Learning Log

Self-Assessment on Learning Targets 	**Pre-**				**Post-**			
	I can teach it	**I can explain it**	**I know a little**	**I have no clue**	**I can teach it**	**I can explain it**	**I know a little**	**I have no clue**
I can articulate the need for rich tasks based on the intent of the CCSS-M.								
I can define a "practice-forward" task (this is the WHAT)								
I can select, create and implement rich tasks.(This is the HOW)								

Learning Outcome #1
What are the three shifts of the CCSS-M?

Why do we need new tasks?

Learning Outcome #2
What is a "Practice-forward" task?

Definition of Task	**Definition of Great Tasks**

Questions to Consider	**Comments**
What are the essential standards for the lesson (i.e., what do you want students to know and understand about mathematics as a result of this lesson)? What MP will be developed?	
In what ways does the task build on students' previous knowledge? What definitions, concepts, or ideas do students need to know to begin to work on this task? What questions will you ask to help students access their prior knowledge?	
What are all the possible solution pathways for the task ? • Which of these pathways or strategies do you think students will use? • What misconceptions might students have? • What errors might students make?	
What particular challenges might the task present to struggling students, English Language Learners (ELL) or culturally diverse learners? How will you address these challenges if students are stuck during the task?	
What are your expectations for students as they work on and complete this task? What tools or technology will they utilize to enhance student-to-student discourse?	

Task Modification Strategies to Increase the Rigor of a Task:

1. Use *Comparison* Questions

2. Ask a question across *multiple representations* in a task.

3. *Validate* an approach or solution pathway

4. *Explain:* Require students to provide justifications for their solutions.

5. *Find the error* in a student solution and provide a correct solution pathway

6. *Create a context:* Ask students to write a word problem that creates a context for the given information.

7. Ask students to *determine an example* to represent a situation.

8. Create an *open-ended debate type* task, so that multiple responses will satisfy the task.

Table 1.8: Strategies for Increasing the Cognitive Demand of Tasks

*Beyond the Common Core: A Handbook for Mathematics in a PLC at Work™: High School, (*Kanold, Toncheff 2014

Contact Information

Mona Toncheff
Math Content Specialist
Phoenix Union High School District
toncheff@phoenixunion.org
NCSM Western 1 Regional Director
http://puhsdmath.blogspot.com
@toncheff5

Adrienne Wooten
Math Specialist
Deer Valley Unified School District
Adrienne.wooten@dvusd.org