

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.

DISCOVERY LEVELS (DL)

Discovery Level Big Ideas and the accompanying rubrics highlight connections across disciplines to ensure academic goals 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.

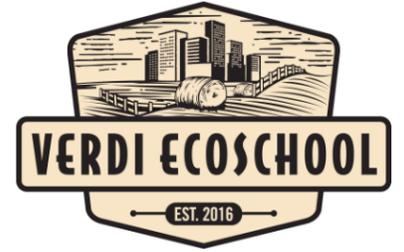
STAGES OF LEARNING

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



RUBRIC

READ CRITICALLY	
TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6
CHOOSE AND APPLY STRATEGIES TO MAKE MEANING	As I engage with a range of texts and sources that I encounter in the world (e.g., news articles, legal contracts, professional texts, advertisements, websites, books), I can use learning strategies to help me make meaning, self-monitor, and achieve my purpose.
EVALUATE THE MAIN IDEA OR THEMES	<p>I can cite the most relevant or important evidence to present the main ideas/claims/themes of a high school level story or source while succinctly summarizing its developments.</p> <p>I can critique the main idea/claim/theme, its underlying values/beliefs/theories, and its potential or actual influence on society.</p> <p>i can draw on textual evidence to discuss issues of power within and beyond the text, making connections to contemporary issues, historical events, and/or institutional structures (e.g., political, religious, cultural, racial).</p> <p>I can critique how well developments engage readers and compel readers to espouse a particular way of thinking.</p>
EVALUATE CONTEXT, POINT OF VIEW, AND PURPOSE	<p>I can draw from textual evidence to critique the values, beliefs or ideas promoted by the author, evaluating sources for credibility (when applicable).</p> <p>I can contrast the author or main characters' point of view with others, and discuss the author's intent related to inclusion of different or conflicting information or points of view, and discuss the impact on the reader's perspective.</p> <p>I can analyze examples of bias in the author's presentation of information as well as other sources by or about this author, and argue for or against the reliability and credibility of the author as a source of information.</p> <p>I can discuss how different audiences may experience this story/source differently and why.</p> <p>I can analyze the relationship between the source and the historical or contemporary context in which it was created.</p>

EXPRESS IDEAS	
TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

<p>Engage in academic discussions with others</p>	<p>I can come to the discussion having completed the prep work necessary, as well as extra reading or research on the topic or issue.</p> <p>I can co-create and follow established norms for the discussion.</p> <p>I can deepen and propel the discussion by posing insightful questions and by using specific evidence to support my perspectives or to clarify, confirm, or challenge those of others.</p> <p>I can integrate my additional reading and research by providing the group with new information, perspectives, insights, or relevant connections that build on my or others' ideas.</p> <p>I can reflect on how the reasons, evidence, insights or perspectives of others expand or evolve my thinking</p>
<p>Determine purpose and audience</p>	<p>I can determine my audience and purpose.</p> <p>I can articulate my desired impact, and anticipate the impact these ideas will have on different audiences and/or my community, and craft my message in a responsible way.</p> <p>I can generate specific ideas and strategies for tailoring my approach for my audience and purpose, and for achieving impact.</p>
<p>Choose and develop my message</p>	<p>I can develop a central message for my product/performance that connects to an important theme, idea, or issue in the world.</p> <p>I can choose the most relevant and important details, descriptions, and/or evidence to add depth or complexity to my ideas in support of my purpose (addressing conflicting or alternative ideas or perspectives when applicable).</p> <p>I can organize my ideas and supporting content to get and sustain my audience's attention while challenging or subverting their expectations and to provide the audience with an insight or implication in the conclusion/resolution.</p> <p>I can apply sophisticated elements of author's/creator's craft (e.g., artistic pacing, complex reflection, engaging dialogue) that illustrates my creativity and command of the genre, and helps amplify my message.</p>
<p>Develop craft</p>	<p>I can tinker, experiment, explore, and play, embracing the opportunity to create for its own sake and to learn from mistakes and happy accidents as I develop my unique style or approach that represents my voice and vision.</p> <p>I can move beyond convention to find new/innovative ways to use tools, conventions, and techniques and discover fresh means of expression.</p> <p>I can use precise terminology to situate my work in the larger context of my body of work and the craft itself.</p> <p>I can critique models, exemplars, and mentor works to develop a critical stance toward the craft.</p> <p>If I don't get the results I want, I can use a variety of strategies to keep myself engaged in the task until I achieve my desired results</p>
<p>Prepare the medium</p>	<p>I can choose the most effective format for my specific purpose and audience.</p> <p>Using criteria, I can source and learn from exemplars, draw inspiration, and analyze format choice relative to purpose and audience. I</p> <p>can make choices about the features of my product/ performance and use of technology that help me strengthen or elaborate my message and positively impact my specific audience.</p> <p>I can incorporate design decisions that show evidence of my original thinking.</p>
<p>Finalize, practice, or prepare</p>	
<p>Engage, respond, and reflect</p>	<p>I can engage, present, or perform for an audience, drawing on my knowledge, preparation, and experience to tailor my approach.</p> <p>I can use or adapt specific techniques or strategies that I've planned to help me achieve my purpose, making adjustments as needed to compel or connect.</p> <p>When applicable, I can respond to a range of questions with clarity and composure, selecting relevant data and supportive details that demonstrate responsiveness to my audience and help me achieve my purpose.</p> <p>I can collect and analyze feedback from my audience and/or use other relevant data or tools to determine whether my work achieved its desired impact.</p>

