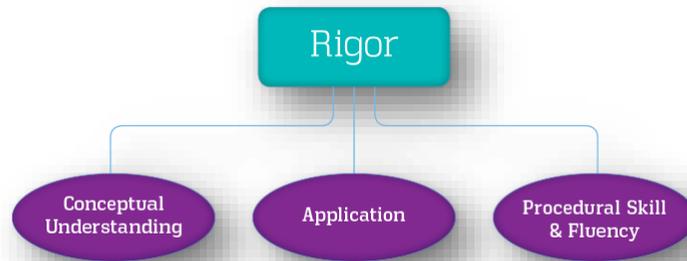


Let's look at the Guides to Rigor:



How many standards in each grade level are meant for each component of rigor?

<i>Grade Level</i>	<i>Conceptual Understanding</i>	<i>Skills Fluency</i>	<i>Application</i>
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			

What do you notice?

What does this mean for math instruction?

What could you do in your role to make sure we are focusing on the right component of rigor?

Conceptual Understanding...

refers to understanding mathematical concepts, operations, and relations. It is more than knowing isolated facts and methods. Students should be able to make sense of why a mathematical idea is important and the kinds of contexts in which it is useful. It also allows students to connect prior knowledge to new ideas and concepts.