



Creating Strong and Rigorous Math Tasks

Sample A

4. *Michael has 4 ten-dollar bills and 7 five-dollar bills. He has 3 more ten-dollar bills and 2 more five-dollar bills than Tamara. How much money does Tamara have?*

5. *Antonio had 4 ten-dollar bills, 5 five-dollar bills, and 16 one-dollar bills. He put \$70 of that money in his bank account. How much money was not put in his bank account?*

6. *Mrs. Clark has 8 five-dollar bills and 2 ten-dollar bills in her wallet. She has 1 twenty-dollar bill and 12 one-dollar bills in her purse. How much more money does she have in her wallet than in her purse?*

Sample B

Problem: Ms. Thompson has \$6.00 to spend for Field Day activities. She wants two snow cones that cost \$2.50 each. She wants to bounce on the moon bounce for \$1.25 and get her face painted for \$0.75. Will Ms. Thompson have enough money for everything she wants? Why or Why not?

How could she rethink her spending at Field Day with the money she is given?

Operations:

Equation (number sentence) and strategy to solve:

Solution:

Check (*different* strategy):

Explain how you got your answer. Provide at least 2 pieces of evidence to support your thinking.

Evaluating Math Tasks

Criteria	Comments
Involves standards-based mathematics	
Requires higher level thinking and problem solving	
Contributes to conceptual development of students	
Multiple solution strategies are possible	
Encourages student engagement	
Low floor of entry, high ceiling for exit	
Has connections to real life	
Question wording/structure/format is only as complex as necessary	
Students are able explain their thinking in writing	
Formatting allows for students to understand and complete the task	

Creating a Math Task

Directions: Create a math task that can be used in your classroom now or in the near future. Choose a grade level standard/skill that students have been exposed to. Your task should include the standard/skill, illustrations, a real life problem and written component.

Step 1: Choose a skill/standard

Step 2: Create a math task on flip chart paper

Step 3: Early finisher item

Step 4: Swap math task, solve and use the checklist to evaluate the task

Step 5: Share out pluses and deltas

Your math task should include

- ☐ The problem
- ☐ Space for problem solving
- ☐ Space for explanation of thinking
- ☐ Space to check work
- ☐ A challenge problem to extend student thinking

Early Finishers

- ☐ Create another math task
- ☐ Visit the student work table and make observations

Sample Math Task Templates

Name: _____ Date: _____

Problem:

Visualize the problem:

Operations:

Equation (number sentence) and strategy to solve:

Solution:

Check (*different* strategy):

Title: _____ **Name:** _____ **Date:** _____

I can statement...

Problem:

Work Space:

Answer: _____

[illegible]