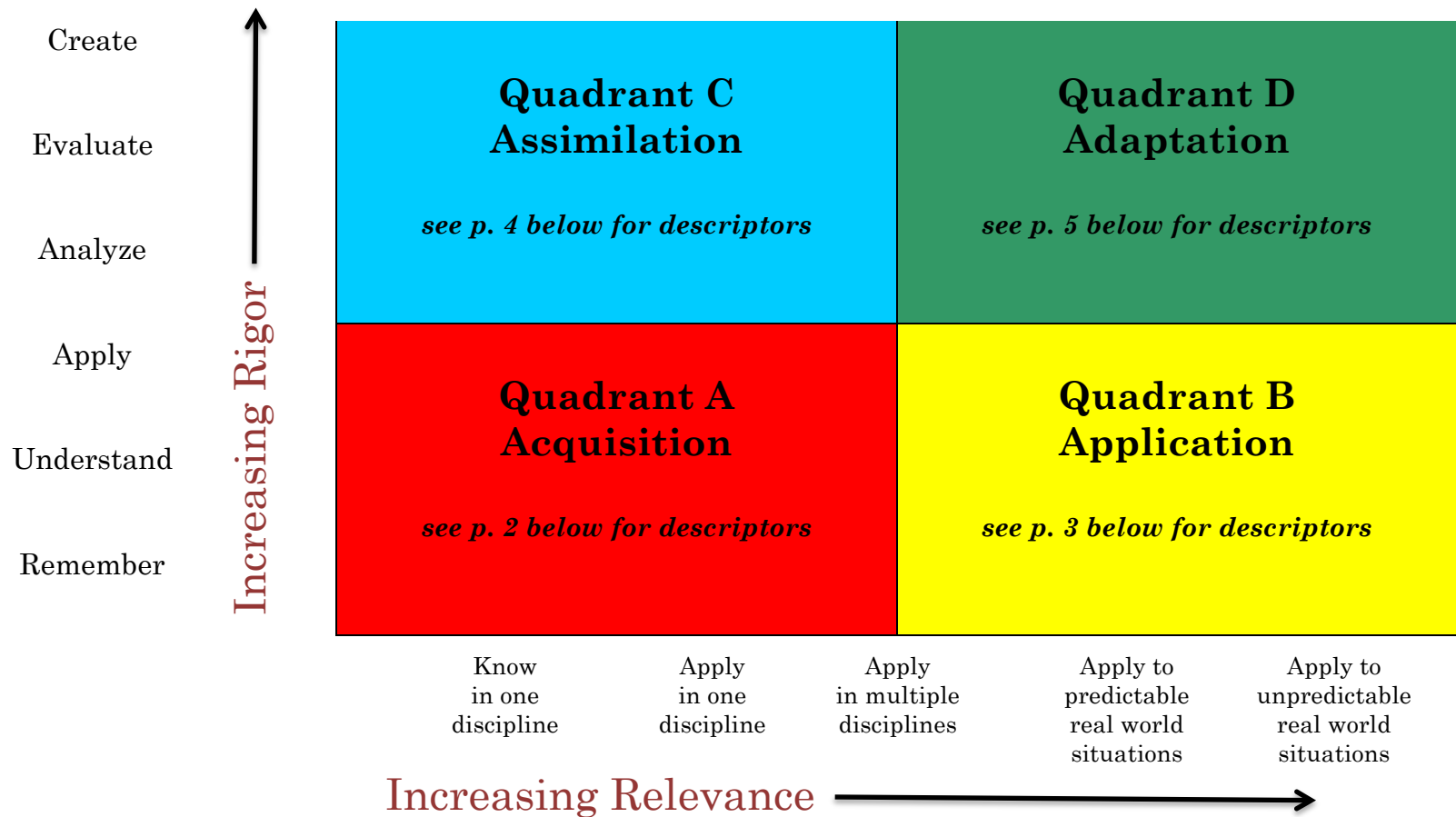


# Rigor & Relevance Chart

LHS Academic Chairs Version for AY2019  
*(Multiple Sources with new material, based on original ICLE chart)*



## Quadrant A – Acquisition

*(low cognitive challenge, low real world relevance – lower standards, lower expectations if not followed by movement into other quadrants)*

In this quadrant, the teacher does more work than the students. Students acquire discrete bits of knowledge (data, information, facts) and are expected to retain, retrieve, and understand them.

