Students are designers of a technology product.
The activity's primary purpose is problem solving.
The activity requires innovation - the creation of a product, method, or idea new to the student.
Technology is required for constructing this knowledge.
Technology supports students' knowledge construction.
Students have the opportunity to revise their work based on feedback.
Students plan and monitor their own work.
The activity is long term; students have learning goals and success criteria in advance.
Students must provide supporting evidence AND communicate to a particular audience.
Students must provide supporting evidence OR communicate to a particular audience.
Students are required to apply their knowledge in a new context.
Students are working on a substantial real-world problem.
Students use technology during the activity.
The activity is long term; students have learning goals and success criteria in advance.
Students have the opportunity to revise their work based on feedback.
Students plan and monitor their own work.
The activity requires extended or multi-modal communication.

Collaboration
Knowledge Construction
Real-World Problem Solving and Innovation
Use of Technology for Learning
Self-Regulation
Skilled Communication

Increasing opportunity for students to develop 21st Century competencies

- Students are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product.
- Students are constructing knowledge when they apply critical thinking to go beyond knowledge reproduction by generating ideas and understandings that are new to them.
- Students use problem solving when they define and develop solutions to problems that are new to them, or complete a task they have not been instructed how to do, or design a complex product that meets a set of requirements.
- Students are using technology for learning when they directly complete all or part of an activity using technology, and control the technology themselves.
- Students are using self-regulation when they engage in long-term activities in which they are required to plan the process of their work and improve it over multiple iterations.
- Students use extended communication when they represent a set of connected ideas, not a single, simple thought; students use multi-modal communication when they use multiple modes or tools to communicate a coherent message.