• If the assignment has been given, the presenter may describe the instruction involved and the processes students followed once they received the assignment.
• The presenter may also want to explain how the assignment fits within the context of a unit and of the class.

Step 3: Trying the Assignment (5 minutes; more if there is time)

• The presenter steps outside the process at this point, taking notes but not participating.
• Participants should try the assignment themselves, if possible with the time, space, and materials provided; if not, they should “rehearse” the assignment by imagining the steps students would take.

Step 4: Analyzing the Assignment (10 minutes). Participants brainstorm what the assignment requires of students. They might assess the following characteristics, known collectively as KASAB (Killion, 2007):

• Knowledge (what students need to know)
• Attitude (how students should feel about the assignment to be successful)
• Skills (what students need to be able to do)
• Aspiration (what students believe they can do in terms of the assignment)
• Behavior (what students actually do to complete the assignment)

Step 5: Determining the Cognitive Level of the Assignment (5 minutes). Participants discuss the levels of Bloom’s Taxonomy that apply to the assignment.

Step 6: Assessing the Assignment’s Rigor (10 minutes). Participants judge the rigor of the assignment for the target group of students and determine if the assignment is appropriately rigorous. The following indicators may be used to complete this step (adapted from Tomlinson, 1999, pp. 121–122, and Newmann, Secada, and Wehlage, 1995, p. 1):

• Basic vs. deep knowledge
• Concrete vs. abstract
• Simple vs. complex
• Single facet vs. multiple facets
• Small leap vs. great leap
• Structured vs. open
• Clearly defined vs. fuzzy
• Less independence required vs. more independence required
• Slower vs. quicker
• Basic development vs. substantive development