



Common Core Standards

The Common Core Standards seek to make United States students more competitive with increasing proficient students from other countries. These standards emphasize teaching math more in-depth, and teaching English and language arts through not just classic books but also historical documents and technical manuals.

In general, the new standards are aimed at teaching fewer concepts at a deeper level than the old standards, which covered a wide array of topics but in a more shallow manner.

Link to SAS:

- <http://www.pdesas.org/standard/commoncore>
- http://static.pdesas.org/Content/Documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf
- and PA Fact Sheet: [Common Core Academic Standards and Implementation](#)



This year, the professional development theme in the District has been “Getting to the Core.” The teachers have been focusing on three areas of the PA Common Core Standards: understanding a deeper awareness of the standards; documenting the connections between the standards and the classroom curriculum; followed by the review of assessments for specific connections.

Is Your Lesson Rigorous?

Examine your lesson using:

Bloom's and Webb's Depth of Knowledge (DOK) p.2

Three Elements of Rigor p.8

Rigor Quick Check p.8

Adapted from Hatboro-Horsham School District

New to Rubicon Atlas

CORE Talk Rubicon Atlas – is a comprehensive resource for teachers, administrators and parents that spotlight the evolving discourse of US. Standards-based education. The App will provide news, commentary, standards update and global PD opportunities related to CCSS.

Curriculum and Mapping

Curriculum mapping is intended for teachers and administrators to reference the Atlas curriculum maps during the process of designing and reviewing curriculum in a format that can be shared among all teachers in a central location. In short, it delineates a common practice for telling what we teach, how we teach it, and how we know it was learned well.

While typically understood to refer to the content of the planned courses within the k-12 sequence, curriculum

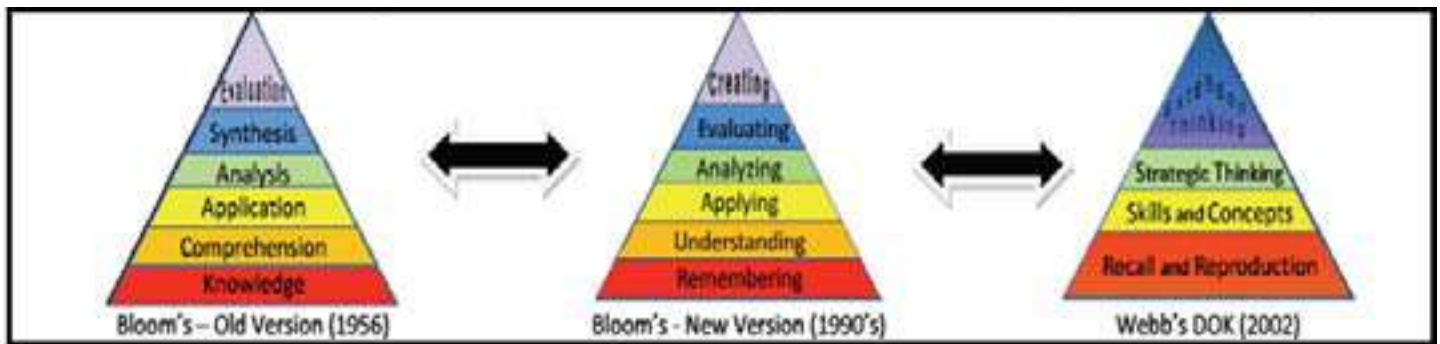
is in practice a broad term that can be applied to almost everything that happens in schools: the subjects and units of instruction from kindergarten through high school, the philosophies and practices that determine the manner in which content is delivered to students, the techniques by which we measure student learning and the opportunities we provide them to demonstrate it, and the manner in which our community values are echoed by what we teach and how we teach it. The student sits at the center of the interactions of these forces, and so curriculum can be thought of as the sum of the experiences that shape our students.

The purpose of a written curriculum is to provide all of the members of a school community with an overview of the content specific to courses of instruction. It enables professional dialogue and consideration of student learning across grade levels by all of the



professionals charged with the delivery of instruction. While it represents to the students and the community a sense of what learning can be expected during the scope of a planned course, it creates a special obligation for teachers and school administrators in that it shapes classroom instruction to a considerable degree. While the documents that represent our written curriculum do not stifle the autonomy of the classroom teacher to exercise creativity and vision in the design, and delivery, they do establish static baselines for the consideration of course content, student competencies, and the ways in which students demonstrate mastery of their learning.

