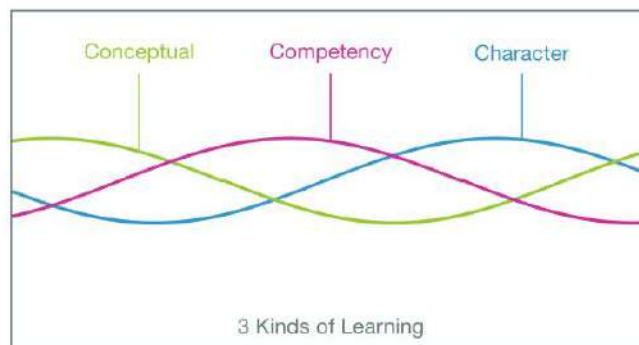# *Colegio Maya's Learning Ecosystem*

This ecosystem exists to communicate to all stakeholders what learning is and how learning is organized.

Here at Colegio Maya we ask ourselves this very important question every day, "What is most important to learn?" It drives our decision making processes and allows us to adapt the learning program to the needs of every individual learner. We believe that learning in schools has a history of being unnecessarily complicated, disconnected from the real world, and not deep enough to inspire the type of learning students really require to tackle this complex world. We believe in providing deep inquiry experiences and a rock solid foundation in numeracy and literacy for every student. With our approach to learning, we believe students will find success wherever their path may lead.

D Define   **D** Design   **D** Deliver   **D** Demonstrate

To achieve deep, meaningful learning we at Colegio set up all of our learning experiences based on 4 D's and 3C's.

Conceptual   Competency   Character

3 Kinds of Learning

THE COMMON GROUND COLLABORATIVE

Colegio Maya's Learning Principles

We can all learn how to learn.

The most important advantage we can give learners is to support them in becoming proficient, self-directed and confident learners. It is necessary to teach the conceptual understanding, competencies and the dispositions of character that build our capacity for lifelong learning.

Common learning cultures need a common language to create consistent meaning.

To make learning happen effectively, we need to use a common language that describes what learning is and how we do it at Maya. This language allows us to reflect, discuss and receive feedback about our learning culture.

Learning is both a personal and social activity.

We all have different starting points and different interests which can result in different learning pathways. Purposeful collaboration and substantive conversations, in social contexts, can help us articulate our ideas clearly and allow our ideas to be challenged. This leads to deeper understanding of ourselves and others.

Learning is both cognitive and emotional.

Learning is about making and strengthening neural connections. This process is strongly influenced by our emotions. Brain research shows us that our emotions can affect our brain chemistry, and our reactions to our learning experiences must be understood to enhance our future successes.

Transfer of learning happens best in rich, relevant contexts.

All genuine learning involves transfer from previous learning. To provide opportunities for successful genuine learning, we need to provide rich contexts that are relevant to all learners so that they will have access to opportunities to make connections to prior understanding, to reason and to make generalizations.

Colegio Maya's Learning Definitions

We can never be effective in making learning happen until we decide what it actually is, and use simple, common language to define it. At Colegio Maya we define learning as follows:

Learning is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character:

Conceptual Learning is happening when students are:

● Connecting new, potentially disruptive, knowledge to prior understanding and to important concepts.

● Constructing and reconstructing theories of how things work and why things are the way they are.

● Testing their evolving theories in different contexts to refine them so they have increased

explanatory power and to see when, where and how they apply.

Learners understand that…

Competency Learning is happening when students are:

● Deconstructing and analyzing expert performance and comparing it with their own.

● Identifying the adjustments they need to make.

● Practicing a skill in order to refine it and make it increasingly automatic.

Learners are able to…

Character Learning is happening when students are:

● Considering what particular dispositions and values create a more positive world

● Acting as a result of these considerations when trying to create a more positive world

● Reflecting on the effects of these actions.

Learners demonstrate… OR Learners value… OR Learners are…

Colegio Maya Learner Profile

At Colegio Maya, we are capacity builders, working with our students to develop them into self-directed learners who consistently demonstrate:

Conceptual thinking: they are experts in working with significant ideas. Specifically, they are able to:
- Identify issues
- Frame conceptual questions
- Gather and analyse information
- Form hypotheses
- Test and modify these hypotheses in a range of contexts

Critical **Competencies:** they are experts in the application of the key skills necessary for success. They are able to:
- **Self Manage** - (direct their own guided inquiry processes, be organized)
- **Collaborate** - (collaborate effectively and efficiently in diverse contexts)
- **Communicate** - (use language fluently and precisely for a range of purposes within a range of contexts, reading, writing, speaking, connecting)
- **Think Critically** - (research, inquiry, questioning, problem solving, *How to explain to a young learner*)
- **Be Creative** - (innovate, tackle complexity, curiosity, imagination)

