

Figure 1.9
Task-Analysis Discussion Tool

Directions: Use these questions to better understand how you will use any higher-level-cognitive-demand task in class.

What is the essential standard for the lesson? (What do you want students to know and understand about mathematics as a result of this lesson?)

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 prompts will you need 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 are the language demands of the task? 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?

Source: Adapted from Smith, M. S., Bill, V., & Hughes, E. K. (2008). Thinking through a lesson: Successfully implementing high-level tasks. *Mathematics Teaching in the Middle School*, 14(3), 132–138.