Character | Student-Friendly Deep Learning Progression

Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Proactive stance toward life and learning to deep learn	I am not clear about what I need to learn and why I need to learn it. I can complete tasks my teacher prepares for me, but I need help to reflect on and understand how I am doing with a task. Learning is not a positive experience for me yet.	With help, I can identify what I know, what I need to learn, and why. With help, I can choose a topic and find the information I need. I am learning to see peer and teacher feedback as opportunities to learn and improve. I think I can learn and achieve.	I can describe what I am interested in, what I know, what I need to learn, and why I need to learn it. I can choose a topic and create/design a project to help my learning. I listen to peer and teacher feedback and use it to improve the way I learn. Learning is a positive experience and it leads to a feeling of accomplishment and achievement.	I understand what I need to learn and am skilled at working out how to learn it. As I learn, I reflect on my progress and seek feedback to improve my learning. I use what I learn to help improve current and future projects. I enjoy learning and see it as a way to improve my life. I try to balance work with play.	I have the skills to find and create my own learning opportunities. I am continually building the knowledge and skills that help me succeed in life. I create meaningful solutions that impact my life and the world. I actively seek out feedback and use it to better understand how I learn and what helps me grow. I look for any opportunity to learn something new, even when it's challenging. I balance work with play.
Grit, tenacity, perseverance, and resilience	I usually give up when I face an unexpected challenge or receive negative feedback. When a task or experience is too hard, I am unable to work through the challenge to find a solution.	I need a lot of support to deal with setbacks, negative feedback, and difficult challenges. I am starting to work through challenges but still need to be supported and encouraged not to give up.	I am learning to persevere and to not give up even when tasks are challenging. Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, adapting, and finding new solutions.	I persevere and never give up, even when working on the most challenging tasks. When faced with major setbacks or negative feedback, I pause, reflect, adapt, and work through the challenge to find a solution. I understand and can talk about why the character qualities are important for my life.	My grit, tenacity, perseverance, adaptability, and resilience allow me to work through any challenge or setback and to help others do the same. I seek out feedback and use it to help my learning. I understand that the character qualities are essential for creating meaningful change in my life and the world.

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Character (Cont'd) | Student-Friendly Deep Learning Progression

Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.

New Pedagogies for Deep Learning™
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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Empathy, compassion, and integrity	I am not sure about what other people might feel like when I am interacting with them or when I hear about issues happening in the world.	I am beginning to put myself in others' shoes. I can sometimes see what their experiences must be like.	More and more, I can imagine how others experience the world, even though I may not have experienced these things myself. I would like to be courageous about doing the right thing—whether it's in class or beyond it. I want to develop empathy, compassion, and integrity in order to be a better person.	I regularly reflect about how I can feel more empathy and show more compassion for others. This is an authentic goal for me. I strive to be courageous within the class and beyond it.	I regularly show and model compassion, empathy, and integrity, even when no one notices or when it is inconvenient to do so. Virtues such as sincerity, fairness, trustworthiness, and bravery matter to me and it's how I wish others to describe me and the work I do.
Using technology for learning (leveraging digital)	I use some digital during the learning process, but I don't see how it supports my learning.	I use digital to assist with my learning occasionally. I am beginning to use digital to develop empathy, compassion, and grit.	I regularly use digital to support my learning and I understand how digital can deepen traits like empathy, compassion, and grit.	I know and can explain how digital helps me to learn and reflect and develop traits like empathy, compassion, and grit.	I effortlessly use technology to help me throughout my learning experience. I use digital to support others with their learning by encouraging them and providing feedback.

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Citizenship | Student-Friendly Deep Learning Progression