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



<p>Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.</p>		<p>Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.</p>
<p>Bloom's Taxonomy</p>		<p>Webb's Depth of Knowledge & Corresponding Verbs</p>
<p>Knowledge</p>		<p>Recall and Reproduction Correlates to Bloom's 2 Lowest Levels</p>
<p><i>Recall appropriate information.</i></p>		<p><i>Recall a fact, information, or procedure.</i></p>
<p>Comprehension</p>		<p>arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why</p>
<p>Applying</p>		<p>Skill/Concept</p>
<p><i>Use learned material in new and concrete situations.</i></p>		<p><i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i></p>
<p>Analysis</p>		<p>apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues</p>
<p>Analysing</p>		<p>Strategic Thinking</p>
<p><i>Break down material into component parts so that its organizational structure may be understood.</i></p>		<p><i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i></p>
<p>Synthesis</p>		<p>appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems</p>
<p>Evaluating</p>		<p>Extended Thinking Correlates to Bloom's 2 Highest Levels</p>
<p><i>Put parts together to form a new whole.</i></p>		<p><i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i></p>
<p>Evaluation</p>		<p>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</p>
<p>Remembering</p>		
<p>Understanding</p>		
<p>Applying</p>		
<p>Analysing</p>		
<p>Evaluating</p>		
<p>Creating (Previously Synthesis)</p>		
<p><i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i></p>		

Debbie Perkins, 2008



“Teaching is only as good as the learning that takes place.”
International Center for Leadership Education

Old Fashioned Radio Show Takes on a Modern Twist at PTHS

by Ryan Perrotte, PTHS Chorus Teacher

The Secret of Willows Grove is an audio drama about a once quiet town that has encountered strange and mysterious happenings caused by the night of a lunar eclipse. A group of friends, with the help of a magical book, seek to restore normalcy to the town. Along their journey, they find out that the most important part about friendship is trust.

This program was written and produced by students, teachers, and community members of the Peters Township School District. On Monday 8 April Professor Bill Cameron, a professor at William and Jefferson College, spoke with teacher Ryan Perrotte

and students Sabrina Liu, Katie McGovern, and Josh Reardon from Peters Township High School about the radio drama they have been developing. The broadcast included parts one and two of *The Secret of Willows Grove*.

You can listen to the broadcast online at: <https://soundcloud.com/sowgpodcast>



Das ist ein Burgh-thing

by Patty Chastel, PTHS German Teacher

Virtual tours are an inexpensive and inspiring means to discover new destinations. Virtualfreesites.com and virtourist.com are just two travel sites you may recognize. Our AP German students had the opportunity to visit several cities in Germany via DVDs and on-line sites like dw-world.de. Most of these were narrated in German by enthusiastic young adults who guided the viewer through the history, attractions, entertainment, and pop-culture of the regions.

Our class amassed vocabulary and expressions from this experience and applied those to create their own tour of our hometown of Peters Township. With the help of a class set of iPads and photographs of the area, the students designed a one-minute advertisement to entice visitors to our region. Their rubric included correct use of grammar, narration, and music to enhance the commercial. German students like seniors Jake Floyd, Carla Hoge, and Garrett Warmbein enjoyed the opportunity to showcase their German skills and personal creativity.

"It was a unique, entertaining, and educational experience, that allowed us to utilize resources normally not available" in the classroom. – Jake Floyd

"...speaking about familiar aspects of Peters Township in a foreign language helped to cement more of the language in our minds." – Carla Hoge

"We learned some facts we didn't formerly know about our community. Any technical difficulties were easily resolved due to the cooperative nature of the assignment." – Garrett Warmbein

This video screen capture (left) highlights the enthusiasm of another student, senior Jeff Bergman.

They uploaded the videos to my youtube account, and subsequently, the entire class enjoyed them and shared their reactions with each other in our network googleweebapps account. Access this link to view the presentation online: <http://goo.gl/XF5xG> The world from your laptop or phone via PTHS German tour guides—Wunderbar!



Independent Reading Projects

by Tiffany Kocan,
PTHS English Teacher

"I am assigning an Independent Reading Project."

****silence**** (aside from the heater, dehumidifier, computer cart, occasional alert sound...)
stink eyes
furrowed brows
various looks of malcontent shot in my direction.

I smiled and said, "So, let's discuss the objectives and general guidelines for this project."

