

# 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: ENGAGE AS A CITIZEN			
STUDENT STATEMENT: I can participate in my community, build my civic knowledge, and take action to improve my community.			
TARGET SKILL	STAGE OF LEARNING	TARGET SKILL	STAGE OF LEARNING
PARTICIPATE IN COMMUNITY		INVESTIGATE ENDURING PROBLEMS	
TAKE ACTION TO IMPROVE MY COMMUNITY		SELF CARE	

# RUBRIC

ENGAGE AS A CITIZEN							
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>Participate in community</b>	With guidance, I can learn and practice one or more ways to help make those around me feel welcome.	<p>I can help lead or participate in an activity with others in a way that ensures each person is included and treated with fairness.</p> <p>I can reflect on what worked well, and what could be done differently next time to make sure everyone felt included and treated fairly.</p>	<p>I can plan and implement specific ways to lead or participate in an activity or project with others in a way that promotes a sense of fairness, belonging, and an appreciation for different ideas or points of view (e.g., norms, initial framing, reminders, structured opportunities for everyone to share or contribute).</p> <p>I can reflect on what worked well and what could be improved.</p>	<p>I can develop and practice a set of personal strategies for helping to promote fairness, belonging, and appreciation for difference among my different peer groups (e.g., classmates, extracurriculars, sports teams).</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>I can recognize and reflect on an experience when cultural</p>	<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>	

					<p>differences in a group or team create benefit to the group.</p> <p>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.</p>	<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>	
<b>Investigate enduring problems</b>	<p>I can learn about different ways to solve the problem.</p>	<p>I can learn about different ways to solve the problem.</p> <p>I can talk about (or show) the different roles (e.g., teacher, parents, classmates, principal) that could help solve the problem in different ways.</p>	<p>I can learn about the different roles of government and community groups/members as it relates to the problem.</p> <p>I can learn about possible solutions to the problem, and what roles different parties would play in solving the problem.</p>	<p>I can learn about the different roles of government, businesses, and community groups/members as it relates to the problem, and examine different levers of power for making change.</p> <p>I can learn about possible solutions to the problem, and analyze how different solutions involve and impact different parties.</p> <p>I can synthesize the main lessons that can be drawn from my investigation.</p>	<p>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.</p> <p>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.</p> <p>I can synthesize key insights that can be drawn from my investigation.</p>	<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>	
<b>Take action to improve my community</b>	<p>With guidance, I can take steps to solve the problem.</p> <p>I can reflect on how well it worked out.</p>	<p>I can come up with a plan for how I can help solve the problem or improve the issue.</p> <p>With guidance, I can take action to help others, by implementing my plan.</p> <p>I can reflect on what I learned through implementation of my plan, and how my actions impacted the situation.</p>	<p>Drawing on insights from my investigation, I can come up with a plan for solving the problem or improving the situation for specific community members.</p> <p>My actions taken are positive and constructive.</p> <p>I can reflect on what I learned through implementation, how my actions impacted the situation, and what next steps I could take.</p>	<p>Drawing on insights from my investigation, I can come up with a plan that engages other stakeholders in solving the problem or improving the situation.</p> <p>My actions taken are positive, constructive, and demonstrate my understanding of my community.</p> <p>I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others could take.</p>	<p>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.</p> <p>My actions taken are positive, constructive, and advance the values of my community.</p> <p>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.</p>	<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</p>	

						effectiveness of my strategy, and the steps that different stakeholders should take to continue to impact or resolve the problem	
--	--	--	--	--	--	--	--