

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?