AURORA INSTITUTE

SYMPOSIUM BREAKOUT SESSION
WEDNESDAY, OCTOBER 26, 2022 | 2:00-3:30 PM ET
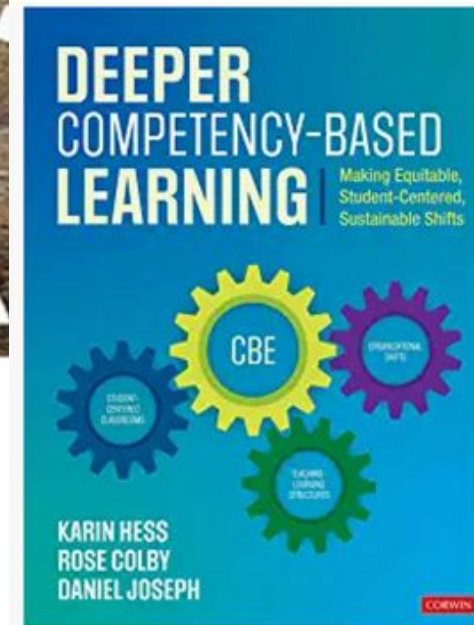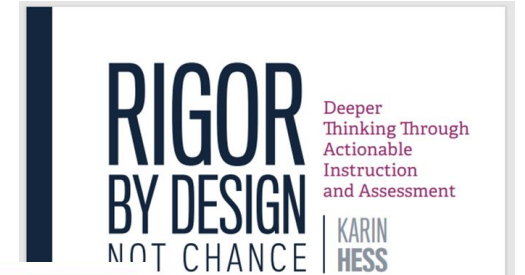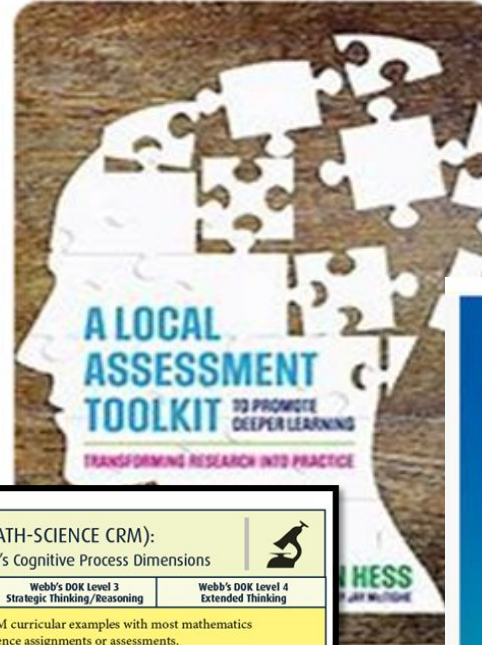
Rigor by Design, Not Chance:

Five Essential Teacher Moves Promoting Cognitive Engagement, Self-Direction, and Deeper Thinking

PRESENTER:
- Dr. Karin Hess, Educational Research in Action
- www.karin-hess.com
- @drkarinhess

Deeper Learning & Rigor Have Been a Recurring Theme for Me as a Classroom Teacher, School Administrator, and PD Leader

A LOCAL ASSESSMENT TOOLKIT TO PROMOTE DEEPER LEARNING

TRANSFORMING RESEARCH INTO PRACTICE

RIGOR BY DESIGN NOT CHANCE

Deeper Thinking Through Actionable Instruction and Assessment

KARIN HESS

DEEPER COMPETENCY-BASED LEARNING

Making Equitable, Student-Centered, Sustainable Shifts

CBE

KARIN HESS
ROSE COLBY
DANIEL JOSEPH

TOOL 2

HESS COGNITIVE RIGOR MATRIX (MATH-SCIENCE CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, observe, & recognize facts, principles, properties o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)	Use these Hess CRM curricular examples with most mathematics or science assignments or assessments.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Evaluate an expression o Locate points on a grid or number on number line o Solve a one-step problem o Represent math relationships in words, pictures, or symbols o Read, write, compare decimals in scientific notation	o Specify and explain relationships (e.g., non-examples/examples; cause-effect) o Make and record observations o Explain steps followed o Summarize results or concepts o Make basic inferences or logical predictions from data/observations o Use models /diagrams to represent or explain mathematical concepts o Make and explain estimates	o Use concepts to solve non-routine problems o Explain, generalize, or connect ideas using supporting evidence o Make and justify conjectures o Explain thinking/reasoning when more than one solution or approach is possible o Explain phenomena in terms of concepts	o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Follow simple procedures (recipe-type directions) o Calculate, measure, apply a rule (e.g., rounding) o Apply algorithm or formula (e.g., area, perimeter) o Solve linear equations o Make conversions among representations or numbers, or within and between customary and metric measures	o Select a procedure according to criteria and perform it o Solve routine problem applying multiple concepts or decision points o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) o Construct models given criteria	o Design investigation for a specific purpose or research question o Conduct a designed investigation o Use concepts to solve non-routine problems o Use & show reasoning, planning, and evidence o Translate between problem & symbolic notation when not a direct translation	o Select or devise approach among many alternatives to solve a problem o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	o Retrieve information from a table or graph to answer a question o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) o Identify a pattern/trend	o Categorize, classify materials, data, figures based on characteristics o Organize or order data o Compare/ contrast figures or data o Select appropriate graph and organize & display data o Interpret data from a simple graph o Extend a pattern	o Compare information within or across data sets or texts o Analyze and draw conclusions from data, citing evidence o Generalize a pattern o Interpret data from complex graph o Analyze similarities/differences between procedures or solutions	o Analyze multiple sources of evidence o Analyze complex/abstract themes o Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for concepts or solutions o Describe, compare, and contrast solution methods o Verify reasonableness of results	o Gather, analyze, & evaluate information to draw conclusions o Apply understanding in a novel way, provide argument or justification for the application

