

# Appendix G

## LEARNING EXPERIENCE RUBRIC

## Appendix G • Learning Experience Rubric

A rubric that can be used within the inquiry process to measure the depth and effectiveness of a learning experience's embedded practices

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Partnerships	The learning experience is delivered <i>by</i> the teacher, <i>for</i> the students. "Teaching" and "learning" are clearly divided, and the experience is marked by a lack of choice, equity, transparency, and engagement. Students, parents, community members, and other potential learning partners don't have a meaningful opportunity to connect, collaborate, and share in ways that directly enable and deepen learning.	Students are emerging partners in the learning—they understand the success criteria and purpose for learning, and it's driven by their interests and needs. Students partner with their teacher and one another in aspects of the learning but remain disengaged from important elements of the inquiry process. Parent, community, and other "outside" involvement lacks meaning and equity.	Partnerships between and among students, teachers, classes, grade levels, schools, families, or communities connect learners and deepen outcomes. While existing partnerships advance the learning at hand, they are limited in scope, largely teacher-driven, or predetermined, not adapting or expanding to pursue new learning opportunities as they arise. Certain elements of the inquiry process, however, reflect real partnership.	The experience evidences a collaborative culture in which learners are encouraged and supported to pursue partnerships that deepen their learning outcomes. Inquiry is a partnership, and students collectively drive their learning with peers and others. The experience is marked by clear communication, shared vision and goals, and equitable learning opportunities for all partners.	Students, parents, and all others involved are engaged and valued as real learning partners: Everyone contributes to the learning of others. Students partner for improvement—of ideas, solutions, and products, and of personal, peer, and community outcomes—and in the ways most suited to their own and others' development. Teaching and learning connect partners to one another and the world.
Environments	<i>Where, why, and how</i> we learn aren't integral to the learning. There's little evidence of student voice, agency, or engagement, or of a commitment to learning and success for all. The learning environments fail to enhance the experience, and little attention is paid to how alternative natural or "built" environments (and their "cultural" characteristics) might effectively deepen the learning at hand.	The learning experience embeds a commitment to and expectation of success for every learner. Mistakes are treated as valuable opportunities for learning, and the space and mode of learning are important design considerations. There are significant missed opportunities for expanding the learning environments, and students have little control over the direction of their learning.	Students have opportunities to take their learning in exciting directions, even when initially unintended. <i>Everyone</i> can and is expected to learn—the teacher doesn't always have to be the "expert." The leveraging of learning partnerships and technologies expand and enable environments that deepen outcomes.	All learners have a sense of belonging, are supported to succeed, and are connected to their learning, their learning environments, and their learning partners. They lead their learning and pursue learning goals in personally and culturally relevant ways and in varied natural and built environments most suited to the learning intentions. Student outcomes and identities drive the learning.	Learning environments are partners in learning—they directly contribute to deeper learning outcomes and support learners to contribute back. All learners and learning are celebrated, and every student succeeds in a range of interactive, varied environments that support deep connections between learners and learning partners, purposes, modes, and spaces.

(Continued)

## Appendix G • (Continued)

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Technology	Learning partners are concerned more with <i>what</i> and <i>that</i> technology is incorporated than with <i>how</i> it might directly deepen outcomes. Technology fails to enable, enhance, accelerate, connect, or share learning or to expand learning environments and opportunities. It's "fit into" the learning, not matched to learners' needs or leveraged to make a real difference.	Close consideration is paid to when, what, and why technology is incorporated, and it enables learning that otherwise wouldn't take place. However, it may not be seamlessly integrated into the experience or may fail to take learning and its application to new, deeper environments. Students use technology but aren't supported to <i>drive</i> its use in a meaningful, self-directed way.	There's evidence that the use of technology directly deepens learner outcomes. Digital learning environments connect learning partners and enable and enhance learning, and students display fluency in their use of the tools. There is, however, a heavier focus on incorporating technology than on identifying what's needed at what times and leveraging it to accelerate learning.	Learning partners know what specific tools are needed at what specific times to enable, enhance, or accelerate intended outcomes—and also when digital or other technologies <i>aren't</i> needed. Students are supported to be technology experts, to drive the identification and use of digital tools, and to use them to take their learning in meaningful, relevant directions and to greater depths.	Digital and other technologies are seamlessly integrated throughout the inquiry process in partnership with learners and in the direct development of deeper learning outcomes. They connect learners, provide access to learning locally and globally, communicate learning, and are used, improved, or developed to make a difference in the lives of others and the world.
Inquiry	The experience reflects limited, incomplete, or incoherent attention to the inquiry process. It doesn't connect to or build on prior learning, leverage timely and relevant instructional practices, or develop or provide the evidence required to measure learning. Learning is aimed at acquisition, not at co-inquiring in ways that directly deepen learning and that support students to <i>use</i> their learning to contribute back.	The experience isn't simply an <i>assessment</i> but a "full-blown," connected, and intentionally designed <i>inquiry</i> . While it connects to learners' needs and has a clearly identified intention, it is overly strict or structured, reflects a lack of understanding about what practices or assessments develop or evidence what outcomes, or fails to embed co-design, self-assessment, or clear curriculum links.	The inquiry is "purpose built" to develop and evidence intended outcomes. It connects to learners' interests and prior and future learning, reflecting a clear line of sight between practices and their effects. Ongoing reflection and flexible learning design and implementation support the identification and pursuit of new "wonderings" or goals, pointing to valuable opportunities for further assessment.	Learning partners' critical, creative, cross-curricular, reflective, and analytical thinking are deepened in a fluid, connected, and student-driven inquiry process. Clear curriculum links frame the learning, and each element of inquiry is leveraged as an opportunity to engage and assess students. Whether or not the inquiry embeds layered or "nested" assessment, it provides the evidence required to measure intended outcomes.	Students are partners in purposeful inquiry, collectively leveraging partnerships, environments, technologies, and each element of inquiry in the direct development, assessment, and measurement of meaningful and fulfilling learning. They direct the inquiry process toward greater self-understanding, knowledge, competency, and connection and then use it to contribute back.

Source: The Learner First, 2018

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