Thinking like global citizens and considering global issues with empathy and compassion.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
A global perspective	I care about my own life and I am not interested in what happens in my own neighbourhood or country.	I am starting to explore and develop interest in local and global issues. I consider these issues from different viewpoints and try to understand why people view issues differently and why these differences are important.	I am actively engaged with the world and interested in its problems and challenges. I am beginning to understand that what happens in one part of the world affects other parts as well. I know that injustices exist, and I want to help make a difference in others' lives and the world.	Individually and with others, I think about and take action on issues affecting our world. I understand that I live in a global, connected world and that this perspective is important in the way I live my life every day. I see that everyone has a role to making the world better.	I think and act as a global citizen. I believe that people can make a difference in the world, and I work hard to make change happen in my community and beyond.
Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews	I see the world from my own perspective and don't understand or appreciate the perspectives of people in different cultures.	With help, I am beginning to understand my own culture and some differences of other cultures.	I am beginning to understand that who I am and how I see the world is influenced by where I was born and how I was raised. With guidance, I am learning to understand what the experiences of others might be like and respect other cultures' values and worldviews.	I really care about the world and everyone who lives in it. I am curious about different cultures and worldviews and have a strong understanding of my own. I care about the welfare of people from across the world, even though I don't know them.	I use my strong understanding of my culture and other cultures to better understand global issues from different points of view. When I speak up for others (who can't speak up for themselves), I am helping to make the world better. It is this wider view that allows me to take action to improve the human condition in small and big ways.
Genuine interest in human and environmental sustainability	I am not very aware of or concerned about issues relating to the environment.	I recognize that everybody's actions have an impact on the environment. With help, I can think of ideas that benefit the earth and its people. I am starting to see change opportunities in my local environment.	I understand that caring for the environment is important for our survival as human beings. The solutions I create take into account the environment and the threats it is facing.	I understand and appreciate the importance of the environment for human life and survival. I care about environmental issues and can generate sustainable solutions that affect the planet and its inhabitants.	I have a strong understanding of environmental issues and their importance. My understanding of the issues and care for the environment allow me to act in ways that create positive, lasting change.

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Citizenship (Cont'd) | Student-Friendly Deep Learning Progression

Thinking like global citizens and considering global issues with empathy and compassion.

New Pedagogies for Deep Learning™
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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Solving ambiguous and complex problems to benefit citizens	I am not comfortable working with the world's issues, challenges, or opportunities. I prefer to work on tasks that have clear solutions and steps for finding them.	With guidance, I am starting to feel comfortable working on real-world challenges that do not have set solutions.	I need a little help getting started on a task, but I feel comfortable working on open-ended, real-world challenges.	I am interested in and comfortable working on real-world challenges that affect people in my community and the world. I feel comfortable with tasks that do not have set solutions.	I am skilled and interested in working on real-world tasks that are open-ended and unstructured. I am comfortable creating new ways of looking at complex issues and do not need an approach framed for me.
Using technology for learning	I do not yet use technology to learn about issues.	I can use technology to connect to others and understand their context. I am learning about digital citizenship and usually communicate respectfully when using technology.	I use technology to improve my understanding of local, global, cultural, and environmental issues. Technology allows me to create solutions for a multicultural audience and contribute to sustainability and social justice. When I communicate using technology I respect laws, digital etiquette, and the feelings of other people, even if I don't know them.	I can describe how technology improves my global, environmental, and cultural understandings. Technology allows me to create relevant, equitable, fair, and sustainable solutions to benefit humankind and our planet. I model digital citizenship skills.	I effortlessly use technology to improve my global, environmental, and cultural understandings. I am able to transfer and apply these understandings to new challenges or contexts. I can clearly describe how technology enhances my products or solutions to global challenges of equity, justice, and sustainability. I encourage others to be good digital citizens.

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Collaboration | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Working inter-dependently as a team	When working on a group task, I often work by myself instead of working together with my team. I discuss some of the work with my team but do not discuss many important decisions.	I can work with others to successfully complete a team task, but we have a hard time making sure that every group member is able to contribute equally. Important group decisions are usually made by one or two members instead of the whole group.	When I work in pairs or in a group, we agree how to share jobs fairly so that the group achieves its best work. We involve all group members in making important decisions about the task.	I can explain how my group uses all our strengths in the best possible way to develop our solution. Each team member clearly contributes to the final product or solution.	When working in groups, I find ways not only to use my own and others' strengths but also to build on our strengths and learn new skills. I understand the importance of group decision-making and make sure that all team members are able to contribute to our solutions.
Interpersonal and team-related skills	I may help or work with others on tasks, but I often don't understand why we are working together or the best way to go about it.	When working in a group, I am aware of the common goal or solution that we are all working to achieve. Key group decisions are often made by one or two group members rather than the whole group.	I work well with others, and our team effort makes the learning experience more successful. I talk with and listen to my group members and we agree upon plans and desired outcomes of our work.	I understand and can clearly explain how each member of my team works together to produce our best work. I work with others to resolve conflicts and to achieve group goals. I am a very good listener and make sure that everyone´s voice is heard and appreciated in the way we work together.	I work with other members of my group to make sure our collaborative process is as effective as possible. I make sure that everyone´s ideas, knowledge, and abilities are heard and valued. I make sure that our work is the best it can be.
Social, emotional, and intercultural skills	I am beginning to see that my behavior has an impact on others but still have trouble seeing things from other people's perspectives. I sometimes struggle to form positive relationships with my group members.	I am developing a better understanding of who I am and what I am interested in. I see how my behavior affects others and know that people may have different feelings and opinions than my own.	I understand who I am as a person and why I have my perspectives. I listen to and understand other people's viewpoints, and I value their perspectives even if they differ from my own.	I have a strong sense of who I am. I fully understand my own perspectives and know how and why they differ from others'. I listen to the emotions and viewpoints of others and use them to improve my own learning. In teams, I work in ways that help me grow as a person and that help my team members grow as well.	My social and emotional skills show that I have a strong sense of myself and my culture. I communicate respectfully with everyone and form positive relationships with team members. I understand other people's perspectives and am able to change my behavior after listening to others.

