



ACADEMIC RIGOR

FLORIDA NATIONAL UNIVERSITY
Week of Planning and Evaluation 2018

What is academic rigor?

- Academic rigor means that students are challenged to think, perform, and grow to a level that they were not at previously
- Academic rigor evolves in three different phases:
 1. Setting the standard for the students
 2. Equipping students through instructional and supportive methods
 3. Students demonstration of achievement

Setting the standard

- Standards are made clear to the students via the course syllabus, rubrics, examples, directions and instruction.
- Lessons and assignments need to be designed to lead students to the expected outcomes.
- Explanation and examples of desired outcomes are provided to the students.
- Higher-level, thought-provoking questions are asked by the teacher.
- High-level, thought-provoking answers are shared by students
- Teacher does not accept lower-level thinking or answers in discussion or assignments

Supporting Rigorous Achievement

- Lessons are systematically scaffolded from one to the next.
- Materials are consistently organized to clearly provide instructions and demonstration of tasks.
- Learning outcomes and activities follow Bloom's Taxonomy's Model.
- Content is made relevant and relatable to student background information and interest.

Bloom's Taxonomy

- Bloom's Taxonomy uses a scale to express the level of expertise required to achieve each measurable learning outcomes.
- Organizing learning outcomes using the Bloom's Taxonomy scales allows the instructors to select appropriate classroom activities and assessment techniques from the course.
- The scale is organized by levels of complexity, from low to highest level.

Bloom's Taxonomy

- **I. Remembering:** recalling of facts, basic concepts, terms, and answers
- Verbs- define, recall, relate, list, label, choose, select, show, tell, name, etc.
- **II. Understanding:** of facts, ideas, organizing, interpreting and stating main ideas
- Verbs- classify, compare, contrast, demonstrate, explain, illustrate, interpret, summarize
- **III. Applying:** solve problems to new situations by applying acquired knowledge
- Verbs: apply, build, construct, identify, organize, plan, select, solve
- **IV. Analyzing:** make inferences and find evidence to support generalizations
- Verbs: analyze, assume, categorize, compare, contrast, distinguish, inference, survey
- **V. Evaluating:** present and defend opinions by making judgements
- Verbs: Agree, appraise, conclude. decide, criticize, interpret, justify, prioritize
- **VI Creating:** compile information together in a different way
- Verbs: adapt, build, compose, construct, create, design, develop, modify, discuss, elaborate, improve

