

Instructional Strategies and the Rigor/Relevance Framework

	Quadrant A Acquisition	Quadrant B Application	Quadrant C Assimilation	Quadrant D Adaptation
Artistic expression	★★	★★	★★★	★★★
Brainstorming	★★	★	★★★	★★★
Compare and contrast	★★	★	★★★	★★
Cooperative learning	★★	★★★	★★	★★★
Demonstration	★	★★★	★	★★
Digital media production	★★	★★★	★★	★★★
Feedback and reflection	★★	★★	★★★	★★★
Games	★★★	★★	★	★
Guided practice	★★★	★★	★★	★
Inquiry	★	★★	★★★	★★★
Instructional technology — any time	★★	★★	★★★	★★★
Instructional technology — real time	★★	★★★	★★	★★
Instructional technology — independent learning	★★	★★★	★★★	★★★
Learning centers	★★★	★★★	★★	★★
Lecture	★★★	★	★★	★
Logical and independent thinking	★★	★★	★★★	★★★
Manipulatives and models	★★★	★★★	★★★	★★
Memorization	★★★	★★	★★	★
Note-taking/graphic	★★	★★	★★	★★
Physical movement	★★	★★★	★★	★★
Play	★	★★	★★★	★★★
Presentations/exhibitions	★	★★	★★	★★★
Problem-based learning	★★	★★★	★★	★★★
Project design	★	★★★	★	★★★
Research	★★	★	★★★	★★★
Service learning	★	★★★	★★	★★★
Simulation/role playing	★★	★★★	★★	★★★
Socratic seminar	★	★	★★★	★★★
Storytelling	★★	★★★	★★★	★★★
Summarizing	★★	★★	★★★	★★
Teacher questions	★★	★	★★★	★★★
Teaching others	★★	★★★	★★	★★★
Test preparation	★★★	★★	★	★
Video	★★	★★★	★★	★★
Work-based learning	★★	★★★	★★	★★★
Writing to learn	★★	★★	★★★	★★★