

Effective Classroom Practice - Task Difficulty

Example Vignettes

Vignette 1:

Dalton sits quietly, but does not complete his work during writing activities. His reading skills are at grade level. He is able to accurately retell what he has read and can orally answer all comprehension questions. When he is directed to answer comprehension questions on his worksheet, he begins slowly, then stops writing and puts his head down on his desk.

What strategy could the teacher use to address task difficulty for Dalton?

Vignette 2:

Tracy listens attentively to instruction and participates in class discussion. She has demonstrated that she understands the math concepts of carrying in multi-digit addition. However, when doing her seatwork, she works very slowly and eventually gives up, talks with neighbors, gets up repeatedly to sharpen her pencil or obtain things in the classroom. When she returns to her desk she often asks for assistance to complete the next problem.

What strategy could be used to address task difficulty for Tracy?

Vignette 3:

Maria uses language fluently, reads at grade level, and understands the concepts being taught in English class. She is an overall good student, but struggles during written essay time, finding it difficult to formulate her thoughts in writing and organize her thoughts, as she would like, quickly or in the time frame given.

Vignette 4:

On the first day of a new unit, the teacher gives the students a brief overview and guides students through the textbook, looking at pictures and topics headings to help them see where they are going with their learning. Students are excited about the new unit, but when directed to take notes with the reading, two students can't seem to follow along and soon are talking and out of their seats. The teacher assesses the students' writing and finds that they have some difficulty with written language.