Grant Wiggins' Annual "Student Voice" Survey
Middle & High School Students

1. I learn best in class when…

2. I find it personally helpful to my learning when my teacher …

3. **What was the most interesting work/task/ or project you were asked to do this year in school? *What made* it interesting for you?**
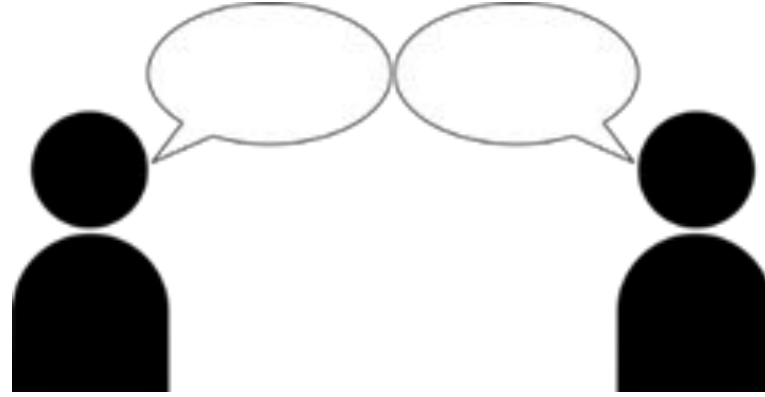
In the chat …

Tell us 1 thing that has made learning or assessment tasks <u>meaningful</u> for you in the past.

Session Overview

What is "actionable" assessment?

Unpacking 5 "Actionable" Teacher Moves

Brain science: Why emotional engagement leads to (or blocks) cognitive engagement

Putting it all together - An Actionable Assessment Cycle

What makes an assessment "**actionable**"?

1. **assessment questions and tasks are designed to "uncover" what the student is thinking**, not simply what the student remembers;

2. **assessment evidence can be interpreted in terms of where a student is "right now"** along a learning continuum (not a teaching continuum);

3. **assessment evidence can be used to provide actionable feedback to students** to develop self-reflection skills, helping them to better understand themselves as learners, in addition to understanding the content they are learning

Learning Tasks Designed to "Uncover" Thinking…

Probe 5

ARE THEY LINEAR?

Circle the letters of each of the examples showing a linear equation.

A. $3x + 5y - 2 = 2y + 4$ B. $x = 9y - 12$

C. $(x+2)^2 - x^2 = y$ D. $y^2 = 7x + 15$

E. $y = x^3 - x + 3$ F. $4x^2 + x - 6 = 2(2x^2 - 3x + 7)$

For each example, explain or show how you know it does or does not show a linear equation.

Active Reading Guide: Interpreting and Analyzing Text(s)

As you read, note important **explicit** information (details, descriptions, what was said or done, etc.) that is <u>clearly stated</u>.

Then "read between the lines" – what **implicit** information is <u>suggested/</u> implied by the text evidence?

When you have completed the reading, review your <u>notes</u> and **make inferences/draw conclusions** about the whole text based on the information you collected and analyzed.

✓ **What are you are looking for:** _____ development of theme ____ character change over time _____ potential bias ____ examples of author's craft/literary devices _____or other:

Page?	**Relevant Explicit Information** (with text page or paragraph where you located it)	**What does the explicit information imply/suggest?**
What inferences or conclusions can you make ABOUT THE WHOLE TEXT? Use your interpretation and analysis of this text evidence.		

Unpacking 5 Teacher Moves that Deepen Engagement, Self-Directed Learning, & Thinking

__A__sk a series of probing questions that increase in depth and complexity to uncover thinking.

__B__uild schemas in each content domain.

__C__onsider ways to strategically scaffold learning for different specific purposes.

__D__esign complex tasks, emphasizing student input and evidence-based solutions.

__E__ngage students in metacognition and reflection before, during, and after each learning opportunity or lesson.

Ask a series of probing questions that increase in depth and complexity to uncover thinking.

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember	What color was Red's cape? Where was Little Red Riding Hood going? What did the wolf do to trick Little Red Riding Hood? How did the story end?			
Understand	Who was the main character? What was the story's setting?	Retell or summarize the story in your own words.	Was there a lesson/message in this story? Use details/examples from the story to support your interpretation.	
Apply		Identify transitional words and phrases that help you to know the sequence of events in the story.		
Analyze		What are some examples of personification used in the story? Compare the wolf character to the character of Little Red Riding Hood. How are they alike-different?		Are all wolves (in literature) like the wolf in this story? Support your response using evidence from this and other texts.
Evaluate			What is your opinion about the intelligence or cleverness of the wolf? Justify your response using details/evidence from the text.	
Create		Write a telephone conversation/text message between Little Red Riding Hood and her mother that explains the wolf incident. (this is a creative summary)		

Which questions "uncover" thinking?

Questions that lead to deeper understanding…

What is an "Essential" Question that leads to a performance assessment and *transfer* of knowledge, skills, & dispositions (Profile of Graduate) [DOK 3 or 4]?

● Broad and open-ended (could use it more than once)
● Spark investigation, evidence-based support, and fine-tuning/revising current thinking
●Thought-provoking - Invite students to raise their own questions

