

Transcript – Amplifying Instructional Tasks

We'll continue using the Amplifying Instructional Tasks journal page. You'll also need the Amplifying Instructional Tasks handout for your grade band, linked at the bottom of this page.

After we've brainstormed possible connections to the mathematics and the context, which student expectations will we select to amplify our task, given the grade level? In this next step, we identify the student expectations and ideas that will be used. From this, the amplified task will be written. Again, the goal is not necessarily to turn the volume all the way up, but to turn it up one or two levels.

Study the original task in your journal and the amplified task on the handout. Notice how the related student expectations and ideas were used.

This example shows multiple ways that the context could be explored using related student expectations. In the process standards module, we will explore the process standards in depth, and you will be given the opportunity to amplify a given task using this process.