



Unit 2, Session 5

Survey

So that you can start to meet up with like-minded folks...

<http://bit.ly/pcmi13teach>



Task Criteria

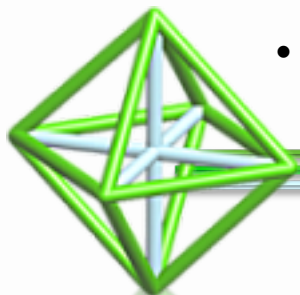
Focus of task:

- The task supports productive student discussion.
- The task has a sufficient level of critical thinking/cognitive demand.
- The task focuses on an important mathematical goal, i.e. can be related to a specified standard, cluster, domain, conceptual category and/or practice.

Framing of task:

- The task has at least one appropriate solution.
- The mathematics is correct.
- Diagrams or pictures have a clear mathematical or pedagogical purpose, which they are likely to fulfill.
- Context is relevant to the mathematics of the task.

- What evidence of understanding does the task ask the student to produce ?
- Will the task as revised engage students in the mathematical practices?



Review

As a team you are going to review one of the revised questions. Think about how the revision meets the criteria, which has been extended by some overarching questions about the revised task.

- If you choose “no” be sure to explain why.
- If something strikes your group as being particularly good, note it for the authors to see.

Write your review on a paper copy of the criteria ... be sure to put the Table # & Name at the top of sheet!



Review

As a team you are going to review another of the revised questions. Think about how the revision meets the criteria, which has been extended by some overarching questions about the revised task.

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Revision

- Based on the commentary you received, think about what revisions or modifications you might make to improve your task.



Reflecting on Practice: Tasks

Unit 1: What makes a worthwhile mathematical task?

- Critical thinking – cognitive demand
- Mathematical goal
- Opportunity for discussion

Unit 2: How do we adapt tasks to make them more meaningful?

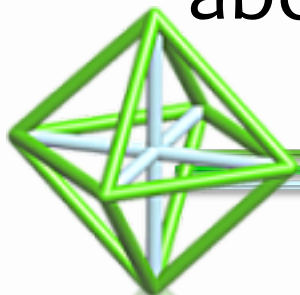
- Dekker & Querelle – Analyze Student Work
- More Open – Less Scaffolding
- Use Criteria To Help

Unit 3: How do we successfully implement our tasks?



Reflection

- What is one message from this week that you would want to bring back to another teacher? How would you make it meaningful and accessible for them (when they haven't been here with you)?
- What's still percolating in your thinking about your classroom and your students?



Exit Ticket

- What's been going well for you? What have you been enjoying?
- What do you still want to know or talk about next week?
- Our objective this week was to think about how to adapt mathematical tasks to make them more worthwhile – your comments?