For a myriad of reasons, high school students shutter at the mere sound of the word "project."

As a teacher, the thoughts of creating criteria for a project, scheduling time to conference with each student for a project, monitoring progress of student work for a project, developing a rubric, and ultimately, taking time to grade projects, can seem daunting and somewhat uninviting. Students fret over specifics and persevere over the creation of the perfect creation.

For the above reasons, I decided that I wanted my Advanced Placement English Language and Composition students to concentrate on the process of learning, exploring, and creating to ensure that they internalized the importance of an authentic experience while I facilitated their engagement.

The term "authentic learning" has been buzzing around the educational world for several years. Often during inservice sessions and workshops, educators hear the term referred to via best practices, etc. To me, authentic learning focuses on taking onus of our learning processes while gauging the progress of knowledge acquisition through our own efforts, interests and motivations. I desperately wanted my students to take responsibility and claim ownership to and for an end result or product. Limiting their visions for their end results would prove to be counterintuitive to my goal—an authentic product.

Students selected a piece of nonfiction for the Independent Reading Project. We spent a class period with Ms. Myers, PTHS Librarian, perusing the stacks searching for books to match students' vast inter-

ests. After students finished reading their selected pieces, they completed a Project Proposal which focused on the development of an action plan which included a timeline for students to mark their own progress. Students were also responsible for identifying different proposal necessities: the proposed project, rationale, objectives, target audience, goals, benchmarks and expected outcomes. I met with each student individually to discuss their proposed project and all that accompanied their efforts in the quest to express themselves and the language of their nonfiction selections.

Projects!

Overall, the array of projects presented in my room on gallery walk day was amazingly wonderful: paintings, sculptures, mobiles, drawings, multimedia presentations, videos, photographs, scrapbooks, three dimensional depictions, songs, poems, etc.



More importantly, students appreciated the process by which they completed their projects, beamed with pride when asked to explain the connection to the literature and medium of choice, and applauded their fellow peers for their efforts and expertise. Our classroom community sparkled with enthusiasm and accomplishment. Students were graded on their articulation and explanation of the process for their chosen end result. I wanted the project to be an authentic learning experience for all of us. And, it was.

Learn & Serve Grant In Action at PTHS

by Mrs. Judy Alexander, PTHS Gifted Coordinator

Last spring, Mrs. Alexander and a small group of students were awarded one of the five final Pennsylvania Learn and Serve America Grants. The purpose of the grant was to create a sustainability program that would continue to provide funding for worthy service projects.

A small group of High School students organized to operate the PTHS SPEARS clothing apparel business. Students operating all aspects of the business included Paige Hannah (CFO), Chase Maszle, JP Held and Rachel Campion (creative) Connor Heberle (marketing). Students marketed and sold personalized clothing items to individual students, teachers, and various clubs throughout the district. Profits from this year's sales were used to fund the mini-grant process. Paige Hannah developed a mini-grant and communicated the news to encourage those who needed funds to complete their service project to return the mini-grant.

Many groups responded with requests for their service projects. Due to the overwhelming requests, students were unable to fully fund all service projects. Fortunately they also created a rubric to help them prioritize which projects they would fund.

The recipients of this year's grants were the PV Elementary School Giving Day Project (Mrs. Rooney), PT Middle School Council's senior citizen letter writing project and the McMurray Leadership / Beautification project.

Like their parent organization the McMurray Rotary, the Peters Township InterAct Club also created a philanthropic branch of the club. The purpose of the group is to support and encourage others throughout the community who wish to engage in meaningful service. A mini-grant process was created and awarded money to the following projects this year:

Expanding the Bower Hill Garden- Mr. Bratetich, PTMS Girl Scout Troop – beautification of the PV Garden, Casey Kirwan and Autism Awareness/ Walk Project, Mrs. Mamula- developing a small business with life skills students, Rachel Cowler- for supplies to develop a military wall of valor honoring PT graduates who have or are currently serving in our armed forces.

Social Media Sparks Student Love of Goodreads

by Angel Keller,
PTHS English Teacher

"I really enjoyed reading this book; it was a pageturner and changed my life completely."

"I love my book!"

"This book was constantly in my hands!"

"I don't normally like reading books...but that was not the case for [my book]."

These words sound like an English teacher's dream, but, with the help of social media, that dream became a reality thanks to the above remarks from my English 9 students at PTHS. These declarations of love for reading resulted from an independent reading project in which students engaged in weekly discussion boards about their books on Goodreads.

