

Appendix B

LEARNING DEVELOPMENT RUBRIC

Appendix B • Learning Development Rubric

Embedding a cultural commitment to learners and to reflecting learners' deeper learning outcomes in what, how, and where they learn

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Self-Understanding	Who learners <i>are</i> culturally and as individuals is widely unrepresented in what and how they <i>learn</i> , as well as in the culture and makeup of the school or school system at large. School does little to develop learners' understanding of who they are, what they're capable of, and how they can contribute back.	The school or school system has embraced a commitment to facilitating and accelerating learners' self-understanding. Leaders and other learning partners are getting to know their learners' cultures and identities by encouraging sharing by students and parents, and learners are starting to feel that they don't have to "leave their selves at the door."	An understanding of learners' interests and identities is reflected in key elements of the school or school system. Learning environments, the curriculum, professional learning, and learning experiences are adapting to account for who learners are and what matters for them. "Where do you see yourself in this learning?" is a focus in all experiences.	All changes are developed out of knowledge of, and considered in light of, learners' interests, cultures, and identities. Self-understanding is as integral to learning as the most basic content knowledge, and the school or school system is measuring learners' progress in developing it.	Everything about the school or school system reflects and celebrates both who its learners are and how they can make a difference in the world, now and throughout their lives. Learners' cultures and identities are fully represented in their knowledge, actions, and relationships. They understand and express who they are and how they can contribute back.
Knowledge	Through its words, actions, curriculum, and overall operations, the school or school system has embedded the understanding that what learners know is more important than who they are, what they can do, and their connections with others and the world. There's a system-wide emphasis on <i>content</i> knowledge rather than other types of knowledge (<i>cultural, new, and self-</i>) and their application.	Learning partners recognize that knowledge alone is not fulfillment. They're adopting a more comprehensive, culturally based view of their learners and the outcomes that matter, engaging parents, community members, and learners in the process. There's a shift from a sole focus on knowledge to its connection with the range of deeper learning outcomes.	Knowledge development isn't the "be-all and end-all" but is aimed instead at the simultaneous development of other deeper learning outcomes. This is reflected in learning experiences, where what's learned is closely tied to identity, competency, and connection and to the relationships between new and existing knowledge and their application.	Curriculum embeds a focus on and explicit connection between knowledge and the other deeper learning outcomes. Content knowledge is developed along with and in support of cultural and self-knowledge and self-understanding, and learners are creating new knowledge about the world and their place within it.	Students' knowledge is deepened and further embedded through the direct development of self-understanding, competencies, and connections. Teaching seamlessly integrates all four, attuning all learning to how it can be used to make a difference in lives and communities. Learners use what they know to contribute back.

(Continued)

Appendix B • (Continued)

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Competency	<p>There's no or little emphasis on what students can do with what they learn—<i>aside from perform well on tests</i>. The skills and competencies they need to succeed now and throughout their lives may develop despite the school or school system, but there's no intentional focus on developing or measuring them. Learning begins and ends with knowledge—or with <i>acquisition</i>.</p>	<p>The world is constantly changing, and students' learning has to support them to succeed amid any and all changes throughout their lives, and to take action to change the world for the better. With this school- or system-wide understanding, learning partners are working to identify and emphasize the competencies that ensure lifelong learning, contribution, and success.</p>	<p>Learning partners have identified the competencies that are important for their learners in relation to cultural emphases and identities. They're embedding them in the curriculum, focusing on them in all professional learning, and creating tools to support their development and measurement. There's a noticeable, systemic shift in emphasis from <i>acquisition</i> to <i>action</i>.</p>	<p>Learning partners are measuring students' development of deeper learning competencies and applying those skills toward sustainable contribution. Students understand their capacity to use what they learn to make their own and others' lives better and that they can make a difference <i>now</i>. They're supported to do so throughout the learning process.</p>	<p>"Learning" is always accompanied by "doing"—there's a palpable "culture of competency." Student development of the competencies that matter is measured in school and felt in their relationships and communities. They're using their competencies, in conjunction with knowledge and self- and cultural understanding, to connect with others and contribute back.</p>
Connection	<p>Connections "happen as they may." School provides space for connections to form, but there's no or little intentional focus on making connections between one outcome and another, learning and doing, school and world, or self and others. Relationships are <i>transactional</i>, with an emphasis on "getting" as opposed to "giving" in return.</p>	<p>Real learning partnerships are forming between students, teachers, parents, school and school-system leaders, community members, and others. They're <i>relational</i>, reflecting deep connection around a common commitment to students and their learning and are breaking down the walls dividing learning and learners.</p>	<p>Learning partners are deliberately facilitating and strengthening learners' connections with peers and others, as well as between what they're learning and why it's important. Students and their learning partners have connected around deeper learning outcomes, contribution, and a human commitment to finding meaning and fulfillment.</p>	<p>The school or school system is developing citizens who connect for collective change. Learning partnerships are monitored and measured on their development of deeper learning outcomes, and learners see the entirety of the learning process as connected and reliant on their connections with others.</p>	<p>Connections form naturally on the depth of learners and the culture of their school or school system. These connections are built on giving back to others and the world—<i>human return</i>—and on celebrating the humanity we share. Along with who they are and what they know and can do, learners see how it all fits together—they know what it all <i>means</i>, and they use it to contribute back.</p>

Source: The Learner First, 2018

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