

## **Guidance for Creating Three-Dimensional Tasks Aligned to Learning Performances**

***A set of steps to follow in creating a task from a learning performance:***

1. Identify a compelling phenomenon that is coherent with the learning performance
2. Sketch out a scenario that corresponds to the phenomenon and has relevance for students
3. Craft potential prompts that will elicit the three-dimensional performance of the learning performance

***What to strive for:***

### **Selecting Phenomena and Creating Motivating Scenarios**

- A compelling phenomenon consistent with and worthwhile to the learning performance with universal relevance for students
- Driven by a scenario or situation that encourages students to engage with the phenomenon and to work through the task

### **Writing Three-Dimensional Prompts**

- Prompts are the questions and directives that students respond to in the task
- Prompt(s) relates back to the phenomenon and is consequential to the scenario so that there is a coherent narrative for students to follow and respond to
- Prompt(s) written in a manner that elicits an integrated three-dimensional response

### **Achieving Overall Task Coherence**

- Written clearly, with scaffolds and visual aids as appropriate, and with expectations made explicit so that all students can grasp the intent of the task and work toward the goal of responding to it
- Task creates 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

***When identifying a phenomenon, sketching a scenario, and creating the prompts, make sure to take into account ideas of equity:***

- Would your students find the phenomenon and scenario compelling, relevant and interesting?
- Is the language accessible to your students? (e.g., Use straightforward everyday language when describing information that is not being assessed)
- Do the prompts include scaffolds to make expectations explicit for students?
- Is all the information available for students to be able to make a response?
- How might you leverage students' backgrounds and experiences?

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