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Collaboration (Cont'd) | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Managing team dynamics and challenges	When working in groups, I have trouble listening to or accepting viewpoints that are different from my own, or I avoid conflict by not sharing my own ideas. This negatively impacts my team and our work.	I need help forming positive relationships with my group members. I am learning to handle disagreements by listening to the perspectives of others, but we have trouble working through our differences.	I most often work well as a team member but sometimes need help solving problems and challenges. I respectfully share my viewpoints and learn from the viewpoints of others. I am beginning to understand why people view things the way they do.	I understand my own and others' points of view and know what goes into our beliefs. I share my own views and listen to and learn from the views of others without holding up our team's progress.	I firmly understand my own and others' points of view, clearly express my own viewpoints, and consistently learn from others. I respect group members' opinions in ways that help us grow and achieve our common goal.
Using technology for learning (leveraging digital)	I can use some technologies to collaborate with others.	I can use technology to work with others and monitor our group effectiveness.	I use technology to work independently and collaboratively. Technology allows me to understand and appreciate others' points of view.	I can clearly describe how technology improves how we work together, how we share responsibilities, and how we make decisions about important aspects of our work.	I effortlessly use technology to collaborate effectively, working and thinking in new and deeper ways. Technology allows me to work in ways that suit my needs. Technology allows all our team members to make significant contributions to the task.

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Communication | Student-Friendly Deep Learning Progression

Communicating clearly, in a variety of ways, and for specific audiences.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Communication designed for audience and impact	I find it difficult to express myself clearly through talking or writing. I rely on the teacher's direction and examples/ models.	I am starting to understand different ways to communicate. I need help to present my thoughts in a way others can understand.	I can make myself clear to others when sharing my thoughts. I make choices on what format to use to get my message across. I can connect and communicate more than a single idea and in more ways than one.	I know the qualities of different formats and what are the advantages of using some rather than others. I can use different tools and processes to express myself clearly in multiple ways. The way I choose to communicate makes sense to others.	I can express myself in different ways, depending on the situation, and can clearly communicate why I chose to express myself in that way. My communication is clear and connected and makes it easy for audiences to understand what I am trying to express.
Message advocates a purpose and makes an impact	I communicate in ways that I am comfortable with but don't always make sense to my audience.	I am starting to consider who needs to understand my message. I need some help to make sure my communication choices are suitable and helpful. I am becoming aware of different ways I can express myself.	I understand that the way I communicate should depend on the type of audience I am hoping to reach. I know some effective ways of communicating with specific audiences. My communication is relevant to my audience and allows them to understand my points. My message does not yet encourage my audience to take action.	I think about and research my audiences' needs before designing my communication. I understand that messages are "heard differently," depending on audience members' life experiences. I know how to design communication that is relevant and adds value for my audience. My message is clear, but it doesn't inspire others to take action.	I can excite and motivate my audience in ways that make them care about my message. I use my knowledge and intuition to challenge audiences beyond what they already think, know, or feel. I know how to create messages that will stick in the minds of my audience and change the way they think and act.

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Communication (Cont'd) | Student-Friendly Deep Learning Progression

Communicating clearly, in a variety of ways, and for specific audiences.

