Rigor Continuum

	Teacher-centered			Student-centered
	Modeled	**Shared**	**Guided**	**Independent**
Criteria	At the first level the strategy is completely **teacher centered and directed** with the student only taking notes.	At the second level the **students are utilizing the strategy** to help them (1) summarize their learning and (2) study with the notes.	At the third level, the **students are becoming more metacognitive** as they process the information that they took notes on, summarized, and studied.	At the fourth level, **students are independent learners and are now sharing/teaching** their new information and processing with a fellow student.
	Modeled	**Shared**	**Guided**	**Independent**
KWL	Students are recording group responses on a KWL chart. Teacher prompts student responses. All students are lead by teacher to take notes on the KWL chart. (Students copy what teacher writes.)	Students independently complete a KWL chart. Most students are lead by the teacher; some work collaboratively to produce the KWL chart.	Students share KWL charts with a peer in order to learn from one another. Some students are lead by the teacher; most work collaboratively. Students produce independent KWL charts in groups.	Students use a self created KWL chart to reflect upon the previous lesson and process ideas for their next learning goals. All students work independently; the teacher acts as a facilitator. (Students re-teach and evaluate what they have created.)
Think-Pair-Share	The teacher will model how to comprehend a selection by read aloud and using the Think-Pair-Share strategy. Teacher models by using a script with topic and questions.	The students will practice the Think-Pair- Share strategy using an assigned guiding question. The teacher models, facilitates, and gives specific questions to guide the discussion.	The student will continue to use Think- Pair- Share with minimal teacher guidance. Teacher support is available. Students identify problem(s), generate discussion, and report to the larger group.	The student will continue to use Think-Pair-Share by formulating their own questions at and independent level. Students lead discussion by generating questions, and developing presentations. A writing component may be added for formative assessments. Think-Pair-Write-Share
Frayer Model	Teacher models to students. (Whole Group) Teacher would model the characteristics of using a Frayer Model. Demonstrate how to use the different quadrants of the Frayer Model, while students take notes	Students complete as a group or independently. Teacher will give students the opportunity to demonstrate if they understood the Frayer Model through guided practice.	Students are using the Frayer Model to independently complete an academic or content specific vocabulary assignment. All students at this level should be able to illustrate a variety of Frayer Models to define words, ideas, or concepts.	Students use the Frayer Model to independently compete an academic or content specific vocabulary assignment. During the course of the unit of study, students work together in cooperative groups to revisit and refine the Frayer model with new learning. Students can comfortably use the Frayer Model without the teacher's guidance and confidently facilitate a classroom demonstration.

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Summary Frames	Students are using the summary frames provided by the teacher as a strategy to summarize key concepts and big ideas. Students can complete a summary frame specific to the text. For example, descriptive, cause and effect, compare/contrast, problem / solution and sequence.	Students will use sentence stems to complete summary frames. Teacher provides several types of summary frames and the student chooses the appropriate summary frame for a particular text.	Students will create their own summary frames and provide the rationale for its use. Students apply knowledge and experiences with summary frames to the new text.	Students will create their own summary frames to discuss with another individual or group comparing and contrasting various frames. Students create their own summary frames based on the text.
Two-Column Notes	Students are using the Two-Column Notes strategy to take notes on big ideas and key concepts while the teacher lectures.	Students are using the Two-Column Notes strategy while the teacher lectures. Time is allotted to complete the summary and practice using the notes as a study guide (folding the page).	Students are using the Two-Column Notes strategy in an Interactive Notebook where they can extend their learning by completing the summary and also process their notes using their own words, images, and other self-selected strategies.	Students are using the Two-Column Notes strategy in an Interactive Notebook and then students Pair-Share with a partner to explain what they have learned using the notebook as a guide to re-teach the information.
Rubrics	Students are using a rubric to complete an assignment. The rubric is teacher created. Teacher provides the rubric and reviews it with students before using it as an assessment tool. Teacher models an application of it.	Students are familiar with and use the teacher created rubric as a checklist. All students are familiar with the process. Students analyze samples and apply them to the rubric.	Students create a rubric to evaluate their assignment based on criteria and expectations with the teacher as a facilitator. Students explain why samples fall into rubric categories and make suggestions for development.	Students create their own rubric and compare it in a group (Think-Pair-Share) to collaborate, modify, and justify their rubric. Students help generate rubric and use it to assess themselves or provide feedback to peers. Students reflect on their growth or on needs improvement. I

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Think-Aloud			
Teacher led with student participation. Modeling questioning technique.	Graphic organizer with stems to help generate thinking/questioning strategies. Teacher led Think-Aloud with guided practice.	Independent learning transitioning to Inter/Intra personal thinking. Connection to text is internalized.	Students implement Think-Aloud strategies while reading. Students are always questioning/ thinking while reading.
Teacher demonstrates think aloud strategy during oral reading and students listen.	Student applies Think-Aloud strategies to text. Begins to bring in life-applicable examples. *May include marginal taking of ideas.	During a student-initiated discussion students share Think-Aloud with peers and extend learning by making connections to self and text.	Student self-initiates use of think aloud questions: self to text, self to world, and text to text connection. Students can use these in academic conversations for analyzed writing
RAFT			
Teacher introduce RAFT concept. Teacher models and shares example. Students develop paper with teacher	Teacher assigns RAFT. Students write the paper. Some student's may have choice of RAFT format.	Students collaboratively brainstorm RAFT ideas. Students select RAFT and write their paper.	Students design a RAFT for a given unit/concept. Students include key concepts taught. Student's present finished product orally to class.
Copy a model provided by teacher.	Discuss elements (brainstorm) of a RAFT and produce completed RAFT. Create a rubric.	Produce independent or group RAFT models and assess within your group using standard student-created rubric.	Students compare/contrast RAFT with other groups, present variations of RAFT models, and evaluate relevance to current topics of instruction.
Anticipation Guide			
Teacher gives students a guide/goal for their lesson or reading. Students check –agree or disagree.	Before reading, teacher instructs students to check agree or disagree. After reading, teacher instructs students to review, reflect upon, and modify their answers.	Students are acquainted with the strategy and use as both before and after reading guide. After reading, students add textual evidence to support the statements they previously agreed or disagreed with.	Students are able to use a completed Anticipation Guide as support to defend an argument in writing or an oral debate.
The work is teacher directed and teacher centered; students are taking notes	Students are using the strategy to predict, activate and build prior knowledge.	During reading students find textual evidence to agree or disagree with their original responses. Students return to anticipation guide to write in their evidence.	Students are able to use completed guide to provide evidence for an essay or debate.

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Graphic Organizers	Teacher chooses appropriate graphic organizer, displays on board, supplies information and gives each student a completed copy.	Teacher chooses the appropriate graphic organizer, displays it board, and fills with students input. Students copy from board and keep it for notes.	Students choose graphic organizer, complete information, turn in to be checked by the teacher.	Students choose and generate graphic organizer to fit their need. Students complete information, go through sharing process (i.e. think-pair: small group- whole group), explain why that graphic organizer was selected, and how it aided in understanding and retaining learned information.
	Teacher models the completion of the graphic organizer as the whole class copies the information	Teacher selects the graphic organizer and gives or directs initial information for students to complete independently.	Students select and fill graphic organizer as a group or partners.	Students create or select appropriate graphic organizer and fill in independently to share. Students explain why they selected a particular graphic organizer.