# Contents

**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  

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

   - Final Thoughts 195
   - References 197
   - Index 199