

Figure 1.8

Team Discussion Tool for Identifying Higher-Level-Cognitive-Demand Tasks for a Unit

Essential learning standard for the unit:

Find one lower-level-cognitive-demand task you have used for this essential standard in the past. Using one of the task-modification strategies from figure 1.7, rewrite the task at a higher level of cognitive demand. List both the lower- and the higher-level-cognitive-demand task below.

Lower Level

Higher Level

Justify the cognitive-demand level of each task above, and then prepare to discuss with your team.

Answer the following questions with your collaborative team.

1. How might what you learn about your students' understanding of the essential learning standard differ depending on the cognitive demand of the task you use during instruction?
2. What strategy helped you write the higher-level-cognitive-demand task? Explain.
3. In what ways will you support the implementation of the higher-level-cognitive-demand task during instruction?