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 worth- while 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.

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| ***Aspects of a Worthwhile Task*** | ***Rating*** | ***How I Might Enhance Task*** |
| **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?

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