

Inferences on Content

When reading the Practices, it is obvious that content is not part of the list. The Practices are not content, but rather a guide for how the content is taught. The inference is a rather easy connection to make. The content for the Practices is the Common Core mathematics content. When analyzing for rigor, clearly content is a viable category.

Content	1 Not Evident Minimal, Skill-Based	2 Skill/ Procedure Focus	3 Moderate Concept Inclusion	4 Concept Development Evident	5 High-Quality Content, Materials Incorporated
Grade-Level Appropriate					
Related to Conceptual					
Meaningful, Logical Flow Within Lesson					
Connected to Prior/Future Component					

Inferences on Instruction

To use the Practices for students to learn the Common Core content, the wording of the Practices must be studied as suggested in Chapter 4. The Practices state that students are to make sense of problems, reason, construct viable arguments, critique, model, and use tools correctly and appropriately. To achieve these demands, students must be provided challenging problems, time to think about and solve problems, time to discuss and share their thinking and understanding, and use models and tools to support their thinking, reasoning, and justifications. For students to be engaged in such activities, teachers must provide lessons that support these types of activities. There is an ongoing dynamic in the classroom of discourse between teachers and students and between students and students. Instruction, therefore, is a valid category for the Rigor Analysis Form.