

Appendix D.1 • Learning Progression: Self-Understanding

Understanding who we are, what we're capable of, how we impact and fit into others' lives and the world, and how we can make a difference.

| Dimension | Substantially off Track | Getting Started | Looking Promising | Well on Track | Geared for Success |
|---|---|---|---|--|---|
| Identity (understanding who we are and how we learn as individuals) | Learners struggle to identify and evaluate who they are in relation to individual interests, strengths, needs, goals, hopes, values, learning levels and styles, traits, passions, beliefs, and challenges. Their personal experiences and identity are largely unknown and unexplored. They have a limited understanding of what matters to them, who they want to be, and how they grow. | Learners are beginning to recognize the value and meaning of their individuality. They are beginning to explore their interests and experiences, identify their values and needs, and consider how learning relates to their life. They may still have a narrow view of the “self” and of its state, formation, progress, and multitudes. | Who the learner is and wants to be are formulated self-interests. Learners understand the significance of and differences between individual components of their identity. They actively engage in self-discovery centered on who they are, what matters to them, what challenges them, and how they develop as individuals in relation to identified outcomes and goals. | Learners have a well-developed understanding of what’s important to them, their current and desired learning levels, and how they can most effectively bring their learning to life. They know what they want, and they evidence the ability to connect desired future states to present actions, mindsets, and behaviors. | Learners deftly balance who they are with who they want to be, communicate both, evaluate their identity in light of their values and life experiences, and learn in ways that reflect who they are and make their goals a reality. They assess and measure their progress toward clearly identified outcomes, and they demonstrate continuous growth. |
| Place (understanding how we impact and “fit into” others’ lives and the world) | Learners struggle to understand who they are in relation to others and the world. They have limited awareness of and are disconnected from the external effects of their actions. They don’t see how their experience shapes their perception, viewpoints, perspectives, and ways of being with others and living in the world. They undervalue themselves, others, their relationships, their culture, their family history, and their environments. | Learners have an emerging sense of and appreciation for the importance of others’ experiences, and their relations with others, in the formation of self. They recognize that where and who they are as individuals are functions of internal <i>and</i> external factors and forces, but they struggle to understand and accept differing views and perspectives and to figure out what they “mean” to and for others and the world. | By developing their understanding of their cultural identity and personal and family backgrounds, learners are starting to take pride in and make connections between who they are, who others are, and their combined experiences. They’re mindful of the environments and people they interact with, and of the influence they have on them. | Learners form connections between and among personal, family, and outside experiences; actions and effects; and the <i>self</i> as a derivative (“shaped”), unique, unified, and connected whole. They respect themselves, others, and their natural and built environments. They know where they stand in relation to diverse and wide-ranging viewpoints and perspectives. | Learners have a nuanced and complete understanding of the “big picture” of who and where they are, how they got there, and how they’re connected to others and the world. They know their “story” and why they matter, they feel pride and belonging, and they celebrate what makes them and others who they are. They interact with and grow alongside others and the world in meaningful and fulfilling ways. |

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| Capacity (understanding our potential for learning, progress, and success) | Learners don't know or understand (1) their hopes, goals, and opportunities for personal growth, (2) how to develop and grow as an individual, (3) that they (like everyone) always can and need to improve, or (4) their extraordinary, human capacity for innovation, progress, and advancement. They don't think they have what it takes to succeed. | Learners are starting to reflect on what they're capable of and to pay closer attention to what they learn and achieve on a daily basis, celebrating their successes and points of progress no matter how small. They may still feel discouraged, behind in their learning, and as if the level or amount of progress required is unachievable. | Based on identified interests, strengths, values, and other key identity components, learners are beginning to look beyond immediate, non-self-identified learning goals to focus on "what's possible" and where they can take their learning. They know and value their need for progress, and they are beginning to realize the scope of their capacity for growth and improvement. | Equipped with the understanding that there will always be further opportunities to deepen their learning and grow as an individual, learners have developed a mindset of progress, characterized by curiosity, liveliness, and continuous learning. They truly believe they can be who they want to be and achieve what they want to achieve if they put all of their "self" to it. | Learners have a deep understanding of their capacity to grow as an individual and collectively, as well as of the potential of their learning to support them to achieve any, and any number of, personal and collective goals. They celebrate and exemplify the human capacity for progress and advancement, knowing that they can and will succeed. |
| Purpose (understanding why we learn and how we can make a difference) | The purpose of learning, and learners' purpose in relation to their own life, others' lives, and the world, remain unclear to them. They're unaware of what they have to offer to or share with others and their community, and they lack the drive and motivation to deepen their learning. They don't know how they can make a difference in the world. | Learners are beginning to understand the importance of who they are, what they know and can do, and how they connect (i.e., their learning) in determining their success now and in the future. While they may have a developing sense of identity, place, and capacity, they don't know what success will look like for <i>them</i> as individuals or what they need to learn to achieve it. | As who they are, how they fit into others' lives and the world, and their potential for growth and change take on a more substantive or realized form, learners are discovering what makes them "tick," what excites them in their learning, and what they can't help sharing with others. The effects of what's shared motivate them to progress in ways that deepen its impact. | Learners understand that meaning and fulfillment occur at the intersection of self-understanding, knowledge, competency, and connection. They focus their learning on personal, collective, environmental, and global progress and advancement. They learn in order to contribute back. | Learners have a fully developed and ever-deepening understanding of how they <i>are making</i> and <i>can make</i> a real difference in the world. Learning and living are one and the same to them, and they give back even more than they're given. They connect, teach, and share as means of achieving both personal and collective meaning and fulfillment—they know how to find and sustain success. |

Source: The Learner First, 2018

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