

## TASK DESIGN and WRITE-UP ASSIGNMENT

### Task Write-Up Due: December 4

Task Design: Using your age-appropriate teaching expertise (elementary, middle, secondary), write a task to use in your class (during a lesson) that involves the use of data in probability or statistics. Make sure that the task is consistent with the readings and course discussions about effective teaching of probability and statistics.

Write-Up: Write a 2-3 page commentary that includes two aspects: 1) how the task you have created aligns with the vertical scope and sequence of K-12 probability and statistics content (use CCSSM or TEKS); and 2) how the task you have created aligns with the readings (cite specifically) and discussions in this course (NOTE: make sure to use the GAISE report levels, and common misconceptions, among others).

### TASK RUBRIC

25 points

	Target 4 points	Acceptable 2-3 points	Needs Improvement 0-1 points	Points earned
Mathematical Content of Task	Mathematical content of the lesson task is accurate, uses precise vocabulary, and sufficiently described; demonstrates deep teacher content knowledge	Mathematical content of the lesson task is not completely accurate or precisely described; demonstrates some lack of depth in teacher content knowledge	Mathematical content of the lesson task is inaccurate or insufficiently described; demonstrates minimal teacher content knowledge	
Pedagogical Content of Task	Lesson task demonstrates implementation of high quality teaching, consistent with readings and in class discussions	Lesson task demonstrates implementation of good quality teaching, mostly consistent with readings and in class discussions	Lesson task demonstrates implementation of low quality teaching, inconsistent with readings and in class discussions	
Write-Up K-12 Alignment	Demonstrates thoughtful reflection on scope and sequence of K-12 standards (TEKS, CCSS-M); task is situated properly	Demonstrates reflection on scope and sequence of K-12 standards (TEKS, CCSS-M); task lacks effective rationale for being properly situated	Demonstrates minimal reflection on scope and sequence of K-12 standards (TEKS, CCSS-M); task lacks effective rationale for being properly situated	
Write-Up Literature Alignment	Write-up includes deep synthesis of various readings and discussions in relation to the task; addresses common misconceptions and teaching recommendations in the lesson task	Write-up includes incomplete synthesis of various readings and discussions in relation to the task; moderately addresses common misconceptions and teaching recommendations in the lesson task	Write-up includes limited synthesis of various readings and discussions in relation to the task; does not address common misconceptions and teaching recommendations in the lesson task	
Write-Up GAISE level	Discusses task in terms of appropriate GAISE level	Mildly discusses task in terms of appropriate GAISE level; task may be slightly off	Does not discuss GAISE level, or does not discuss task in terms of appropriate GAISE level	
Writing Quality	No grammatical errors, lesson plan and commentary are easy to read and follow	Few grammatical errors, lesson plan and commentary are difficult to follow	Several grammatical errors, lesson plan and commentary are incomplete	
TOTAL				/25