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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Reflection to further develop and improve communication	I communicate with others without thinking much about how well I am getting my message across. I consider the suggestions I get but I don't ask others for feedback.	I am beginning to understand that the way I communicate matters and that clear communication helps me work better with others. With some help, I am starting to think about how to improve my communication based on my experiences. I use checklists and rubrics to support my reflection.	I am beginning to monitor, manage, and improve my communication throughout each task. I see that this has resulted in better communication and outcomes.	I regularly seek out feedback. I also reflect on my own in order to improve. I use many different perspectives to adapt, revise, and improve, even if it means making substantial changes to my original work.	I am aware of how I communicate and take initiative to review and change how I communicate from moment to moment. I seek out opportunities to continuously improve my communication and interpret feedback as an opportunity for growth. I also check my own personal bias or other barriers that may limit my ability. I can reach my intended audiences.
Voice and Identity expressed to advance humanity	I am not sure how I connect the way I communicate with who I am.	I am beginning to understand that I am unique. My culture and background make me who I am and how I communicate. I am beginning to see that in others as well.	I attempt to communicate using my own unique voice, which is informed by my own culture, background, and interests. I am beginning to include voices and identities of others as I communicate.	I can usually express myself honestly and communicate to influence change. When I communicate, I also consider the voices and identities of those who may not be heard.	I can express my true self. When I communicate, it has impact on others and generates positive change. I am a champion for those whose voices and identities may not be heard.
Using technology for learning (leveraging digital)	I sometimes use technology to communicate with my team but I do not understand how it can make communication better.	I can use technology as a tool to communicate what I am learning or to give key messages. Technology allows me to reach new audiences.	I use technology to communicate efficiently. Technology allows me to create high-quality products with clear messages. I can use technology to adapt my presentations for different audiences so that they can each understand and remember my key ideas.	I can describe how technology improves the way I communicate and helps me learn. Technology allows me to communicate with others in ways that are memorable and stimulate them to take action.	I effortlessly use technology to work efficiently, create high-quality products, and communicate effectively with others. I can clearly describe how technology enhances my ability to communicate and how it influences others to take action. I am comfortable using technologies that are new to me to communicate with others and can do so effectively.

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Creativity | Student-Friendly Deep Learning Progression

Being able to see and take opportunities, creating new ideas or products, leading others.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Economic and social entre-preneurialism	I have trouble noticing when there is an opportunity to create something that is needed by other people.	With some help, I am learning to see that a problem or need is an opportunity to challenge myself and create something valuable.	I am able to find opportunities to solve real-world problems in ways that can help others. I can share my ideas with others and gather a team to put my ideas into action.	I enjoy seeking out and solving real-world problems. My solutions are realistic and practical. I clearly see how I can change things for the better. I am good at working with others to create solutions. I am innovative, a risk taker, and have a can-do attitude.	I can find opportunities where others cannot. I can create solutions for real-world problems and can imagine and describe new futures where lives are better and the world is changed. I can share my ideas with others and invite them to join my team to make our vision come true. We make things happen.
Asking the right inquiry questions	I may be interested in a topic, but I am not sure about how to really explore it. I need help to know how to find further information and what to look for.	With help, I am learning to ask relevant questions about topics that interest me.	I can identify real-life issues or challenges and come up with good inquiry questions to address them. I still need some help to design an inquiry or problem-solving process.	I can identify real-world and controversial issues and define what the challenge is. I understand the issue from different perspectives and come up with important questions to help design a solution.	I am good at framing problems and can pose questions in ways that open up thinking and possibilities. I can generate and work with ¨big ideas¨ using reliable thinking processes. I am curious and believe that things are not ¨carved in stone.” I can challenge what exists and make it better.
Pursuing and expressing novel ideas and situations	When I face a challenge, I look for what others did or the tools they used to solve it. If a solution looks like a good one, I will use it without considering others’ ideas.	When facing a challenge, I look for different solutions that may have been tried. With some help, I try to adapt these to suit my goals. I know and can use some strategies that help me work or think in new ways.	When facing a challenge, I can imagine and create new solutions or ideas. I can organize my creative thoughts in a way that helps me come up with promising ideas. I often use “what if” thinking to create or add value to what already exists.	When facing a challenge, I think about how and why previous solutions worked and what I can do to make them even better. I encourage and consider other people’s ideas, looking for opportunities in the different points of view. I am happy to take risks in creating solutions. I ensure that my solution addresses the issues and adds something of real value.	When facing a challenge, I not only come up with “game-changing” solutions but know how to build a plan and use the right resources to make it happen. I can change problems into opportunities and develop solutions based on multiple perspectives. I think outside the box and my solutions make a real difference in people´s lives.

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Creativity (Cont'd) | Student-Friendly Deep Learning Progression

Being able to see and take opportunities, creating new ideas or products, leading others.

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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Leadership to turn ideas into action	I have ideas, but I am not ready to share these ideas or bring people together to make them a reality.	I am becoming more confident as a leader. I am willing to share some of my ideas with others. I am beginning to take responsibility for parts of certain tasks.	I recognize my own strengths and the strengths of others and can see how different strengths fit together to achieve certain results. I know that to be successful I need to promote collaboration and compromise to meet goals.	I recognize and use the skills and interests of team members to meet our goals. I can motivate others to take on an active role in our creative process. I build skills and understanding in others. My teammates respect the way I work with them.	As a leader, I persevere and share my positive attitude with others. I can work out problems and inspire others to do the same. I understand what I need to do to create successful change and how to communicate this to my team.
Using technology for learning (leveraging digital)	I can use some technologies to create products or demonstrate my ideas.	Technology allows me to efficiently and effectively identify, investigate, and pursue my ideas.	I can use technology to create, support, and improve new ideas or products. I can use technology to refine my questions, inquiries, and thinking as well as create new knowledge or products.	I use technology to design, identify, and solve challenges in new ways. I also use it to enhance and understand the questions I am asking and being asked. I use technology to consider how I might apply my ideas in the real world.	I effortlessly use technology to develop new and creative ideas into products or processes that can impact the real world. I tap new opportunities and find new partners and discover new places that can broaden my learning.

