

Implement Tasks that Promote Reasoning and Problem Solving				
	Task Selection	Task Implementation	Task Perseverance	Task Frequency
Level 0	Memorization - Tasks expect students to: <ul style="list-style-type: none"> reproduce previously seen material - facts, rules, formulas or definitions. 	The Teacher: <ul style="list-style-type: none"> makes problematic aspects of task routine. shifts emphasis from understanding concepts to correct answers. 	The Students: <ul style="list-style-type: none"> cover up mistakes. value finding answers quickly. give up easily. 	The Task occurs: <ul style="list-style-type: none"> rarely - only on special days one time per month or less too infrequent to be predictable
Level 1	Procedures without Connections - Tasks expect students to: <ul style="list-style-type: none"> use step by step procedures or algorithms without connections to concepts or meaning. 	The Teacher: <ul style="list-style-type: none"> directs students to the teacher's thinking and reasoning, not taking into account student explanations and justifications 	The Students: <ul style="list-style-type: none"> accepts mistakes, but do not explore mistakes. expect and rely on teacher assistance in finding the solution or answer when struggling value complete and correct answers. 	The Task occurs: <ul style="list-style-type: none"> sometimes - 1 time per week predictable approach that differs from daily instruction
Level 2	Procedures with Connections - Tasks expect students to: <ul style="list-style-type: none"> use cognitive effort to make sense of procedures and the underlying concepts. use multiple connected representations to make sense of procedures. 	The Teacher: <ul style="list-style-type: none"> intervenes by asking leading questions. promotes student collaboration directs students to the teacher's thinking, taking into account student explanations/ justifications 	The Students: <ul style="list-style-type: none"> expect teacher guidance in understanding why strategies work based on underlying concepts. 	The Task occurs: <ul style="list-style-type: none"> regularly - More than 1 time per week routines are predictable
Level 3	Doing Mathematics -Tasks expect students to: <ul style="list-style-type: none"> use complex non-algorithmic thinking. apply relevant knowledge, tools and experiences in working through the task 	The Teacher: <ul style="list-style-type: none"> poses problem without providing directions on how to solve it. scaffolds student thinking and reasoning presses students' justifications, explanations, and meaning through questioning, comments, and feedback 	The Students: <ul style="list-style-type: none"> value struggle and share mistakes. accesses relevant knowledge and experiences and makes appropriate use of them seeks, questions and makes connection to peers 	The Task occurs: <ul style="list-style-type: none"> frequently - on a daily basis expected and predictable teaching through problem solving