

Figure 2.10

## Strategies for Maintaining Higher-Level Cognitive Demand for Tasks During Instruction

### Strategies for maintaining higher-level cognitive demand during instruction include:

- **Monitoring students' initial responses to problems**—If students indicate the task is easy, then the task most likely does not rise to the level of higher-level cognitive demand for those students.
- **Presenting tasks in a way that requires students to apply mathematical knowledge and skills**—The goal is for students to translate their mathematical understandings from one context to another as one indicator of mathematical proficiency.
- **Expecting students to provide counterexamples and compare and contrast mathematical concepts**—Tasks shouldn't just focus on asking students to provide examples of mathematical concepts.
- **Engaging students in solving problems orally**—Encourage the important and proper use of mathematical terminology and logical sequence of processes.