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.
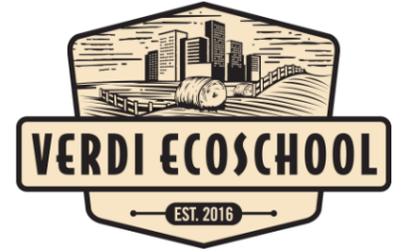
STAGES OF LEARNING
MASTERY - Exemplary progress; requires no additional support.
PROFICIENT - Proficient progress; requires minimal support.
DEVELOPING - Guided progress; requires consistent support.
BEGINNING - Minimal progress; requires significant support.

RUBRIC

READ CRITICALLY	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
CHOOSE AND APPLY STRATEGIES TO MAKE MEANING	As I engage with middle or high school-level texts and other sources, I can use learning strategies to help me make meaning, self-monitor, and achieve my purpose (e.g., identify bias through questioning, draw key lessons for a book discussion by determining importance).
EVALUATE THE MAIN IDEA OR THEMES	I can cite the most relevant and important evidence to summarize the story/source and explain the main idea/claim/theme. I can take a position about the main idea/claim/theme and its underlying values/beliefs/theories. I can draw on textual evidence, as well as personal experience or historical or contemporary issues/events, to defend my position. I can use evidence to analyze how well the main idea/claim/theme was developed through the content/plot/characters.
EVALUATE CONTEXT, POINT OF VIEW, AND PURPOSE	I can draw from textual evidence to analyze which values, beliefs, or ideas the author is trying to get me to agree with, evaluating sources for credibility (when applicable). I can contrast the author or main characters' point of view with other points of view presented, excluded or misrepresented by the source. I can analyze examples of bias in the author's presentation of information, and assess the reliability of the author as a source. I can discuss how different audiences may experience this story/source differently from me and why.
EVALUATE CRAFT	I can use examples to evaluate the most impactful techniques (e.g., rhetorical devices) used by the author to focus my attention, influence the way I think or feel , and advance a certain point of view. I can analyze how well the organizing structure

EXPRESS IDEAS
PROFICIENT

TARGET COMPETENCY	DISCOVERY LEVEL 5
Engage in academic discussions with others	I can come prepared to the discussion. I can follow established norms for the discussion. I can pose one or more questions to get more information about other people's ideas. I can use evidence to support my perspectives or to clarify, confirm, or challenge those of others. I can reflect on how the reasons or evidence provided by others inform or change the way I am thinking.
Determine purpose and audience	I can determine my audience and purpose. I can articulate the impact I hope to have on my audience. I can generate specific ideas for tailoring my message, format, or delivery for my audience and purpose, and for achieving my desired impact.
Choose and develop my message	I can develop a central message for my product/performance that connects to an important theme, idea, or issue in the world. I can choose the most relevant or meaningful and important details, descriptions, and/or evidence to develop my ideas in support of my purpose, addressing conflicting or alternative ideas or perspectives (when applicable). I can organize my ideas and supporting content, get and sustain my audience's attention while encouraging them to think differently about familiar ideas, and provide my audience with a memorable conclusion/resolution. I can apply elements of author's/creator's craft (e.g., rhetorical devices, foreshadowing, dialogue, cinematic techniques) that help amplify my message for my audience.
Develop craft	I can play, tinker, and experiment with materials, tools, and techniques to develop a unique style or approach that represents my own voice and vision. I can adapt tools, conventions, and techniques to new/innovative uses. I can use precise terminology to describe the process I used and justify the choices I made, and demonstrate the process to others. I can critique models, exemplars, and mentor works to develop a critical stance toward the craft. If I don't get the results I want, I can use a variety of strategies to keep myself engaged in the tas
Prepare the medium	I can choose the most effective format for my specific purpose and audience. Using criteria, I can learn from high-quality examples and get ideas for specific aspects of my product/performance. I 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.
Finalize, practice, or prepare	I can solicit general as well as targeted feedback based on my self-assessment, and selectively integrate feedback to improve my product/performance for my specific audience and purpose. I can edit my final product to ensure it follows conventions and standards consistent with the professional world, or breaks from standard conventions for a specific purpose or effect. I can participate in sufficient practice or rehearsal rounds to ensure a high quality performance, make adjustments to prepare for my performance, and ensure supporting technologies, supplies, and materials are ready (when applicable).
Engage, respond, and reflect	I can engage, present, or perform for an audience, drawing on my knowledge and preparation to tailor my approach. I can use specific techniques or strategies that I've planned to help me achieve my purpose. When applicable, I can respond to a range of questions with clarity, selecting relevant data and supportive details. I can use criteria to evaluate my process, product, and/or presentation to identify areas of strength and areas for improvement.

