

Strategies for Modifying Tasks Rubric

Level 1: Ineffective	Level 2: Developing	Level 3: Effective	Level 4: Highly Effective
<ul style="list-style-type: none"> • Tasks involve either reproducing previously learned rules or formulas with no cognitive effort. • The tasks lack rigor* • Tasks are boring and/or not well aligned to the instructional goals** • Tasks do not lead students to a deeper understanding of content 	<ul style="list-style-type: none"> • Tasks call for a specific procedure or one that is practiced after a procedure has been introduced with little cognitive effort. • The tasks represents a mixture of low expectation and rigor* • Tasks are moderately challenging** • Tasks lead some students to a deeper understanding of content 	<ul style="list-style-type: none"> • Tasks requires the use of broad general procedures for the purpose of developing deeper levels of understanding requiring some degree of cognitive effort. • The tasks represents high expectations and rigor* • Tasks provide opportunity for high level thinking** • Tasks lead all students to a deeper understanding of content 	<ul style="list-style-type: none"> • Tasks requires complex and non—algorithm thinking- an approach is not explicitly suggested requiring considerable cognitive effort. • The task represents high-level learning in mathematics* • Tasks permit student choice** • Tasks lead all students to a deeper understanding of content and an opportunity to reflect on the rigor of the task.

*FfT-1c (see Danielson Charlotte (2013). THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT 2013 EDITION in Resources folder)

**FfT-1e (see Danielson Charlotte (2013). THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT 2013 EDITION in Resources folder)