

RIGOR, RELEVANCE & RELATIONSHIPS MODEL ADAPTATION

Knowledge Taxonomy

Student Driven ↑

6	<ul style="list-style-type: none"> Verify value of evidence Recognize subjectivity Make judgments/choices based on criteria/standards/conditions
5	<p>Synthesis: "Putting together"</p> <ul style="list-style-type: none"> Use old ideas to create new ones Relate knowledge from several areas Reorganize parts to create new original thing, idea, concept
4	<p>Analysis: "Taking apart"</p> <ul style="list-style-type: none"> See patterns/relationships Recognize of hidden parts Take ideas/learning apart Find unique characteristics
3	<p>Application: "Making use of knowledge"</p> <ul style="list-style-type: none"> Solve problems using required skills and/or knowledge Make use of learning in new or concrete manner, or to solve problems
2	<p>Comprehension: "Confirming"</p> <ul style="list-style-type: none"> Order, group, infer causes Interpret facts, compare/contrast Predict consequences
1	<p>Knowledge: "Information gathering"</p> <ul style="list-style-type: none"> Order, group, infer causes Interpret facts, compare/contrast Predict consequences

↑ Increased Rigor

Teacher Driven

C	<p>Assimilation</p> <p>Students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions.</p> <p>Students Think <i>Relationships Important</i></p>	D	<p>Adaptation</p> <p>Students have the competence that, when confronted with perplexing unknowns, they are able to use their extensive knowledge base and skills to create unique solutions and take action that further develops their skills and knowledge.</p> <p>Students Create <i>Relationships Critical</i></p>
A	<p>Acquisition</p> <p>Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge.</p> <p>Teacher Work <i>Relationships Insignificant</i></p>	B	<p>Application</p> <p>Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.</p> <p>Student Work <i>Relationships Important</i></p>

Application Model

1	2	3	4	5
Knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real world, predictable situations	Apply knowledge to real world, unpredictable situations

Classroom

↑ Increased Relevance

Real Life

Rigor x Relevance x Relationships = Meaningful Learning

If one of these are missing, learning breaks down.

R x R x 0 = Wasted Experience

R x 0 x R = Meaningless Knowledge

0 x R x R = Superficial Learning

