Evaluating Rigor in the CCSSM

1. Determine if the task is high-quality and requires thinking, assuming it is given to students in the appropriate grade level.
2. IF you believe the task is high-quality, decide the associated facet of rigor.

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| Quality  (Yes or No) | Task | Conceptual Understanding | Fluency | Application |
|  | 1. The area of a rectangle is 72 square units. One side has a length of 9 units. What is the other side length? Explain how you know using pictures, equations, and words.   (Engage NY 4.S.4, Grade 3) |  |  |  |
|  | 1. There were 28 cookies on a plate. Five children each ate one cookie. Two children each ate 3 cookies. One child ate 5 cookies. The rest of the children each ate two cookies. Then the plate was empty. How many children at two cookies? Show your thinking. (achievethecore.org) |  |  |  |
|  | 1. Write the turn-around fact for 3 + 5 = 8. |  |  |  |
|  | 1. 357 + 18,000 =   357 + 17,999 =  (achievethecore.org) |  |  |  |
|  | 1. What is 12 + 3? Hit yourself in the head when you say 12, then say the next three number words to find your answer. |  |  |  |
|  | 1. Write a number that is greater than 1/5 and less than 1/4.   (adapted from achievethecore.org) |  |  |  |
|  | 1. Use the finger trick to find the product of 9 x 6. |  |  |  |
|  | 1. Write four fractions that are equal to 5.   (achievethecore.org) |  |  |  |
|  | 1. Use cross multiplication to determine which of these fractions is greater: 2/5 \_\_\_ 3/7 |  |  |  |
|  | 1. True or False? 8 x 9 = 80 – 8   (achievethecore.org) |  |  |  |
|  | 1. What is 15 + 6? Using a number line, put your finger on the 15 and count to six. Then read the number where you landed. |  |  |  |
|  | 1. Jaheim says you can create three rectangles with different side lengths using 12 unit squares. Use numbers, equations, and words to show what Jaheim is saying.   (Engage NY 4.S.4, Grade 3) |  |  |  |
|  | 1. Plot each of the following on the number line:   2; 5/4; 3 x 1/2; 3/4 + 3/4; 2 – 1/10  0 1 2 3 4 |  |  |  |