

CHECKLIST FOR CHALLENGE AND RIGOR

GOALS and OBJECTIVES	Evident	Examples	Not Evident	Suggested Changes
1. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to critically examine the complexity of knowledge : the location, definition, and organization of a variety of fields of knowledge?				
a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.				
b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.				
c) Identify and apply investigative methodologies that are followed in a selected field of knowledge.				
2. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to create, adapt, and assess multifaceted questions in a variety of fields/disciplines?				
a) Identify significant questions within and across disciplines.				
b) Generate significant questions within and across disciplines.				
c) Evaluate and refine significant questions within and across disciplines.				
3. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to conduct thoughtful research/exploration in multiple fields?				
a) Use a variety of research tools and methodologies.				
b) Use and manipulate information sources.				
c) Detect bias and reliability in the process of research.				

CHECKLIST FOR CHALLENGE AND RIGOR, *continued*

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4. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to think creatively and critically to identify and solve real-world problems?				
a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.				
b) Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.				
c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.				
5. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to assume leadership and participatory roles in both gifted and heterogeneous group learning situations?				
a) Accept divergent views to positively effect change.				
b) Identify leadership traits and qualities as they appear in different individuals and situations.				
c) Manifest significant leadership skills and organize group(s) to achieve project goals.				
6. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to set and achieve personal, academic, and career goals ?				
a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.				
b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.				

CHECKLIST FOR CHALLENGE AND RIGOR, *continued*

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6. <i>continued:</i> c) Design plans of action to address benefits and obstacles in achieving goals of personal interest.				
7. Does this lesson (or unit, discussion, instruction, assessment) provide opportunities for the student identified as gifted to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines? a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences. b) Create products that synthesize information from diverse sources illustrating divergent solutions or perspectives.				