INVESTIGATE THROUGH INQUIRY

TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6
Frame a research question	<p>I can draw on diverse sources, including observational data, to formulate a testable/researchable question that addresses an enduring problem or issue in the field.</p> <p>I can provide a compelling rationale for the inquiry, citing relevant scientific theories or models, current academic research (including its limitations), and my own observations.</p> <p>My question challenges or advances current thinking on the topic or issue.</p>
Form a hypothesis	<p>I can formulate a testable hypothesis that accurately describes relationships between dependent and independent variables, and that is based on observations and/or scientific models, theories, or existing research.</p>
Develop and strengthen a plan	<p>I can design a detailed, replicable investigation that directly addresses my research question.</p> <p>I can identify the best available tools and methods for data collection and recording, while addressing the level of accuracy these tools and methods involve.</p> <p>I can discuss the limitations of the study's design (e.g. number of trials, cost, risk, time).</p> <p>I can give, receive, and integrate criterion referenced feedback to strengthen my plan.</p>
Collect and analyze data	<p>I can implement my data collection with precision, gathering data from multiple diverse sources or repetitions of the experiment, and avoiding errors.</p> <p>I can organize and represent my data sets using graphical displays, statistical analysis tools and functions (e.g., slope, intercept, correlation coefficient for linear fits), and other relevant technologies.</p> <p>I can use a range of tools or strategies to identify and explain important relationships among variables/factors in the data, and to make sense of disconfirming data.</p>
Share findings	<p>I can formulate an evidence-based claim about my findings, citing my data set and other relevant sources and using a formal, domainspecific language.</p> <p>I can justify my claim/s using evidence and reasoning, carefully distinguishing cause and effect and correlational relationships in the data.</p> <p>I can discuss key limitations of my research design and/or process, and possible implications for future research.</p> <p>I can follow the norms and conventions of technical writing in the field.</p>

REASON QUANTITATIVELY	
TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6
Analyze and interpret data	<p>I can use systematic methods to identify and analyze patterns and outliers in one or more data sets.</p> <p>I can draw evidence-based inferences about the data, question others' conclusions, and/or make valid and reliable evidence based claims.</p> <p>I can apply concepts of statistics and probability (e.g., slope, intercept, correlation coefficient for linear fits) to analyze and characterize data from an investigation.</p> <p>I can determine the significance of the data as it relates to a hypothesis, working explanation, or relevant theory, as well as limitations of my analysis.</p>
Model and represent mathematical information	<p>I can accurately organize and display data using organizing tools and visual displays most relevant for the type of data generated.</p> <p>I can use descriptive vocabulary and appropriate analytical tools to discuss and analyze mathematical patterns, make evidence-based claims, or evaluate others' conclusions.</p> <p>My representation of data is well-suited to a specific audience and purpose, and demonstrates insightful mathematical portrayal in a way that contributes to a deeper understanding by others.</p>
Solve problems	<p>I can identify underlying mathematical structures in a real-world problem, and gather and organize important information about the problem (e.g., assumptions, constraints, goals) to help me determine my approach.</p>

