

Task Assessment - Is it low floor, high ceiling or high floor, low ceiling?

Low Floor, High Ceiling tasks	High Floor, Low Ceiling tasks
Open with multiple, possible solutions and interpretations.	Closed with just one solution and interpretation.
Able to be approached through multiple strategies.	Able to be approached through one strategy (often one strategy is asked for specifically).
Require decision making, comparison and justification of interpreted facts, concepts and procedures.	Require appropriate use of facts and procedures.
Connect to a real world application that is relevant to the learner.	Connect to a real world application that is irrelevant to the learner.
Able to be approached by students with a broad range of developmental levels.	Able to be approached by students with a narrow range of developmental levels.
Allow opportunity to develop, practice and apply key skills.	Allow opportunity to apply key skills.
Encourage depth and discussion.	Encourage speed.
Encourage crossing the cortex - requires approach through multiple modalities (visual, kinesthetic, etc.).	Discourage crossing the cortex - approached through a single modality.
Engages most or all.	Engages none or few.

Task Analysis - How to make it more “low floor, high ceiling?”

	Details and description of the task and how it was used
Learning Target(s)	
Floor (Prerequisites)	
Knowns	
Unknowns	
Restrictions	
Possible Strategies	
Ceiling (Extensions)	

Task Analysis - How to make it more “low floor, high ceiling?”

LOW FLOOR, HIGH CEILING STRATEGY	POSSIBLE CHANGES
Devise a multimodal introduction.	
Remove or change restrictions.	
Remove or change known quantities	
Swap the known and unknown	
Inject some choice.	

FOOD FOR THOUGHT:

How would possible changes make the problem more or less “low floor, high ceiling?”