

## Student Survey for Engaging Students in Cognitively Complex Tasks

1. My teacher asks me to make predictions and test them to see if they are true.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

2. I know the difference between decision-making, problem-solving, experimental, invention, and investigation tasks.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

3. My teacher asks me questions to help me figure out what kind of task is most appropriate for me.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

4. When I am working on a task that involves generating and testing a hypothesis, I can explain what my hypothesis is and what I am doing to test it.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

5. The products that I create during tasks that involve generating and testing a hypothesis show that I have deepened my learning about a topic.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

6. At the end of a task that involves generating and testing a hypothesis, I can explain if my hypothesis was proved or disproved and why.

Strongly Disagree      Disagree      Neither Agree  
Nor Disagree      Agree      Strongly Agree

*Source: Adapted from Marzano Research. (2016). Marzano compendium of instructional strategies. Centennial, CO: Author.*