

# “A STATEMENT ON ACADEMIC RIGOR”

By Boston Public High School Headmasters & Support Team

**Academic rigor can be defined as the goal of helping students develop the capacity to understand content that is complex, ambiguous, thought-provoking, and personally or emotionally challenging.**

**Rigor can be identified in three areas: *content, instruction, and assessment*. In Boston Public High Schools, a complete rigorous learning experience must include: *high expectations, high relevance, and appropriate support*. The combination of these three components must be found in every lesson, in every classroom, of every school. Only then will we realize *higher student engagement and learning across ALL Boston Public High Schools*.**

*Statement derived from:*

Feedback from Boston Public High School Headmasters & Support Team

*And*

*Teaching What Matters Most: Standards and Strategies for Raising Student Achievement* by Richard W. Strong, Harvey F. Silver and Matthew J. Perini, ASCD, 2001.

*For more information, review the following:*

BPS Dimensions of Effective Teaching, Bloom's Taxonomy, and Lev Vigostky's Zone of Proximal Development