



## Writing Task Statements

### ***A task statement should***

- Contain a verb and an object, at a minimum
  - > Identify crimes.
  - > Examine ethics.
- Include a qualifier when possible
  - > Identify common crimes.
  - > Examine the legal bases for workplace ethics.
- Contain only one verb
  - > If two verbs seem necessary, is one a sub-skill of the other? (e.g., List and explain = Explain)
  - > If two verbs seem necessary, are they covering steps in a process? Could another verb express both steps? (e.g., Collect and file job advertisements = Compile job advertisements.)
  - > If a task has more than one verb, an “assessment” task is more complex; so consider verb level in relation to level of course.
- *Not* express a value judgment (e.g., *effectively, properly*) or degree (*quickly, thoroughly*)
- Express an action that accomplishes an end, not a means
  - > “*Operate copier*” expresses a means, whereas “*Make copies*” expresses an end.
  - > “*Use legal terminology*” **expresses a means, whereas** “*Document case progress*” expresses an end.
- Use a verb that indicates the appropriate place of the task in the hierarchy of learning (e.g., *identify* vs. *explain*; *describe* vs. *analyze*)
- Be measurable
  - > Avoid verbs like *understand, recognize, discuss*, which are difficult to measure. Instead, use verbs like *explain, identify, analyze, contrast*, etc.
- Vary in learning domain from one task to another (cognitive, affective, and psychomotor) providing a balance of learning experiences for the student.

*Cognitive*

**Identify – Describe – List – Summarize**

*Affective*

**Develop – Compare – Select – Assist**

*Psychomotor*

**Demonstrate – Assemble – Compose – Design**



Curriculum Development Team Training

## Developing Task Definitions

The task definition should answer the question “*What must the student do to demonstrate mastery of this task/ competency?*” The definition should

- address the entire task, not just a part
- clarify the intent and scope for the teacher (so that teachers will interpret the task the same way from school to school)
- ensure that the important steps, procedures, or parts are not omitted
- begin with a noun form of the task’s verb (For example: if the task is “**Describe** career options,” the definition should begin “**Description** should include...”)

Sample elements that may be addressed in a task definition:

- Accuracy (e.g., handling monetary transactions; measuring fabric; calculating medications)
- Completeness (e.g., all required parts of an employment portfolio)
- Quality (e.g., communication with customers or co-workers)
- Examples (e.g., current trends)
- List (e.g., procedures for handling complaints)