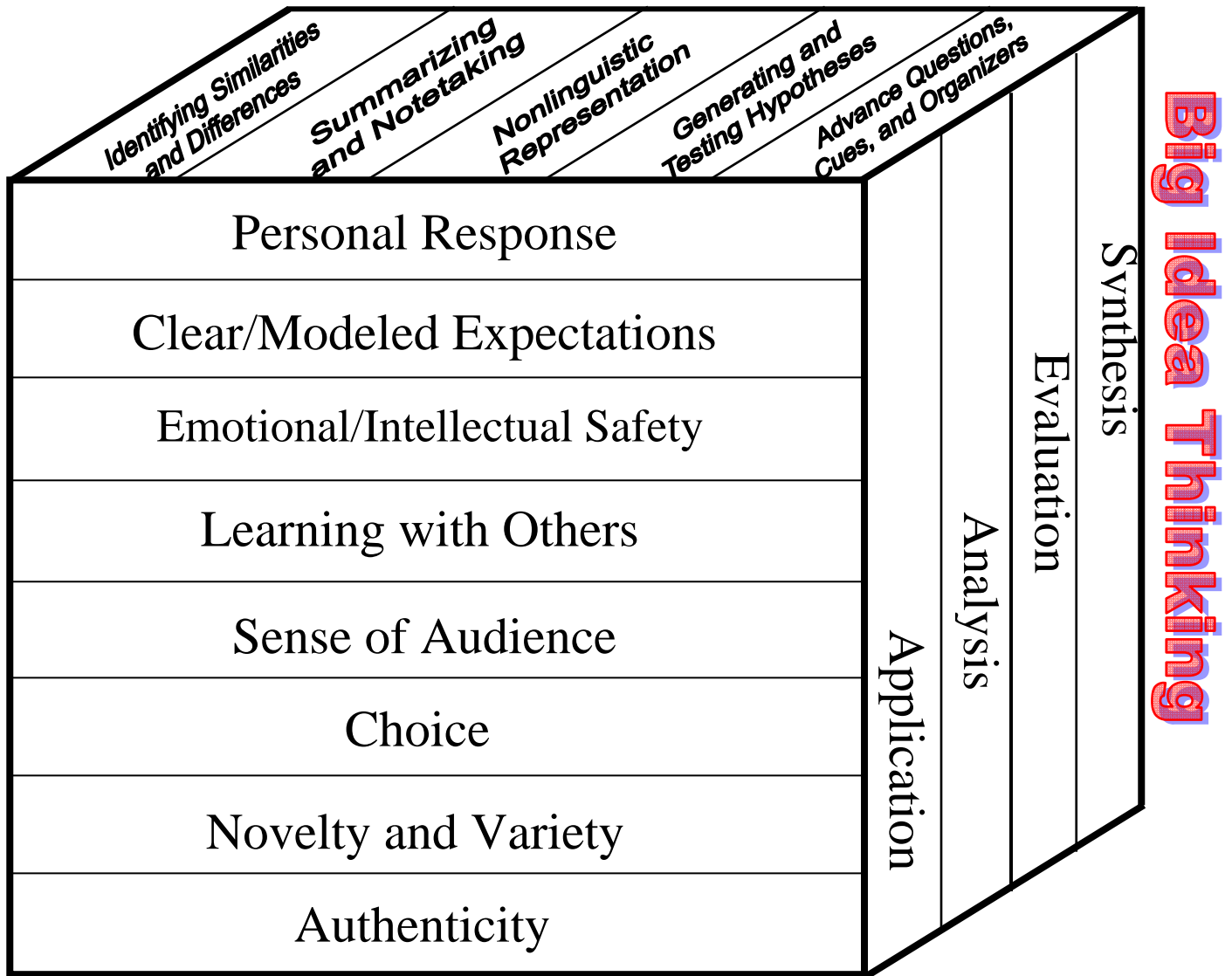


# Engaging All Learners

(Powerful Task Design for All-abilities)

# High Yield Instructional Strategies



## 8 Engaging Qualities of Work

Based upon the work of

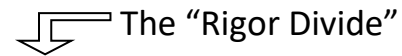
Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Schlechty, P. (2002) *Working on the Work*. San Francisco, CA: Jossey-Bass.

The Learning Cube can be found in the book *Writing as a Measure and Model of Thinking* (Flying Monkeys Press, 2008). Available at [www.colleaguesoncall.com](http://www.colleaguesoncall.com)

# Powerful Task Rubric for Designing Student Work



	Power Component	1	2	3	4
Cognitive Demand	Bloom – Revised Taxonomy <i>Examples</i>	Recall Name the steps	Understand Follow the steps	Apply/Analyze Infer with text support	Evaluate/Create Argue, defend, or justify
	Antonetti/Garver/Stice – Meaning	Repeat accepted meaning	Restate or reproduce accepted meaning	Making meaning: Find patterns Find use for patterns	Compare patterns Add/combine/ignore patterns
	Webb – DOK (Assessment)	Recall	Skill/Concept	Strategic thinking	Extended thinking
	Stein/Smith – Mathematics	Memorization	Procedures without connections	Procedures with connections	Making sense
Connected Learning (Tech)	Antonetti/Stice	Retrieve Copy & paste	Click here, click here, click... Prescriptive Learning Accessible Learning	Control- Interests power learning Question, share, contribute, Link, provide feedback	Produce, create Experiment, Design
Academic Strategies*	Similarities and Differences	List facts about A and B	Parallel facts about A and B	Compare or contrast by trait	
	Summarizing/Note-making	Copy	Restate	Personalize or make unique decisions about content	
	Nonlinguistic Representation	Copy other given forms	Place into other forms	Create a new representation	
	Generating/Testing Hypotheses	Copy	Restate "known" pattern	Identify and extend patterns	
Engaging Qualities**	Personal Response (Clear/Modeled Expectations)	Not necessary	Fill in the blank with "my" answer	Explain and support my ideas (open)	Explain and defend or justify my ideas
	Intellectual/Emotional Safety	Not required	Not required	Expression of concepts or recognized patterns	Expression of supported opinions or new ideas
	Learning with Others	Take turns talking	Listen and repeat	Interdependence in roles or mini tasks	Interdependence of ideas
	Sense of Audience	A partner	The class	An audience I want to appreciate me or my ideas	An audience I want to influence
	Novelty and Variety	Recall is fun or different	Product without concepts	Product with concepts	Perspective
	Authenticity	Teacher connects to world	Repeat real examples	Recognize real examples	Create real examples
	Questions	Closed with single right or wrong answers	Closed but with a "choice" of answers	Open with a range of answers, support, strategies, connections ©Colleagues on Call 2017	

One Content: Five tasks

1

2

3

4

5

---

**John Medina's *Brain Rules* and connections to John Antonetti's Engagement Cube:**

RULE #1 *Exercise boosts brain power.*



RULE #2 *The human brain evolved, too.*



RULE #3 *Every brain is wired differently.*

RULE #4 *We don't pay attention to boring things!*



RULE #5 *Repeat to remember.*

RULE #6 *Remember to repeat.*



RULE #7 *Sleep well, think well.*



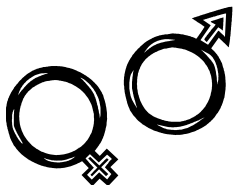
RULE #8 *Stressed brains don't learn the same way.*



RULE #9 *Stimulate more of the senses.*



RULE #10 *Vision trumps all other senses.*



RULE #11 *Male and female brains are different.*

RULE #12 *We are powerful and natural explorers.*