EQ: **How do authors use rhetorical strategies to communicate a message?**

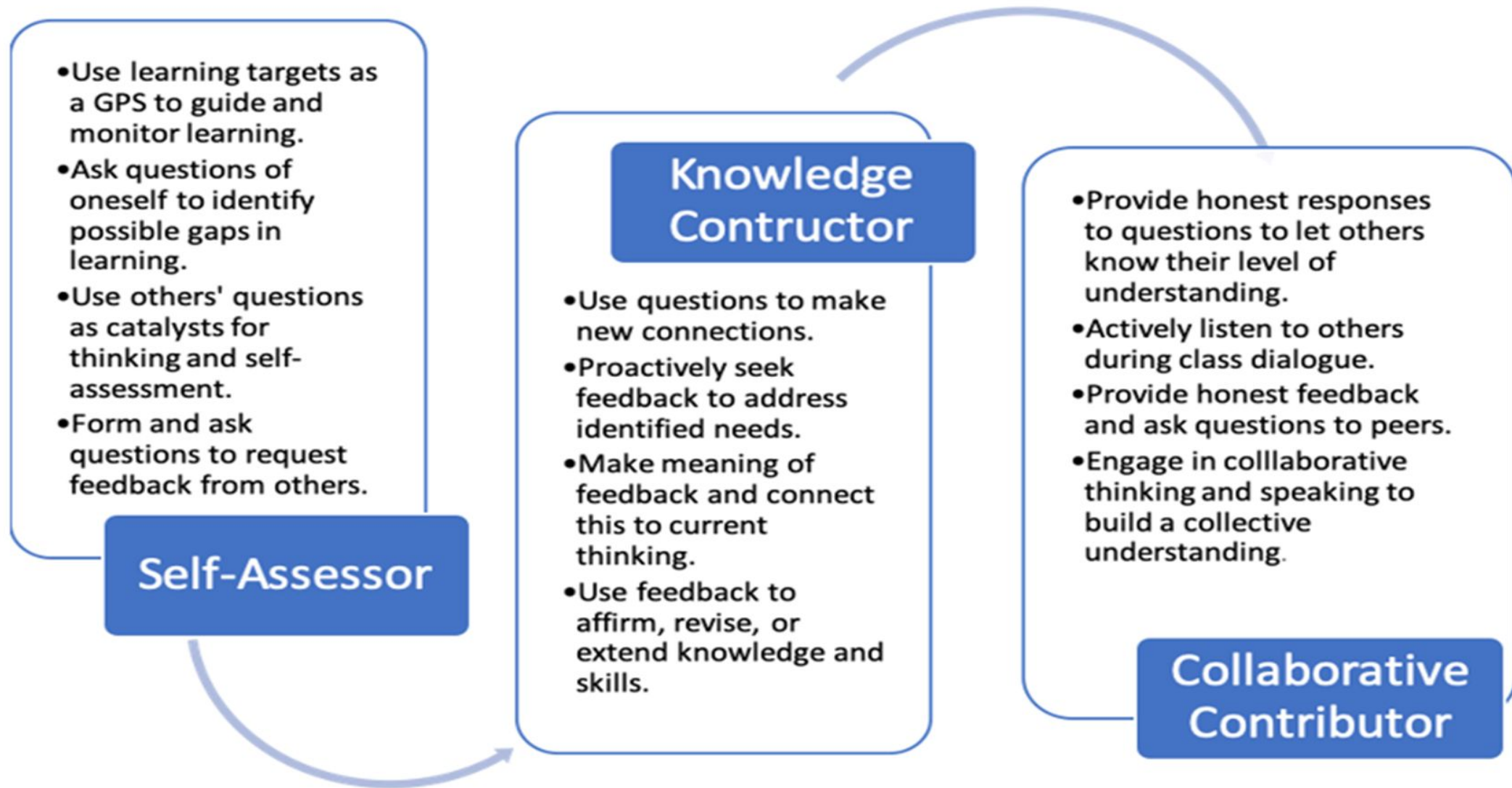**We've been learning about how authors use rhetorical strategies to communicate a message. Now you'll incorporate the use of rhetorical strategies to develop either:**

- **an original advertisement,**
- **a speech on a debatable issue, or**
- **a debatable scientific treatise.**

The final product will be critiqued by your peers.

And, you'll write a reflection evaluating the effectiveness of the strategies you used.

Student Roles and Responsibilities in the Formative Classroom

Self-Assessor

- Use learning targets as a GPS to guide and monitor learning.
- Ask questions of oneself to identify possible gaps in learning.
- Use others' questions as catalysts for thinking and self-assessment.
- Form and ask questions to request feedback from others.

Knowledge Contructor

- Use questions to make new connections.
- Proactively seek feedback to address identified needs.
- Make meaning of feedback and connect this to current thinking.
- Use feedback to affirm, revise, or extend knowledge and skills.

Collaborative Contributor

- Provide honest responses to questions to let others know their level of understanding.
- Actively listen to others during class dialogue.
- Provide honest feedback and ask questions to peers.
- Engage in colllaborative thinking and speaking to build a collective understanding.

Build schemas (mental maps) in each content domain.

