# Guiding Questions for Evaluating Three-Dimensional Tasks

**Phenomena and Scenarios**

- Is there a compelling phenomenon consistent with and worthwhile to the learning performance with universal relevance for students?

- Is it driven by a scenario or situation that encourages students to engage with the phenomenon and to work through the task?

**Three-Dimensional Prompts**

- Does the prompt(s) relate back to the phenomenon and is consequential to the scenario so that there is a coherent narrative for students to follow and respond to?

- Is the prompt(s) written in a manner that elicits an integrated three-dimensional response?

**Overall Task Coherence**

- Is the task written clearly so that all students can grasp the intent of the task and respond to it?

- Do students need to use all the pertinent information presented in the task to give a full response?

- Does the task include scaffolds and visual aids as appropriate to support all students in responding?

- Does the task create a need for using and applying knowledge that arises from a thought-provoking situation that is pertinent both to the learning performance and to students' everyday lives and interests?

**Evidence of Student Learning**
- Is the task likely to provide evidence as to whether students have achieved or are growing towards the 3D learning performance?