Task:
What three words “make” a task powerful?

Code: 908831

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1 Mission:
To cognitively engage learners

2 Tools:
- The Engagement Cube
- The Powerful Task Rubric for Designing Student Work

4 Goals:
- Define cognitive engagement and rigor
- Plan for rigor from “scratch”
- Power UP current practice (+1)
- Inspect curriculum resources and materials

Personal Response
Thinking: making sense
Analysis of information followed by a forced opportunity to safely communicate what you see that is true to informate

Vision--What do you see?
Look quickly and then write a quick description.
Effect Size as agenda:

- Cognitive task analysis 1.29
- Microteaching 0.88
- Planning and Prediction 0.79

- John Hattie

What I learned in kindergarten...

Engagement: When the work has meaning

Why do we pay attention?

How does the brain make meaning?

Energy response to stimulus

Attention → accepting → making sense → making meaning

Cognitively receptive learning
Cognitively active learning

Personal Response

Thinking: making sense

Followed by a forced opportunity to safely communicate what you see that is true

get ready to look... Personal Response, multiple answers
Informate

What in the standards should I be seeing or connecting?

Elaborate Encoding:

Vision
Pattern
Emotion

- John Medina, brain rules 2008

Terri and the front of the cube
See - Think - Wonder

- Visual image

- SEE (as many things as you notice)

Learning with others: partner—new things, check the SEE

From the visual image

Stay at a Level 3 or 4 cognition:
What you think about what you see (Do not tell what you KNOW)

Questions: Brainstorm in writing as many questions as you can (table group)

Where is this on the cube?
Identify the numbers in the next two rows

1 3 5
7 9 11
13 15 17 19
21 23 25 27 29

Where to start in Math?

Student understanding

8 + 4 = □ + 7

A bit more structured . . .

*The Chocolate Problem*

You have $10 to spend on chocolate but the store only has Hershey bars (which cost $2 each) and Tootsie Rolls (which cost $1 each). How many ways can you spend ALL your money without getting change back?

Moving to the collaborative...

Show ALL the ways you can spend the money in a data table. OR...

Model a data table on this slide
Moving to the collaborative…

Show ALL the ways you can spend the money in a data table. OR…

Create a visual way to display this information.

Describe two patterns (truths) you find in your work.

Write one equation from your work.
1. **Analysis of standard task**

RL.K.2

With prompting and support, retell familiar stories including key details.

2. **Power up engagement or strategy +1**

3. **Power up through tech +1**

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**Using the Powerful Task Rubric:**

1. **Analysis of a task**

   Place the pictures on the screen in the correct order to retell the story of Cinderella.

2. **Power up engagement or strategy +1**

3. **Power up through tech +1**

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**Powerful Task Rubric for Planning and predicting:**

<table>
<thead>
<tr>
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**Using the Powerful Task Rubric:**

1. **Analysis of a task**

2. **Power up strategy +1**

Could students make unique decisions about the sequence of the text/plot?

3. **Power up through tech +1**

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**Caution about graphic organizer!**

- Could students make unique decisions about the sequence of the text/plot?

---

**Powerful Task Rubric for Designing Student Work**

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Caution about graphic organizer!

1. Analysis of a task +1
   Personal Response +1 strategy-unique decision

2. Power up engagement +1

3. Power up through tech +1

A missing quote: Cinderella said, “Are you kidding me?”
Using the Powerful Task Rubric:

1. Analysis of a task

+1 quality Personal Response

2. Power up engagement +1

A missing quote: Cinderella said, “Are you kidding me?”

3. Power up through tech +1

Analysis: Did anything else level up?
Final Questions, Reflection and Feedback

What do you see?
What do you think?
What do you wonder?

Session 2315