


Figure 1.8. The Revised CRCD Mathematics Task Framework

Task Level	Description of Mathematical Task Level
Emerging	<p>Requires considerable cognitive effort in mathematics</p> <ul style="list-style-type: none"> • Task is mathematically rich and cognitively demanding. • The task requires considerable efforts using multiple representations and strategies to develop deep understanding of mathematics. • Task content draws from connections to other relevant subjects, disciplines and concepts.
Developing	<p>Requires considerable cognitive effort AND Embedded in Cultural/Self/Community Inquiry and Activity</p> <ul style="list-style-type: none"> • The task is centered in real-world situations requiring students to inquire deeply about themselves, their communities, and the world about them. • Requires students to draw from, use, and embrace community and cultural knowledge directly in developing strategy and solution processes. • Task content seeks to add to this knowledge through mathematical activity.
Exemplary	<p>Requires considerable cognitive effort embedded in cultural inquiry and activity AND Targets Cultural/Self/Community Empowerment and Social Justice</p> <ul style="list-style-type: none"> • The task requires students to examine structure and assumptions of self, community, the world and its relations in consideration of solutions and strategy limits. • Task requires students to examine conditions of opportunity, justice, suffering, and inequity that arise in their communities, schools, and the world around them • Task utilizes mathematical sense-making and the solution processes to help students to develop informed perspectives and take action on real-world issues.

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Source: NCSM Framework for Leadership in Mathematics Education (2020), adapted from Matthews et al. (2013).

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