

Worthwhile Task Evaluation

Using the prompts below, adapted from the *Professional Standards for Teaching Mathematics*, Standard 1 (NCTM, 1991), rate an activity and add comments, as appropriate.

1 = No evidence of this element in the lesson/activity, and/or the activity does not lend itself to having this element built in.

2 = This element is included in minor ways, or it appears that incorporating this element is possible.

3 = This element is evident in this lesson and is important to the success of the lesson.

4 = This element is central to the lesson or explicit in the design of the lesson.

Standard 1: Worthwhile Mathematical Tasks	Score				Comments
Task is based on . . .					
1. Sound and significant mathematics	1	2	3	4	
2. Knowledge of students' understandings, interests, and experiences	1	2	3	4	
3. Knowledge of the range of ways that diverse students learn mathematics	1	2	3	4	
And . . .					
4. Engages students' intellect	1	2	3	4	
5. Develops students' mathematical understanding and skills	1	2	3	4	
6. Stimulates students to make connections and develop a coherent framework for mathematical ideas	1	2	3	4	
7. Calls for problem formulation, problem solving, and mathematical reasoning	1	2	3	4	
8. Promotes communication about mathematics	1	2	3	4	
9. Represents mathematics as an ongoing human activity	1	2	3	4	
10. Displays sensitivity to and draws on students' diverse background experiences and dispositions	1	2	3	4	
11. Promotes the development of all students' disposition to do mathematics	1	2	3	4	

Referenced from Bay-Williams, J.M. & Van de Walle, J.A. (2010). *Field Experience Guide: Resources for Teachers of Elementary and Middle School Mathematics*. Boston: Allyn & Bacon.