c21L

Learning *in* the 21st century involves the use of information and communication technology. Learning *for* the 21st century creates experiences that build the skills, habits, and knowledge necessary to thrive in this era.

Circle where your school fits on each element of the four areas below. Use the assessment to inform your school's work on setting goals, identifying gaps, and planning next steps.

Learning for the 21st Century
Assessment of Practices and Environments

Targets	Preparing / Exploring	Emerging	Practicing / Advancing
Learner Role	Learner as Consumer	Learner as Worker	Learner as Producer
Goals	Remembering and comprehending facts and concepts	Applying facts and concepts	Expert use of knowledge, skills, and habits
Knowledge Focus	Broad coverage of facts and concepts	Fewer, deeper topics; connected to learners	Individualized development of knowledge, skills, and habits
Skills Focus	Traditional skills and literacies (e.g., print reading and writing)	Applying traditional skills	Applying 21st century skills and habits (e.g., information literacy, collaboration)

Assessments	Preparing / Exploring	Emerging	Practicing / Advancing
Purpose	Summative evaluation of learning is primary purpose	Summative and formative assessment equally mixed	Assessment for learning is primary purpose
Type	Reciting facts and concepts	Applying facts and concepts	Using skills and knowledge to do and create things

Learning Experiences	Preparing / Exploring	Emerging	Practicing / Advancing
Information	Delivered via lecture or text	Acquired through project-based work	Acquired through learner-driven inquiry
Instructional Focus	Large group "broadcast"	Differentiated	Individualized
Learner Participation	Passive	Active	Engaged

Environments	Preparing / Exploring	Emerging	Practicing / Advancing
Structures	Inflexible classroom arrangements	Variety in learning spaces; variable groupings	Highly flexible learning spaces; integration with community.
Time	50-minute classes; fixed academic terms; credit based on seat time	Time for collaboration, planning, and projects	Individualized scheduling; credit based on proficiency
Tools	Limited access; tools primarily for instruction and drill	Moderate access; tools support instruction and gathering information	Ubiquitous access; tools support learners' work
Policies and Practices	Restrictive	Flexible	Dynamic
Culture and Communities	Hierarchical authority; isolation of teachers, students and staff by roles	Mix of hierarchical and collegial decision-making; some group learning	Networked leadership; many community connections; culture of learning