What Are Good Tasks?
Careful selection of mathematical tasks can positively impact student learning.

- They help students make sense of the mathematics.
- They are open ended, whether in answer or approach. There may be multiple answers or multiple approaches.
- They empower students to unravel their misconceptions.
- They not only require the application of facts and procedures but also encourage students to make connections and generalizations.
- They are accessible to all students in their language and offer an entry point for all students.
- Their answers lead students to wonder more about a topic and to construct new questions as they investigate on their own.

Assessing Questions ask what students are thinking and understanding during a lesson.

- What ideas do you have for getting started?
- What tools might help you?
- What patterns do you see?

Advancing Questions build on and extend students’ current thinking.

- Can you suggest a different way to do this?
- Is your strategy moving you toward a viable solution?
- Can you think of a counterexample?

Judicious Telling initiate ideas with students in ways that doesn’t take over their thinking.

e.g. revoicing to highlight a mathematical idea, clarifying directions

- Could you start by ___________? What would you do after that?
- How can you break the task into workable chunks?
- Can you make a drawing, diagram, or table to show what is happening?