Positive **Character**: they are experts in the business of being human. They consistently demonstrate positive learning dispositions and core personal values: They are:
- **Principled** (Integrity, Honesty, Trust)
- **Resilient** (Perseverance)
- **Reflective** (Self Awareness)
- **Caring** (Empathy, Service)
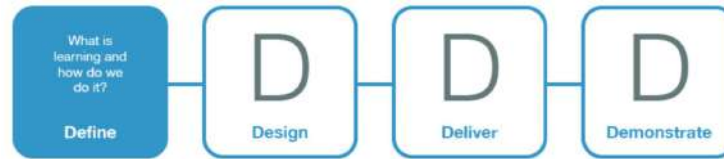
Colegio Maya Assessment Principles

Assessment **is the systematic collection, analysis, and recording of information about student learning used to inform instruction and improve performance. Assessment is the process by which students** demonstrate **their** conceptual **understanding and growth in** competencies **and** character**.**

- The purpose of all assessment is to improve learning and is an essential part of the learning process.

- Assessment involves continual feedback and reflection to inform instruction and the learning cycle.

- Assessment is differentiated to offer choice, challenge and engagement.

- Assessment is connected to the curriculum and should aim to connect to the world beyond school.

- Assessment influences student motivation and therefore learning.

- Assessment is a process involving professional judgement based on the evidence provided.

CM Assessment Agreements

Assessment *is the systematic collection, analysis, and recording of information about student learning used to inform instruction and improve performance. Assessment is the process by which students* **demonstrate** *their* **conceptual** *understanding and growth in* **competencies** *and* **character**.

The purpose of assessment is:

For Students
- To demonstrate what they know, understand, can do and value (C's)
- To understand their own strengths, progress and opportunities for growth

For Teachers
- To determine degrees of prior knowledge before connecting new learning
- To identify and support learning differences and learning styles
- To plan, monitor, and adapt our curriculum, our teaching, and our assessment practices

For Parents
- To engage as partners in the learning process
- To provide accurate information on their children's strengths, progress and opportunities for growth

Assessment at Colegio Maya
1. *Collecting evidence of learning*
2. *Evaluating evidence*
3. *Providing feedback to learners*
4. *Recording evidence and informing learning*
5. *Communicating evidence of learning*

1. Collecting evidence of learning
Types of Evidence (How do we collect the most valid evidence?)
Selected response
Constructed response
Academic prompt (Essay)
Contextual Product or performance
Observation

- Assessment evidence should allow students to demonstrate their knowledge, conceptual learning or competency growth in a variety of ways.
- Assessment should include *diagnostic, formative* and *summative* tasks.

1) *Diagnostic* assessments are used at a beginning of a unit to determine what students already know and can do.
2) *Formative* assessments inform, monitor and enhance student learning and instructional practice. They provide meaningful, ongoing feedback on what the students know, understand and can do.
3) *Summative* assessments are used to measure the level of achievement by students at a specific point in time.

Type of assessment	Ongoing	Formative	Summative	Common	Chunk	External
MAP Test				x		x
PSAT				x		x
SAT				x		x
AP Exam				x		x
Concert / Play performance			x		x	
Classroom discussions	x	x	x			
Socratic seminar		x	x			
Essay			x		x	
Lab report		x	x			
Portfolio presentation		x	x		x	
Passion project presentations	x		x		x	
End of unit quiz		x	x			
Document analysis						
Reflection on a unit	x		x			
Workstation observations						
Critical response to text / image		x	x			

*Note: This list of example assessments is not intended to be comprehensive or exhaustive.

- There should be clear alignment between learning standards and what is taught or practiced, assessed and reported.
- Students should be given multiple opportunities to demonstrate their level of proficiency of the assessment criteria
- The assessment task expectations should be transparent and provided at the time the assignment is set so it is clear what students need to do to achieve the various levels.

2. Evaluating Evidence
- Learners are fully aware of what is expected of them and are full participants in the evaluation process.
- There are shared rubrics for transdisciplinary competencies and character traits.
- There is no grade averaging or use of zeros.
- Self assessment is used and evaluation is always criteria-based, comparing learning to the curricular standards.

3. Providing feedback to learners

- Feedback is a critical part of assessment practices. It should be timely, personalized, actionable and specific to the learning objectives.
- Students should be given time and opportunity to act on feedback without penalty.
- Students should be involved in the feedback process. They should be taught how to seek, offer and receive feedback through self and peer assessment in order to promote self-reliance and self-adjustment.

