

## Instructional Rigor Domain

### Phase 1

#### Varied Learning Experiences (TEI Alignment 1.2, 1.4, 2.4)

Beginning	Developing	Practicing	Achieving
Students access content primarily through <b>unvaried learning experiences</b> that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor.	Students access content through <b>varied learning experiences</b> , but experiences may be generic and/or inauthentic.	Students access the content through varied learning experiences that include multiple opportunities for transfer of knowledge, extending the application of knowledge and skill to new and novel contexts.	Students access content through a variety of learning experiences which capture the range of cognitive rigor across the curriculum, and offer opportunities for transfer of knowledge in authentic, relevant, and rigorous ways.

### Phase 2

#### Differentiated Learning Objectives (TEI Alignment 1.5, 2.1, 2.2)

Beginning	Developing	Practicing	Achieving
Learning objectives are <b>never</b> differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are <b>rarely</b> differentiated based on students' levels of content mastery.	Learning objectives are <b>sometimes</b> differentiated based on students' levels of content mastery.	Learning objectives are <b>regularly</b> differentiated based on students' levels of content mastery.

### Phase 3

#### Personalized Learning Pathways (TEI Alignment 2.1, 2.3)

Beginning	Developing	Practicing	Achieving
Students follow <b>the same pathway</b> to accomplish their academic goals.	Students follow <b>customized</b> pathways to accomplish their academic goals.	Students follow customized pathways to accomplish their academic <b>and non-academic goals</b> .	Students follow customized pathways that <b>adapt as necessary</b> to accomplish their individual academic and non-academic goals.

### Phase 4

#### Mastery Based Progression (TEI Alignment 1.4, 1.5, 2.2)

Beginning	Developing	Practicing	Achieving
Students <b>advance in lock-step with their peers</b> with little or no opportunity for remediation or extension if necessary.	Students advance in lock-step with their peers but have <b>regular opportunities for remediation and extension</b> if necessary.	Students have regular opportunities for remediation when necessary and <b>advance upon demonstration of mastery</b> .	Students advance upon demonstration of the <b>highest level</b> of mastery.