INVESTIGATE THROUGH INQUIRY

TARGET COMPETENCY	PROFICIENT
	DISCOVERY LEVEL 5
Frame a research question	I can use observations to come up with a testable/researchable question that addresses the problem or issue I am investigating.
	I can cite one or more relevant sources that I've used to explore the problem or topic, and provide a rationale for the inquiry in a way that shows my depth of knowledge on the topic.
Form a hypothesis	I can formulate a testable hypothesis that accurately describes relationships between dependent and independent variables.
Develop and strengthen a plan	I can create a detailed and complete step-by-step action plan (e.g., lab procedures, primary research methods) that directly addresses my research question.
	I can identify the best available tools and methods for data collection and recording.
	I can give, receive, and integrate criterion referenced feedback to strengthen my plan.
Collect and analyze data	I can implement my data collection plan, while avoiding significant data collection errors.
	I can organize and represent my data using graphical displays, relevant digital tools, and basic mathematical analysis (e.g., mean, median, mode, variability).
	I can use a range of tools or strategies to identify and explain important relationships among variables/factors in the data.
Share findings	I can formulate an evidence-based claim about my findings, citing my data set and other relevant sources and using a formal, domain-specific language.
	I can present my ideas in a logical order, while following formatting and citation norms for my final product (e.g., MLA, APA).
	I can identify and discuss key limitations of my research design (e.g., single trial) or process (e.g., measurement error).

REASON QUANTITATIVELY	
TARGET COMPETENCY	PROFICIENT
	DISCOVERY LEVEL 5
Analyze and interpret data	I can analyze data sets involving linear or nonlinear relationships, and use details about the data to explain relationships among variables.
	I can draw evidence-based inferences about the data to support a claim.
Model and represent mathematical information	I can accurately organize and display data using tables, charts, and/or graphs in print and electronic form, in order to represent either linear or nonlinear relationships.
	I can use descriptive vocabulary and appropriate analytical tools (e.g. best-fit functions, measures of central tendency) to discuss and analyze mathematical patterns.
Solve problems	I can identify underlying mathematical structures in a real-world problem, organize important information, and identify additional information that would be helpful.
	I can apply one or more problem-solving strategies to build an effective and efficient solution, and test my solution using multiple numerical cases.
	I can make any needed corrections so that my solution is reasonable and free from computational errors.

USE SOURCES	
TARGET COMPETENCY	PROFICIENT
	DISCOVERY LEVEL 5
Select and	I can use criteria, relevant search methods, and tools to identify relevant and credible sources reflecting multiple points of view, for my particular purpose.

contextualize sources	I can assess the credibility of sources to determine their reliability and usefulness for my particular purpose, and note important gaps or limitations.
Use systems to organize information gathered	I can choose and apply an effective note taking system to help me gather, organize, and easily search important information across multiple sources to support my research purpose. My notes are organized in a purposeful way (e.g., distinguish between paraphrases, quotations, summaries, and personal thoughts) and include complete citations.
Synthesize multiple sources	I can synthesize ideas, claims, and supporting details and evidence from multiple, diverse sources. 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. I can cite my sources using formatting consistent with the discipline.

DESIGN SOLUTIONS	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Define and explore a design challenge	I can identify, define, or reframe an enduring and significant design problem. I can gather, record, and analyze information to help me understand the problem and its context from multiple perspectives, and to articulate key design constraints. I can draw on multiple relevant and diverse sources to inform my research, including original user experience data. I can create and prioritize detailed design criteria, while acknowledging important tradeoffs.
Generate and select ideas for prototyping	I can use divergent thinking processes to come up with a diverse set of ideas and concepts for solving the problem. I can select several realistic ideas to prototype with input from multiple stakeholders, to ensure they reflect the needs of the community, while attending to my design criteria and constraints. I can build a prototype/model that meets my design criteria and constraints, drawing on additional research or mentorship support as needed. I can design my prototype in a way that enables me to test or study different variables that impact the design. I can select and use the best available materials or tools for developing the prototype.
Test and iterate	I can test and iterate my prototype/model in different contexts with diverse users. I can engage in improvement cycles, recording detailed data, results, and key insights. I can eliminate one or more significant flaws and/or limitations through testing and modification, and produce a design that is inclusive of diverse users. I can synthesize my findings, and reflect on the design process and implications for future iterations.

LEARN INDEPENDENTLY	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Set goals and make plans	I can create or co-create SMART goal(s) and success criteria for a task or project. I can anticipate challenges (e.g., limited resources, interpersonal or cultural "misses," decision-making protocols) and determine tools or processes to mitigate or avoid them.

	I can create a detailed plan for our project or task that breaks down the work in a detailed way.
	I can assess resources needed for successful completion, and implement progress- monitoring tools or routines.
Monitor progress and adjust	I can use personal routines and daily tools to monitor my learning process and progress toward my goal.
	If I get stuck or distracted, I can recognize it quickly, and generate ideas about how to change my approach, environment, or get help.
	I can implement helpful change(s) and make additional adjustments as needed.
	I can support others around me by contributing to a positive, productive work environment.

