

	<i>Lower levels of engagement, understanding, and transfer</i>	<i>Moderate levels of engagement, understanding, and transfer</i>	<i>Highest levels of engagement, understanding, and transfer</i>
I. CONTENT AND LEARNING GOALS:			
Standards-based	<input type="checkbox"/> Connection to required content and <u>technology standards</u> are absent.	<input type="checkbox"/> Content and technology standards are being addressed, but the connection between learning tasks and specific standards is weak or unclear. Observer wonders, <i>What are students really learning? How will these learning tasks ensure that students show deep understanding of specific standards?</i>	<input type="checkbox"/> The content and technology standards being addressed are evident and the connection between learning tasks and chosen standards is strong. Observer is confident that learning tasks are designed to lead to deep understanding of content standards.
Challenging	<input type="checkbox"/> Learning experiences focus primarily on student <i>knowledge</i> and/or <i>comprehension</i> .	<input type="checkbox"/> Learning experiences move beyond knowledge/ comprehension and require students to engage in <i>application, analysis, synthesis</i> and/or <i>evaluation</i>	
II. LEARNING TASKS:			
Authentic Student-directed	<input type="checkbox"/> Tasks are usually <i>decontextualized</i> "school work" assignments/projects. <input type="checkbox"/> Connections between tasks and real-world situations or applications are not communicated by teachers and/or understood by students. <input type="checkbox"/> Tasks are usually bound to one specific discipline. <input type="checkbox"/> Tasks usually have predictable outcomes (including right/wrong answers) and prescribed/linear processes for completing them. <input type="checkbox"/> Audiences for student products resulting from the learning tasks are usually limited to the students' teacher and possibly their parents. <input type="checkbox"/> There is little use or interest in the product outside the scope of the classroom. <input type="checkbox"/> Students have little input into their learning topics or processes. <input type="checkbox"/> Student tasks follow a single, linear path with pre-determined outcome determined by the instructor	<input type="checkbox"/> Instruction is situated in a hypothetical problem or scenario that <i>simulates</i> the real world, but learning tasks still lack some of the richness and complexity associated with a truly authentic, real-world context. <input type="checkbox"/> Tasks are targeted toward one discipline, but may also include secondary learning goals from other content areas. <input type="checkbox"/> Learning tasks are often hands-on and discovery-based, but student activity is very structured with pre-determined with predictable processes and outcomes. <input type="checkbox"/> Audiences for student performances/products may extend beyond teacher/parent to include others, but the scope of who would use and care about the product is limited.(i.e. presenting reports to classmates and teacher). <input type="checkbox"/> Students have some choice in their learning topics and/or how they will complete them, but the choices are often very bounded and controlled by the teacher and/or software.	<input type="checkbox"/> Learning tasks are embedded in real-world problems, questions, or situations. <input type="checkbox"/> Students assume adult and professional roles. <input type="checkbox"/> Learning tasks require a comprehensive set of thinking/problem solving strategies that naturally cross many academic disciplines. <input type="checkbox"/> Students use the technologies and processes associated with adult performance and problem-solving. <input type="checkbox"/> Completing the task mirrors the open-ended, ill-structured complexity of real life. <input type="checkbox"/> Tasks conclude with a performance/product characterized by multiple and unpredictable results. <input type="checkbox"/> Student products have broad appeal. Many people will use/care about this product. Students may even make a significant contribution to society. <input type="checkbox"/> Tasks emerge/evolve from the interests and questions posed by students. A clear path to the "right answer" is not always provided for them. <input type="checkbox"/> Students propel their own learning as they express themselves and generate new questions, ideas, and directions based on their own discoveries and interests.

Authenticity is a complex issue and usually rests on a continuum from artificial, contrived, abstracted from reality to authentic, real, meaningful and useful. Here are some reflective questions about authenticity that may help you with Section II above:

- Do students assume an adult and professional role?
- Is the task complex enough to mirror real life and require a complex set of thinking/problem solving strategies?
- Does the task require students to use the technological tools and processes associated with adult/professional performance?
- Do learners produce a product?
- Does this product have an audience that would use/care about the products/results?
- Does this audience extend beyond the traditional audience of teacher, parent, and classmate?
- Does the end product have multiple, even unpredictable results?

"Yes" answers to most or all of the questions above indicate that the learning task is probably very **authentic**.

