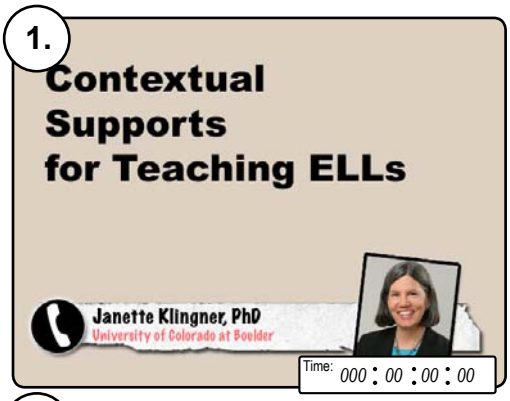
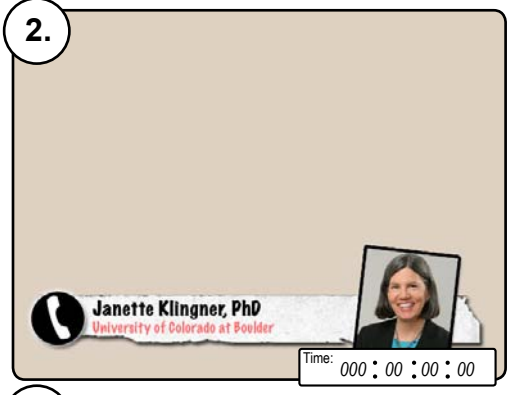
1.



Description:

Notes:

2.

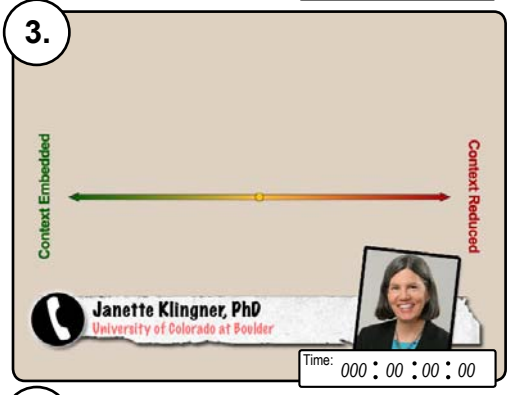


Description:

What we have are two continua.

Notes:

3.

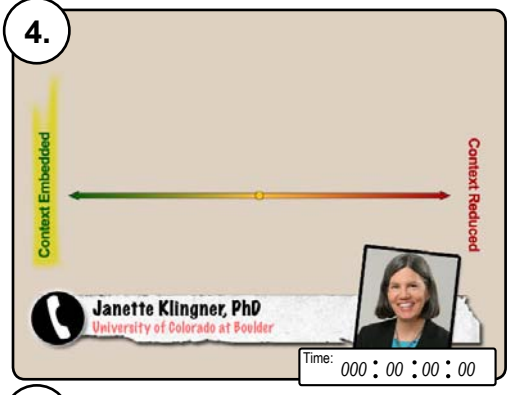


Description:

We have the X-axis

Notes:

4.

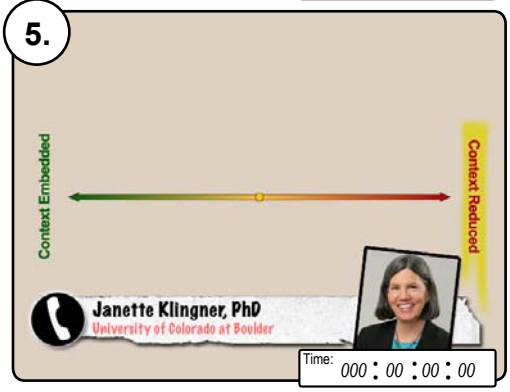


Description:

on the left hand side, context embedded,

Notes:

5.

