

LEARNING FRAMEWORK RUBRIC

EcoSchool's Learning Framework Rubric outlines the big ideas (or competencies) which help students, educators and families to define and measure growth of each individual student's learning experience.



STAGES OF LEARNING

MASTERY - Exemplary progress; requires no additional support.

PROFICIENT - Proficient progress; requires minimal support.

DEVELOPING - Guided progress; requires consistent support.

BEGINNING - Minimal progress; requires significant support

GROWTH LEVELS (GL)

Growth Level Big Ideas and the accompanying rubrics highlight connections across disciplines to ensure social-emotional goals and personal success skills are measurable and transferable. Students will regularly refer back to these statements and descriptions to assess their own growth and provide evidence of their personal learning journey.

BIG IDEA: NAVIGATE CONFLICT			
STUDENT STATEMENT: I can develop skills, strategies, and emotional awareness while navigating conflicts with others.			
TARGET SKILL	STAGE OF LEARNING	TARGET SKILL	
RECOGNIZE AND PROCESS MY FEELINGS		RECOGNIZE THE FEELINGS AND PERSPECTIVES OF OTHERS	
WORK TOWARDS RESOLUTION			

RUBRIC

NAVIGATE CONFLICT							
TARGET COMPETENCY	BEGINNING		DEVELOPING		PROFICIENT	MASTERY	COMMENTS
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2	DISCOVERY LEVEL 3	DISCOVERY LEVEL 4	DISCOVERY LEVEL 5	DISCOVERY LEVEL 6	
Recognize and process my feelings	I can practice a way to calm myself (e.g., count to 10, separate myself, take a deep breath), with guidance. I can say how I feel.	With prompting, I can use a strategy to calm myself when I am feeling upset. I can identify the specific emotion(s) I am feeling. I can say why I feel what I feel.	I can use one or more strategies to calm myself when I am feeling upset. I can identify the specific emotion(s) I am feeling. With support, I can determine when I feel ready to talk to others about how I'm feeling. I can identify specific stressors or triggers that can cause me to be upset.	I can pause to notice and identify the specific emotion(s) I am feeling (e.g., What am I feeling? When did I start feeling this way? What is causing this feeling?), and I can use one or more strategies to calm myself. I can locate where in my body I feel my emotional response. I can determine when I feel ready to talk to others about how I'm feeling.	I can pause to notice and identify the specific emotion(s) I am feeling without judgment, and I can use one or more strategies to calm myself from feeling overwhelmed. I can locate where in my body I feel my emotional response. I can determine when I feel ready to talk to others about how I'm feeling, while continuing to monitor my emotional response. I can anticipate	I can pause to notice and identify the specific emotion(s) I am feeling without judgment, and I can use one or more strategies to calm myself from feeling overwhelmed. I can locate where in my body I feel my emotional response. I can determine whether my emotional response is connected to a common stressor or trigger, and take	

				I can anticipate specific stressors or triggers that can cause me to be upset.	specific stressors or triggers, and practice healthy ways to process or avoid them.	into account what I need in order to process or differentiate external factors from the current situation. I can determine when I feel ready to talk to others about how I'm feeling, while continuing to monitor my emotional response. I can anticipate specific stressors or triggers, and develop healthy practices for processing or avoiding them.	
Recognize the feelings and perspectives of others	With help, I can listen to the reasons another person is feeling upset. I can show that I am listening.	When prompted, I can listen to the reasons another person is feeling upset. With guidance, I can show my understanding of what they've said (e.g., restate, paraphrase).	I can listen and observe body language to identify how another person is feeling. I can show understanding by expressing in my own words how the other person feels and why they feel that way.	I can listen without interrupting, and observe body language, to identify the feelings and perspectives of others. I can ask clarifying questions to better understand the other person's views or feelings, and to better understand the source of the conflict. I can show understanding by expressing in my own words how the other person feels and why they feel that way.	I can practice active listening and careful observation to use verbal, physical, and/or situational cues to identify the feelings and perspectives of others. I can ask clarifying and/or exploratory questions to better understand the other person's views or feelings, the source of the conflict, and any cultural or social identity factors that might be at play (e.g., values, language, gender-related or racial power dynamics). I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.	I can practice active listening and careful observation to use verbal, physical, and/or situational cues to identify the feelings and perspectives of others. I can ask clarifying and/or exploratory questions to better understand others' views or feelings, the source of the conflict, and any cultural or social identity factors that might be at play, using wait time as needed to ensure all relevant parties have had the opportunity to share. I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved. I can work with others to fairly contextualize the conflict, differentiate intention from impact, and explain and/or validate the different experiences and/or perspectives among those involved, while surfacing interpersonal or institutional biases at play.	
Work towards resolution	I can say what happened. With guidance, I can share an idea for resolving the conflict. I can say (or show) I am sorry if/when I do something wrong	I can use "I" statements to share what happened. I can share an idea for resolving the conflict that will be fair to everyone involved.	I can use "I" statements to explain the conflict. I can work together with others to determine fair and constructive ways to address a conflict.	I can explain the conflict from multiple points of view. I can work together with others to determine and implement the most fair and constructive ways to address	I can explain the conflict from multiple points of view, and help others understand the perspective of those harmed by the conflict. I can work together with	I can explain the conflict from multiple points of view, and help others understand the perspective of those harmed by the conflict. I can work together with	

	or hurt someone.	I can say (or show) I am sorry if/when I do something wrong or hurt someone.	I can take responsibility for my actions by making amends to those I have hurt, and/or help implement a solution.	a conflict. I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.	others to determine and implement the most fair and constructive ways to address or process the conflict. I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.	others to determine and implement the most fair and constructive ways to address or process the conflict. I can help deescalate a situation by modeling, facilitating, and/or encouraging constructive language and actions in others. I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.	
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