

AUTHENTIC, MEANINGFUL, RELEVANT LEARNING TASKS

- 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?
- Do teachers have the opportunity to take on roles as true co-learners and co-investigators with students?

Low	Medium	High
<ul style="list-style-type: none"> • Connections between tasks and real-world situations or applications are not communicated by teachers and/or understood by students. 	<ul style="list-style-type: none"> • Learning tasks are situated in a hypothetical problem or scenario that simulates the real world, but still lacks some of the richness and complexity associated with a truly authentic, real-world context. 	<ul style="list-style-type: none"> • Tasks are embedded in real-world problems, questions, or situations.
<ul style="list-style-type: none"> • Students do not take on adult or professional roles. Student tasks follow a single, linear path with pre-determined outcomes determined by the instructor. 	<ul style="list-style-type: none"> • Students may or may not assume adult and professional roles. Tasks are discovery-based, hands-on learning activities, but student activity is still quite structured by the teacher. Student products have predictable outcomes and right/wrong answers. 	<ul style="list-style-type: none"> • Students assume adult and professional roles. They generate new questions, ideas, and directions based on their own discoveries and interests. Tasks conclude with performances/products characterized by multiple and unpredictable results.
<ul style="list-style-type: none"> • Teachers transmit knowledge to students through direct instruction methods. They correct student misconceptions and errors. 	<ul style="list-style-type: none"> • Teachers facilitate and guide students toward correct answers/concepts by asking questions and giving hints, but teachers fall short of being a true co-learner and investigator. 	<ul style="list-style-type: none"> • Teachers serve as co-learners and co-investigators with students.
<ul style="list-style-type: none"> • Audiences for student products are usually limited to the students' teacher and possibly their parents. There is little use or interest in the product outside the scope of the classroom. 	<ul style="list-style-type: none"> • Audiences who would use/care about student products include teachers and/or parents and other classmates. 	<ul style="list-style-type: none"> • Audiences who would will use/care about student products reach beyond the classroom. Sometimes, students make a significant contribution to society.

HIGHER ORDER THINKING

Low	Medium	High
<ul style="list-style-type: none"> • Learning experiences require students to remember (recall) and/or understand information (explain ideas or concepts, summarize). 	<ul style="list-style-type: none"> • Learning experiences require students to analyze (distinguish between different parts) and/or apply information (use information in a new way). 	<ul style="list-style-type: none"> • Learning experiences require students to evaluate information (justify a stand or decision) and/or to create a new product or point of view.

COLLABORATION

Low	Medium	High
<ul style="list-style-type: none"> • Students primarily interact with the teacher. 	<ul style="list-style-type: none"> • Students also learn from other students/teach other students in their class or in their school to produce more distributed interaction patterns. 	<ul style="list-style-type: none"> • Students learn from and teach others beyond their classrooms.