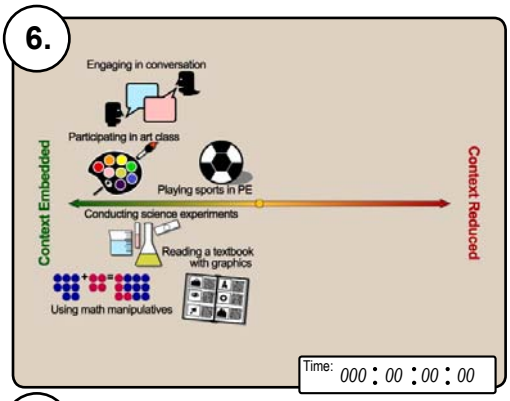


Description:

and on the right hand side context reduced.

Notes:

6.

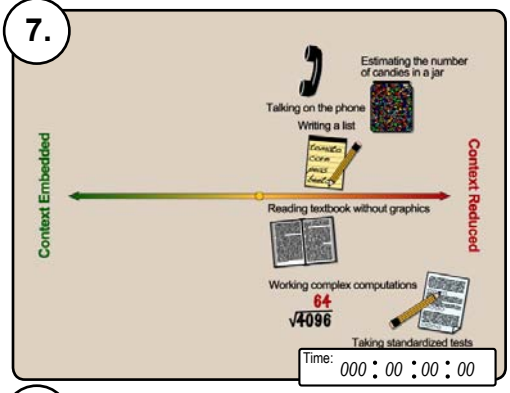


Description:

When there's a lot of context there are visuals to help students understand the task that they are being asked to do.

Notes: _____

7.

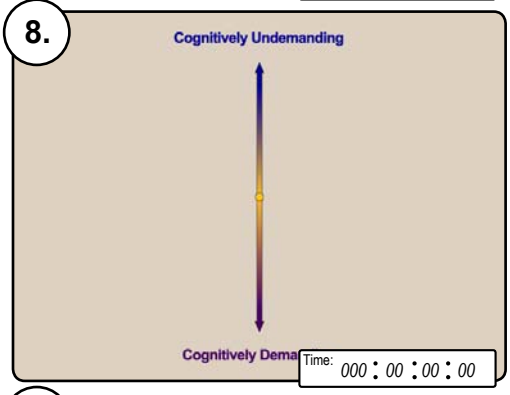


Description:

At the other end of the continuum there's very little context.

Notes: _____

8.

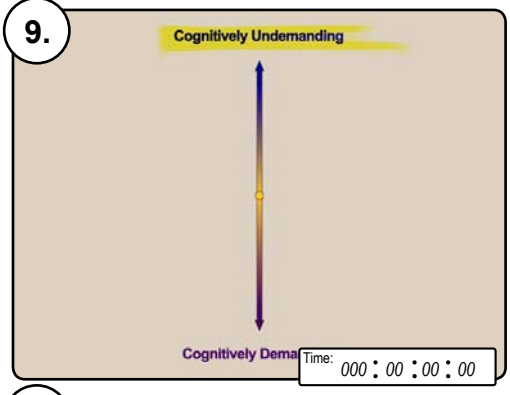


Description:

Now on the Y-axis we also have a continuum.

Notes: _____

9.

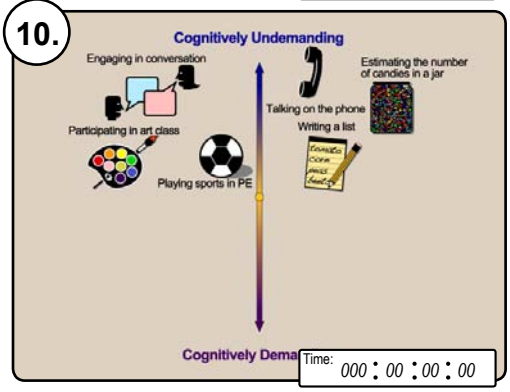


Description:

At the top we have cognitively undemanding

Notes: _____

10.