	<p>I can use relevant tools and problem-solving strategies to investigate the problem and develop a solution pathway, rather than rushing a solution attempt.</p> <p>I can develop an effective and efficient solution, and test my solution using multiple numerical cases, while attending to precision and to the meaning of quantities.</p> <p>When applicable, I can test conjectures using formal logic in connection to different representations in order to show proof.</p>
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USE SOURCES	
TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6
Select and contextualize sources	<p>I can use advanced search criteria (e.g., affiliate institutions, times cited) and advanced search methods (e.g., academic journals, phrase searching, boolean operators) and tools to identify and select relevant and credible sources that reflect multiple points of view, for my particular purpose.</p> <p>I can assess the credibility of sources to determine their reliability and usefulness for my particular purpose, and note important gaps or limitations in my sources and their implications.</p> <p>I can attend to the impacts of bias in conventional research methods, and employ methods to help me gain a more global perspective and/or culturally inclusive sources (e.g., international searches, local community research) relevant to my purpose.</p>
Use systems to organize information gathered	<p>I can choose, apply, and adapt an effective note-taking system and set of relevant digital tools to help me gather, organize, search my research materials, and systematize aspects of my research process (e.g. Google Drive, Noodlebib, Asana) to help me achieve my research goals.</p> <p>My notes are purposefully organized, judiciously taken, and include complete citations.</p>
Synthesize multiple sources	<p>I can synthesize ideas, claims, and supporting details and evidence from multiple, diverse sources, generating original insights relevant to my research question.</p> <p>I can select key ideas and details to support an argument, explanation, solution, or artistic work that attends to diverse perspectives, counterclaims, and the breadth of available evidence with integrity.</p> <p>I can cite my sources using formatting consistent with the discipline.</p>

DESIGN SOLUTIONS	
TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6
Define and explore a design challenge	<p>I can identify, define, or reframe an enduring and significant design problem that others have tried to address with limited success, using compelling, user-centered language.</p> <p>I can gather, record and analyze information to help me understand the problem, context, and stakeholders' concerns from multiple perspectives, and to articulate key design constraints.</p> <p>I can draw on multiple relevant and diverse sources to inform my research and strategically add depth to my understanding, including original user experience data that I've gathered independently or with a team.</p> <p>I can create and prioritize design criteria with critical detail and precision that minimize the impacts of trade-offs.</p>
Generate and select ideas for prototyping	<p>I can use divergent thinking processes to come up with a diverse set of ideas and concepts for solving the problem.</p> <p>I can select several realistic, diverse ideas to prototype with input from multiple stakeholders, to ensure they reflect the needs, values, or assets of the community, while attending to my design criteria and constraints.</p> <p>I can build a prototype/model that meets my design criteria and constraints, drawing on additional research, mentorship support, or my professional or academic network as needed.</p> <p>I can design my prototype in a way that enables me to test or study different variables that impact the design and its efficacy.</p> <p>I can select and use the best available materials or tools for developing the prototype.</p>
Test and iterate	<p>I can test and iterate my prototype/model in a range of contexts that represent different ways to meet diverse user needs.</p>

