


Figure 1.14. Reflection on Culturally Relevant Mathematical Tasks

Current Level of CRCD Mathematics	Evidence of Current Level <i>List the evidence in the classroom and/or school.</i>
<p>Emerging—Products of educators who believe that the basis of responsiveness lay in crafting tasks that challenge all students and that all students are capable of doing and succeeding in mathematics. These tasks reflect high-quality features of problem solving and cognitive demand.</p>	
<p>Developing—Products and activities where educators use broadened definitions of mathematics as cultural activity and design task prompts, features and interactions that require students to also do cultural, community, and self-exploration and affirmation. While these tasks represent some progress in design, they are not yet culturally responsive because they do not “problematize” the status quo or offer critical inquiry into race, culture, inequality, and social justice.</p>	
<p>Exemplary—Products and activities where educators used broadened definitions of mathematics, cultural inquiry, and social justice for personal and community pursuits. These tasks feature student action, critical investigation, community affirmation, and empowerment notions central to a culturally relevant/responsive pedagogy.</p>	

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