Dimension 1
Real-World Grounding and Project Framing

This dimension examines the extent to which learning projects are grounded in authentic real-world contexts and whether students participate in identifying, exploring, and framing meaningful project directions. It focuses on the authenticity of the learning situation, the openness of inquiry, and the connection between project work and meaningful real-world impact beyond classroom simulation.

Level	Descriptor
Level 1 — Classroom Simulation	Projects are primarily teacher-designed classroom exercises or hypothetical scenarios. Project goals, tasks, and expected outcomes are predefined, with limited opportunities for students to explore authentic contexts or shape project directions. Learning activities remain largely disconnected from real-world needs or applications.
Level 2 — Applied Contextualization	Projects reference real-world topics or professional contexts, but their scope, direction, and expected outcomes are still largely defined by the teacher. Students mainly apply existing knowledge to structured tasks.
Level 3 — Guided Real-World Inquiry	Students engage with authentic issues, cases, or phenomena connected to real-world contexts. While teachers provide substantial guidance, students begin to explore relevant contexts, consider different perspectives, and participate in refining project questions, goals, or directions. Projects provide opportunities for meaningful inquiry and contextual understanding.
Level 4 — Student-Driven Project Formation	Students actively explore authentic contexts, identify meaningful needs, challenges, opportunities, or research questions, and take substantial ownership of defining their project directions. Projects involve open-ended inquiry, multiple possible pathways, and engagement with uncertainty or complexity.
Level 5 — Authentic Impact and Engagement	Projects are deeply grounded in real-world needs, communities, research contexts, or professional practice. Students frame meaningful project directions through engagement with relevant stakeholders, research evidence, or contextual insights. Project outcomes are developed, tested, implemented, or shared with audiences beyond the classroom, creating opportunities for authentic contribution and potential real-world impact.

Dimension 2
Inquiry and Project Development

This dimension examines how students engage in inquiry, explore ideas, address challenges, and develop meaningful outcomes throughout the project process. It focuses on the depth of inquiry and the sophistication of investigation, analysis, creativity, decision-making, and iterative refinement. It considers how students draw on relevant knowledge, evidence, experiences, and feedback to inform project development, respond to emerging needs or challenges, and develop meaningful professional, creative, technical, or transferable capabilities through the process.

Level	Descriptor
Level 1 — Task-Oriented Project Completion	Students complete predefined project tasks primarily through straightforward task completion or application of familiar approaches. Investigation is limited, solutions are often predictable, and there is little evidence of iterative improvement or deeper capability development.
Level 2 — Structured Exploration and Development	Students begin exploring project-related questions, ideas, or challenges through gathering relevant information, feedback, or examples. Project development shows some analysis and adaptation, but the process remains relatively linear and limited in depth or creativity.
Level 3 — Analytical and Iterative Development	Students actively investigate project-related questions, challenges, or opportunities through analysis, testing, experimentation, feedback, or the comparison of alternatives. They draw on relevant knowledge, evidence, and feedback to inform decisions and develop project outcomes through iterative refinement. Students demonstrate growing ability to make informed decisions and apply relevant skills or knowledge.
Level 4 — Adaptive and Integrative Project Development	Students engage in sustained and adaptive inquiry, integrating evidence, creativity, technical or disciplinary knowledge, and contextual understanding. They critically evaluate alternatives, respond to emerging findings or challenges, and refine project directions, approaches, and outcomes through iterative exploration and informed decision-making. The process supports substantial development of transferable capabilities.
Level 5 — Innovative and Impact-Oriented Development	Students demonstrate inquiry and project development characterized by critical evaluation, innovation, informed judgement, experimentation, iterative refinement, and context-sensitive decision-making. They navigate complexity and uncertainty, integrate diverse perspectives and resources, and develop original, feasible, and context-responsive project outcomes. The project process fosters advanced transferable capabilities and generates meaningful contributions, insights, or innovations with potential value beyond the immediate learning context.

Dimension 3
Scaffolding and Learning Design

This dimension examines how learning processes are structured and supported throughout the project journey. It focuses on the extent to which projects are intentionally scaffolded through milestones, facilitation, feedback mechanisms, resources, collaboration structures, reflection opportunities, and adaptive support that help students navigate complex real-world problems and sustain meaningful learning and development.

