

Rigorous Instructional Practices

Content What students learn and think about	Process How students learn	Product Evidence of learning
Cognitive dissonance	Structured and focused student discourse	Open ended assignments
Selection of rigorous instructional materials: Provocative, Ambiguous, Complex and/or Emotional	Opportunities for student choice	Development of well-reasoned arguments
Relevant content	Authentic tasks	Multiple and diverse assessments
Multiple sources of rich content	Reflection time	Authentic products
Focus on issues and big ideas	Student movement	Performance tasks
Emphasis on depth not coverage	Multiple modalities	Evidence of critical thinking
Integration of thematic units and enduring understandings	Teacher as facilitator	
Critical thinking skills	Wait time I and II	
Essential questions	Informed flexible grouping	
	Equitable practices	
	Appropriate acceleration and scaffolding	
	Use of formative assessment data	
	Opportunities for critical thinking	
	Climate that empowers students through a well-managed classroom	