

## RIGOR IN GATES CHILI



**Rigor** in Gates Chili is exemplified by **student centered inquiry** which develops **higher order thinking** skills. Students are challenged to develop a depth of understanding that stems from **interdisciplinary** learning and **authentic learning** opportunities.

### **Student Centered (QSR Dimension 1 and 3, NYSUT Rubric Standard IV)**

- Students express their ideas, take initiative and have high expectations for their own learning.
- Students construct knowledge through gathering, analyzing and synthesizing information.
- Students integrate inquiry, communication, critical thinking and problem solving skills.
- Students are challenged to demonstrate independent learning skills.
- Instructional practice is motivating, differentiated, research-based and data-driven to support all students.
- Students analyze progress, reflect on academic performance and set goals for learning.

### **Inquiry based (QSR Dimension 1, NYSUT Rubric Standards II and III)**

- Students formulate questions and interact with teachers and peers to deepen their understanding.
- Students demonstrate enthusiasm for learning through their initiative and active participation.
- Students engage in sustained inquiry or academic research using primary and secondary sources.

### **Interdisciplinary (NYSUT Rubric Standard II)**

- Teachers collaborate with colleagues to integrate content strategies and skills.
- Students apply cross-disciplinary knowledge and skills to real world problems.
- Student work naturally integrates two or more disciplines in a way that enhances learning.
- Technological tools are embedded in the curriculum to assist students in becoming critical users of quality information.

### **Higher Order Thinking (QSR Dimension 1, NYSUT Rubric Standards II and III)**

- Students engage in individual and collaborative critical thinking to draw conclusions, solve problems and make decisions.
- Differentiated instructional strategies motivate and engage each student in high level cognitive activities.

### **Authentic Learning (QSR Dimension 1, 2 and 3, NYSUT Rubric Standard II)**

- Learning experiences make appropriate connections between the content and students' life experiences.
- Educational opportunities provide a wide range of enriching experiences within the classroom, the school and the community.
- Students have opportunities to create useful products to be shared with a real audience.

*Note: The descriptors for the Gates Chili Checklist for Rigor are grounded in educational research and connected to language from the Quality School Rubric and NYSUT Teacher Practice Rubric.*