

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: BUILD NETWORKS			
STUDENT STATEMENT: I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.			
TARGET SKILL	STAGE OF LEARNING	TARGET SKILL	STAGE OF LEARNING
INITIATE PURPOSEFUL CONNECTIONS		NURTURE AND SUSTAIN RELATIONSHIPS	

RUBRIC

BUILD NETWORKS							
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	
Initiate purposeful connections	In a safe setting, I can greet and play with other kids I don't know well.	With guidance, I can introduce myself to a new classmate or playmate whom I haven't met before.	I can kindly ask a classmate or teacher for help on something that I have noticed she or he knows how to do well.	I can intentionally initiate new relationships with peers who share my interests, as well as with peers who have different backgrounds or interests from mine. I can go out of my way to make sure someone feels included.	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.	I can purposefully participate in diverse formal and informal networks of people who have interests, perspectives, experiences, or strengths that I can learn from. 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. I can make a specific, reasonable request and respond to their reply with appreciation and understanding.	

<p>Nurture and sustain relationships</p>	<p>I can share my things (e.g., toys, supplies, snacks) with new friends.</p> <p>I can do something nice for a friend.</p>	<p>With guidance, I can invite a new friend to play a game or do an activity with me.</p> <p>I can share my toys or supplies with others.</p>	<p>I notice when a classmate or friend needs help, and I can offer my help to them, or find someone whom I think can help them.</p>	<p>I notice when someone around me needs help, and I can initiate a conversation, listen attentively, offer my help, and/or find someone whom I think can help them.</p>	<p>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.</p> <p>I can engage in regular acts of kindness to show my friends that I care.</p>	<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> <p>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.</p>	
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