word choice, style

Text structure

Central idea

Supporting evidence
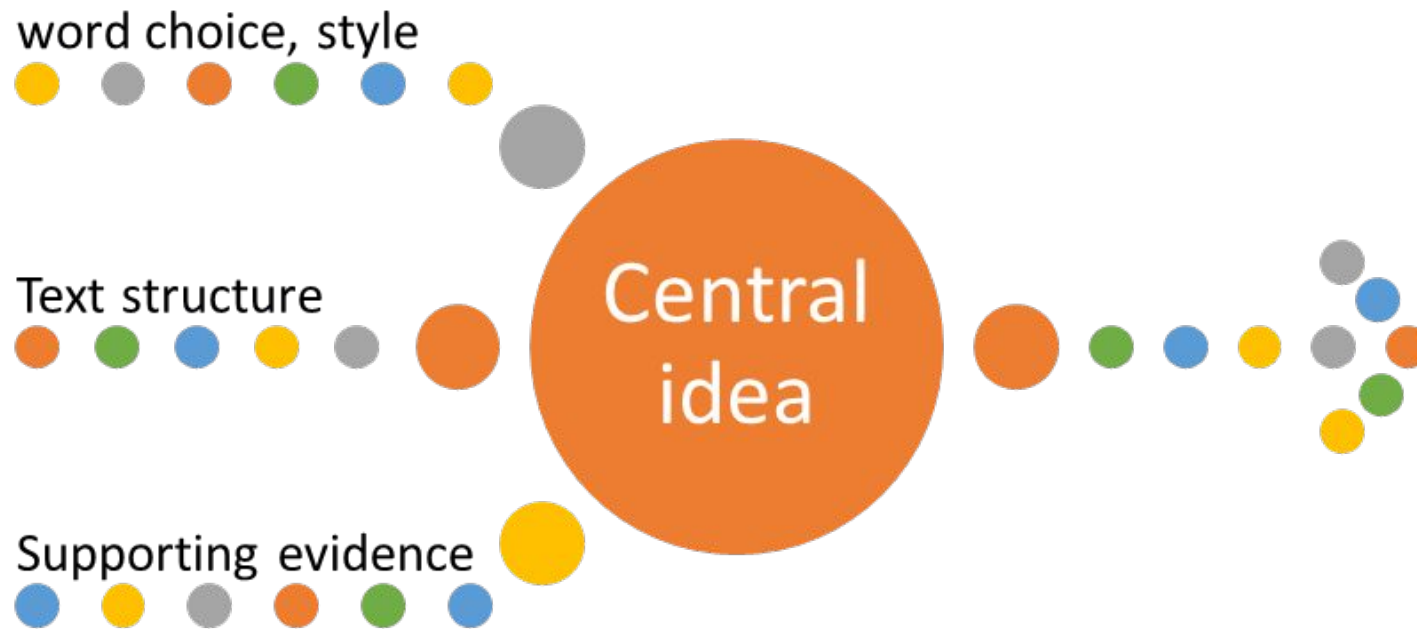
Taking something apart to see how the parts work together.

Building Schema

Making sense of new information - by connecting to prior learning and experiences
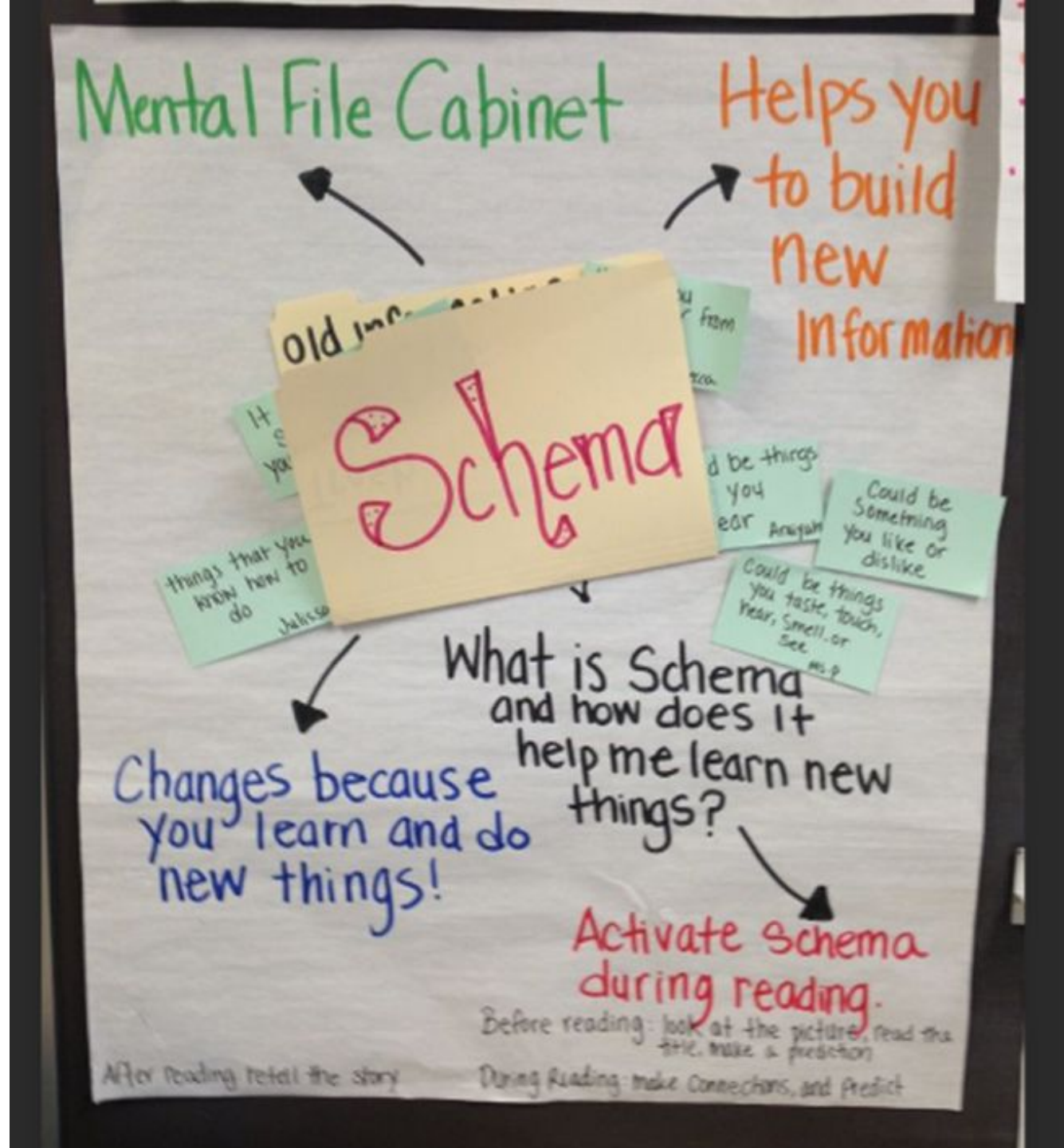
ASTRONOMY
original Science

⭐ STARS, PLANETS, & the MOON to mark TIME.

YEAR Jan-Dec
Earth orbits
the sun once.
(Revolues around) ≈ 365 days

MONTH Moon orbits the Earth once.

DAY Earth Rotates once on its
(spins) Axis.