Goodreads is a Facebookforbooklovers social media site that allows participants

to record, review, and recommend books that they read, as well as join reading "groups" with people of similar interests and reading tastes. Not only did the project spark a love for reading in selfproclaimed antireaders, but it also provided an opportunity for students to learn and apply digital citizenship skills and appropriately and effectively use social media for both enjoyment and educational purposes.

Educator reaction to the term "social media" has undergone a sea of change since its advent. We often demonized social media due to our anxiety over how to keep it from negatively impacting instruction – how to regulate, censor, or prevent students from using it while at school.

However, in our effort to promote 21st-century skills and learning, our approach to social media has shifted from censorship to integration.

Of course, incorporating such technology still requires clearly outlined procedures for appropriate use. Therefore, before engaging in their discussion boards on Goodreads, students participated in a Digital Citizenship unit, created and facilitated by PTHS librarian Lindsey Myers. Ms. Myers led students through discussion and exploration of the rules and responsibilities of engaging in an online community. The students accessed online resources that provided guidelines and tips for Internet safety. Armed with this information, students compiled a Digital Citizenship Bill of Rights in order to articulate their own set of rules for Internet usage.

With an understanding of how to appropriately engage in an online community, students were now ready to complete their project. On the last day of the Digital Citizenship unit, they signed up for Goodreads, explored the site, and self-selected novels from the library to read and discuss for the project. With four weeks to complete their assignment, students set their own reading schedule in order to manage their time appropriately and were grouped with peers across five class periods based on their books' genres. Such grouping sparked interesting discussion between students with similar reading tastes and gave them a chance to engage with peers with whom they don't usually have an opportunity to socialize during class time.

In the end, using Goodreads to facilitate students' discussion of their reading provided a perfect blend of social and educational opportunity, and of independence and responsibility, all of which led to several positive outcomes. Students enthusiastically accepted their invitations to join their genre groups and logged on to Goodreads at the end of each week to discuss, analyze, and reflect on different aspects of their texts and genres. They probed plot structure, critiqued characters, and identified literary devices to support their opinions of their books.

One student was so engaged by the discussion that she wrote to her peer, who was reading a preceding book in the same series, "I read your posts every week to remind me of the relationships" of the characters. She followed up her comment by prompting her peer to discuss the characters in more depth while promising not to spoil the ending. Moreover, students who were usually reluctant to discuss their reading face-to-face with peers in the classroom shed their shyness and thoughtfully, articulately, and confidently engaged in group discussion on Goodreads each week. Furthermore, the authentic discussion forum and the pressure of having their peers read their posts, made students more thoughtfully and skillfully compose their remarks.

Thus, changing my mind about social media changed students' minds about reading and allowed me to live out the teacher's dream. For at least one student, the project led her to a book that "changed my life completely!" The Goodreads project motivated students to read independently, integrated reading and writing skills, and taught students how to responsibly engage in an online community.

Goodreads provided the blend of student freedom and responsibility and of socialization and instruction that teachers strive for but that we can sometimes not achieve within the confines of our fourwalled classroom, illustrating the benefits of 21st-century instruction and education.

Teaching is the one
profession that creates
all other professions.

-Unknown



ePals at PTHS: Fostering Global Citizenship Across Disciplines

by Lindsey Myers PTHS Librarian; Sonya Ring, PTHS English Teacher; Caitlin Degnan, PTHS Spanish Teacher

“Global citizenship” is a term that is tossed about quite a bit in educational circles. In order to actively participate in our modern society, it is understood that students need to have a thorough understanding of and willingness to discover more about life beyond Peters Township. At Peters Township High School (PTHS) we are working to instill in students an appreciation and understanding of what the term “global citizen” truly means and how learning about different perspectives enhances their knowledge not only of class content, but also of their own role in fostering cross-cultural understanding.

In order to support the 21st Century standards and encourage students to learn about life and experience new perspectives, collaborative projects and discussions with students and teachers in other parts of the country and world have been a focus at PTHS. Last year, the GEO Grant Committee awarded ten iPads to the high school to foster these types of collaborative projects, and they have been integral for students to use when creating projects to share and connecting with students. Not only are teachers connecting with and discussing new techniques with teachers and educators, but they are also working to create authentic connections between students in their classes and students at other institutions across the country and globe. Consistently and across disciplines, teachers are working to enhance student learning by creating dynamic, project-based lessons and units that encourage students to think not only outside of the box, but also outside of the walls of PTHS as they use new technology to enhance their lessons.