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III. STUDENT ROLES			
<p>Explorer</p> <p>Teacher</p> <p>Producer</p>	<input type="checkbox"/> Students are recipients of information and knowledge <input type="checkbox"/> Students have no opportunity to help others learn in formal and informal contexts <input type="checkbox"/> Students do not develop products or engage in projects.	<input type="checkbox"/> Discovers knowledge in structured environments. <input type="checkbox"/> Students are allowed to present material to others much in the same way a traditional teacher would, but has limited opportunity to engage others forms of teaching and learning. <input type="checkbox"/> Students develop products but these products do not have high levels of meaning to students or to others.	<input type="checkbox"/> Student pursues new ideas/tools; pushes the envelope in ideas and research. <input type="checkbox"/> Students help others learn in formal and informal contexts <input type="checkbox"/> Students develop products of real use to themselves and others
IV. TEACHER ROLES			
<p>Facilitator</p> <p>Guide</p> <p>Co-Learner/ Co-Investigator</p>	<input type="checkbox"/> Teachers transmit knowledge to students through direct instruction methods. <input type="checkbox"/> Teachers correct student misconceptions and errors.	<input type="checkbox"/> Teachers provide direct instruction, but then follow up with hypothetical problem or simulation to help students to apply or analyze the content. <input type="checkbox"/> Teachers carefully <i>facilitate</i> and <i>guide</i> students' through the follow-up activity by asking questions and giving hints to keep all students on the right track, but teachers fall short of being a true co-learner and investigator.	<input type="checkbox"/> Teachers launch student learning experiences by presenting a real-life task to students. <input type="checkbox"/> Direct instruction is provided as needed (just-in-time) to help students to complete a task or investigation. <input type="checkbox"/> Teachers serve as a facilitator or guide as unique learning opportunities emerge. <input type="checkbox"/> Teachers engineer a resource-rich environment to support student investigation and inquiry. <input type="checkbox"/> Teachers serve as co-learners and co-investigators with students.
V. SOCIAL INTERACTIONS			
Collaborative	<input type="checkbox"/> Students learn from instructor in hierarchical interaction patterns	<input type="checkbox"/> Students also learn from other students/teach other students in their class or in their school to produce more distributed interaction patterns.	<input type="checkbox"/> Students learn from and teach others in their class/school and beyond. <input type="checkbox"/> Teachers often depend on collaborations with universities, businesses, organizations, and community resource people to stretch student thinking in new ways and to serve as audiences for student products.
VI. ASSESSMENTS			
<p>Performance-based</p> <p>Seamless, Ongoing</p> <p>Generative</p>	<input type="checkbox"/> Electronic or print tests of knowledge and comprehension with right/wrong answers. <input type="checkbox"/> Essays, projects, and/or written summaries of content for teacher or limited audience. <input type="checkbox"/> Teacher-graded	<input type="checkbox"/> Performance-based assessments at the culmination of student projects/products <input type="checkbox"/> Performance criteria and final assessments are completed by the teacher. <input type="checkbox"/> Some self-assessments by students and response from local peers may supplement teacher-generated assessment.	<input type="checkbox"/> Performance-based assessments are embedded throughout the instructional process so that students learn while doing. <input type="checkbox"/> Portfolios of student work are kept to gather models of exemplary performance and to show improved performance over time. <input type="checkbox"/> Teachers balance their own assessment with response from audiences/content experts outside the classroom. <input type="checkbox"/> Students reflect on quality performance and generate their own assessment criteria.

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EXAMPLES OF TECHNOLOGY USE			
	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers using technology for teacher-led presentations and discussions <input type="checkbox"/> Students using drill and practice software; games/ tutorials; and computer-based tests <input type="checkbox"/> Students using technology to complete reports and presentations on a topic <input type="checkbox"/> Students using the Internet to gather information about subjects of study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students using technology to create products that will be shared with the teacher, parents and or classmates. <input type="checkbox"/> Students using computer-based simulations <input type="checkbox"/> Students using technology tools (GPS, GIS, probes, spreadsheets, etc.) to complete bounded exercises and experiments with predictable outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students using technology to create products that will be shared with others beyond the traditional classroom environment. <input type="checkbox"/> Students using technology tools (GPS, GIS, probes, spreadsheets, modeling software, etc.) to complete open-ended exercises and experiments with unpredictable outcomes. <input type="checkbox"/> Students using communication and collaboration tools to connect with others outside their classrooms. <input type="checkbox"/> Students using technology to collect, analyze, and report original data. <input type="checkbox"/> Students and teachers creating customized technology products to support and/or represent their own learning (i.e. online surveys, web sites, etc.)