

SAMPLE TASK PROMPT STEMS

For Crafting an Authentic, Open-Ended and Compelling *Triple Jump*

QUESTION TYPE	PURPOSE	EXAMPLE
Exploratory	Probe facts and basic knowledge	What research evidence supports ___?
Challenge	Examine assumptions, conclusions, and interpretations	How else might we account for ___?
Relational	Ask for comparison of themes, ideas, or issues	How does ___ compare to ___?
Diagnostic	Probe motives or causes	Why did ___?
Action	Call for a conclusion or action	In response to ___, what should ___ do?
Cause & Effect	Ask for causal relationships between ideas, actions, or events	If ___ occurred, what would happen?
Extension	Expand the discussion	What are additional ways that ___?
Hypothetical	Pose a change in the facts or issues	Suppose ___ had been the case, would the outcome have been the same?
Priority	Seek to identify the most important issue	From all that we have discussed, what is the most important ___?
Summary	Elicit syntheses	What themes or lessons have emerged from ___?
Problem	Challenge students to find solutions to real or hypothetical situations	What if? (To be motivating, students should be able to make some progress on finding a solution, and there should be more than one solution.)
Interpretation	Help students to uncover the underlying meaning of things	From whose viewpoint or perspective are we seeing, hearing, reading? What does this mean? or, What may have been intended by . . . ?
Application	Probe for relationships and ask students to connect theory to practice	How does this apply to that? or, Knowing this, how would you . . . ?
Evaluative	Require students to assess and make judgments	Which of these are better? Why does it matter? and, So what?
Critical	Require students to examine the validity of statements, arguments, and conclusions and to analyze their thinking and challenge their own assumptions	How do we know? and, What's the evidence and how reliable is the evidence?