

In this example, a teacher wanted to facilitate 21st century learning throughout a series of lessons for a grade nine ELA class where students read and responded to a text exploring the theme of personal identity. In the original lessons, students read chapters of the book both as a class and independently. The teacher facilitated ongoing discussions where students were prompted to consider the deeper meaning of the book and how characters' personal identities affected their wellbeing. The teacher held several tests throughout the unit, which involved both recall of specific, static facts, and an analysis of the book's themes. At the end of the unit, students were expected to use word processing software to write a personal essay describing aspects of their personal identity in relation to the text.

Use the space provided below the rubric to describe why/how it aligns, somewhat aligns, or does not align with each principle.

The 4Cs

Is the learning in this activity creative?		
No	Somewhat	Yes
Learning involves finding solutions to questions or problems with a single, predetermined answer.	Students have some agency in finding solutions to more complex questions, problems, or challenges.	Students instigate research; develop ideas, solutions, and products; and share creations with authentic audiences.

Does the learning in this activity involve critical thinking?		
No	Somewhat	Yes
Students passively receive and reproduce simple, static information.	Learning involves some elements of either interpreting, analyzing, evaluating, synthesizing, or applying information.	Students actively interpret, analyze, evaluate, synthesize, and apply complex information.

Is the learning in this activity collaborative?		
No	Somewhat	Yes
Work is entirely individual.	There is some degree of cooperation and interaction between students.	Students work together and use effective communication to construct a common

		understanding of the topic.

Does learning in this activity involve communication?		
No	Somewhat	Yes
Learning does not prompt students to listen, interact, or express themselves.	Learning requires some level of language comprehension, but expression is limited and unidimensional.	Students interpret meaning and effectively express ideas in diverse forms and contexts.

Additional Dimensions of 21st Century Learning

Is the learning in this activity active?		
No	Somewhat	Yes
Students are passive recipients of curricular	Students are moderately active in building knowledge	Students are highly engaged in the active building of

information.	(e.g. through problem solving, inquiry, interacting with ICT technology, play, imagination, or discovery).	knowledge (e.g. through problem solving, inquiry, interacting with ICT technology, play, imagination, or discovery).

Is the learning in this activity authentic?		
No	Somewhat	Yes
Students' work is not connected to the world outside their classroom.	Students' work is moderately connected to the real world.	Students engage in meaningful work that explores real challenges connected to the discipline and is connected to communities beyond the classroom.

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Is the learning in this activity interdisciplinary?		
No	Somewhat	Yes
Students explore topics from the perspective of a single discipline.	Learning draws upon the perspectives of multiple disciplines.	Students consider multiple disciplinary perspectives, create connections between them, and integrate knowledge into a more comprehensive understanding of the topic.

Is the learning in this activity participatory?

No	Somewhat	Yes
Students have no autonomy in their learning, and learning is disconnected from real-world examples and broader communities.	Students make some choices in their learning, and learning has some connection to the outside world.	Students make choices about what they learn, produce work similar to domain experts would, and share their learning with broader communities.

Does the learning in this activity involve effective assessment methods?		
No	Somewhat	Yes
Summative assessment alone measures students' retention of predetermined, static facts.	Some combination of diagnostic, formative, and summative assessments are used, but the assessment methods are not connected,	Diagnostic, formative, and summative assessments are connected and provide students with feedback that improves their work, supports

	meaningful, or clear.	meaningful comparisons, and shows them their progress.

Does the learning in this activity develop digital literacy?		
No	Somewhat	Yes
Learning does not involve interactions with digital information, digital media, or communications technologies.	Learning involves superficial interactions with digital information, digital media, or communications technologies.	Learning involves accessing, using, and producing digital information or digital media, and/or using digital technologies to communicate and share with others.