NAVIGATE CONFLICT	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Recognize and process my feelings	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.
	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 specific stressors or triggers, and practice healthy ways to process or avoid them.
Recognize the feelings and perspectives of others	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.
Work towards resolution	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 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.

LEAD TEAMS	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Build a shared purpose and clarity	I can facilitate a team goal- setting process, using tools or protocols I've selected, and ensure a shared understanding of the goal.
	I can work with my team to build a project plan that includes milestones, due dates, and key tasks by role.
	I can lead the team in assessing resources needed (e.g., time, people, equipment) for successful completion.
Mobilize the team to work effectively	I can facilitate a role identification and matching process to make sure each teammate is set up for success.
	I can regularly check in to see how my teammates are feeling and progressing, use criteria to give feedback.
	I can support and encourage team members.
	I can use data (e.g., progress data, team input) to monitor and make adjustments as needed, while reiterating shared expectations and goals.

Manage challenging issues	If I notice a problem or problem pattern, I can gather and analyze diverse data to determine the root cause(s) (e.g., observation, discussion with team members).
	I can work with others to come up with several strategies for solving the problem, and select and implement the most promising solution or approach.
	If we can't solve the problem, I can get advice or help from a trusted adult or peer.
Reflect on learning and leadership	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.
	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.

BUILD NETWORKS	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Initiate purposeful connections	I can intentionally initiate new relationships with others who have interests, perspectives, or strengths that I can learn from.
	When opportunities arise, I can safely participate in experiences that help me meet new people with shared interests.
Nurture and sustain relationships	I notice when someone around me needs help, and I can initiate a conversation, listen attentively, offer my help, or find someone whom I think can help them.
	I can engage in regular acts of kindness to show my friends that I care.

SUSTAIN WELLNESS	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Understand my identity	I can articulate multiple aspects of my identity, how they are expressed in my life, and how different aspects of my identity intersect and impact one another.
	I can examine a stereotype that relates to aspects of my identity, and counter it with truths about my life and experiences.
	I can practice and reflect on ways to celebrate, express, or further explore one or more aspects of my identity.
Practice positivity and gratitude	I can regularly reflect on a range of things I'm grateful for from different aspects of my life.
	I can regularly express appreciation of positive things I notice or experience in others.
	I can reflect on something I appreciate about myself and/or that I have recently done well.
	I can identify the positive opportunity in a new or difficult situation, and practice positive self-talk.
Advocate for myself	I can regularly reflect on and evaluate my relationships, and I can make needed changes to help me stay in a more positive environment.
	I can build my knowledge to help me advocate for my needs and interests clearly and effectively.
	If I feel unsafe or treated unfairly, I can take action promptly.
	If/when I don't feel well physically or emotionally (e.g., anxious, intensely stressed, depressed), I can promptly seek out the resources, trusted adults, or experts who can help me.
Build physical health	I can engage in active play, sports, or exercise on my own or with others.
	I can design and implement a program to address one or more goals or areas of weakness based on the results of a health-related fitness assessment.

	I can analyze and explore the connections between fitness and overall physical and mental health in my own life.
	I can develop a plan for overcoming a new physical challenge
Build life practices that foster health and wellness	I can set a personal goal related to exercise, nutrition, or sleep, and implement one or more new strategies or routines to help me achieve my goal.
	I can recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors.
	I can regularly invest time in the relationships and activities that make me feel joy, pride or a sense of purpose.
	I can investigate which specific foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars, gluten), and I can actively try to avoid them.

ENGAGE AS A CITIZEN	
TARGET COMPETENCY	**PROFICIENT**
	DISCOVERY LEVEL 5
Participate in community	I can develop and practice a set of personal strategies for promoting fairness, inclusivity, and appreciation for difference in a range of social or cultural contexts.
	I can practice opportunities to acknowledge the unique value of someone's contributions that stem from a perspective, life experience, or cultural identity different from my own.
	I can recognize and reflect on an experience when cultural differences in a group or team create benefit to the group.
	I can notice when one or more differences (e.g., related to identity, culture, language, life experience, ability) might lead to misunderstanding or discomfort in the group, and I can make or encourage adjustments to ensure inclusivity.
Investigate enduring problems	I can evaluate the roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of power for solving the problem.
	I can study similar change efforts to help me identify viable solutions to the problem, and analyze how different solutions involve and impact different parties.
	I can synthesize key insights that can be drawn from my investigation.
Take action to improve my community	Drawing on insights from my investigation, I can come up with a plan that engages multiple stakeholder groups, including community leaders, elders, and other officials, in solving the problem or improving the situation.
	My actions taken are positive, constructive, and advance the values of my community.
	I can reflect on key learnings through implementation, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, and what next steps I or others could take.