Identifying High-Quality Tasks

The task is intended to develop:

|  |  |  |
| --- | --- | --- |
|  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

|  |  |
| --- | --- |
|  | Rating |
| Aligns with relevant mathematics content standards. |  |
| Connects previous knowledge to new learning. |  |
| Encourages the use of representations. |  |
| Provides opportunities for students to develop and demonstrate the mathematical practices. |  |
| Promotes reasoning and problem solving. |  |
| Allows multiple entry points (All students can begin the task. Task can be extended.) |  |
| Allows for multiple solution approaches and strategies. |  |
| Engages students in explaining the meaning of the result. |  |
| Includes a relevant and interesting context. |  |

Adapted from the Putting Essential Understanding series (2013) and Principles to Action (2014) National Council of Teachers of Mathematics: Reston, VA.

See also: [https://grade4commoncoremath.wikispaces.hcpss.org/Increasing+Rigor](https://grade4commoncoremath.wikispaces.hcpss.org/Increasing%2BRigor%22%20%5Ct%20%22_blank)

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Linda Gojack, What is all this talk about ‘rigor’? NCTM President’s Message, NCTM Summing Up, Feb. 5, 2013.