



# PUMP IT UP



## Putting Rigor into PBL

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# Session Overview

- Introductions
- Definitions: What Rigor Isn't
- Definitions: Five Dimensions of Rigor
- How To: Ideas for Putting Rigor in PLB
- Workout: Review of Project Example

# WHAT RIGOR ISN'T

- Quantity
- Degree of difficulty
- Reflection of gradebook
- Elitist

# FIVE DIMENSIONS OF RIGOR

- Engagement/ownership
- Professional habits of mind
- Evidence of standards mastery
- Defense of work
- Reflection on learning

# PUTTING RIGOR INTO PROJECTS

Ideas for increasing student engagement and ownership:

- Increase student choice
- Increase student voice
- Solve problems with students

# PUTTING RIGOR INTO PROJECTS

Ideas for increasing professional habits of mind:

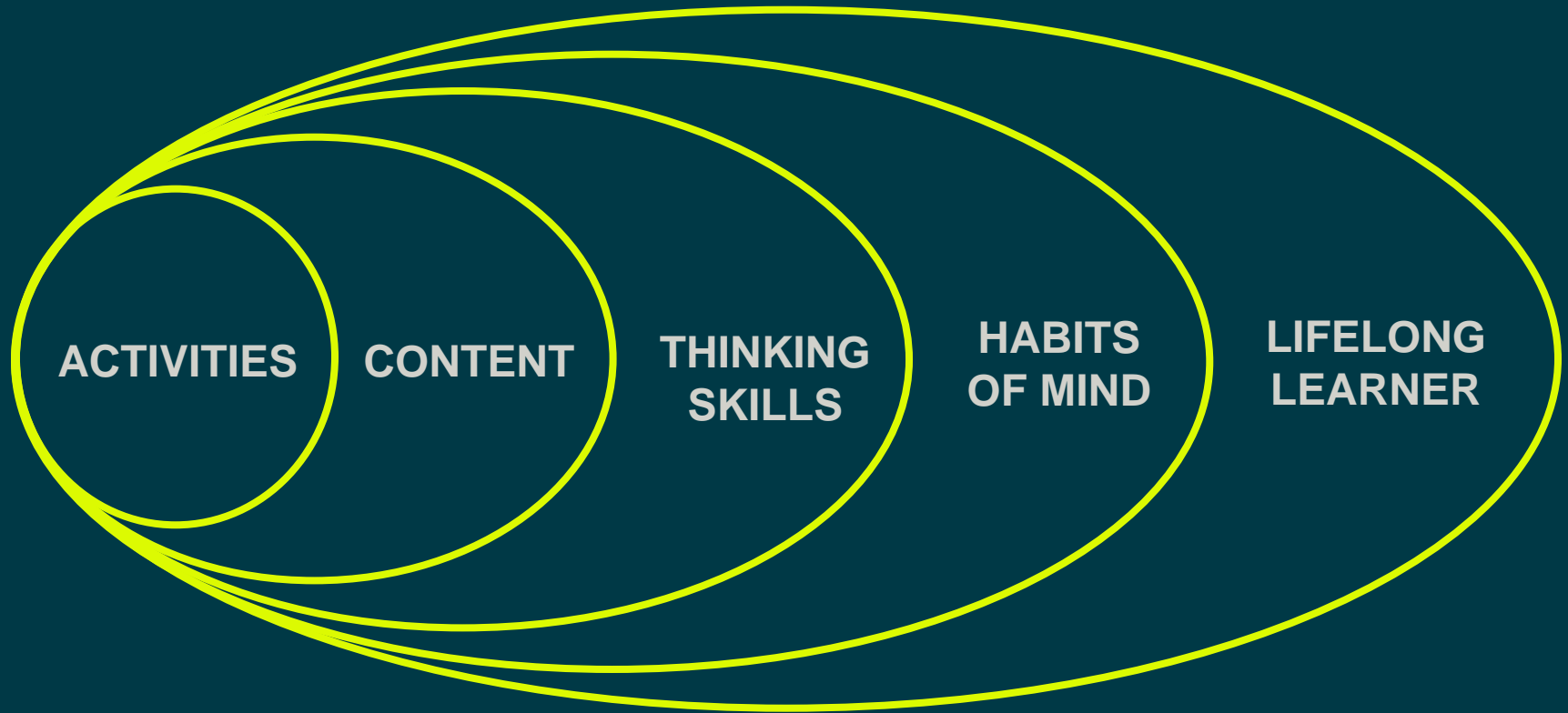
- Mine opportunities in local community
- Determine real world application of skills and content (*Answer the “So what, who cares?” question*)
- Focus on product and audience
- Work with employer partners (*Client-based work*)

