

Appendix D.2 • Learning Progression: Connection

Connecting with others, our environments, our learning, and the world in meaningful and fulfilling ways

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Interpersonal (connecting with the people we know and interact with)	Learners are disconnected from the lives, feelings, and actions of their peers, their family members, and other potential learning partners in their local and global communities. They struggle to collaborate, listen to, and trust others, to share who they are, and to open themselves to what others have to share. They don't understand others; they see others as less than or distant from them.	Learners show emerging admiration, trust, empathy, and compassion in relation to others through their interactions and reflections. They're drawn and open to people and experiences that reach out to or resonate with them, but they still have a narrow sense of where others are "coming from," their reciprocal effects on one another, and the importance of connection in relation to every other.	In comfortable or familiar settings and environments, learners demonstrate the desire and ability to engage with others, listen to and take in what they say and do, and share their own and support others' learning. They're deepening their understanding of others and the power of close, human relationships, using this understanding to solve problems and work through conflicts.	Learners connect with others with a wide range of interests, personalities, and ways of life in a variety of familiar and unfamiliar environments. They explore partnerships with people inside and outside their local communities, reflect on and communicate their sense of and capacity for connection, seek out and form relationships, and open themselves to all.	Learners feel necessary to others and the necessity of others in finding personal and collective meaning and fulfillment. They feel deeply connected to the lives of the people they interact with, and they embody and inspire mutual sharing, admiration, empathy, success, and understanding of reciprocal impact. They grow with and for others, progressing or "moving" with them easily.
Environmental (connecting with natural and built environments)	Learners' actions and ways of living and being in the world have a destructive or otherwise negative impact on natural, built, or digital environments. They don't respect, benefit, or show any interest in their environments or plant and animal life; they struggle to balance actions with their environmental impact; and they feel unsafe, unwelcome, or antagonistic in relation to their environments.	Learners are mindful of the differences between varying environments. They're starting to recognize their own importance in giving, fostering, supporting, and sustaining various forms of life. They may not interact with life-forms in purposefully destructive or harmful ways, but they have a narrow view of their impact on and a limited desire to sustain a range of environments.	Learners are developing a real interest in and knowledge of natural and built environments centered on what they can share with one another. They understand the nature of their symbiotic relationships, and they think deeply about ways to improve their environments from sustainability, health and safety, practical, and creative perspectives.	In wide-ranging natural, indoor, outdoor, and digital environments, learners assess and understand the impact of their actions. They take a constructive approach, identifying and acting on opportunities to improve their environments for themselves and others.	Interest in and respect for their environments has translated into a deeply felt and realized connection between "learner" and "learning space" (i.e., any and all environments). They make these spaces safer, more suited to intended or previously unrecognized purposes, and more welcoming and sustainable for varying forms of life. They and their environments truly depend on one another.

(Continued)

Appendix D.2 • (Continued)

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Conceptual (connecting what we learn and with our learning)	Learners struggle to process, analyze, and make connections between and among the elements, outcomes, and objectives of their learning, as well as between “learning” and “life.” They don’t see their interests or who they are reflected in their learning, and they either struggle or don’t try to form those links. As a result, they feel disconnected from learning and have trouble developing it.	Learners form basic connections between certain elements of their learning and outcome or content areas. They understand that learning can’t be crammed into isolated boxes, or “silos.” They approach learning with energy and excitement when it easily connects to their interests, but they remain disengaged from “un-relatable” learning.	As their understanding of learning develops to account for more of what makes them who they are, learners are starting to more regularly form connections between what they “have to” and what they want to learn and do. They analyze certain learning outcomes in light of others, and they look to bring what they learn in certain subjects or spaces to what they’re learning in others.	Learners connect important learning in a rational and meaningful manner to solve problems and deepen their learning. They’re open to and engaged in what and how they learn, have highly developed analytical abilities, and leverage the learning and teaching practices that connect them and others to, and consequently deepen, desired learning outcomes.	Learners see their learning as necessary to and indistinguishable from their life, their actions, and their contributions. They feel a deep connection to their learning and its collective impact on their own and others’ lives, easily connect what they learn, and integrate digital and other tools in their learning. They leverage partnerships, environments, and inquiry to create new learning and relevant assessments.
Universal (connecting with all of humanity and the world)	Learners evidence acute disinterest in or intolerance of the diverse people, cultures, environments, communities, and contexts of the world. They feel no or little connection with the wholeness of life and humanity, lack appreciation for varying perspectives, and promote or turn an “indifferent eye” toward injustice and inequality.	Learners pay attention to and sincerely reflect on what they see and hear from unfamiliar people and places. They demonstrate interest in learning about other worldviews and ways of life. Still, they tend to think of their own cultural, family, or personal ideas and beliefs as “right” and of others’ as either wrong, misguided, or unimportant, without meaningfully weighing them against their own.	Learners are developing respect for and understanding of situations and beliefs that are different from their own and those of the people they regularly interact with. They see things happening to others and the world that they want to prevent, further, or change, and they feel and evidence a growing connection between their life and what happens outside its immediate reach.	Learners have a genuine interest in and respect and appreciation for humanity and the world. They think and are starting to act globally, focusing not only on their own communities but also others in which they can share themselves, make an impact, and grow. They see purpose in deepening and widening their sense of place.	Learners’ fully developed global connection drives and supports them to deepen the general good and wholeness of humanity and the world in meaningful and fulfilling ways. They have a balanced and truly global understanding and perspective, striving to eliminate inequalities and better the complex and interconnected workings of life and the world.

Source: The Learner First, 2018

Retrieved from the companion website for *Measuring Human Return: Understand and Assess What Really Matters for Deeper Learning* by Joanne McEachen and Matthew Kane. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for any local school site or nonprofit organization that has purchased this book.