### Revised Bloom's – Remember, Understand

- recognizing
- recalling
- interpreting
- exemplifying
- classifying
- summarizing
- inferring
- comparing
- explaining
- executing
- implementing

### Concrete Activities:

- copy
- match
- define
- recall
- identify
- locate
- record
- list
- label
- select
- match
- memorize
- recite
- select
- display
- report
- draw
- graph
- illustrate
- use
- sequence
- interview
- interpret
- build

### Possible Products

- Word or Google doc
- bulleted or numbered list
- definitions
- Web-based searching
- Library database search
- highlighting or selecting within a document
- curating folders and documents
- typing notes
- editing a document
- tag items within a document list

## Quadrant B – Application

*(low cognitive challenge, high real world relevance – lower standards, higher expectations if not followed by movement into Quadrants C and D)*

In this quadrant, students do more work than the teacher. Students use acquired knowledge (facts, data, information) to solve problems by designing solutions. The highest level of application is in situations in which the variables are unpredictable and students must be agile in how they apply their learning in order to achieve a desired outcome.

### Revised Bloom's – Apply

- executing
  - carrying out instructions in a potentially variable environment
- implementing
  - using information for problem solving

### Concrete Activities:

- display
- report
- draw
- graph
- illustrate
- use
- sequence
- interview
- interpret
- build
- solve
- calculate
- memorize
- dramatize
- interpret
- build

### Possible Products

- Word or Google doc
- blogs
- posting to social media
- Web-based authoring
- Creating a diary or journal entry
- tag items within a document list
- advanced searching (e.g., using Boolean operands)
- annotated list or bibliography
- replying to social media or blog posts
- operating or running a program
- illustration of acquired information

## Quadrant C – Assimilation

*(high cognitive challenge, low real world relevance – higher standards, lower expectations if not followed by movement into Quadrant D)*

In this quadrant, the student must think independently. Students must extrapolate from and refine acquired knowledge to be able to use that knowledge to analyze and solve problems in a routine, automatic, and reflexive manner in a controlled environment.

### Revised Bloom's – Analyze

- differentiating
  - focusing
  - discriminating
  - selecting
  - distinguishing
- organizing
  - finding coherence
  - integrating
  - outlining
  - parsing
  - structuring
- attributing
  - deconstructing

### Concrete Activities:

- analyze
- assess
- compare
- summarize
- hypothesize
- critique
- categorize
- infer
- evaluate
- calculate
- expand
- diagram

### Possible Products

- a program
- editing a document
- monitoring the progress of a program or workgroup product
- curating appropriate links in an annotated bibliography
- validating resources for a project
- media clipping/manipulation
- selecting and embedding project appropriate photos or video
- reverse engineering a product
- determining the phylum of a specimen
- determining the chemical composition of a substance through spectroscopy

## Quadrant D – Adaptation

*(high cognitive challenge, high real world relevance – highest standards, highest expectations of student ability and outcomes)*

In this quadrant, the student is cognitively challenged in unpredictable ways and creates on the basis of her understanding of the content and skills necessary to achieve a successful outcome. Student work further develops content knowledge and the appropriate skill set of the student.

### Revised Bloom's – Evaluate, Create

- checking
  - coordinating
  - detecting
  - monitoring
  - testing
- critiquing
  - judging
- generating
  - hypothesizing
- planning
  - designing
- producing
  - constructing

### Concrete Activities:

- create
- validate
- invent
- design
- defend
- conclude
- debate
- dramatize
- construct
- propose
- referee
- rank
- conclude
- justify

### Possible Products

- mash/mix of 3rd-party projects
- creating a dialogue or play
- scripting for a podcast and delivery
- writing a review
- collaborating with others by analyzing a problem and assigning a role based on skill sets
- storyboarding or animating a story
- hypothesizing and testing a theory
- writing a plausible alternate ending to a story
- hacking a program to have a robot perform a new function