

## Characteristics of a high-quality 3 Act Task

		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Act 1	The task shows students an interesting, non-static event with an uncertain result.					
	The task allows the students to forecast behavior of the model.					
	The task encourages the students to exercise proper estimation skills and compare them to others.					
	The task allows the range of estimations to be broad (without broad range there is no engagement).					
	The task allows conflict to motivate the students.					
	The task includes an information gap that delays the answer before giving a formula or information.					
Act 2	The task allows the students to make a list of information needed and identify variables on their own.					
	The task finalizes and gives the needed information.					
	The task has a checkpoint, a place in the problem where you can get an answer to an intermediate step to make sure you understand what's going on and make necessary corrections before the problem is over.					
	The task encourages patient problem solvers and leads to students improving their decisions.					
Act 3	The task has an ACT 3 that shows the answer visually so that students may check their results.					
	The task lets the student determine whether or not the model describes the system accurately.					
	The task sets the stage for the next topic or extension lesson.					
General	The task is relevant and meaningful at the student's grade level - There is a need for this task.					
	The task, along with appropriate teacher facilitation, leads students to recognizing and understanding important mathematical concepts.					
	The task depicts reality by telling a story including an engaging introduction, information, and a conclusion.					
	The task includes multimedia, encourages intuition, asks short questions, lets students do and allows teachers to be less helpful.					
	The task reaches a level four on the Depth of Knowledge (DOK) criteria.					
	The task "turns the real world into math" and then "turns math back into the real world."					

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### References:

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