



# **Malcolm Price Laboratory School**

## **Rigor and Relevance: *How do You Rate Your Understanding?***

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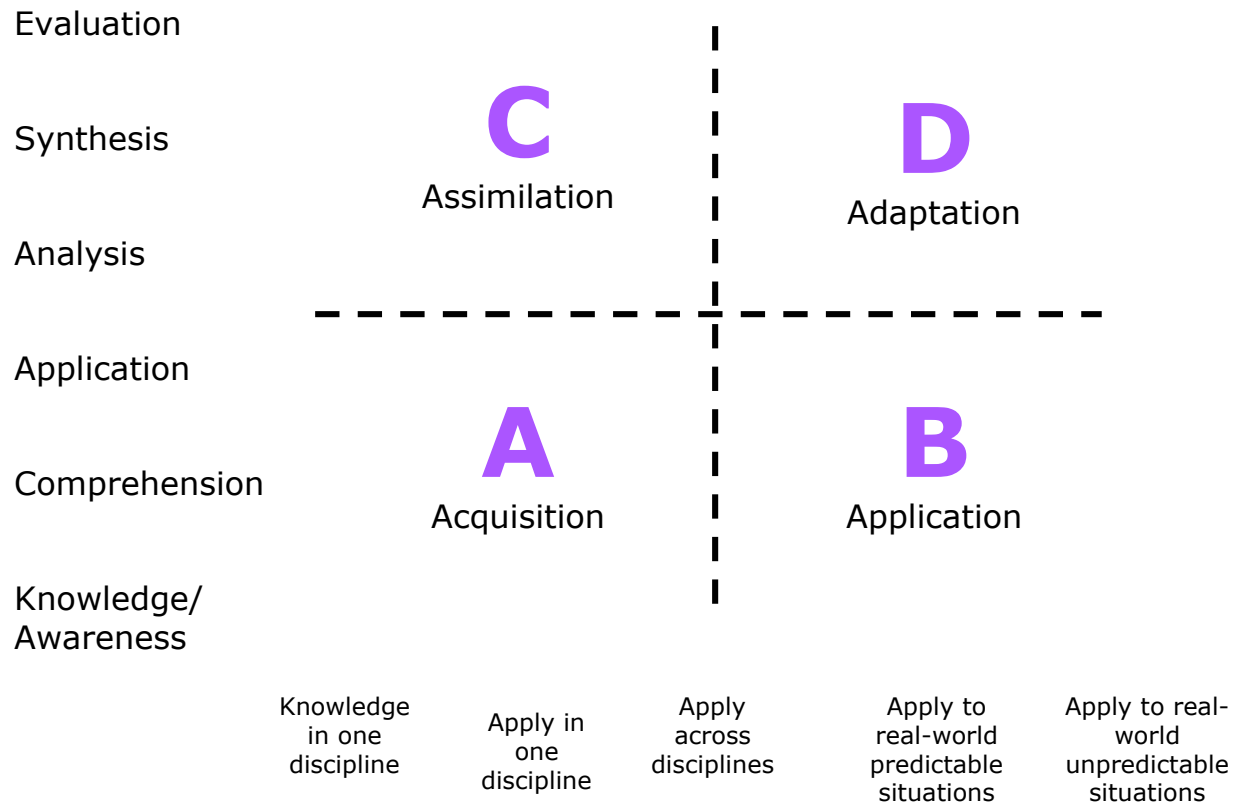
Price Laboratory School/  
Northern University High School  
University of Northern Iowa  
College of Education

***Iowa High School Project***

Daggett (2005)

# Rigor/Relevance Framework

Rigor



Relevance

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# Select the Quadrant

**For each of the following slides, think about and discuss the described activity and select the quadrant (using your remote feedback device) you think represents the best fit.**

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# Science

Test the physical properties of samples of minerals.

- ★ 1. A
- 2. B
- 3. C
- 4. D

<b>C</b>	<b>D</b>
<b>A</b>	<b>B</b>

# Physical Education

Students will create a new game/sport to be taught in an elementary/MS/HS physical education class. They will determine the most critical factors needed for their game to be considered valuable to PE teachers. Students will determine the purpose of the game, skill focus; equipment needed, rules of the game, and will identify game strategies. They will present their ideas to the UNI Physical Education Methods class and respond to their questions and suggestions.

1.	A	<b>C</b>	<b>D</b>
2.	B		
3.	C	<b>A</b>	<b>B</b>
★ 4.	D		

# Math

Study the selected artworks of M.C. Escher.

Within each artwork, identify the symmetries that exist. Use precise mathematical language.

You may mark on the drawings to help you.

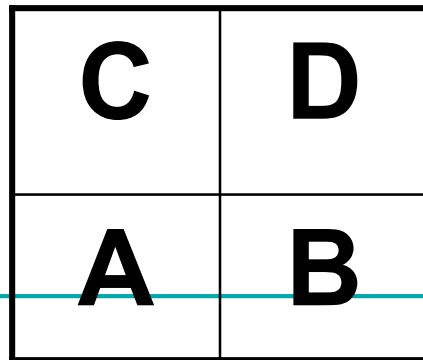
Also identify any transformations illustrated by the artwork.

1. A

★ 2. B

3. C

4. D



# Language Arts

Students read Arthur Miller's *Death of a Salesman* then select one of the main characters about whom they write a critical essay.

Students articulate a thesis statement about the character, make claims illustrating their position, and support their claims with text evidence.

1. A

2. B

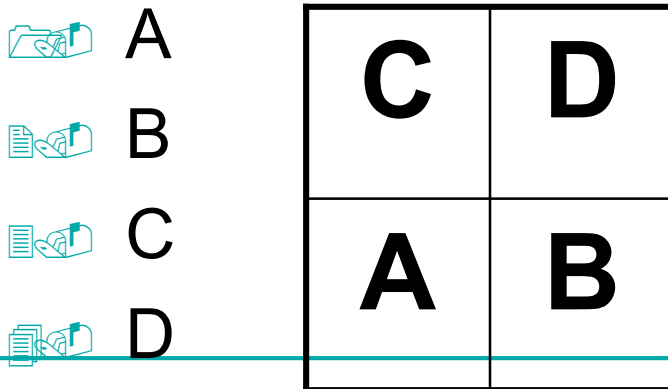
★ 3. C

4. D

C	D
A	B

# Business

Business ethics students create a NU High Code of Conduct. Student teams are assigned to write different sections of the code. As code sections are presented, students role-play stakeholders such as legislators, principal and teacher, asking questions and providing feedback for each of the code sections presented. Students then write a final reflection addressing policy revisions they would make based on audience feedback, their reactions to the writing/presenting experience, and lessons learned on ethical policy.



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# Music

Practice a choral piece, then perform that selection at a concert.

★ 1.	A	<table border="1"><tr><td>C</td><td>D</td></tr><tr><td>A</td><td>B</td></tr></table>	C	D	A	B
C	D					
A	B					
2.	B					
3.	C					
4.	D					

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# French

Provide personal responses in French about what leisure activities interest them.

1.	A		
★ 2.	B	<b>C</b>	<b>D</b>
3.	C	<b>A</b>	<b>B</b>
4.	D		

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# Social Studies

Given a court case, students use their understanding of basic criminal law to make a judgment in the case.

1.	A	<b>C</b>	<b>D</b>
2.	B		
★ 3.	C	<b>A</b>	<b>B</b>
4.	D		

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