

# Task Analysis Reference

**Definition:** process of breaking down the learning (the “Do”) into its essential sub-pieces

**Step 1:** Write the learning objective.

- ❓ **What is the topic, the assessment (the Do), and the level of thinking required for this lesson?**

**Step 2:** Picture the assessment (the Do) to determine how much to teach.

- a. Determine the critical knowledge.
  - ❓ **What is the specific skill or concept my students need to learn in this lesson?**
- b. Establish prior knowledge or the baseline of learning (foundational skills).
  - ❓ **What prerequisite skills/concepts do my students need to be successful with this lesson? Does every student have these?**
- c. Set aside what is “nice to know” until the critical knowledge has been mastered.
  - ❓ **What skills or concepts are “nice to know,” but are not critical at this time and may lead my students off the lesson?**

**Step 3:** List the essential pieces of learning.

- a. essential vocabulary
  - ❓ **What key vocabulary words or terms are necessary for my students to be successful in this lesson?**
- b. fewest essential facts
  - ❓ **What NEW facts do my students absolutely have to learn in this lesson?**
- c. when and why the learner will use this skill or concept
  - ❓ **How can I demonstrate when my students will use this skill or concept? What examples can I give to explain the purpose and tie it to a personal need?**

⚠️ *Skip to Step 4 if the level of thinking is “remembering” or “understanding.”*

- d. steps to do the task – the thought process
  - ❓ **What are the specific steps my students must follow to reach the objective of the lesson?**  
**If the number of steps is excessive, is the objective too large?**

**Step 4:** Order / embed the essential pieces of learning to create chunks and plan teacher actions (ICARE) for each. This is referred to as **Chunking**.

- ❓ **What learning order (of essential pieces - Step 3) makes the most sense for my students and what teacher actions would facilitate the learning of each chunk?**

