

# How Tasks Differ

1. Task design occurs along a continuum.

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- 1 correct solution
- 1 correct way
- 1 correct solution
- multiple approaches to reach the solution
- multiple solutions
- multiple approaches

2. Students need adequate preparation and scaffolding to do loosely structured, open ended, non-routine problems. They need the opportunity to work with tasks along two continuum, moving from problems that are

contrived.....to.....simulations.....to.....authentic  
tightly structured.....to.....less structure.....to.....open ended

3. Other Ways Tasks Differ

- Written, oral and/or visual instructions/activities
- Amount of choice on how to respond—written, oral and/or visual
- Format: short answer, essay, project, portfolio
- Specifying each skill that the student needs to use or allowing students to choose whatever skills they think appropriate to successfully complete the task
- Individual and/or group work
- Timed or untimed
- Student choice on which task to complete

[Source: *Toolkit98*: Chapter 3, **Activity 3.1—Performance Tasks—Keys to Success**]