

## **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?

*The Next Generation Science Assessment project ([www.nextgenscienceassessment.org](http://www.nextgenscienceassessment.org)) is a collaboration among WestEd, Michigan State University, the University of Illinois Chicago, and Concord Consortium. The collaborative work was funded by the National Science Foundation (1853927, 1316874, 1316903, 1316908, 1903103), the Gordon and Betty Moore Foundation (Grant #4482), and the Chan-Zuckerberg Initiative (Grant #094374).*