**Subject area/course**:

**Grade level/band**:

**Task source**:

**[Task Title]**

**STUDENT INSTRUCTIONS**

1. **Task context**:

*Address the student directly in the 2nd person. Lay out the real-world context in which the task takes place. Be sure to consider the following questions:*

* + *Does the task allow for a variety of responses and require student-initiated planning?*
	+ *Does the task represent content that is relevant & meaningful to students?*
	+ *Does the task measure key skills and concepts from the Common Core State Standards and/or Next Generation Science Standards?*
	+ *Does the task allow for demonstration of important knowledge & complex skills including the Critical Abilities (e.g., communication in many forms, research, analysis and evaluation of information, etc.)?*
1. **Final product**:

*In a 1–2 sentence summary statement, tell the student what must be completed at the end of the task.*

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**

*List the content knowledge and high-order thinking skills students will need to demonstrate to successful complete the task.*

1. **Materials needed:**

*Identify any physical materials, technology, and/or information sources that students will need to access in order to successfully complete in this task.*

1. **Time requirements:**

*Provide an estimate of time required to complete the task. Time may be indicated in weeks, class periods, or hours depending on the task. State whether students will complete the task in-class, out-of-class, or a combination of the two.*

1. **Scoring:**

*Include the name of the rubric or list the scoring criteria that will be used to assess students’ work.*

**Subject area/course**:

**Grade level/band**:

**Task source**:

**[Task Title]**

**TEACHER'S GUIDE**

1. **Task overview**:

*Summarize the task in a short paragraph of three to four sentences. Address this summary to instructors and be sure to explain what the final product(s) of the task will be – a research paper, a multimedia presentation, lab report, etc.*

1. **Aligned standards:**
2. **Primary Common Core State Standards**

*Identify the content and practice standards from the Common Core State Standards that are measured in the task.*

1. **Secondary Common Core State Standards (optional)**

*List Common Core State Standards that are addressed in the task, but that may not be the key focus of the task.*

1. **Critical abilities**

*List the Critical Abilities addressed in this task (Research, Analysis of Information, Experimentation and Evaluation, Communication in Many Forms, Use of Technology, Interpersonal Interaction and Collaboration, and Modeling, Design, and Problem Solving).*

1. **Other standards (optional)**

*List any other applicable standards or learning targets the task was designed to measure.*

1. **Time/schedule requirements:**

*Provide an estimate of time required to complete the task. Time may be indicated in weeks, class periods, or hours, depending on the task. Be sure to include any notes about in- or out-of-class time.*

1. **Materials/resources:**

*Include any physical materials, technology, and/or information sources that students will need. Also include any books, websites, videos, or other resources that will help the teacher administer this task. Be sure to consider the following question: Is the task feasible for the typical classroom environment?*

1. **Prior knowledge:**

*Determine the key knowledge and skills students need to have prior to completing this task. Also include any required experience and skill level students should have with tools and technologies.*

1. **Connection to curriculum:**

*Include suggestions for where in a curriculum this task may be used for optimum impact and relevance for students.*

1. **Teacher instructions:**

*Provide step-by-step procedures on how the task should be implemented including in-class and out-of-class activities. It may be helpful to divide procedures into time increments (Day 1, Day 2, or Week 1 etc. and be sure to include explicit suggestions for how to present the task and how to activate students’ prior learning. Consider including specific student prompts and introductory activities.*

1. **Student support:**

*Include recommendations and strategies to help students at different levels successfully complete the task. What accommodations are permissible/necessary for students who have accessibility issues?*

1. **Extensions or variations:**

*Describe how a teacher could continue to address the themes and content in an extended version of this task or in a subsequent task.*

1. **Scoring:**

*Include the name of the rubric or list the scoring criteria that will be used to assess students’ work.*