# PUTTING RIGOR INTO PROJECTS

Ideas for ensuring essential content is demonstrated in the project:

- Simultaneous outcomes

# SIMULTANEOUS OUTCOMES



Adapted from the work of Art Costa and Bena Kallick

# PUTTING RIGOR INTO PROJECTS

Ideas for ensuring essential content is demonstrated in the project:

- Simultaneous outcomes
- Backwards design



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**Diploma Requirements**

## The New Oregon High School Diploma

In January of 2007, the State Board of Education voted to adopt new high school graduation requirements.

These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the [credit requirements](#), demonstrate proficiency in [essential skills](#), and meet the [personalized learning requirements](#). And students will have the option to earn credit for proficiency. The changes to the diploma will be phased in over the [coming seven years](#).

### Essential Skills

For the first time, the state will require that all students must demonstrate that they are proficient in certain “essential skills” – skills that are deemed critical for future success – before they are awarded the diploma. Essential skills are process skills that can be applied in a variety courses, subjects, experiences and settings. Students will have a variety of opportunities to demonstrate that they are proficient in these skills. Essential skills will be required for graduation in 2012. The Essential Skills Task Force is currently working on defining the skills listed below.

<input checked="" type="checkbox"/> Read and interpret a variety of texts	<input checked="" type="checkbox"/> Apply mathematics in a variety of settings
<input checked="" type="checkbox"/> Write for a variety of purposes	<input checked="" type="checkbox"/> Use technology
<input checked="" type="checkbox"/> Speak and present publicly	<input checked="" type="checkbox"/> Demonstrate civic and community engagement
<input checked="" type="checkbox"/> Think critically and analytically	<input checked="" type="checkbox"/> Demonstrate global literacy
<input checked="" type="checkbox"/> Demonstrate career-related learning standards: communication, problem solving, personal management, teamwork, employment foundations, and career development.	

# RIGOR/RELEVANCE FRAMEWORK

(Daggett)

<b>K N O W L E D G E</b>	<b>T A X O N O M Y</b>	Evaluation 6	<b>C</b>		<b>D</b>		
		Synthesis 5					
		Analysis 4					
		Application 3	<b>A</b>		<b>B</b>		
		Comprehension 2					
		Awareness 1					
		1 Knowledge in one discipline	2 Apply in discipline	3 Apply across disciplines	4 Apply to real-world predictable situations	5 Apply to real- world unpredictable situations	
		<b>APPLICATION MODEL</b>					

# PUTTING RIGOR INTO PROJECTS

Ideas for ensuring essential content is demonstrated in the project:

- Simultaneous outcomes
- Backwards design
- What qualifies as evidence of standard?
- What qualifies as mastery of standard?
- Use exemplars and rubrics

# PUTTING RIGOR INTO PROJECTS

## Ideas for requiring defense of work:

- Exhibitions
- Audiences
- Structure exhibitions to allow for questions
- Prepare students and audience in advance
- Use assessment tools to record responses

# PUTTING RIGOR INTO PROJECTS

## Ideas for requiring reflection on work:

- Individual written reflections
- Small group oral debriefs
- Whole class oral debriefs
- Add a day or two to project calendars
- Milk it for all it's worth!

# WORKOUT: PROJECT EXAMPLE

*How can this project be made more rigorous?*

- Listen to project overview
- Ask clarifying questions
- Discuss with partner
- Report out/whole group discussion