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explores models for effective task design, helping you translate the curriculum into the tasks and activities that you ask your students to do in order to facilitate developmental or higher-level understanding of curriculum content.

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By setting a collaborative writing task  
the teacher can create the potential for  
dialogical activity as students negotiate  
meaning through their use of the

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cultural tools required to negotiate a writing task. Task design for collaborative writing involves attending to the mediating roles and functions of the teacher and peers within the in-the-moment interpretations of how learners are engaging with classroom tasks.

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The tasks for 3rd Grade through High  
School were developed by the

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Mathematics Assessment Resource Service (MARS) of the Shell Centre for Mathematical Education, University of Nottingham, England. The tasks for 2nd Grade were developed by the Silicon Valley Mathematics Initiative's Mathematics Assessment Collaborative (MAC).

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## **Performance Assessment Tasks | Inside Mathematics**

The TGfU appeared as a practical teaching model for designing tasks that concentrate the students' attention as they look for solutions that will lead them to understanding the technical aspects of the game. The teacher is responsible for presenting a tactical

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problem which has to be developed  
through a series of tasks or games.

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