

# 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	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<b>CHOOSE AND APPLY STRATEGIES TO MAKE MEANING</b>	With guidance, I can make a connection between the story/source and my own life, ideas, or wonders.	I can make connections between the story/source and my own life, ideas or wonders.  With guidance, I can choose a fix-up strategy to help me if I get stuck (e.g., reread, use pictures or headings, read the words before and after)
<b>EVALUATE THE MAIN IDEA OR THEMES</b>	I can give a summary of what the story/source is about.	I can give a summary of what the story/source is about.  I can share my opinion about the main idea/topic/theme, and talk about or show how it connects to my own ideas and experiences.
<b>EVALUATE CONTEXT, POINT OF VIEW, AND PURPOSE</b>	I can share why I think the author created this story/source.	I can share my ideas about why the author created this story/source (e.g., persuade, inform, entertain).  In stories, I can share reasons why the main character does or says things like I do (or unlike I do).
<b>EVALUATE CRAFT</b>	With guidance, I can notice when the author made something stand out.  I can share if it helped me or not.	I can look for ways the author/creator made something from the story/source stand out (e.g., bold text, something within a picture).  I can talk about or show why I think they did that, and if it helped me or not.

EXPRESS IDEAS		
TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2

<b>Engage in academic discussions with others</b>	When it's my turn, I can share what I think about the topic, or ask questions of my own.	I can come to the discussion ready to share.  When it's my turn, I can share what I think about the topic, respond to others' comments, or ask questions of my own.  I can respectfully listen without interrupting when others are speaking.
<b>Determine purpose and audience</b>	With guidance, I can decide what I want to share and why it is important to me.	I can say who my audience is and why what I want to share is important.
<b>Choose and develop my message</b>	I can choose the main thing I want to share about.  I can choose the details I want to share.  I can put the details in the order that makes sense.	I can choose the details I want to share.  I can put the details in order.  I can choose details that get my audience's attention.
<b>Develop craft</b>	With guidance, I can play, tinker, and experiment with materials, tools, and techniques for sharing my ideas.	I can play, tinker, and experiment with materials, tools, and foundational techniques to explore.  I can observe models and mentor works to prepare for my own work.  If I don't get the results I want, I can keep trying with support.
<b>Prepare the medium</b>	With guidance, I can create a draft.	With guidance, I can choose the best way to share my message with my audience (i.e., speaking, writing, showing).  With guidance, I can learn from an example to get ideas for my own product or performance.
<b>Finalize, practice, or prepare</b>	I can use feedback to improve my work.	With guidance, I can use criteria to identify areas for improvement.  I can use feedback to improve my work.  I can make sure I've used complete sentences and punctuation in my speaking or writing.
<b>Engage, respond, and reflect</b>	I can share my ideas or work with others.  With guidance, I can think about one thing I did well, and one thing I could improve for next time.	I can present or perform for an audience.  I can reflect on what I did well, and identify one or more things I could improve for next time.

<b>INVESTIGATE THROUGH INQUIRY</b>		
<b>TARGET COMPETENCY</b>	<b>BEGINNING</b>	
	<b>DISCOVERY LEVEL 1</b>	<b>DISCOVERY LEVEL 2</b>
<b>Frame a research question</b>	Working together, I can notice things around me and ask questions about the way something works.	With guidance, I can notice things around me and then come up with a question that will help me learn more about a topic or about the way something works.
<b>Form a hypothesis</b>	I can come up with ideas about why I think it works the way it does.	I can guess what I think will happen.
<b>Develop and strengthen a plan</b>	Working together, I can help create a step-by-step plan to help me gather new information to help us answer our question.  We can review our plan and make improvements to it together.	With guidance, I can create a step-by-step plan to help me gather new information to help answer my question.  I can use feedback to help me improve my plan.
<b>Collect and analyze data</b>	Working together, we can follow our plan to gather data and record it.	I can follow my plan and record new information (e.g., observations, thoughts, ideas, using words or pictures).

		With guidance, I can notice and discuss important or interesting details in the new information.
<b>Share findings</b>	Working together, we can use details from our observations to answer our question. I can talk about what I learned from our experience.	With guidance, I can use details from my observations to help answer my question. I can explain what I learned from this inquiry process. I can share my findings orally or using pictures that I've organized in a purposeful way.

<b>REASON QUANTITATIVELY</b>
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TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<b>Analyze and interpret data</b>	I can describe the patterns I see in a source of information.	I can describe the patterns I see in a data set. I can explain or show what I think it means and why.
<b>Model and represent mathematical information</b>	I can draw a picture that shows what I think the data means.	I can record what I see, and use and share pictures to explain my observations.
<b>Solve problems</b>	I can explain the problem in my own words. I can try a way to solve it.	I can rephrase a problem in my own words (or gestures), and ask questions about the problem that help me break it down into smaller parts.  I can try using a strategy (experimenting, tinkering, pattern detection, visualizing, conjecture, inventing) to come up with a solution.  I can explain or show my approach.

<b>USE SOURCES</b>
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TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<b>Select and contextualize sources</b>	I can choose a story or source to read or watch. With guidance, I can ask questions about the author or illustrator.	With guidance, I can choose a story or source that relates to a topic or question of interest. With guidance, I can pose questions to learn about the author/creator and how the story or source was created.
<b>Use systems to organize information gathered</b>	With guidance, I can use pictures or notes to help me remember something important.	I can use pictures or words to note the key information that I have identified from a source.
<b>Synthesize multiple sources</b>	With guidance, I can share something I learned that I didn't know before.	I can share what I learned about the topic from the source.

