

# Contents

<i>About the Authors</i>	ix
<i>Preface</i>	xi
<b>1 Introduction</b>	<b>1</b>
On ambitious and equitable instruction	3
Targets: our metaphor for improvement	4
Using the targets	4
Using the TRU dimensions for planning and reflection: an example	6
Grappling with complexity	8
What to do first?	11
Acknowledgments	12
<b>2 The targets in use: An extended example</b>	<b>14</b>
Dimension 1: The Mathematics	15
Dimension 2: Cognitive Demand	17
Dimension 3: Equitable Access	19
Dimension 4: Agency, Ownership, and Identity – AOI for short	21
Dimension 5: Formative Assessment	23
Postscript	27
<b>3 Dimension 1: The Mathematics</b>	<b>29</b>
What the mathematics dimension involves	29
A bit more background	30
Some ideas that may help	32
More specific questions for planning and review	33
Some resources that might be useful	34
The mathematics targets	35
Using the mathematics targets – three examples	41
Postscript	48
<b>4 Dimension 2: Cognitive Demand</b>	<b>49</b>
What the cognitive demand dimension involves	49
A bit more background	50
Some ideas that may help	51
More specific questions for planning and review	53
Some resources that might be useful	54

	The cognitive demand targets	54
	Using the cognitive demand targets – three examples	60
<b>5</b>	<b>Dimension 3: Equitable Access</b>	<b>69</b>
	What the equitable access dimension involves	69
	A bit more background	71
	Some ideas that may help	72
	More specific questions for planning and review	78
	Some resources that might be useful	79
	The equitable access targets	79
	Using the equitable access targets – three examples	85
<b>6</b>	<b>Dimension 4: Agency, Ownership, and Identity</b>	<b>93</b>
	What the agency, ownership, and identity dimension involves	93
	A bit more background	95
	Some ideas that may help	98
	More specific questions for planning and review	102
	Some resources that might be useful	103
	Further resources	103
	The agency, ownership, and identity targets	103
	Using the agency, ownership, and identity targets – three examples	109
<b>7</b>	<b>Dimension 5: Formative Assessment</b>	<b>117</b>
	What the formative assessment dimension involves	117
	A bit more background	118
	Some ideas that may help	120
	Matching a graph to a story	122
	More specific questions for planning and review	126
	Some resources that might be useful	127
	The formative assessment targets	127
	Using the formative assessment targets – three examples	133
<b>8</b>	<b>Appendix: Some useful strategies</b>	<b>140</b>
	<i>References</i>	145