

FIGURE 1.1:
RIGOR: WHAT IT IS AND IS NOT

IT IS:	IT IS NOT:
1. Relevant and realistic with real-world connections	1. Synthetic, graded learning assignments required at specified junctures of learning
2. Academic challenges that promote deeper meaning	2. Difficult tasks for the sake of being "rigorous"
3. In-depth thinking about the content	3. Continued practice at levels already mastered
4. A response to zones of proximal development	4. Instruction at students' frustration levels
5. Continuous learning for all students	5. Limited to mastery of grade-level standards and core curriculum
6. Tiered instruction as well as flexible learning groups	6. Stagnate ability grouping
7. An expectation for all students to excel at higher levels	7. Labeling who can and cannot achieve
8. Students' industrious effort beyond minimum competency	8. Students completing grade level work in a timely and attractive manner
9. A vital component of differentiation	9. Something extra to incorporate into the curriculum
10. The quality of learning	10. The quantity of what is learned
11. Future-directed: "How can we adapt current instruction so students develop the skills and thinking abilities needed to succeed in future roles?"	11. Present-oriented: "Which current learning standards and core curriculum concepts do students need to master to advance to the next grade level?"