**Math Task Development Rubric**

Tasks **must** be high quality in elements 1 & 2; the majority of the remaining elements must be high quality.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2 (High Quality)** | **1 (Developing Quality)** | **0 (Low Quality)** | **Score/Comments** |
| **1.** [**Content Standards**](http://www.doe.mass.edu/frameworks/math/2017-06.pdf) | The task product is ***clearly*** aligned with the 2017 Massachusetts Mathematics Frameworks. |  | The task product is ***not*** aligned with the 2017 Massachusetts Mathematics Frameworks. |  |
| **2. Mathematical Practices** | The task ***requires*** students to use at least three of the practices. |  | The task ***does not*** require students to use any of  the practices. |  |
| **3. Accessibility** | The task is accessible to ***all*** students through the use of flexible learning environments and multiple entry points. | The task is accessible to ***some*** students with limited entry points. | The task is accessible to ***few*** students, as there is only one entry point. |  |
| **4. Multiple Representations and Solving Strategies** | The task ***encourages*** students to use multiple representations (e.g., models, illustrations, variables, graphs, tables, patterns, videos, words, symbols, etc.) and solving strategies. | The task ***may allow*** students to use multiple representations and solving strategies, but students are not sufficiently encouraged to use them. | The task ***does not encourage*** students to use multiple representations or solving strategies. |  |
| **5. Relevant & Authentic Context** | The task includes a ***clearly*** relevant and authentic/real world context. | The task includes a ***somewhat*** relevant and authentic/real world context. | The task ***does*** ***not*** include a relevant and authentic/real world context. |  |
| **6. Cognitive Demand** | The task ***requires***studentsto select and employ the higher-order thinking skills necessary to develop strategies to complete the task and/or to generate one or more possible solutions to the problem. | The task is ***teacher-defined*** with limited opportunities for students to employ higher order thinking skills when developing strategies to solve the problem. | The cognitive task ***does not require*** students to employ higher-order thinking skills.  It is simplistic and too easily solved. |  |
| **7. Meaning Making/Reflection** | The task ***clearly*** engages students in explaining the meaning of the result and reflecting on their solution(s). | The task ***somewhat*** engages students in explaining the meaning of the results and reflecting on their solution(s). | The task ***does not*** engage students in explaining the meaning of the results or reflecting on their solution(s). |  |
| **8. Inquiry & Exploration** | The task ***clearly*** contains an inquiry or exploratory approach. | The task ***somewhat*** contains an inquiry or exploratory approach. | The task ***does not*** contain an inquiry of exploratory approach. |  |
|  |  |  | Total: |  |