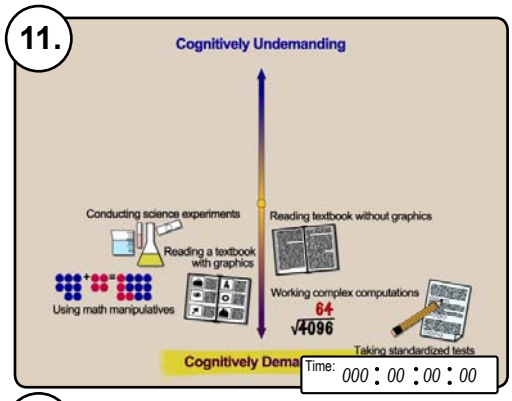


Description:

so that would be an easier type of task that doesn't require a lot of higher-level thinking.

Notes: _____

11.

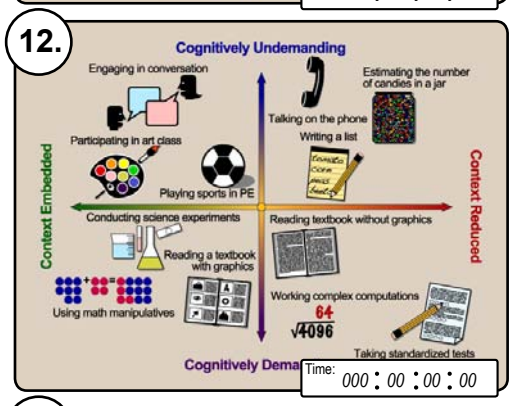


Description:

At the bottom of the y-axis is cognitively demanding.

Notes: _____

12.

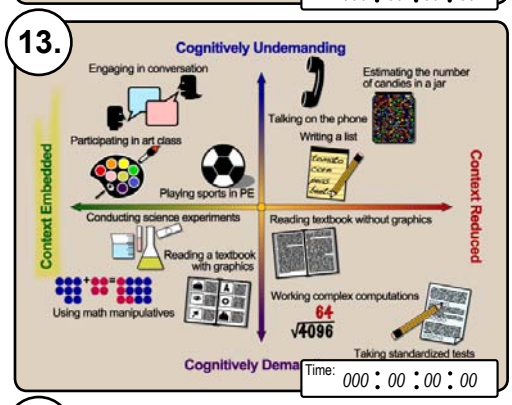


Description:

What I think is important for teachers to think about is what they can do to both provide

Notes: _____

13.

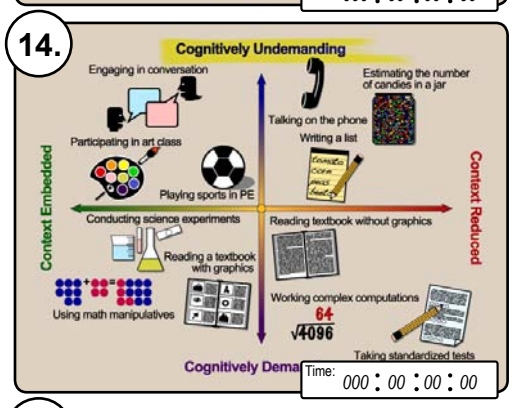


Description:

more context for students to help with their learning,

Notes: _____

14.

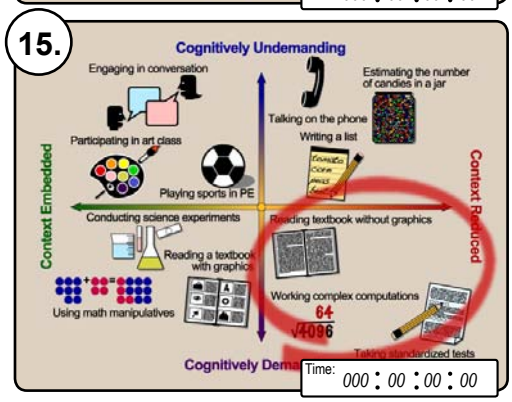


Description:

and what they can do to take a difficult task, that requires higher level thinking skills and make it less cognitively demanding for students.

