Rigor Matrix

	Not Rigorous (Teacher-Centered)	Rigorous (Student-Centered)	Highly Rigorous (Student-Driven)
Reading	• Dominated by textbook readings • All students have the same readings • Students summarize readings • Readings are relevant only to the specific content of the day's lesson	• Multiple sources including at least one complex text, primary source and/or paired fiction & non-fiction texts • Readings are relevant to students' interests, provide real-world connections, or connect to the larger essential questions of the unit • Students are given different readings or different versions of readings, with scaffolds or modified readings provided *only* to students who need them. • Students use annotation techniques or other reading strategies (including the ERMHS annotation prompts)	• Rigorous sources + student-chosen or student-researched tex • Readings are relevant to students' interests, provide real-worlc connections, and connect to the larger essential questions of t unit • Students are given different readings or different versions of readings, with scaffolds or modified readings provided *only* to students who need them and are targeted to those students' needs • Students read key texts multiple times to gain deeper meaning • Students use purposeful, specific annotation techniques or oth reading strategies (including the ERMHS annotation prompts)
Writing	• Students respond to a list of questions • Students write 1-2 sentence answers • Writing tasks are relevant to the specific content of the day's lesson	• Students write one or more paragraphs • Students are required to support their ideas with evidence (including using the TEAL structure) • Students use a variety of pre-writing strategies; highly structured scaffolds are provided *only* to students who need them • Students receive brief feedback from a single source • Students take a perspective on one of two sides of an issue • Writing tasks are relevant to students' interests or connected to the larger Essential Questions of the unit/course, or the writing is published for a specific audience	• Extended writing • Students are required to support their ideas with multiple piece of evidence and discuss counterclaims or counterexamples (including using the TEAL structure) • Students use observation and experimentation to aid their arguments • Students use a variety of pre-writing strategies; highly structur scaffolds are provided *only* to students who need them are targeted to those students' needs • Students receive detailed feedback from teacher and/or peers with opportunities for revision • Students generate their own perspectives or choose from a wi variety of perspectives • Writing tasks are relevant to students' interests, connected to t larger Essential Questions of the unit/course, and the writing is published for a specific audience
Discussion	• Questions are posed by the teacher • Students respond almost exclusively to the teacher • A few students participate	• Students engage in discussion with one another around high-level questions • Student discussion is grounded in evidence gathered from teacher-provided sources • Students respond to and address each other's ideas (including using ERMHS discussion prompts and protocols • Most students participate	• Students engage in discussion with one another around high-level questions • Student discussion is grounded in evidence gathered from a variety of sources, including student-chosen or student-researched sources • Students respond to and address each other's ideas (including using ERMHS discussion prompts and protocols) • Students generate their own questions • Students facilitate the discussion • Almost all students participate