<b>DESIGN SOLUTIONS</b>
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TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2

<b>Define and explore a design challenge</b>	<p>I can work with others to notice and describe something around us that isn't working well and that could be improved.</p> <p>We can work together to create criteria for how well we can solve the problem.</p>	<p>I can identify and define a design problem or challenge.</p> <p>I can use information provided to help me understand the problem, and I can explain the problem and its importance in my own words.</p> <p>With guidance, I can create criteria for a successful design solution.</p>
<b>Generate and select ideas for prototyping</b>	<p>I can work with others to make a list of possible ways to solve the problem, and pick one idea to try.</p> <p>I can work with others to build one prototype/model that aims to meet our success criteria.</p>	<p>I can come up with a list of different ways to solve the problem.</p> <p>I can select one realistic idea from the list that I plan to test out.</p> <p>I can build one prototype/model that aims to meet my success criteria.</p>
<b>Test and iterate</b>	<p>With guidance, I can test our prototype/model to see how it works.</p> <p>With guidance, I can come up with ideas about how to improve our design.</p>	<p>I can test my prototype/model.</p> <p>I can make one or more improvements, based on what I learned during testing, and record results.</p>

<b>LEARN INDEPENDENTLY</b>		
<b>TARGET COMPETENCY</b>	<b>BEGINNING</b>	
	<b>DISCOVERY LEVEL 1</b>	<b>DISCOVERY LEVEL 2</b>
<b>Set goals and make plans</b>	<p>With guidance, I can set a goal and determine the steps to reach the goal.</p>	<p>I can set a goal for a specific task or project.</p> <p>With guidance, I can create a step-by-step plan to achieve the goal.</p>
<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>

<b>NAVIGATE CONFLICT</b>		
<b>TARGET COMPETENCY</b>	<b>BEGINNING</b>	
	<b>DISCOVERY LEVEL 1</b>	<b>DISCOVERY LEVEL 2</b>
<b>Recognize and process my feelings</b>	<p>I can practice a way to calm myself (e.g., count to 10, separate myself, take a deep breath), with guidance.</p> <p>I can say how I feel.</p>	<p>With prompting, I can use a strategy to calm myself when I am feeling upset.</p> <p>I can identify the specific emotion(s) I am feeling. I can say why I feel what I feel.</p>
<b>Recognize the feelings and perspectives of others</b>	<p>With help, I can listen to the reasons another person is feeling upset.</p> <p>I can show that I am listening.</p>	<p>When prompted, I can listen to the reasons another person is feeling upset.</p> <p>With guidance, I can show my understanding of what they've said (e.g., restate, paraphrase).</p>
<b>Work towards resolution</b>	<p>I can say what happened.</p> <p>With guidance, I can share an idea for resolving the conflict.</p> <p>I can say (or show) I am sorry if/when I do something wrong or hurt someone.</p>	<p>I can use "I" statements to share what happened.</p> <p>I can share an idea for resolving the conflict that will be fair to everyone involved.</p> <p>I can say (or show) I am sorry if/when I do something wrong or hurt someone.</p>

LEAD TEAMS		
TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<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.
<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.
<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.
<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 and/or didn't like about our project.	As a team, we can talk about how well we did, and things we can do better next time. As the leader, I can think about how well I led the team, and what I could do better next time.

BUILD NETWORKS		
TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<b>Initiate purposeful connections</b>	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.
<b>Nurture and sustain relationships</b>	I can share my things (e..g, toys, supplies, snacks) with new friends. I can do something nice for a friend.	With guidance, I can invite a new friend to play a game or do an activity with me. I can share my toys or supplies with others.

SUSTAIN WELLNESS		
TARGET COMPETENCY	BEGINNING	
	DISCOVERY LEVEL 1	DISCOVERY LEVEL 2
<b>Understand my identity</b>	I can say what I like to do in my free time.	I can share ways that I am similar to members of my family or community (e.g., the way I look, talk, think, act, believe). I can share about the things I like to do in my free time, and why I like them.
<b>Practice positivity and gratitude</b>	I can think of things I am thankful for.	I can think of things I am thankful for. When I think someone did a good job, I can tell them.
<b>Advocate for myself</b>	When I need something, I can nicely ask someone for help (without being too shy to ask).	I can make friends who make me feel happy. When I need something, I can nicely ask someone for help (without being too shy to ask). If someone says or does something to hurt me, I can step away and ask a trusted adult for help.

<b>Build physical health</b>	I can play active games with others.	I can play active games that I like to play with my friends or family members.
<b>Build life practices that foster health and wellness</b>	With guidance, I can try something new and see how I like it.	With guidance, I can try something new and see how I like it.  I can notice if I eat something and I don't feel well after (e.g., stomach ache, rash, headache), I can tell someone.

<b>ENGAGE AS A CITIZEN</b>		
<b>TARGET COMPETENCY</b>	<b>BEGINNING</b>	
	<b>DISCOVERY LEVEL 1</b>	<b>DISCOVERY LEVEL 2</b>
<b>Participate in community</b>	With guidance, I can learn and practice one or more ways to help make those around me feel welcome.	I can help lead or participate in an activity with others in a way that ensures each person is included and treated with fairness.  I can reflect on what worked well, and what could be done differently next time to make sure everyone felt included and treated fairly.
<b>Investigate enduring problems</b>	I can learn about different ways to solve the problem.	I can learn about different ways to solve the problem.  I can talk about (or show) the different roles (e.g., teacher, parents, classmates, principal) that could help solve the problem in different ways.
<b>Take action to improve my community</b>	With guidance, I can take steps to solve the problem.  I can reflect on how well it worked out.	I can come up with a plan for how I can help solve the problem or improve the issue.  With guidance, I can take action to help others, by implementing my plan.  I can reflect on what I learned through implementation of my plan, and how my actions impacted the situation.