Axis ➡

PTOLEMY - Greek
GEOCENTRIC
Earth is in the Center of the UNIVERSE

COPERNICUS
HELIOCENTRIC
Sun is in the Center of the UNIVERSE
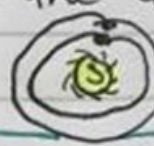
TYCHO BRAHE
Sun & moon revolved around the Earth.

KEPLER
Planetary orbits are ELLIPTICAL.
(oval-shaped)

3 Laws of PLANETARY MOTION

ORIGIN of the UNIVERSE

Protons

Consider ways to strategically scaffold learning for different specific purposes.

1. Supporting Language & Vocabulary Development
2. Facilitating Executive Functioning
3. Deepening Content Knowledge/Connecting to Big Ideas

Scaffolding vs. Differentiating

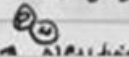**STEPS** any student can use to be successful on a specific task

DIFFERENT CHOICES: Menus/Choice Boards: Content, Processes/DOK, and/or Products

#BISDwired Team: @tommyspall, @brantontech, @tskuhn

Creative Book Trailer Ideas

Level 1	Level 2	Level 3
• **Create** a cardboard poster and **present** your book trailer in front of the whole class.	• Use the website Vocaroo to record your voice narrating and describing your book and persuading people to read it.	• Use the website Powtoon to create your book trailer.
• Create a Skit or Play for your book trailer and have a teacher record on a device.	• Use the website Educreations to create a book trailer.	• Use the website Animoto to create your book trailer.
• Use Chatterpix IOS app to take a picture of the book cover and have the book talk about the plot.	• Create a Google Slide Presentation for your book trailer and use the chrome extension screencastify to record your Presentation.	• Use iMovie via IOS app to create your book trailer. • Use the website Smore to create a book trailer.
• Create a movie trailer "shoe box" with clue items from the book and present to class.	• Dress up as a main character from the book and present to the class.	• Use the website Piktochart to create an infographic or presentation for the book trailer.
• Using Google Docs, type out your book trailer in persuasive essay form and turn document into a QR code.	• Create a diorama presentation of a scene from the book.	• Use the website Padlet and create a "timeline" of events in the story.

Supporting Language & Vocabulary Development

"Say It Another Way" Word Wall
Christy McClain, 2022

3.10 A · Explore how structures and functions of plants and animals allow them to survive in a particular environment

Say It Another Way

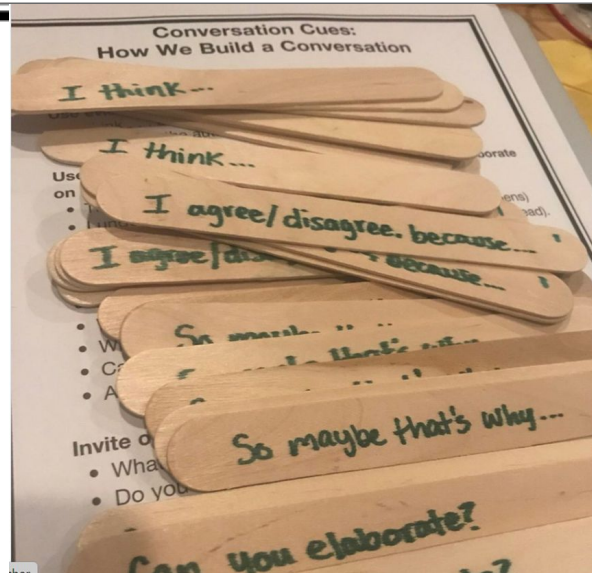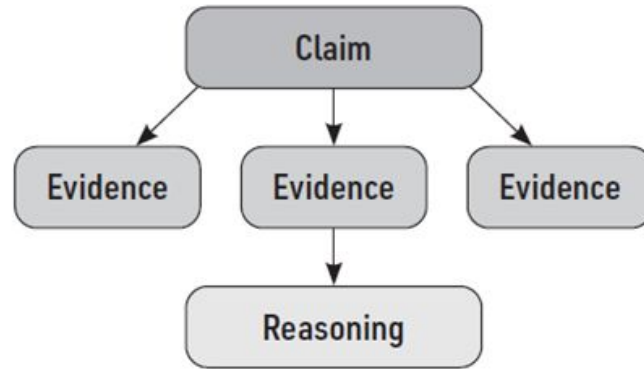| Structures	Functions	Plants	Animals	Environments
Parts Piece . Types: animals - legs - feet - ears - tails - eyes Types: plants - stem/trunk - roots - leaf/leaves - seed - flower	Purpose Job needs · eat/drink - protection - breathe - needs · water · light · air · space · nutrients	Producers (4th grade) Vegetation Types of: - herbs - flowers - shrubs - bushes - weeds - trees	Creature Critter Types of: - mammals - birds - fish - reptiles - insects - spiders - worms	· habitat Types · forest - rainforest · water (aquatic) - ocean - fresh - river - lake · desert · tundra · Grassland

Let students give the

Facilitating Executive Functioning

"Collaborative Inquiry Planning"
Karin Hess, 2018

Collaborative Inquiry Planning Tool

Investigation Team		
Date		
GOAL: Describe the Task or Project We are trying to find out…		
Concepts and Skills We'll Apply		
Our Plan for Investigating		

Our Steps/Procedures What we'll do.	**Equipment/ Resources** List what we need.	**Roles and Responsibilities** Who is doing each task?

Success Criteria – How will we know if we are successful?

Deepening Content Knowledge & Connecting to Big Ideas with Visual Organizers & Discourse

Graphic Organizer Color-Coded for Parts of a Scientific Explanation (DOK 3)

Claim → Evidence, Evidence, Evidence → Reasoning

Introduction catches the reader's attention, gives some background context
Thesis — point #1, point #2
Proof Paragraph #1 (evidence / reasons)
transition
Proof Paragraph #2 (evidence / reasons)
Conclusion What? (restate your thesis) So What? (reflect)

Conversation Cues: How We Build a Conversation
I think...
I think...
I agree/disagree, because...
I agree/disagree, because...
So maybe that's why...
Invite
Can you elaborate?

