

21st-Century Inventory

for _____, taken on _____.

How many of your students today...

Worked on Problems Worth Solving:

	<25%	26-50%	51-75%	>75%%
...worked with a collaborative project group to solve an issue of public interest as well as academic importance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...found the concepts in one subject fully coordinated with the topics and assignments of the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...learned the aspects of their subjects actually used in the real world, such as probability and statistics, estimation and measurement in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...worked at a community internship to build elements of character that complement academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaborated Productively:

...worked in a credit-bearing team project group with a faculty coach, during time allotted for this purpose within the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...met with their peers in spaces designed especially to facilitate small-group project work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...used desktop videoconferencing for distance-learning, discussions with subject-matter experts, guest speakers, or remote teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...discussed with their families the ideas they encountered at school, using the family discussion questions from the school's web site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...connected to multilingual, multicultural and international resources, and applied them to their academic projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engaged in Self-Directed Research:

... effectively searched online sources, determined their authority and reliability, and skimmed the search results to find what they seek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used real-time data from their own digital probes and from sources all over the world to explore issues and solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used an extensive library of electronic texts, tutorials, and online courses that they downloaded to their laptops and iPods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used digital communication technologies to tap the knowledge of peers and online experts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... completed much of their academic work – especially their independent and group project work – outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learned How to Tell a Good Story:

... employed images, video, music, and animation to bring deeper understanding to their academic work and presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... borrowed from the school's lending library of devices to make media capture and editing and display possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... published their work to an online multimedia portfolio that provides evidence of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... presented the results of their work to an audience outside the school, combining oral presentation and digital media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employed Tools Appropriate to the Task:

... used digital communication technologies such as instant messaging to work with teachers, peers, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... listened to podcasts on mobile devices, that extended and enhanced their academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used digital tools such as videoconferencing, shared documents, and learning management systems to get their work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used digital tools to develop animations, videos, presentations, and podcasts that supported their academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learned to be Curious and Creative:

... identified opportunities to extend their studies in new directions, then applied the necessary tools to get the job done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... were rewarded for discovering new patterns and relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... applied artistic appreciation, composition, and expression to their problem-solving and academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... were assigned tasks that expected them to seek out new approaches and design unheard-of solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ended the day with a sense of wonder and curiosity linked to important academic objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About your school

- Number of students:
- Number of faculty:
- Grades or ages:
- Start time and end time:
- Graduation rate:
- College entrance rate:
- College completion rate: