

Authenticity			
Dimension	Stage 0	Stage 1	Stage 2
The task reflects what people might actually do in the real world issues, themes, or problems.	The culminating task is either missing or too vague to determine relevance.	The lesson activities fall short of having a culminating task and do not connect to each other in a meaningful way.	The culminating task does not provide any real world application to students or is merely a group of connected activities.
Stage 3	Stage 4	Stage 5	Stage 6
The culminating task has limited real world relevance for students without allowing them to apply the learning to a real world situation.	The culminating task provides real world relevance for students in the context or situation but does not apply the learning to a real world situation.	The culminating task is relevant to students and involves creating a product that relates to real world situations. However, the product does not provide application beyond the classroom.	The culminating task is relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students.
Challenge			
Dimension	Stage 0	Stage 1	Stage 2
The task asks students to show their: "know how" on something important and challenging, not just their knowledge.	Students are not provided with a culminating task or the culminating/ task is unrelated to the content under investigation.	Students are presented with a vaguely defined culminating task that does not provide any challenge for them.	Students demonstrate what they know only (knowledge level) to a teacher or learner-generated situation. This level includes activities that involve merely reporting what they have learned.
Stage 3	Stage 4	Stage 5	Stage 6
Students apply what they know to teacher- generated situation that involves limited opportunities or options for solving a problem.	Students apply what they know to a teacher-generated situation that involves open-ended opportunities for solving a problem or creating a product.	Students play a role in developing the task as they have the opportunity to help define the situation as well as the product or solution.	Students develop the focus of the task by building on their own experiences to determine the problem and to look for possible solutions.

Important Content			
Dimension	Stage 0	Stage 1	Stage 2
The task incorporates the content standards and the big ideas and essential concepts of the discipline.	The culminating task and/or the content standards are missing.	The culminating task is unrelated to the content standards, big ideas, and essential concepts. The content standards, themselves, are unclear.	The culminating task is unrelated to the content standards, big ideas, and essential concepts. The content standards themselves are over generalized.
Stage 3	Stage 4	Stage 5	Stage 6
The culminating task is somewhat related to a set of loosely defined content standards and essential concepts.	The culminating task is somewhat related to a well-defined and articulated set of content standards and essential concepts.	The culminating task is mostly related to a well-defined and articulated set of content standards and essential concepts.	The culminating task is directly related to a well- defined and articulated set of content standards and essential concepts.
Complex Processes			
Dimension	Stage 0	Stage 1	Stage 2
The task requires complex thinking skills (critical/creative thinking, decision-making, problem solving).	The task is missing or undefined.	The task is too vague to determine any requirements for complex thinking skills or strategies.	Students are operating exclusively at the knowledge/ comprehension levels in completing the task.
Stage 3	Stage 4	Stage 5	Stage 6
Students are operating exclusively at the application level in completing the task.	Students are operating at the analysis level relating to isolated content that has no application beyond completing the task.	Students are operating at the synthesis/ evaluation levels involving one or more complex thinking strategies (e.g., problem-solving, decision- making, scientific inquiry) involving isolated content.	Students are operating at the synthesis/ evaluation levels involving one or more complex thinking strategies (e.g., problem-solving, decision- making, scientific inquiry) involving integrated concepts and big ideas.

Differentiated Instruction

Dimension	Stage 0	Stage 1	Stage 2
Instruction is tailored to the learning readiness, cultural background, interests, talents, and learning profile of the students.	No evidence of differentiation.	Differentiation is mentioned vaguely and is completely unrelated to the task.	Differentiation is mentioned, but is not included in the culminating task and/or surrounding activities.
Stage 3	Stage 4	Stage 5	Stage 6
Differentiation is somewhat articulated but does not involve any real adjustments or alterations to the culminating task and/or surrounding activities.	Differentiation is mostly articulated and involves minimal adjustments or alterations to the culminating task and/or surrounding activities.	Differentiation is clearly articulated and involves moderate adjustments or alterations to the culminating task and/or surrounding activities.	Differentiation is clearly articulated and involves significant adjustments or alterations to the culminating task and surrounding activities based on the interests, readiness, and learner profiles of the students.

Technology Use

Dimension	Stage 0	Stage 1	Stage 2
Technology (computers, handhelds, software applications, peripherals, Internet) is used in a seamless fashion to promote student learning.	No evidence of technology use.	Technology use is unrelated to the completion of the task.	Technology use appears to be an add-on and is not needed for task completion.
Stage 3	Stage 4	Stage 5	Stage 6
Technology use is used as a supplement to the completion of the task.	Technology use is somewhat connected to task completion involving a very narrow choice of applications (e.g., tutorial programs, word processing)	Technology use is mostly connected (important and essential) to task completion involving a diversified choice of two or more applications (e.g., spreadsheets, multimedia, Internet)	Technology use is directly connected and crucial for task completion involving a broad variety of applications.