Notes: _____

15.

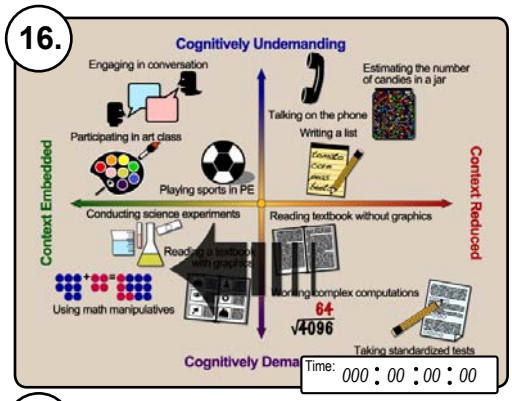


Description:

If you think about what's most difficult for students that would be the tasks that are in the lower right hand quadrant of the framework in other words tasks that are context reduced and cognitively demanding.

Notes: _____

16.

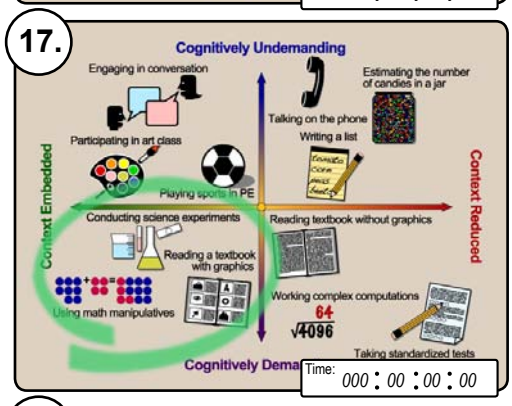


Description:

We want teachers to shift those further to the left on the continuum so that they end up in the

Notes:

17.

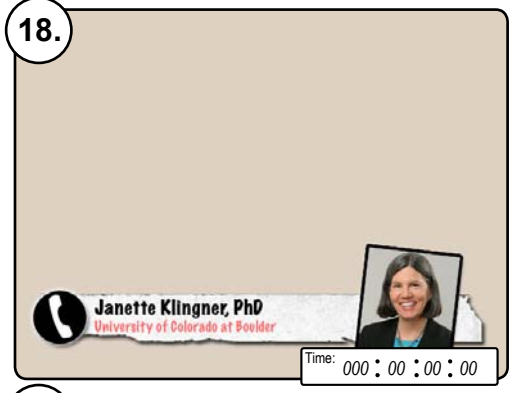


Description:

lower left hand quadrant, still perhaps cognitively demanding, but with a lot more context that enables students to be more successful with the task.

Notes:

18.

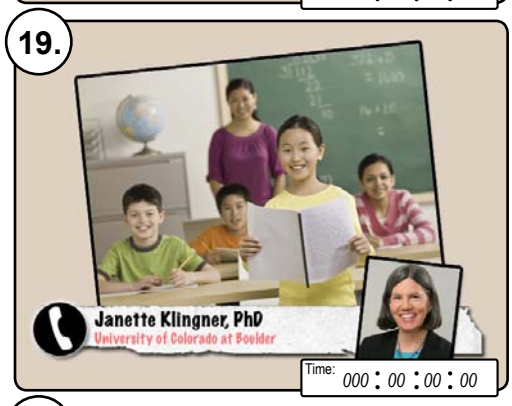


Description:

A misconception is that English language learners who are not yet fully proficient in English can only do cognitively undemanding tasks.

Notes:

19.



Description:

Even students who are at beginning levels of English proficiency are very capable of doing more cognitively demanding tasks It's a mistake to think that we have to hold students back or keep them from doing tasks like that until they have higher levels of English proficiency. We just need to provide them with the context and support to do that.

Notes:

20.

Time: 000 : 00 : 00 : 00

Description:

Notes: