Contents

	. 4
Acknowledgments	Vii
About the Authors	ix
Introduction: The Power of the Task	1
1. The Work of School	7
A Task Is a Task	9
Task Predicts Performance	10
The Design Components of a Task	12
Technology in a Working Model, or When	
Terri Met Sally (Ahem, John)	13
The Powerful Task Rubric for Designing Student Work	15
2. Analyzing Learning With the Powerful Task Rubric	27
One Content, Five Tasks	27
Where Was the Power?	53
3. The Power of Engagement	57
The Qualities of Engagement	60
Interaction as Engagement	64
A Task Is Powered Up	68
	75
4. The Power of Academic Strategies	75
It Starts on the Playground	75
Strategies of Personal Response	76
Identifying Similarities and Differences	78
Summarizing and Note-Making	79
Note-Taking Becomes Note-Making	83
Reflection in Note-Making	90
Nonlinguistic Representations	91
Generating and Testing Hypotheses	95
Reflection and Closure	107

5 .	The Power of the Question	109
	Where Does a Question Come From?	109
	See-Think-Wonder	111
	Where Do Teacher Questions Come From?	116
	How to Open a Question	124
	Technology and Questions	131
6.	Engaged in What? The Power of Cognition	135
	Cognitive Demand	137
	Learning Through Accepting Meaning	140
	Thinking and Making Meaning	141
	Making Meaning on Top of Meaning	144
	Sliding Across the Cognitive Continua: A Hierarchy, Not a Sequence	145
	Math Cognition and the Task Rubric	148
	Encoding and Memory	153
7.	Power Up: Using the Diagnostic	
	Instrument to Analyze Learning	157
	The Diagnostic Instrument to Analyze Learning	158
	Premises and Research Behind the DIAL	158
	Using the DIAL	162
	Three DIAL Implementations	163
	Tips for the Tool	167
8.	Putting It All Together	169
Fir	nal Thoughts	195
Re	ferences	197
Ing	dex	199