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Critical Thinking | Student-Friendly Deep Learning Progression

Evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Evaluating information and arguments	I can find information on a topic using my computer or by asking an adult, but I have trouble knowing how trustworthy or useful the information is. I copy and share what I have found or heard without thinking about and trying to improve it.	I can usually find the information I need. I am starting to be able to decide if that information is true, relevant, and useful. There are some arguments that I disagree with or that don't make sense, but I have trouble explaining why I feel this way.	I can find and evaluate information easily. I can distinguish between good and bad arguments and am beginning to be able to explain why an argument does or does not make sense.	I am highly skilled at finding and evaluating information. I can explain how I evaluate information but may not always demonstrate the correct understanding of the information or argument.	I can analyze different sources of information and comment on why I am using the data I have selected. I have a clear understanding of whether information is trustworthy, relevant, and useful, and can explain my thinking to others. I only select information I know is right, clear, and adds value to what I am trying to prove, say, or do.
Making connections and identifying patterns	I understand that when learning about something, information and ideas connect (relate) to each other. I have trouble making these connections by myself.	I am beginning to understand that I can seek, access, and explore information in many different ways. I am beginning to connect what I am learning with what I already know. With help, I am able to make connections and expand my understanding.	I can connect what I know with what I learn and expand my understanding of a topic. I am able to make some difficult connections, such as across classes, cultures, periods of time, or multiple key learning areas.	I understand that looking at a topic or task from different points of view is an important part of learning. I am able to make connections between and across subject areas.	I am skilled at making connections, identifying patterns, and seeing relationships. I can use the connections I see to understand topics or themes deeply. I understand that the world is full of conflicting information and am able to decide which information is most relevant and useful.
Meaningful knowledge construction	I can find information on a topic but have trouble engaging with the information in a meaningful way. I understand what I see or hear but don't think about how to improve it.	I am beginning to be able to explore what I already know and use this as a starting point for new learning. I try to improve the information I see or hear but don't use evidence to back up my thinking.	I can use a number of strategies to find and create new knowledge and beliefs. I can evaluate information and use it to answer questions in class but usually don't make connections between subject areas.	I am able to think about topics in new and exciting ways and can explain why my new knowledge is useful. I make meaningful connections and clearly understand why they are important in my life.	I can analyze, interpret, synthesize, and evaluate information. I am skilled at looking at topics from different points of view and then creating my own opinion about them. I reflect on and evaluate how and what I learn and improve my own learning outcomes.

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Critical Thinking (Cont'd) | Student-Friendly Deep Learning Progression

Evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Experimenting, reflecting, and taking action on ideas in the real world	I can understand the task but often don't see how it fits in with who I am and what is important to me. Sometimes, with help, I can test my ideas out in different and relevant ways.	I am beginning to learn how to experiment with different ideas and figure out what works best for a particular task. With some help, I can see how I can use what I have learned in a different subject or class or even outside school.	I can think about the impact of my ideas and design new courses of action to improve outcomes. I use what I have learned in one task to solve new or different tasks. I use techniques I learn in class to solve problems in my life and the world.	I can test and evaluate my solutions in diverse settings to find out which are most effective. I reflect on my work and can explain why it is successful and how I could apply what I learn in different situations.	I can regularly apply what I learn in different contexts, adapting and transferring my knowledge as needed. I understand how to evaluate ideas and their potential for success in new contexts.
Using technology for learning (leveraging digital)	I have difficulty in using technology to help me learn, to connect my ideas and with others.	I can use technology as a tool to produce questions, to connect, and to develop my thoughts.	I use technology to generate and explore important ideas. I can use technology to connect with others and explore ways to apply new knowledge.	I can use a variety of technologies to evaluate, generate, and explore both new and unfamiliar concepts and arguments.	I effortlessly use technology to help me think critically about issues and share and develop this thinking with others. I can clearly describe how technology enhances my ability to think critically. In new contexts, I can use technology as a tool to think and work effectively.

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