

Continuum of Disciplinary Literacy Learning: Doing Authentic Work

	Doing School Reproduction of Knowledge	Doing the Discipline Construction of Knowledge 		
	Isolated/Episodic <i>Learning for a Grade</i>	Foundational <i>Learning for Use</i>	Project-Based <i>Learning for Application and Decision-making Within School</i>	Authentic <i>Learning to Create for an Audience Beyond School</i>
Product or Performance	SCHOOL TASK 1. Identify elements, information, or processes in products and performances produced by others. 2. Express learning through brief responses: - True and false - Multiple choice - Fill-in the blank - Short sentences or responses (Newman, Secada, Wehlage 1995)	REPLICATION TASK 1. Use a step-by-step process outlined by the teacher or in imitation of performances produced by others. 2. Express learning through elaborated responses: - Include details and elaborations. - Expressed in brief and extended narratives, expositions and arguments.	CONSTRUCTED PRODUCT OR PERFORMANCE 1. Analyze a proposed problem with multiple solutions to identify a plan and processes to create a product that addresses the problem. 2. Express learning through elaborated responses: - Include details, elaborations, and nuances. - Expressed in brief and extended narratives, expositions, and arguments. - Extended across time.	CONSTRUCTED PRODUCT OR PERFORMANCE 1. Design, innovate or renovate a product or performance while examining competing solutions for multiple audiences beyond school. 2. Express learning through elaborated responses: - Represented in multiple ways. - Supported with details, elaborations, and nuances. - Expressed in short or extended narratives, expositions, and arguments. - Extended across time.
Individual or Collaborative	INDIVIDUAL 3. Task completed generally alone.	COLLABORATIVE 3. Task completion requires peer interaction to learn or extend knowledge, process, product or performance.	COLLABORATIVE 3. Task completion requires student choice and voice, peer interaction to manage resources, plan, adjust, and assess process, product, or performance. (BIE)	COLLABORATIVE 3. Task completion requires peer and expert interaction to problematize, adjust, systematize, and assess process, product, or performance.
Knowledge Development	ACQUIRING CONTENT 4. Accept prior knowledge as authoritative 5. Survey of information to memorize facts, label parts, distinguish types, and recognize similarity and difference. 6. Use teacher critique to evaluate acquisition of content.	SENSE-MAKING 4. View knowledge as base for future work. 5. Organize, analyze, and synthesize information. 6. Use teacher or peer critique to define essential knowledge.	KNOWLEDGE-MAKING 4. View knowledge from multiple perspectives. 5. Engage in inquiry to analyze, synthesize and evaluate information, processes, genres, and/or reasoning. 6. Use teacher or peer critique to focus or extend knowledge.	KNOWLEDGE-MAKING 4. View knowledge from multiple, competing perspectives. 5. Engage in inquiry to analyze, synthesize and evaluate information, processes, and/or reasoning. 6. Use teacher or peer critique to identify and analyze complex ideas or create new thinking.

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Expertise Development	DEVELOP A SKILL TO COMPLETE A TASK	DEVELOP EXPERTISE IN DEFINED TASK	APPLY EXPERTISE IN NEW TASK	APPLY EXPERTISE IN NEW TASK AND DISCIPLINE
	7. Learn academic task, product and/or process to become effective when doing school tasks. 8. Enact role of student to demonstrate grasp of content and concepts. 9. Apply expertise to become effective in next-related school task or process. (Newmann, Secada, Wehlage, 1995)	7. Learn foundational knowledge, skills, strategies, habits, tools, and processes of the discipline. 8. Enact and experiment with roles, skills, habits and/or strategies to create knowledge that transfers to disciplinary tasks. 9. Reflect on expertise and work individually and within the group. (Reeves, Herrington, and Oliver, 2002) ie: peer and self-assessment	7. Retrieve foundational learning as expertise and apply to a new task. 8. Enact project-based roles to create knowledge that transfers to new tasks. 9. Reflect on expertise and work individually and within the group. (Reeves, Herrington, and Oliver, 2002) ie: peer and self-assessment	7. Retrieve and apply foundational learning as expertise while learning at the edge of the discipline. Routinely engage in imaginative and innovative activities. (Pinkard, 2014) 8. Enact role of expert to look for, test, create relationships, patterns, and transfer knowledge within and across disciplines. (Newmann, Secada, Wehlage, 1995) 9. Reflect on expertise and work individually and within the group to create and transfer knowledge to other disciplines. (Newmann, Secada, Wehlage, 1995)
Role of Teacher	TEACHER	COACH	COACH	THINKING PARTNER
	10. Demonstrate, assign, evaluate or correct performance. 11. Evaluate and document success in school tasks. 12. Create value for academic achievement.	10. Model and coach performance serving as a critical listener. 11. Assess and document competence in use of disciplinary knowledge, processes and foundational tasks. Enable student self-assessment. 12. Create value beyond being a success in school. (Newmann, Secada, Wehlage, 1995)	10. Model and coach performance serving as a co-problem-solver. 11. Collaboratively assess and document competence in application of disciplinary knowledge in complex tasks. 12. Create experience of and value for ideas, processes, and concepts in a discipline or applied field.	10. Serve as thinking partner and activator of student thinking. 11. Collaboratively assess and document achievement of personal and external standards. 12. Create experience of and value for creation of a product or performance to impact the lives of others.

Figure 2.3 Continuum of Disciplinary Literacy Learning: Doing Authentic Work—A synthesis of characteristics of authentic learning based on the work of Newmann, Secada,