4. Recording evidence and informing learning

Levels of Achievement for Subject Specific Concepts and Competencies

MS (6-8)	HS (9-12)	Level	Descriptor
4	7-8	Accomplished	The student demonstrates a consistent and thorough understanding and mastery of the relevant knowledge, concepts and/or competencies. They are able to apply their understanding in a wide range of familiar, closely-related and completely unfamiliar situations.
3	5-6	Competent	The student demonstrates mastery of the relevant knowledge, concepts and/or competencies. They are able to apply their understanding independently in a range of closely-related situations.
2	3-4	Developing	The student demonstrates some mastery of the relevant knowledge, concepts and/or competencies. The student is able to apply their understanding in controlled situations with support.
1	1-2	Beginning	The student demonstrates limited mastery of the relevant knowledge, concepts and/or competencies. They may be able to make some connections between the concepts.

Levels of Achievement for Transdisciplinary Competencies

Self-management skills *(Time management, independence, preparedness, responsibility and self-direction, organisation and respect)*
Collaboration skills *(Participation, teamwork, positive working relationships, leadership, problem-solving)*
Communication skills *(Appropriate use of language of instruction/inclusion, attentive and active listening skills, respectful communication)*

These are communicated using the following observations:

Consistently
Most of the time
Sometimes
Rarely

- Assessment data is a resource for the whole school community. It should be used to monitor and improve student learning, teacher practice and curriculum development.

- Assessment of behavior, such as self-management, participation, effort and attitude, is separate from the assessment of academic performance (unless these transdisciplinary competencies are explicit in the subject standards).

Late Submission of Assessments

Dealing with non-submitted and late work will be considered consistently across all subjects and grade levels. Teachers should insist that all work is submitted on time and is representative of the student's best ability. If students do not submit work on time the students should be strongly encouraged to do the work within a reasonable time frame.

Non-submission of work will be temporarily recorded as *insufficient evidence* and marked as missing in the achievement category. Therefore no zeros are to be used in the calculation of summative assessments.

If students do not submit the evidence of learning by the original deadline then the following guidelines should be used:

- The teacher should meet with the student and devise a reasonable timeline or corrective plan for when the work will be submitted.
- Insufficient Evidence (IE) should be recorded in the achievement grade and students should be allowed to submit the work with a clear corrective plan in place.
- Late work or non-submission of work is reflected in the competency of self management on the report. In addition, for repeated behavior, parents must be notified.
- A teacher should consult with administration when a student does not submit the work after this level of support has been provided. At this stage a determination will be made in regards to the implications of insufficient evidence for this assessment and the final grade for the student is calculated. (Academic contracts put in place as required)

Reassessment

Reassessment should focus on those achievement categories where students do not demonstrate proficiency. If a student has not demonstrated sufficient understanding on an assessment task, where possible, the student should be given opportunity to demonstrate their understanding within a reasonable time frame without penalty. The teacher should confer with the student, give initial feedback, and create a plan for reassessment. A reassessment does not have to be a duplication of the original assessment, but should be similar in nature and task. There are some external and summative assessments that cannot be reassessed, but students must be made aware before the assessments that there is no reassessment possible.

5. *Communicating evidence of learning*

Reports should aim to:
- communicate growth
- identify next steps
- report on performance against learning standards
- communicate the learning of concepts, competencies and character traits
- celebrate achievements

	Elementary School	Middle School (Grades 6-8)	High School (Grades 9-11)
Frequency of reporting	● 1 mid-semester progress report in October / April ● 1 end of semester report in December / June	● 1 mid-semester progress report in October / April ● 1 end of semester report in December / June	● 1 mid-semester progress report in October / April ● 1 end of semester report in December / June
Types of report	**Progress report** **Semester report**	**Progress report** ● Subject specific criteria levels of achievement for conceptual and competency learning ● Report on transdisciplinary competencies ● Student comment ● Teacher comment **Semester report** ● Subject specific criteria levels of achievement for conceptual and competency learning ● comments for students with a 1 or below in two or more criteria and/or TDCs of 'rarely'	**Progress report** ● Subject specific criteria levels of achievement for conceptual and competency learning ● Overall level of achievement for academics ● Report on transdisciplinary competencies ● Student comment ● Teacher comment **Semester report** ● Subject specific criteria levels of achievement for conceptual and competency learning ● comments for students with a 2 or below in two or more criteria and/or TDCs of 'rarely'
Parent-teacher conferences	● 1 in October ● 1 in March	● 1 in October ● 1 in March	● 1 in October ● 1 in April
Student-led conferences	Next Step	Next Step	Next Step

- Homework is an opportunity to practice in a risk-free environment and is not included in assessment. It should be differentiated to the needs of students.
- Classwork given during instructional time that may require completion outside of class can be used to help determine a student's level of proficiency as long as that is not the only piece of evidence being evaluated.
- Grades are determined by trending assessments through a reporting period, not by averaging summative assessments