Many different websites and programs offer a variety of options for connecting with classes in other cultures. One such site, ePals, became integral to many projects for both connecting with a teacher and then establishing email pals with the classes. ePals offers educators a way to establish initial connections in addition to the opportunity to create a safe and monitored environment for students to communicate with an ePal. After I posted an initial message showing interest in collaborative literature circles and classroom connec-

tions for ePals, I was contacted by a variety of teachers from across the world. Then, I connected these classroom teachers with two of our own. Currently, two teachers are working on cross-cultural collaborative projects with their classes: Honors English 9, taught by Sonya Ring, and Spanish IV, taught by Caitlin Degnan.

Sonya Ring’s classes are working with Kelley Webb, an English teacher at the Colombian School in Medellin, Colombia, who responded with her interest. Her students are bilingual, so both Ms. Ring’s and Ms. Webb’s students are able to communicate with ease.

Students in each of Sonya’s and Kelley’s classes were paired with an ePal and given an ePals email account. Students completed initial contact with their ePals by sharing their favorite activities and discussing what they hope to discover by reading and responding to *The Tragedy of Romeo and Juliet* with their ePals.

Their second activity was to create class introductory videos to send to their Colombian counterparts. Using the set of iPads, students created video introductions for their ePals, sharing their favorite books and also some pictures of their daily activities. Many students currently studying Spanish decided to introduce themselves in their ePal’s native language. We also worked with Ms. Degnan to teach all students a few lines of Spanish as an opening and closing message to the videos to illustrate our appreciation of the native language of our ePals. In the coming weeks, students will be collaboratively discussing acts from *The Tragedy of Romeo and Juliet* using the Web 2.0 tool, Voicethread.

Ms. Ring noted that “the collaboration with Colombia has provided a novel opportunity for students to apply their written and oral communication skills. Creating connections with students in another country has enhanced their enthusiasm for the study of *The Tragedy of Romeo and Juliet*. Interestingly, students have commented that they are surprised to learn how similar their partners in Medellin are to them, thereby demonstrating cross-cultural understanding.”

Mrs. Degnan is working closely with Maria Fernandez, a high school teacher near Granada, Spain, in order to help foster communication between the students in their classes. It has been a very rewarding experience for both the students and Mrs. Degnan. The students have been sending emails back and forth via ePals in both English and Spanish so that both languages are practiced equally by both sets of students. Their most recent assignment was to create a video about their daily lives (classes, school, extracurricular activities, etc.) and share them with their ePals. They filmed in both Spanish and English so that Degnan’s students could practice their speaking skills in Spanish and Fernandez’s students could hear exemplary English. Degnan’s students have successfully filmed, edited, and sent their videos and are excitedly awaiting the videos from their Spanish friends. Mrs. Degnan has also formed a friendship with Fernandez, which she feels she has benefitted from immensely. “I look forward to her emails every week. We talk about anything and everything from teaching to our personal lives. I love practicing my writing skills in Spanish when emailing her and I believe she is taking advantage of practicing her English at the same time,” says Degnan. The students have not only used ePals as their means of communication with their Spanish friends, but they have also found them on Twitter and Facebook on their own time outside of school and follow them on a regular basis. Below is a picture of some of Degnan’s AP students showing pictures of their ePals on their mobile devices.

Ms. Myers, Ms. Ring, and Mrs. Degnan will be sharing their experiences at a Tech Flex session for teachers eager to try out this new and exciting way to engage students and provide them with learning opportunities outside of the classroom. The most wonderful part of these activities is that they are simple activities that students could do within their classes, but that are enhanced through the collaboration and learning by and about different perspectives. With a bit of technology and a lot of creativity, teachers and students can work together to promote global citizenship and cultural understanding.

It's "Bio Time!" by Ms. Lora O'Brien, BH Enrichment Teacher

Students in Ms. Lora O'Brien's third-grade RTII groups at Bower Hill have been busy reading, researching, writing, and speaking. About what, you might ask? Famous scientists, athletes, entertainers, presidents, historical figures, and more! In an enrichment project called "Bio Time" (short for biographies), students applied all of their language arts skills to complete this fun-filled, educational experience.

