| **Dimension** | **Substantially off Track** | **Getting Started** | **Looking Promising** | **Well on Track** | **Geared for Success** |
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| Identity  (Understanding who I am and how I learn as an individual) | The learner struggles 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. | The learner is beginning to recognize the value and meaning of their individuality. This takes several emerging forms, including the exploration of interests and experiences, initial identification of values and needs, and growing understanding of the importance of learning in relation to their life. The learner may still have a narrow view of the self and its state, formation, progress and multitudes. | Who the learner is and wants to be are formulated self-interests. The learner understands the significance of and differences between individual components of their identity, and actively engages in self-discovery centered on who they are, what matters to them, what challenges them, and how they develop as an individual in relation to identified outcomes and goals. | The learner has a well-developed understanding of what’s important to them, their current and desired learning levels, and how they most effectively bring their learning to life. They know what they want, and evidence the ability to connect desired future states to present actions, mindsets and behaviors. | The learner deftly balances who they are with who they want to be, communicates both, evaluates their identity in light of values and life experiences, and learns in ways that reflect who they are and make their goals a reality. They assess and measure their progress toward clearly identified outcomes, and demonstrate continuous growth. |
| Place  (Understanding how I impact and “fit into” others’ lives and the world) | The learner struggles 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, and don’t see how experience shapes their perception, viewpoints, perspectives, and ways of being with others and living in the world. They undervalue themselves, others, and their relationships, culture, family history, and environments. | The learner has 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 *and* external factors and forces, but 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, the learner is starting to take pride in and draw lines of connection 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. | The learner forms connections between and among personal, family and outside experiences, actions and effects, and the *self* as a derivative (“shaped”), unique, unified and connected whole. They respect themselves, others, and their natural and man-made environments, and know where they stand in relation to diverse and wide-ranging viewpoints and perspectives. | The learner has a nuanced and complete understanding of the “bigger 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, feel pride and belonging, and celebrate what makes them and others who they are. They interact with and grow alongside others and the world in meaningful and fulfilling ways. |
| Capacity  (Understanding my potential for learning, progress and success) | The learner doesn’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. | The learner is starting to take time 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 seemingly small or insignificant. They may still feel “behind” in their learning, discouraged, and like the level or amount of progression required is unachievable. | Based on identified interests, strengths, values, and other key identity components, the learner is beginning to look beyond immediate, non-self-identified learning goals to also focus on “what’s possible” and where they can take their learning. They know and value their need for progress, and 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, the learner has developed a progression mindset 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. | The learner has a deep understanding of their capacity to grow as an individual and collectively, and of the potential of their learning for supporting them to achieve any, and any number of, personal and collective goals. They celebrate and exemplify the human capacity for progress and advancement, and know that they can and will succeed. |
| Purpose  (Understanding why I learn and how I can make a difference) | The purpose of learning, and the learner’s purpose in relation to their own life, others’ lives, and the world, remain unclear to the learner. They’re unaware of what they have to offer to or share with others and in their community, and lack the drive and motivation to deepen their learning. They don’t know how who they are can make a difference in the world. | The learner is 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 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 *them* as an individual, or what they need to be able to do to get there. | 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, the learner is 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 give them motivation to progress in ways that deepen its impact. | The learner understands that meaning and fulfillment occur at the intersection of self-understanding, knowledge, competency and connection, and focuses their learning toward personal, collective, environmental and global progress and advancement. They learn in order to contribute back. | The learner has a fully developed and ever-deepening understanding of how who they are *is making* and *can make* a real difference in the world. Learning and living are one and the same, and they use them to give back even more than they’re given. They connect, teach and share as means for achieving both personal and collective meaning and fulfillment – they know how to find and sustain success. |