Deepening Learning

I agree/disagree with this point about _____ because _____.

This part _____ was interesting/confusing to me because _____.

This problem _____ reminds me of _____ because _____.

Design complex tasks, emphasizing student input and evidence-based solutions.

PBAs 1.0	PBAs 2.0	PBAs 3.0
Engaging projects and problem-solving tasks *related* to curriculum	Projects and problem-solving tasks *embedded* in curriculum	Real-world problems addressing complex open-ended questions
Teacher designed and teacher directed	Teacher designed and teacher directed with some student choice and voice	Engaging, student-driven, teacher facilitated
Rarely assessed, if at all		Processes <u>and</u> products are assessed with clear criteria
Subjective criteria (e.g., participation, creativity)	Products = summative assessments of learning	
Missed opportunities to document learning	Success criteria and exemplars shared with students	Student voice/choice, self-assessment, and peer-assessment valued as evidence of learning

Moving from **EMOTIONAL** engagement to deeper **COGNITIVE** engagement

PBAs, Engagement, & David Kolb's Experiential Learning Cycle
(Adapted by Hess, 2023)

- **WHY is this important to me?** Driving or essential question, launch the topic with media, video, case study, event, etc. (teacher-designed and open-ended generates interest and student questions to investigate)
- **WHAT are the facts, themes, concepts?** Generalize from individual ideas: readings, lecture, build concepts/schema/connections, active listening (teacher-directed "micro" lessons help students to see patterns)
- **HOW does this work in the real world?** Groups process ideas, practice skills, investigate further (more student-directed, teacher coaches)
- **WHAT IF…I could apply it in a personalized /novel way?** Plan and develop a product to share, get peer feedback, self-assess, raise new questions or a call to action (student-directed, teacher coaches

2 Types of Performance-Based Assessments

Problem-Based Learning - Performance Tasks

A **student-centered** approach in which students learn about a subject by working in groups to **solve an open-ended problem**. This problem is what drives the motivation and the learning. The approach is also **inquiry-based** when students are active in creating/identifying the problem.

Project-Based Learning & Extended Projects

A **student-centered** approach to learning focusing on developing content knowledge through **extended projects** addressing a **real-world problem or answering a complex question**. Students develop a public product or presentation (beyond the classroom) to share their learning.

S-T-A-R-S

A Planning Strategy for Performance-Based Assessments with Student Choice

(See examples in table with "?")

Scenario or **S**ituation – Describe a real-world context for a problem, a challenge, or a complex task to be completed

Task(s) or investigation to be completed or problem to be addressed

Audience – who the information will be shared with

Roles for individuals or team members and **R**esources available to complete the task

Self-Assessment **S**uccess Criteria:

- **Content:** Major concepts, principles, or theories to demonstrate understand and make connections to Big Ideas/Essential Question/Driving Question
- **Processes** and thinking strategies (DOK) applied to complete the task(s), such as research, data analysis, creative problem-solving, design thinking, drafting a blueprint, etc.
- **Product(s)** that show evidence of what was learned (e.g., performance, product, model, teach/ inform/engage others, propose or test a solution)

| S | T | A | R | S | | |
Real-World Situation	In this task, you will ...	Peers? Others?	Roles & Resources	Content Big Ideas	Processes Tasks	Product(s) of Learning
Plan an event or class trip	Determine how best to spend or earn a given amount of money	Convince the class your plan is the best plan	?	?	Decide how to research ideas Create spreadsheet	Business plan with data, timeline Debate
A Design Challenge	Build or create a better way to _____	?	?	?	Plan, design, collect and analyze data	Build, test, and refine prototype
A "Messy Problem" in the news (e.g., A judge took a bribe ...)	Should the oath or guidelines for judges be changed?	?	?	What is in the oath a judge takes? Are there penalties?	Research points of view, past cases	Role play Public service announcement
Global Challenge	Choose one global issue -hunger, water, climate, health, etc.	?	Global organizations		Begin your research with a key word search	Call to Action
Solve a Multi-step Problem	Redesign a floorplan with these criteria: Develop a thematic banquet menu	?	?	?	?	Present budget and design in support of proposal
Create an alternative solution or model	Choose an environmental problem	?	Identify competing perspectives	Content specific or choose from 1-3 options	Analyze case study and related data	?
Inquiry-Based Investigation (IBI)	Investigate something you wonder about. Here is a chance to learn more about something you are interested in.	?	Internet, Experts Primary/ secondary sources Arts, lab, or construction materials/tools	?	Research/ gather information (interview, field study, etc.)	?

Try creating a task prompt…

1. Decide what content & processes students will transfer
2. Identify a real-world context for the learning
3. What input/choices will students have?

Engage students in metacognition and reflection before, during, and after each learning opportunity or lesson.

Using Peer-to-Peer Feedback to Improve Work Quality

Use with short-cycle formative tasks or parts of longer performance-based tasks that integrate multiple academic skills and concepts with personal skills (creativity, collaboration, self-direction).

Date of Feedback:

Feedback Provided by _____ for _____

* Please remember to specifically connect your feedback to the criteria in the Project Rubric

Be Kind: In what specific ways does the work you reviewed show excellence or potential for excellence?	Be Specific: In what specific ways does the work you reviewed show a need for improvement?	Be Helpful: What specific ideas and potential action steps do you have to help improve the work you reviewed?

