



3.6 Worthwhile Task Analysis

Instructions: Using the Worthwhile Tasks Focus Zone prompts below (NCTM, 1991; NCTM, 2007), rate a task you are planning to use in a lesson. Add comments about how it might be adapted to better address the stated quality of a worthwhile task.

1 = No evidence of the quality in the task, or it is not possible to address this quality with this task.

2 = The quality is evident in minor ways, or incorporating it is possible.

3 = The quality is evident in the task.

4 = The quality is central to the task and is important to the success of the lesson.

<i>Aspects of a Worthwhile Task</i>	<i>Rating</i>				<i>How I Might Enhance Task</i>
Mathematics in the task is powerful.					
1. Is grade or course-level appropriate	1	2	3	4	
2. Makes connections between concepts and procedures (high cognitive level)	1	2	3	4	
3. Makes connections between different mathematical topics	1	2	3	4	
4. Requires reasoning (non-algorithmic thinking)	1	2	3	4	
Task is connected to the student.					
5. Connects to real situations that are familiar and relevant to them	1	2	3	4	
6. Provides multiple entry points that make it accessible to each student	1	2	3	4	
7. Is appropriately challenging (engages students' interests and intellect)	1	2	3	4	
Task lends to observing and assessing student understanding.					
8. Provides multiple ways to demonstrate understanding of the mathematics	1	2	3	4	
9. Requires students to illustrate or explain mathematical ideas	1	2	3	4	
10. Has potential to develop perseverance and positive student dispositions	1	2	3	4	

1. Describe your overall evaluation of whether this task/lesson has the potential to engage students in higher-level thinking.
2. What adaptations can you make to the task or lesson to increase its higher-level thinking potential?