

Paul Bambrick-Santoyo: “Ways to Increase Rigor in the Classroom”¹

Objectives – rewrite and tighten with assessments in mind

- Connect to assessments
- Know and do
- Include assessment of “next skill” at the top of lesson plans
- Write assessments before writing lesson plans

Do Now

- Re-teach tool
- Mixed format questions
- Sequentially more difficult
- Spiral old objectives/ skills
- Tracking sheet
- Mimic test question appearance
- Follow up with students who get it wrong
- Multiple choice questions, why and how questions
- Give students opportunity to correct wrong answers

Questions to deepen engagement

- Whole class responses
- Use cold call
- Ping pong to volleyball
- Script questions in advance to ensure increasing rigor
- Have observer record teacher questions

Student Error

- Have struggling students repeat correct answer
- Use whiteboards and have students write responses
- Not specific students and their misconceptions in action plan
- Return to confused students with similar questions
- No opt out

¹ Bambrick-Santoyo, Paul (2010). , *Driven by Data*. San Francisco: Josey Bass.

Differentiate instruction

- Leveled questions and assessments
- Bonus section of challenging questions
- Different do nows, worksheets, etc at different levels
- Use data to determine scaffolding needed for each student
- Group students according to skill
- Utilize other school level resources
- Stations
- Work contracts w/ struggling students
- Data driven small group reteach sessions
- Assignments w/ level options
- Observers sit near struggling students for data collection and support

Peer-to-Peer support Strategies

- Match strong w/ struggling students
- Student as teacher in small groups
- Student run stations
- Peer tutors
- Think pair share
- Turn and talk
- Students thinking aloud
- Peer editing and revision
- Study groups and jigsaws
- Mentoring relationships across grades

Student self-evaluation

- Weekly skills check and tracking charts
- Go over tests afterward
- Students grade selves based on rubrics
- Independent practice w/ answers on back for self-check
- Cumulative rubric

Exit Tickets

- Tracking sheet matching exit ticket
- Assess same skills through varied methods
- Mimic interim assessment in exit ticket appearance
- Grade immediately
- Follow up immediately
- Address essential questions
- Use exit ticket today for do now tomorrow
- Use exit ticket data to guide re-teach
- Have mentors, coaches to design exit tickets for new teachers
- Note whether exit tickets track scope and sequence

Homework

- Homework center targeting specific skills from interim assessments
- Review problems from homework in class
- Have students scrutinize and fix errors from homework
- Tracking sheet per skill
- Incorporate spiraled review in homework
- Student specific leveled homework
- Align homework to interim assessments
- Encourage homework completion
- Include above-grade level challenge problems on homework