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| Capability Dimensions | Capabilities not evidenced Sophisticated capabilities evidenced | | | | |
| **Code** | **0** | **1** | **2** | **3** | **4** |
| **Collaboration** | Learners DO NOT collaborate in pairs or groups: they work individually on the learning activity. | Learners DO **collaborate informally** in pairs or groups  **BUT** they DO NOT have shared responsibility for achieving a joint purpose or outcome. | Learners DO **work together** in pairs or groups  **AND** they DO have **shared responsibility** for achieving a joint purpose outcome  **BUT** they are NOT required to make substantive decisions together about the goals, content, process or product of the work**.** | Learners DO **work together** in pairs or groups  AND learners DO have **shared responsibility** for achieving a shared purpose or joint outcome  **AND** they DO make **substantive decisions** together about the purpose, content, process, or product of their work  **BUT** their work is NOT interdependent**.** | Learners DO **work together** in pairs or groups  AND they DO have **shared responsibility**  ANDthey DO make **substantive decisions** together about the purpose, content, process, or product of their work  AND their work is **interdependent.** |
| **Knowledge Construction** | Learning activity DOES NOT require learners to construct knowledge. Learners can complete the activity by reproducing information or by using familiar procedures. | Learners DO engage in **meaningful knowledge construction**: learners see relevance, purpose, connect new ideas to prior knowledge and access learning in diverse ways  BUT learners DO NOT actively work with significant ideas, topics, questions and thinking processes | Learners DO engage in **meaningful knowledge construction**: learners see relevance, purpose, connect new ideas to prior knowledge and access learning in diverse ways  AND learning DO activity work with **significant ideas, topics, questions**  and **thinking processes**  BUT learners are NOT required to make connections and identify patterns and relationships amongst them. | Learners DO engage in **meaningful knowledge construction**: learners see relevance, purpose, connect new ideas to prior knowledge and access learning in diverse ways  AND learning DO activity work with **significant ideas, topics, questions**  and **thinking processes**  AND learners ARE required to **make connections** and **identify patterns** and **relationships** among them  BUT learners ARE NOT required to demonstrate and apply their new knowledge to a new context | Learners DO engage in **meaningful knowledge construction**: learners see relevance, purpose, connect new ideas to prior knowledge and access learning in diverse ways  AND learning DO activity work with **significant ideas, topics, questions**  and **thinking processes**  AND learners ARE required to **make connections** and **identify patterns** and **relationships** among them  AND learners ARE required to **demonstrate** and **apply** their new knowledge to a new context |
| **Self-regulation** | Learning activities DO NOT provide **substantive time and opportunity** for learners to develop self-regulation skills. | Learning activities DO provide **substantive time and opportunity** for learners to develop self-regulation skills    BUT learners DO NOT know the **learning intentions** and associated **success criteria** in advance of the learning work. | Learning activities DO provide **substantive time and opportunity** for learners to develop self-regulation skills    AND learners DO know **the learning intentions** and associated **success criteria** in advance of the learning work  BUT learners DO NOT have the opportunity to **plan their own work.** | Learning activities DO provide **substantive time and opportunity** for learners to develop self-regulation skills    AND learners DO know the **learning intentions** and associated **success criteria** in advance of the learning work  AND learners DO have the opportunity to **plan their own work**  BUT learners DO NOT have the opportunity to **use feedback** to improve their learning work. | Learning activities provide **substantive time and opportunity** for learners to develop self-regulation skills  AND learners DO know the **learning intentions** and associated **success criteria** in advance of the learning work    AND learners DO have the opportunity to **plan** their own work  AND learners DO **use feedback** to improve their learning. |

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| **Real-world Problem-solving and Innovation** | Learners do NOT work with real-world issues, opportunities, challenges and problems for authentic audiences and real-life benefits | Learners DO work with **real-world issues, opportunities, challenges** and **problems** for authentic purposes and real-life benefits  BUT they DO NOT actively inquire and pose questions to identify authentic needs, opportunities and define problems. | Learners DO work with **real-world issues, opportunities, challenges** and **problems** for authentic purposes and real-life benefits  AND they DO **actively inquire** and **pose questions** to identify authentic needs, opportunities and define problems.  BUT they DO NOT generate possibilities, design and test our ideas and solutions | Learners DO work with **real-world issues, opportunities, challenges** and **problems** for authentic purposes and real-life benefits  AND they DO **actively inquire** and **pose questions** to identify authentic needs, opportunities and define problems  AND they DO **generate possibilities, design** and **test ideas** and **solutions**  BUT they DO NOT evaluate, reflect and take action on their ideas in the real world | Learners DO work with **real-world issues, opportunities, challenges** and **problems** for authentic purposes and real-life benefits  AND they DO **actively inquire** and **pose questions** to identify authentic needs, opportunities and define problems  AND they DO **generate possibilities, design** and **test ideas** and **solutions**  AND they DO **evaluate, reflect** and **take action** on their ideas in the real world |
| **ICT for Learning** | Learners DO NOT have the opportunity to use ICT for this learning activity. | Learners DO have opportunities to use **ICT to practice basic skills** or **reproduce information**  BUT they are NOT **constructing knowledge.** | Learners’ use of ICT IS required to **construct knowledge** and ICT use **adds value** to learning  BUT they ARE NOT required to use ICT to design and create new ideas, products and solutions for authentic audiences and users. | Learners’ use of ICT IS required to **construct knowledge** and ICT use **adds value** to learning  AND learners use ICT to **design** and **create** new ideas, products and solutions **for authentic audiences** and **users**  BUT ICT work des not demonstrate ethical use, social and ethical protocols, or any additional 21C capabilities | Learners’ use of ICT IS required to **construct knowledge** and ICT use **adds value** to learning  AND learners use ICT to **design** and **create** new ideas, products and solutions **for authentic audiences** and **users**  AND learners’ ICT work demonstrate **ethical use** with a strong application of **social-ethical protocols**  AND ICT use demonstrate **one or more additional 21C capabilities** |
| **Skilful Communication** | Learners are NOT required to produce coherent communication in a range of communication modes | Learners are required to produce **coherent communication** in a **range of communication** modes  BUT they are NOT required to design their communication for a particular audience. | Learners ARE required to **produce coherent communication** in a **range of communication** modes  AND they ARE required to **design** their **communication for a particular audience**  BUT learners ARE NOT required to produce substantive, multi-modal communication. | Learners are required to **produce coherent communication** in a **range of communication** modes  AND they ARE required to **design** their **communication for a particular audience**  AND learners ARE required to produce **substantive, multi-modal communication**.  BUT they ARE NOT required to reflect on and use the process of their learning to develop and improve their communication. | Learners ARE required to **produce coherent communication** in a **range of communication** forms  AND they ARE required to **design** their **communication for a particular audience**  AND learners ARE required to produce **substantive, multi-modal communication**.  AND they ARE required to **reflect on** **and use the process of their learning** to develop and **improve their communication.** |