Build in Peer Group Critique/ Feedback DURING LEARNING With Multi-Step Project-Based Scrum Boards

Investigation Components	What to Look For	👍	Notes / Feedback
Testable Question	○ The question is clearly stated and can be answered using data from an investigation.		
Hypothesis	○ A prediction is stated that can be tested using observations or investigation.		
Investigation Procedures	○ The design (materials and procedures) matches the stated hypothesis. ○ The variables are clearly identified – which variables stay the same, and what will be measured. ○ Procedures are clear enough so that others can replicate it.		
Data Displays	○ Data are well organized and accurate ○ Data are clearly labeled using charts, tables, graphs, or diagrams		
Analysis and Conclusions	○ Analyses or conclusions relate to the testable question and hypothesis. ○ Conclusion(s) are accurate - supported by the data analysis. ○ Specific data are used to support conclusions.		
New Questions or Claims	○ A new question or claim is considered that can extend thinking and investigation.		

GALLERY WALK

More Information: Can you please explain ___ more?

Confusing: The part about ___ is confusing because…

Agree: I agree with ___ because…

Disagree: I respectfully disagree with ___ because…

Questions:
Level 1 - Who? What? When? Why?
Level 2 - Can you describe ___?
Level 3 - How would you solve ___?
Level 4 - Why do you think ___?
Level 5 - What would you recommend if ___?
Level 6 - What would it be like if ___?

Students monitor their progress and identify evidence for their Body of Evidence
(Hess, Colby, & Joseph, 2022)

Using Reflective Journaling for Complex Tasks
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Sample Prompts

- **How did you determine your focus and develop your ideas?**

- **What prior knowledge /skills did you apply (transfer)?**
- How will your_____ reflect what you learned?
- **What decisions did you make to create your final product?**
- What new insights are you starting to develop about the topic?
- What connections can you make to the Essential Question?

After reading and discussing dystopian literature, choose and research a present-day dystopia. Share your learning and insights in an infographic.

What learning can be assessed evaluating the product(s)?

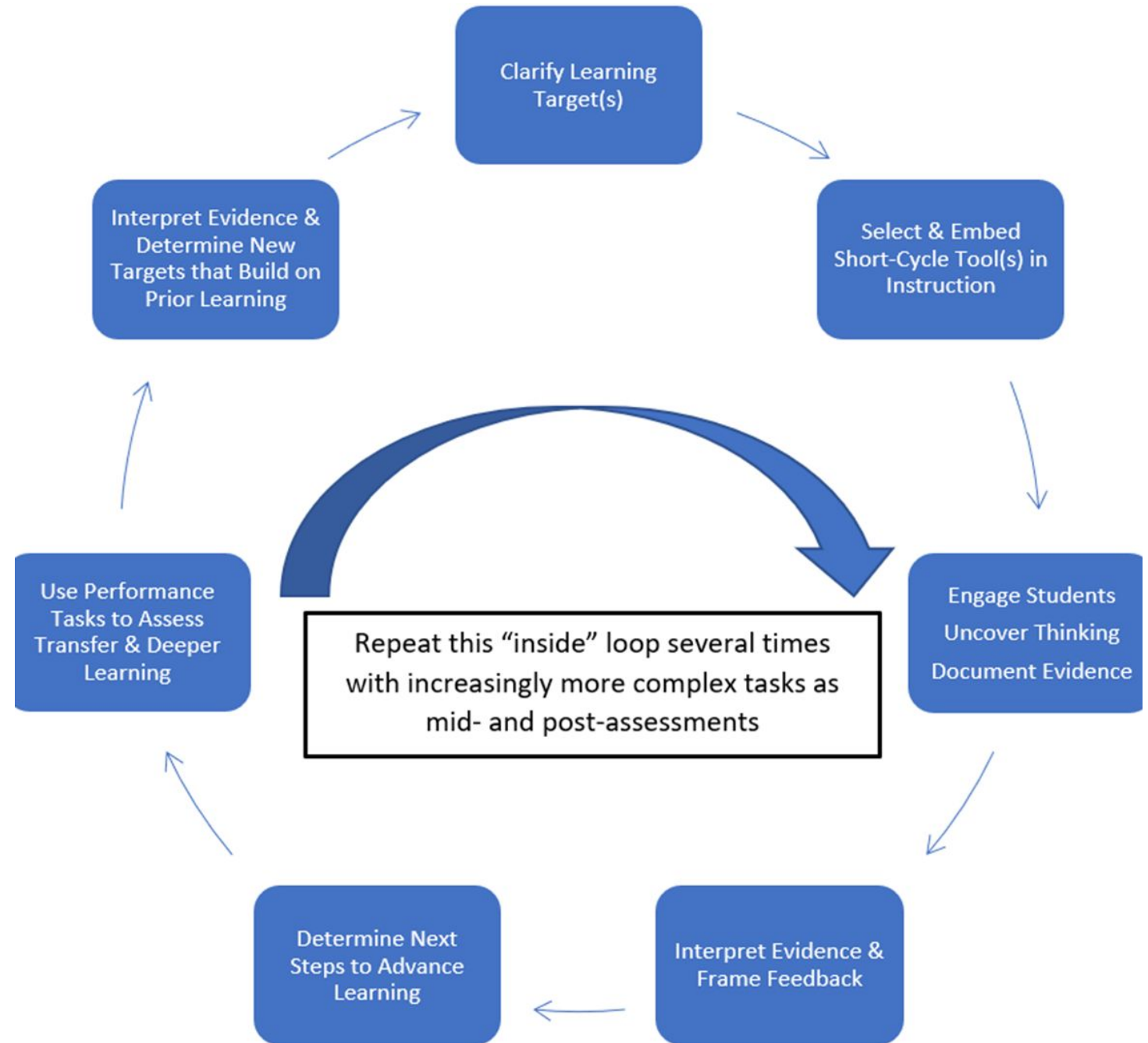What learning can be assessed with self-reflections?