Level	Descriptor
Level 1 — Minimal Project Structuring	Projects are loosely organized with limited scaffolding or process support. Learning activities rely heavily on students independently managing tasks, often resulting in unclear direction, uneven engagement, or fragmented project development.
Level 2 — Basic Process Guidance	Projects include some planned structure, such as timelines, task instructions, or periodic check-ins. Support mainly focuses on task completion and project management rather than deeper inquiry, iteration, or developmental learning processes.
Level 3 — Structured Learning Support	Projects are intentionally scaffolded through milestones, feedback opportunities, guidance resources, or facilitated activities that support investigation, collaboration, and iterative development. Students receive structured support throughout key stages of the project process.
Level 4 — Adaptive and Integrated Scaffolding	Learning support is integrated throughout the project ecology through feedback loops, peer interaction, reflection, external input, iterative checkpoints, and flexible facilitation strategies. Scaffolding adapts to project complexity and supports students in navigating uncertainty and real-world constraints.
Level 5 — Transformative Learning Ecology	Projects are supported by a sophisticated and responsive learning ecosystem that enables sustained inquiry, collaboration, experimentation, reflection, and capability development. Multiple forms of support—faculty facilitation, peer critique, external mentorship, resources, and iterative feedback—work together to empower students to manage complex, authentic project work with increasing independence and professionalism.

Dimension 4
Assessment and Feedback for Learning

This dimension examines how assessment and feedback processes support learning throughout the project journey. It focuses on the extent to which assessment recognizes inquiry, problem-solving, iteration, collaboration, reflection, and capability development, rather than only evaluating final outcomes or task completion. It also considers how feedback processes guide students in refining their work and responding to authentic project challenges.

Level	Descriptor
Level 1 — Outcome-Focused Evaluation	Assessment primarily focuses on evaluating final outcomes or completion of project tasks. Feedback is limited and mainly used to judge performance at the end of the process.
Level 2 — Process-Aware Assessment	Assessment begins to recognize aspects of the learning process, such as participation, progress, or reflection. Feedback may occur during the project, but assessment still focuses largely on predefined outcomes and completion of requirements.
Level 3 — Developmental Assessment and Feedback	Assessment intentionally supports learning and development throughout the project process. Students receive opportunities to refine their work through feedback, reflection, analysis, or revision, and assessment recognizes both process and outcomes.
Level 4 — Integrated and Responsive Assessment	Assessment and feedback are integrated into the ongoing development of the project. Multiple forms of evidence, perspectives, or feedback contribute to students' decision-making, refinement, and problem-solving processes. Assessment supports adaptability, iterative improvement, and meaningful engagement with authentic challenges.
Level 5 — Transformative Assessment Ecology	Assessment functions as an embedded part of the learning ecosystem, continuously supporting inquiry, experimentation, reflection, collaboration, and capability development. Students actively use feedback, evaluation, and contextual evidence to iteratively refine solutions, practices, or products in response to evolving real-world needs and constraints.

Dimension 5
Collaboration, Co-Creation, and Resource Integration

This dimension examines the extent to which learning involves meaningful collaboration, collective problem-solving, and the strategic orchestration of human, technological, and contextual resources. It focuses on how students engage with peers, stakeholders, communities, AI tools, technologies, and broader knowledge ecosystems to co-construct understanding, coordinate action, and collaboratively respond to authentic project challenges.

Level	Descriptor
Level 1 — Basic Cooperation and Resource Use	Collaboration is primarily limited to basic coordination or division of tasks. Students mainly rely on familiar resources, technologies, or AI tools for straightforward task completion, with limited integration of diverse expertise, perspectives, or contextual resources.
Level 2 — Coordinated Collaboration and Resource Gathering	Students engage in discussion, information sharing, and basic coordination throughout the project process. They begin identifying and using a wider range of human, technological, or contextual resources to support project work, but resource integration and collaborative knowledge development remain relatively limited.
Level 3 — Collaborative Inquiry and Resource Integration	Students actively collaborate to investigate project-related questions, exchange feedback, and develop shared ideas or approaches. Human expertise, stakeholder input, technologies, AI-supported tools, and contextual resources are meaningfully integrated into the project process to support analysis, decision-making, and project development.
Level 4 — Adaptive Coordination and Human-AI Co-Creation	Collaboration involves sustained co-construction of knowledge, solutions, or products through dialogue, critique, negotiation, and strategic coordination of human and technological resources. Students adaptively integrate stakeholder perspectives, AI-supported tools, and contextual knowledge and constraints to navigate authentic project complexity and emerging challenges.
Level 5 — Transformative Ecosystem Orchestration and Human-AI Co-Intelligence	Collaboration functions as a dynamic and distributed ecosystem involving shared responsibility, interdisciplinary engagement, strategic human-AI collaboration, and adaptive orchestration of diverse human, technological, and contextual resources. Students critically mobilize expertise, intelligent technologies, stakeholder networks, and contextual knowledge to develop innovative, context-responsive project outcomes with potential real-world impact.