

# 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: LEARN INDEPENDENTLY   |                   |                             |                   |
|---|-------------------|-----------------------------|-------------------|
| STUDENT STATEMENT:<br>I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal. |                   |                             |                   |
| TARGET SKILL  | STAGE OF LEARNING | TARGET SKILL                | STAGE OF LEARNING |
| SET GOALS AND MAKE PLANS  |                   | MONITOR PROGRESS AND ADJUST |                   |

# RUBRIC

| LEARN INDEPENDENTLY             |  |  |   |  |  |   |          |
|---------------------------------|--|--|---|--|--|---|----------|
| 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>Set goals and make plans</b> | With guidance, I can set a goal and determine the steps to reach the goal. | I can set a goal for a specific task or project.<br><br>With guidance, I can create a step-by-step plan to achieve the goal. | I can create or co-create a SMART goal for a task or project, and describe success criteria in my own words.<br><br>I can create a detailed plan for a project or task that breaks down the work into key milestones and dates. | I can create or co-create a SMART goal for a task or project, and describe success criteria in my own words.<br><br>I can create a detailed plan for a project or task that breaks down the work in a detailed way, such as: milestones, dates, tasks and task owner/s, and estimated times.<br><br>I can assess resources needed for successful completion (e.g., time, people, equipment). | I can create or co-create SMART goal(s) and success criteria for a task or project.<br><br>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.<br><br>I can create a detailed plan for our project or task that breaks down the work in a detailed way.<br><br>I can assess resources | I can create or co-create SMART goal(s) and success criteria for a task or project.<br><br>I can anticipate challenges and determine tools or processes to mitigate or avoid them, while using data to make adaptations as needed.<br><br>I can create a detailed plan for a project or task, and establish norms, routines, and protocols to optimize my workflow.<br><br>I can assess resources |          |

|                                    |  |   |   |  |   |  |  |
|------------------------------------|--|---|---|--|---|--|--|
|                                    |  |   |   |  | needed for successful completion, and implement progress-monitoring tools or routines.  | needed for successful completion, and implement progress-monitoring tools or routines.   |  |
| <b>Monitor progress and adjust</b> | <p>With guidance, I can stop to check in with myself and see how I'm doing.</p> <p>With guidance, I can make one change that will help me reach my goal.</p> | <p>With prompting or support, I can stop to ask myself how I'm doing. Am I stuck? Do I need anything? Am I closer to my goal?</p> <p>With guidance, I can choose and make a helpful change.</p> | <p>I can pause to reflect on my learning process and progress toward my goal.</p> <p>I can choose and make a helpful change. If/when I get stuck, I can ask for help in a positive way.</p> | <p>I can regularly pause to reflect on my learning process and progress toward my goal.</p> <p>If I get stuck or distracted, I can recognize it quickly, and generate ideas about how to change my approach, environment, or get help.</p> <p>I can implement helpful change(s) and make additional adjustments as needed.</p> | <p>I can use personal routines and daily tools to monitor my learning process and progress toward my goal.</p> <p>If I get stuck or distracted, I can recognize it quickly, and generate ideas about how to change my approach, environment, or get help.</p> <p>I can implement helpful change(s) and make additional adjustments as needed.</p> <p>I can support others around me by contributing to a positive, productive work environment.</p> | <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> |  |