

## What is a Rich/Worthwhile Task?

- **Essential**
  - Fits into the core of the curriculum
  - Represents a “big” idea
  - Has the potential to broaden students' skills and/or deepen and broaden mathematical content knowledge,
- **Authentic**
  - Students value the outcome of the task
  - Might be set in contexts which draw the learner into the mathematics either because the starting point is intriguing or the mathematics that emerges is intriguing
- **Rich**
  - Leads to other problems/ Raises other questions
  - Has many possibilities
  - Encourages creativity and imaginative application of knowledge
  - Has the potential for revealing patterns or lead to generalizations or unexpected results
- **Active**
  - The student is the worker and decision-maker
  - Promotes interaction with other students
  - Students are constructing meaning and deepening understanding
  - Encourages learners to develop confidence and independence as well as to become critical thinkers.
- **Feasible**
  - Is doable during school or for homework
  - Is developmentally appropriate
  - Is safe
  - Is accessible and offers opportunities for initial success, challenging the learners to think for themselves
- **Equitable**
  - Develops thinking in a variety of ways
  - Contributes to positive attitude toward math
  - Accessible by a wide range of learners
- **Open**
  - Task allows for more than one approach
  - May allow for more than one right answer
  - Low threshold High Ceiling

Ideas compiled and adapted from NCSM Task Collection, NRIC and Dan Meyer

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