	<p>I can engage in improvement cycles, recording detailed data, results, and insights, and drawing input from my community, key stakeholders, and/or professional or academic networks.</p> <p>I can eliminate all significant flaws and/or limitations through testing and modification, and produce a design that is inclusive of diverse users.</p> <p>I can synthesize my findings, and reflect on the design process and implications for future iterations.</p>
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LEARN INDEPENDENTLY	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Set goals and make plans	<p>I can create or co-create SMART goal(s) and success criteria for a task or project.</p> <p>I can anticipate challenges and determine tools or processes to mitigate or avoid them, while using data to make adaptations as needed.</p> <p>I can create a detailed plan for a project or task, and establish norms, routines, and protocols to optimize my workflow.</p> <p>I can assess resources needed for successful completion, and implement progress-monitoring tools or routines.</p>
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Monitor progress and adjust	<p>I can use personal routines and daily tools to monitor my learning process and progress toward my goal.</p> <p>I can anticipate and carefully avoid distractions or issues caused by my environment or approach, making adjustments as needed.</p> <p>I can use techniques to maintain my focus, energy, and motivation in healthy ways, and/or access the resources that I need.</p> <p>I can support others around me by contributing to a positive, productive work environment.</p>
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NAVIGATE CONFLICT	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Recognize and process my feelings	<p>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 down or prevent myself from feeling overwhelmed.</p> <p>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 into account what I need in order to process or differentiate external factors from the current situation.</p> <p>I can determine when I feel ready to talk to others about how I'm feeling, while continuing to monitor my emotional response.</p> <p>I can anticipate specific stressors or triggers, and develop healthy practices for processing or avoiding them.</p>
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Recognize the feelings and perspectives of others	<p>I can practice active listening and careful observation to use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.</p> <p>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.</p> <p>I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.</p> <p>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.</p>
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Work towards resolution	<p>I can explain the conflict from multiple points of view, and help others understand the perspective of those harmed by the conflict.</p>
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	<p>I can work together with others to determine and implement the most fair and constructive ways to address or process the conflict.</p> <p>I can help deescalate a situation by modeling, facilitating, and/or encouraging constructive language and actions in others.</p> <p>I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.</p>
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LEAD TEAMS	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Build a shared purpose and clarity	<p>I can facilitate a team goal-setting process, using tools or protocols I've selected, and ensure a shared understanding of the goal and our collective purpose.</p> <p>I can work with my team to build a detailed and feasible project plan (e.g., milestones, due dates, and key tasks, roles).</p> <p>I can lead the team in assessing our readiness for the project, as well as assessing resources needed and establishing processes for monitoring our progress individually and collectively.</p>
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Mobilize the team to work effectively	<p>I can facilitate a role identification and matching process to make sure each teammate is set up for success.</p> <p>I can regularly check in to see how my teammates are feeling and progressing, use criteria to give feedback, and norms, routines, and tools to optimize our collaboration.</p> <p>I can support and encourage team members in personalized ways, while creating ongoing, meaningful team-building opportunities.</p> <p>I can use data to monitor progress and make adjustments as needed, reiterating shared expectations and goals..</p>
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Manage challenging issues	<p>I can anticipate issues or complexities, based on my assessment of the team, project, or project parameters, and implement a prevention strategy.</p> <p>If I notice a problem or problem pattern, I can gather and analyze diverse data to determine the root cause(s).</p> <p>I can work with others to come up with several strategies for solving the problem or mitigating its impact, while effectively engaging and communicating with the team.</p> <p>I can engage in or facilitate difficult conversations with team members to resolve conflict.</p>
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Reflect on learning and leadership	<p>As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</p> <p>I can create structured opportunities for team expressions of support, acknowledgement, or praise.</p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership, as well as specific next steps I can take to build my skills or strategies in this area.</p>
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BUILD NETWORKS	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Initiate purposeful connections	<p>I can purposefully participate in diverse formal and informal networks of people who have interests, perspectives, experiences, or strengths that I can learn from.</p> <p>When opportunities arise, I can respectfully initiate contact with key individuals who could serve as a resource to me that relates to one of my goals, or with whom I may have a mutual interest.</p> <p>I can make a specific, reasonable request and respond to their reply with appreciation and understanding.</p>
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Nurture and sustain relationships	<p>I can use systems or tools to keep track of friends, colleagues, and acquaintances in my networks, and reach out periodically to stay in touch.</p> <p>I can respond when I notice someone around me needs help, while balancing personal and professional boundaries.</p>
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	I can develop a practice of reaching out to people in my life to acknowledge important life moments (e.g., birthdays, losses, life transitions) with thoughtful messages or acts of kindness.
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SUSTAIN WELLNESS	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Understand my identity	<p>I can articulate multiple aspects of my identity, how they are expressed in my life and relationships, and how different aspects of my identity intersect and have evolved over time and with pivotal life experiences or decisions.</p> <p>I can examine and confront stereotypes that relate to aspects of my identity, and begin to pursue ways I could make contributions to the literary traditions, research, and/or seminal works of my cultural background. I can regularly practice ways to celebrate, express, and/or explore aspects of my identity with others, based on how my needs and interests evolve over time.</p>
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Practice positivity and gratitude	<p>I can regularly reflect on a range of things I'm grateful for from different aspects of my life.</p> <p>I can regularly express appreciation of positive things I notice or experience in others.</p> <p>I can reflect on something I appreciate about myself and/or that I have recently done well.</p> <p>I can identify the positive opportunity in a new or difficult situation, and practice positive self-talk.</p>
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Advocate for myself	<p>I can prioritize positive, healthy relationships and employ strategies to improve or minimize the impact of difficult and necessary relationships.</p> <p>I can build my knowledge and relationships with key individuals to help me advocate for my needs and interests effectively.</p> <p>If I feel unsafe or treated unfairly, I can take action promptly and escalate the issue if needed through proper channels.</p> <p>I can monitor my own physical and mental health and promptly seek out the resources, trusted adults, or experts who can help me whenever I need it.</p>
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Build physical health	<p>I can engage in physical activity that aligns to my goals or interests, and/or gives me a way to express an aspect of my identity.</p> <p>I can use data and self-knowledge to design and share with others an exercise program that supports specific physical and mental health goals.</p> <p>I can develop and implement a plan for overcoming a new physical challenge, and I can monitor and reflect on my progress.</p> <p>I can use my own approach to physical challenges to assist and coach others.</p>
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Build life practices that foster health and wellness	<p>I can develop and implement healthy routines in my life that help me achieve my goals related to exercise, nutrition, sleep, social engagement, and financial independence.</p> <p>I can monitor my own overall sense of wellness, recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors, and implement strategies to help me avoid them and/or build circles of relational support.</p> <p>I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> <p>I can investigate which foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars) and follow a dietary plan to optimize my health.</p>
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ENGAGE AS A CITIZEN	
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TARGET COMPETENCY	MASTERY
	DISCOVERY LEVEL 6

