Cognitive Demand Self-Pre-Assessment Mathematics

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I guide students step-by-step through problem solving to make sure they are not frustrated or confused.					
2. I use a lot of modeling-type problems in class.					
3. At the end of a difficult problem, I want to make sure that everyone has the right answer regardless of how they got there.					
4. I will often have students work on difficult math tasks independently or in small groups.					
5. I often let students struggle with problems rather than giving them a clear solution pathway.					
6. If a student gives an incomplete or incorrect explanation, that's ok, as long as they can explain their thinking.					
7. I ask students how they got their solution even when the solution is correct.					
8. I will often lead students through difficult math tasks as a whole class to prevent confusion.					
9. I think it's best if everyone uses the same procedures to solve complex, non-algorithmic problem.					
10. I find that students often do not have enough time to solve complex, non-algorithmic problems.					
11. The problems I use build on what students already know.					

Adapted from Stein, Smith, Henningsen, and Silver, 2009, p. 16
and National Council of Teachers of Mathematics, 2014, p. 11

12. Students will complain if I don't give them enough direction or instruction to solve a problem.					
13. If students complain, I will give them a procedure that they can use to solve a problem.					
14. If students complain, I will find a way to help them by connecting to the underlying concepts rather than giving them a specific procedure.					
15. It bothers me to see students struggle with mathematics.					
16. My students know how to test their ideas out and will change directions if a solution pathway isn't working.					
17. I think about what my students can already do when I choose problem-solving tasks.					
18. I find that students don't want to put in the work necessary to solve problems which don't have a clear solution pathway.					
19. I know how to scaffold problems without taking away from the problems' complexity.					
20. I want students to have a good grasp of the basics before I give them a complex task.					

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