



GROWING PROBLEM SOLVERS

This department publishes manuscripts that show how one important mathematical idea can “grow” in mathematical complexity over the years. Manuscripts highlight a PK–12 learning trajectory, providing four high quality tasks that span PK–2, 3–5, 6–8, and 9–12 grade bands. The learning trajectory should be made explicit using a table of the curriculum standards being addressed by each task. Tasks featured are low threshold, high ceiling tasks with multiple entry points, allowing for a variety of solution strategies and reaching many different learners. A manuscript highlights important features of the tasks, potential instructional strategies, and extension ideas. Manuscripts should be accompanied by four student-ready task sheets. **Word count:** 1500 plus four task sheets. See a sample article and sample task sheets in Appendix 9.

Guidelines for authors:

- Student task sheets will be submitted as separate documents, using the provided downloadable template (available in the toolkit). The accompanying manuscript will describe the tasks and reference the task documents. The tasks do not need to be embedded in the manuscript.
- Suggestions for the accompanying document include:
 - Begin with an opening paragraph: engage the audience in the importance of the math strand you are developing and briefly describe how the mathematical topic grows across the grade levels
 - Connect to standards: Include a table connecting to the CCSS-M grade-level connections
 - For each grade-band task submitted (PK-2, 3-5, 6-8, 9-12):
 - Describe the overall objective/purpose of the task.
 - If needed, list any materials required for the task.
 - Describe how the task might be implemented in a classroom, including necessary student background knowledge and possible student challenges, misconceptions, or common errors along with ways for teachers to address these.
 - Pose questions the teacher could ask students during implementation.
 - Include possible student responses to the tasks.
 - Provide possible extension(s) to the task (do not have to be included in the task but explained in the article so teachers can implement if desired)
- If you have a single task that has potential to grow to accommodate other grade bands but need some help writing the other tasks, please reach out to our Growing Problem Solvers Department Editors.

Considerations for authors:

- Do the tasks grow developmentally from one grade-band to another?
- Are the tasks connected by a growing mathematical topic, rather than just connected by a common context?
- Do the contexts and reading levels seem appropriate for the grade levels?
- Are the tasks appropriately aligned to the mathematical standards?
- Are the task sheets designed to be student-facing and ready to print and use in the classroom?

Questions can be directed to mtlt@nctm.org.

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