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?

<table>
<thead>
<tr>
<th>Engaging students in cognitively complex tasks involving hypothesis generation and testing</th>
<th>Innovating 4</th>
<th>Applying 3</th>
<th>Developing 2</th>
<th>Beginning 1</th>
<th>Not Using 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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