Participate in community	<p>I can develop and practice a set of personal strategies and commitments for building my own cultural and historical knowledge across lines of difference, and for promoting fairness, inclusivity, and appreciation for difference in both personal and professional contexts.</p> <p>I can develop a practice of acknowledging the value of the contributions and perspectives of those from a cultural identity different from my own.</p>
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	<p>I can encourage and participate in the formation of culturally diverse teams to ensure representation and to create opportunities to leverage the strengths in diversity.</p> <p>I can notice when one or more differences might lead to misunderstanding or discomfort in the group, and I can make or encourage adjustments to ensure inclusivity.</p>
Investigate enduring problems	<p>I can evaluate the historical and contemporary roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power for solving the problem.</p> <p>I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions and effective strategies for facilitating change.</p> <p>I can synthesize key insights and cautionary or inspirational lessons that can be drawn from my investigation.</p>
Take action to improve my community	<p>Drawing on insights from my investigation, I can come up with a plan that engages multiple stakeholder groups, including community leaders, elders, and others beyond the local community (e.g. government officials and private sector entities), in solving the problem or improving the situation.</p> <p>My actions taken are positive, constructive, and embody the values of my community.</p> <p>I can reflect on key learnings through the experience, and evaluate the impact of my actions on the problem, the effectiveness of my strategy, and the steps that different stakeholders should take to continue to impact or resolve the problem</p>