**Identifying High-Quality Tasks**

The purpose of the task is to teach or assess:

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| * Conceptual Understanding | * Procedural skill and fluency | * Application |

**Rating Scale:**

2 - Fully Meets the Characteristic

1 - Partially Meets the Characteristic

0 - Does Not Meet the Characteristic

|  |  |
| --- | --- |
| The mathematics task | Rating |
| Aligns to mathematics content standards I am teaching. |  |
| Encourages my students to use representations. |  |
| Provides my students with an opportunity for communicating their reasoning. |  |
| Has multiple entry points. |  |
| Allows for different strategies for finding solutions. |  |
| Makes connections between mathematical concepts, between concepts and procedures, or between concepts, procedures, and application. |  |
| Prompts cognitive effort. |  |
| Is problem-based, authentic, or interesting. |  |