What did the project entail? First, students selected a fiction novel set in a specific place or time period in history. After reading and discussing these novels in small groups with peers, students identified a notable person from the place or historical time period. Using print-based and Internet resources, students researched factual information in three categories – family life, career and accomplishments, and fun facts. Next, students wrote a creative first-person account of the person's life. Finally, this account became the script for "becoming the person" for a day.

These famous figures came to life on May 15th in Bower Hill's very own "Bio Time" living-history museum. With one click of a push light, students transformed from third graders into presidents, economists, abolitionists and slaves, architects, and first ladies, to name a few, complete with costumes and props to tell their life stories for our museum visitors.

People are intrigued by the lives and accomplishments of others and love to learn more about them through biographies. These Bower Hill third-grade students certainly did, and quite impressively, too!



Social Media Tutorial: by Nate Doughty, PTHS Student

Students Teaching Parents and Teachers Online Safety

Social media is everywhere around the people of today. It's built into phones, tablets, computers, and even televisions with the sole purpose of being able to communicate with other people. The number of uses for it are limitless. With these great advances of social media however, dangers and problems have arisen.

To create a better understanding of what social media is, how it is used, and what steps can be taken to make sure mistakes are not made, a presentation was put on for the parents of students at McMur-ray Elementary in Peters Township. The presentation itself was run by students on the high school's Executive Council. These students met with the principal of McMur-ray to discuss the specific content of the presentation. It was a growing concern amongst these parents that their children could be in danger by using social media services. The presentation was designed to address these concerns. An understanding of the three most common social networks, Facebook, Twitter, and Instagram, was explained and parents were given a hands-on demonstration of how to protect their children as they use these services. The presentation was a big hit and the parents truly appreciated it. Because of

its success, the faculty at the high school wished to have the opportunity to learn about social media too, and so a Tech Flex session was established.

Held once a month, every other month, Tech Flex sessions are held at the high school to teach faculty and staff about new technology and resources. During the April sessions, the students gave their Social Media presentation for the faculty, and discussed how they can make sure they take the correct precautionary measures to make sure what they do online is safe. The teachers were appreciative of the chance to get an understanding of the dangers social media can present. The staff was shown what each of these services are used for and how to stay safe while using them. After attending, Chemistry teacher Debbie Kendrick shared that she "...enjoyed when they showed how to set the privacy settings on the different apps. As both a parent and a teacher I worry about my kids putting information on the web."

The images (right) show a few slides from the students' presentation.

The general goal of social media is to make it easier for people to communicate

with each other. However, it can easily be abused. By addressing both the parents of elementary students as well as high school faculty, a better understanding of its dangers was obtained so that both students and parents can stay safe while using these services.



Three Elements of Academic Rigor

Students experience academic rigor in a particular discipline when they are made consciously aware of the difference and distance between the skills and concepts which they can comfortably access without consulting references or resources and the additional skills and concepts they must acquire in a pedagogically constructed learning opportunity.

Rigorous Course Content	Rigorous Direct Instruction (Skills and Concepts)	Rigorous Assignment & Assessments
Ambiguous – open to multiple interpretations	Teaching lingers at upper levels of Bloom's Taxonomy of Thinking Skills	Aligned to high-quality standards
Implied – includes suggestions which can be understood only in context, through an application of logic	Concepts are interdisciplinary	Skills and Concepts are accessed in unpredictable situations
Unstated – withholds information and context offers a little help	Students respond to interpretive, evaluate, and universal questions at a far greater quantity than recall or literal questions	Students product expects proficiency and reaches for mastery
Layered – requires two or more cognitive functions or requires knowledge of prerequisites	Student-to-student discourse requires evidence-based oral or written responses	Reflection and introspection of student response is embedded in the assessment task
Complex – requires cognitive processing of real/concrete concepts with imaginary/abstract concepts		

Rigor Quick Check

Reminder: Look at what students are being asked to do.

Content:

Is the content part of the state standards?

Does it include basic skills and important concepts?

Does the content require students to apply core academic knowledge to problems or issues?

Instruction:

Does the instruction require students to engage in higher order thinking skills?

Are students required to engage in elaborated communication?

Do they have to explain or justify their conclusions or thinking?

Assessment:

Is the assessment aligned to the lesson goals?

Do students have to use higher order thinking skills on the assessment?

Do students have to explain or justify their conclusions or thinking?



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