Continuing the Task Analysis Process
**Task Analysis**

**Task Analysis** is a **process** that involves:

1. looking carefully at an instructional task or activity to determine what it requires students to do, know, or demonstrate
2. identifying related practices and standards; and
3. choosing the most appropriate standards and practices to address and assess
• Task analysis helps us to think more deeply about the structure and demands of a task, so as to:
  o determine whether we are pushing our students to produce the most rigorous, grade-appropriate language and thinking possible
  o identify roadblocks to students’ demonstrating their understanding
  o plan instruction to address and assess the most relevant and crucial standards and skills
  o include scaffolding and supports to better meet our students’ needs
Task Analysis Process

Step 1: Examine & Identify Appropriate Instructional Task

Step 2: Identify Task Demands
- Content Knowledge
- Analytical Skills
- Language

Step 3: Identify Disciplinary Practice(s)

Step 4: Identify ELP Standards
Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA “practices”)
3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
4. EP7* represents CCSS for ELA student “capacity” (p. 7).

Suggested citation:
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Step 4: Identify ELP Standards
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<tr>
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<th>ELP Standards</th>
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<tbody>
<tr>
<td>1</td>
<td>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</td>
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<tr>
<td>2</td>
<td>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</td>
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<td>3</td>
<td>speak and write about grade-appropriate complex literary and informational texts and topics</td>
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<td>4</td>
<td>construct grade-appropriate oral and written claims and support them with reasoning and evidence</td>
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<td>5</td>
<td>conduct research and evaluate and communicate findings to answer questions or solve problems</td>
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<td>6</td>
<td>analyze and critique the arguments of others orally and in writing</td>
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<td>7</td>
<td>adapt language choices to purpose, task, and audience when speaking and writing</td>
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<td>8</td>
<td>determine the meaning of words and phrases in oral presentations and literary and informational text</td>
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<td>9</td>
<td>create clear and coherent grade-appropriate speech and text</td>
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<td>10</td>
<td>make accurate use of standard English to communicate in grade-appropriate speech and writing</td>
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Linking the Steps of Task Analysis

• Align the task demands with relevant disciplinary practices and ELP standards
• Use these practices and standards (and the resources they offer) to plan appropriate scaffolds for student learning
Reflection Questions

• Recall what you did in steps 1 and 2. In your lesson planning and curriculum development, why is it important to identify task demands?
• How do you think steps 1 and 2 will inform your next steps (3 & 4)?
• The task analysis process follows the sequence of analyzing the task and then identifying corresponding disciplinary practices and ELP standards. How does this sequence support planning and instruction in your particular context? Is there anything that you would adapt with this sequence based on your context and goals?