

Rigor Expectations Chart

By Hull, Balka, and Harbin Miles

Mathematical rigor requires a shift in beliefs and actions.

Current Tendencies	Future Opportunities
<ul style="list-style-type: none"> • Material is difficult. 	<ul style="list-style-type: none"> • Material is challenging.
<ul style="list-style-type: none"> • Pace is rapid. 	<ul style="list-style-type: none"> • Pace is slower, but deeper. Lessons are scaffolded to push deeper.
<ul style="list-style-type: none"> • Students work independently. 	<ul style="list-style-type: none"> • Students work collaboratively.
<ul style="list-style-type: none"> • More problems are completed. 	<ul style="list-style-type: none"> • Fewer problems are completed, but more student work is done with understanding required.
<ul style="list-style-type: none"> • More homework is assigned. 	<ul style="list-style-type: none"> • Homework is interesting and a natural extension.
<ul style="list-style-type: none"> • Teacher is sole information source. 	<ul style="list-style-type: none"> • Entire classroom is information resource.
<ul style="list-style-type: none"> • Climate is tense, with a sense of pressure. 	<ul style="list-style-type: none"> • Climate is supportive and encouraging.
<ul style="list-style-type: none"> • Content is accelerated. 	<ul style="list-style-type: none"> • Content connections are stressed.
<ul style="list-style-type: none"> • Classrooms are appropriate for elite and gifted. 	<ul style="list-style-type: none"> • Content is appropriate for student's ability. • Instruction is appropriate for all students.
<ul style="list-style-type: none"> • There are high expectations for keeping up. 	<ul style="list-style-type: none"> • There are high expectations for success.
<ul style="list-style-type: none"> • Procedural fluency is critical. 	<ul style="list-style-type: none"> • Thinking and reasoning are critical.
<ul style="list-style-type: none"> • Skills and computation are the focus. 	<ul style="list-style-type: none"> • There is a concept focus with skills as tools for understanding.