Table 1.2

Before-the-Unit-Begins Status Check Tool for HLTA 2—Identifying Higher-Level-Cognitive-Demand Mathematical Tasks

Directions: Discuss your perception of your team's progress on the second high-leverage team action—identifying higher-level-cognitive-demand mathematical tasks. Defend your reasoning.			
Stage I: Pre-Initiating	**Stage II: Initiating**	**Stage III: Developing**	**Stage IV: Sustaining**
We do not discuss or share our use of the mathematical tasks in each unit of the curriculum.	We discuss and share some mathematical tasks we will use during the unit.	We explore and practice together mathematical tasks we will use during the unit.	We reach agreement on a collection of mathematical tasks every team member will use.
We do not share our understanding of the difference between lower- and higher-level-cognitive-demand mathematical tasks.	We do not base our instructional decisions and mathematical task choices on the cognitive demand of the task.	We are able to compare and contrast higher- and lower-level-cognitive-demand mathematical tasks for each learning standard of the unit.	We reach agreement on both the solution pathways for each mathematical task and the management of those tasks in the classroom.
We do not discuss the cognitive demand of the tasks we use in class.	We have reached agreement on what differentiates a higher- from a lower-level-cognitive-demand mathematical task.	We connect the mathematical tasks to the essential learning standards, daily lesson learning objectives, and corresponding activities for each unit.	We choose mathematical tasks that represent a balance of lower- and higher-level cognitive demand for the learning standards of the unit.
We do not use higher-level-cognitive-demand mathematical tasks.	We use higher-level-cognitive-demand mathematical tasks if they are included in the lesson.	We create higher-level-cognitive-demand mathematical tasks from lower-level-cognitive-demand mathematical tasks individually.	We create higher-level-cognitive-demand mathematical tasks from lower-level-cognitive-demand mathematical tasks as a team.