

Questions Derived From The Rigor Rubric

- In what ways does this lesson or unit have qualitatively different academic environments?
- In what ways does this lesson or unit focus on more in-depth, complex concepts and ideas?
- In what ways does this lesson or unit build upon students' interests, strengths, and personal goals?
- In what ways does this lesson or unit engage students consistently in sophisticated investigations?
- In what ways does this lesson or unit employ advanced critical processes?
These include finding, inventing and sharing solutions to real-world problems as well as identifying problems [problem finding], determining accuracy, analyzing alternate solutions, making decisions, etc.)
- In what ways does this lesson or unit employ advanced creative processes?
These include purposeful analysis, imaginative idea generation, and critical evaluation.
- In what ways does this lesson or unit employ investigative and open-ended learning processes? (These include exploration, experimentation, etc.)
- In what ways does this lesson or unit encourage students to be risk takers?
- In what ways does this lesson or unit utilize existing knowledge and require students to create new knowledge?
- In what ways does this lesson or unit utilize and apply significant concepts and essential questions to problem finding and problem solving?
- In what ways does this lesson or unit set no predetermined limits?
- In what ways does this lesson or unit foster lifelong learning?
- In what ways does this lesson or unit foster thinkers capable of independent reflection?
- In what ways does this lesson or unit foster student self-evaluation?

Developed by: Melissa N. Matusevich and Katherine A. O'Connor, East Carolina University