Using Descriptors from Multiple Rubrics to Develop (Portfolio Defense) Prompts and Scoring Criteria
Source: BEST Toolkit/Rubrics for Self-Direction, Collaboration, and Creative Thinking (JFF-NHLI, 2021-22)

Self-Direction	Collaboration	Applying Creative Thinking
SELF-AWARENESS Cite examples from your work to evaluate how you have expanded your strengths and interests by setting learning goals beyond assigned tasks.	**SELF-AWARENESS & PERSONAL RESPONSIBILITY** Analyze how your roles and responsibilities within the group dynamics demonstrated individual responsibility and enhanced group equity.	**SELF-AWARENESS** Analyze how using creative problem-solving processes helped you to pursue personal interests, seek out supportive resources or environments, or share ideas or products that positively affect others.
INITIATIVE AND OWNERSHIP In what ways did you seek input to help you analyze the content and context of learning tasks in order to reshape, extend, or enhance your learning?	**COMMUNICATING** Cite evidence of contributing well-supported ideas and validating each team member's contributions with positive reinforcement and constructive feedback.	**TOLERATING RISK & AMBIGUITY** Evaluate the effects of approaches used and decisions made throughout the creative process and suggest how your learning /insights might be applied to challenge established social, cultural, or artistic norms.
GOAL SETTING & PLANNING How did a project-based learning goal push your learning beyond the task and use feedback to improve the plan?	**DECISION MAKING & PROBLEM SOLVING** How did you work with your group to evaluate the effects of decisions made to resolve conflicts in terms of honoring each	**CULTIVATING IDEAS** Describe how you were able to convey your interests, personal insights, or novel ideas in solving a challenge

Putting it All Together in An Actionable Assessment Cycle

© Karin Hess

Clarify Learning Target(s)

Select & Embed Short-Cycle Tool(s) in Instruction

Engage Students Uncover Thinking Document Evidence

Interpret Evidence & Frame Feedback

Determine Next Steps to Advance Learning

Use Performance Tasks to Assess Transfer & Deeper Learning

Interpret Evidence & Determine New Targets that Build on Prior Learning

Repeat this "inside" loop several times with increasingly more complex tasks as mid- and post-assessments

Clarify a Series of Learning Targets to Demonstrate Competency.
Which targets provide a foundation for deeper learning?
Is there more than one potential PBA?

Competency Statement: The student will analyze how an author's content and rhetorical choices communicate a text's purpose.

Learning Targets:

➢ I can determine the author's theme and purpose when viewing a piece of persuasive media.

➢ I can view a piece of persuasive media and identify the rhetorical strategies used by the author.

➢ I can evaluate the impact of an author's use of rhetorical strategies in a piece of persuasive media.

➢ I can compare and contrast the use of rhetorical strategies between authors on a particular topic.

➢ I can effectively use rhetorical strategies in my communication with others that best fit my audience to prove my point of view.

Begin with short-cycle formative tasks that lead to several PBAs of increasing complexity

Clarify Learning Target(s)

Select & Embed Short-Cycle Tool(s) in Instruction

Interpret Evidence & Determine New Targets that Build on Prior Learning

Use Performance Tasks to Assess Transfer & Deeper Learning

Repeat this "inside" loop several times with increasingly more complex tasks as mid- and post-assessments

Engage Students Uncover Thinking Document Evidence

Determine Next Steps to Advance Learning

Interpret Evidence & Frame Feedback

Rhetorical Analysis Competency APPLYING RIGOR TO PBL-CBE | Karin Hess, PhD (karin-hess.com)
Part 1 Learning Target
I can…identify rhetorical strategies used by an author

	ACA Pathway (Arts and Communications)	BHA Pathway (Business and Human Services)	STEM Pathway (Science, Technology, Engineering, Math)
Part 1	**Formative Assessment: Rhetorical Strategies Identification** Complete a graphic organizer detailing the rhetorical strategies		
(DOK 1 and DOK 2) Identify author's rhetorical strategies.	• Choose a product that carries one or more brand (shoes, clothing, hamburgers, etc.). • Select a brand and view an advertisement (may be print, video, or audio commercial) and identify which rhetorical strategies are used in the advertisement. • Complete a graphic organizer detailing the rhetorical strategies you have identified.	• Choose a highly debatable political issue (immigration, tax reform, gun laws, etc.). • Select an election promise speech (may be via website, print, or video, etc.) that deals with the issue you chose and identify which rhetorical strategies are used in the article. • Complete a graphic organizer detailing the rhetorical strategies you have identified.	• Choose a highly debatable scientific issue (climate change, vaccination, stem cell research, etc.). • Select a scholarly article or video that deals with the scientific issue you chose and identify which rhetorical strategies are used in the article. • Complete a graphic organizer detailing the rhetorical strategies you have identified.

Related Resources

Hess Cognitive Rigor Matrices - [Cognitive Rigor and DoK | Karin Hess, PhD (karin-hess.com)](#)
A Handy Brain Model (8 min. video) *[Rigor by Design Excerpts | Karin Hess, PhD (karin-hess.com)](#)*

Blogs (rubrics, scaffolding, etc.) [BLOG | Karin Hess, PhD (karin-hess.com)](#)

Archives (BEST K-12 Self-Direction , Collaboration, & Creative Thinking Rubrics) [Archived Postings | Karin Hess, PhD (karin-hess.com)](#)

Excerpts [Rigor by Design Excerpts | Karin Hess, PhD (karin-hess.com)](#)

CBE and PLB REsources (Rhetorical Analysis example) [APPLYING RIGOR TO PBL-CBE | Karin Hess, PhD (karin-hess.com)](#)

LIFT Learning (Digital platform for building CB Bodies of Evidence) [Project-Based Learning and Skills Assessment Platform - LiFT Learning™](#)

Building Better Rubrics [6 Key Questions to Build Better Rubrics for Middle and High School Students | Edutopia](#)

Video: [Why Does Memorization Reign Supreme in Traditional Learning? - Education Reimagined - Education Reimagined (education-reimagined.org)](#)