

22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?

The teacher engages students in complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks) that require them to generate and test hypotheses.

Teacher Evidence

- ☐ Teacher engages students with an explicit decision-making, problem-solving, experimental-inquiry, or investigation task that requires them to generate and test hypotheses.
- ☐ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.

Student Evidence

- ☐ Students are clearly working on tasks that require them to generate and test hypotheses.
- ☐ When asked, students can explain the hypothesis they are testing.
- ☐ When asked, students can explain whether their hypothesis was confirmed or disconfirmed.
- ☐ Student artifacts indicate that they can engage in decision-making, problem-solving, experimental-inquiry, or investigation tasks.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	I adapt and create new strategies for unique student needs and situations.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), and I monitor the extent to which students are generating and testing hypotheses.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.