

# 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: LEAD TEAMS			
STUDENT STATEMENT: I can effectively lead teams with clarity, purpose and care.			
TARGET SKILL	STAGE OF LEARNING	TARGET SKILL	
BUILD A SHARED PURPOSE AND CLARITY		MANAGE CHALLENGING ISSUES	
MOBILIZE THE TEAM TO WORK EFFECTIVELY		REFLECT ON LEARNING AND LEADERSHIP	

# RUBRIC

LEAD TEAMS							
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	
<b>Build a shared purpose and clarity</b>	With guidance, I can help create a common goal.	I can help create a common goal. With guidance, I can explain the goal and what we hope to accomplish.	I can facilitate a team goal-setting process, using tools or information provided. I can work with my team to set a timeframe for our project.	I can facilitate a team goal-setting process, using tools or information provided, and ensure a shared understanding of the goal.  I can work with my team to define key milestones and set due dates for each milestone.	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.	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.  I can work with my team to build a detailed and feasible project plan (e.g., milestones, due dates, and key tasks, roles).  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.	
<b>Mobilize the team to work effectively</b>	With guidance, I can help make sure we each understand our special job/role.	I can make sure each teammate understands their role or job before we begin.  I can check in to see how my teammates are doing and if anyone needs help.	I can facilitate a process to make sure each team member has a role in which they can be successful.  I can check in to see how my teammates are doing, and use criteria to give feedback.	I can facilitate a role identification and matching process to make sure each teammate is set up for success.  I can check in to see how my teammates are doing, and I can use criteria to give specific, affirming, and actionable feedback.  I can support and encourage team members.	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.	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, and norms, routines, and tools to optimize our collaboration.  I can support and encourage team members in personalized ways, while creating ongoing, meaningful team-building opportunities.  I can use data to monitor progress and make adjustments as needed, reiterating shared expectations and goals..	
<b>Manage challenging issues</b>	With guidance, I can stop and think about how we're doing as a team.  If something isn't working right or we get stuck, we can ask for help from our teacher.	If I notice a problem, I can think about a helpful way to solve it.  If we can't solve it together, I can ask my teacher for help.	If I notice a problem, I can analyze it to figure out its cause.  I can work with others to determine and implement a solution or approach to try.  If we can't solve it together, I can ask my teacher for help.	If I notice a problem or problem pattern, I can gather and analyze key data to determine the root cause(s).  I can work with others to determine and implement a solution or approach.  If we can't solve the problem, I can get advice or help from a trusted adult or peer.	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.	I can anticipate issues or complexities, based on my assessment of the team, project, or project parameters, and implement a prevention strategy.  If I notice a problem or problem pattern, I can gather and analyze diverse data to determine the root cause(s).  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.  I can engage in or facilitate difficult conversations with team members to resolve conflict.	
<b>Reflect on learning and leadership</b>	At the end of our project, I can say what I learned.  I can explain what I liked	As a team, we can talk about how well we did, and things we can do better next time.	As a team, we can identify strengths in our final product or process of working together.	As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our	As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our	As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our	

	and/or didn't like about our project.	As the leader, I can think about how well I led the team, and what I could do better next time.	<p>We can identify several changes we would make if we could do the project again.</p> <p>As the leader, I can use specific examples or data from the project to identify strengths and area of growth.</p>	<p>process of working together.</p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership (e.g., communication, decision-making, problem solving, team-building, project management).</p>	<p>process of working together.</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>	<p>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>	
--	---------------------------------------	---	---	--	--	--	--