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.
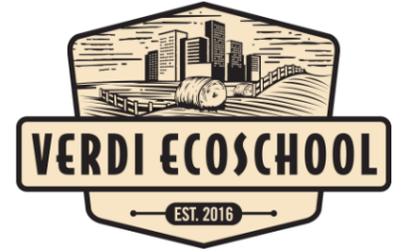
STAGES OF LEARNING
MASTERY - Exemplary progress; requires no additional support.
PROFICIENT - Proficient progress; requires minimal support.
DEVELOPING - Guided progress; requires consistent support.
BEGINNING - Minimal progress; requires significant support.

RUBRIC

READ CRITICALLY		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
CHOOSE AND APPLY STRATEGIES TO MAKE MEANING	I can make connections among one or more stories/sources, my own ideas, values, perspectives, or experiences. I can use learning strategies (e.g., question, synthesize, infer, determine importance) to make meaning of one or more stories/sources. If I get stuck, I can choose a fix-up strategy to help me get unstuck.	As I engage with "just-right" texts and other sources, I can actively use learning strategies to help me make meaning. I can notice when I'm struggling to make meaning (e.g., distracted, confused), and I can choose a strategy to help me adjust.
EVALUATE THE MAIN IDEA OR THEMES	I can give a summary of what the story/source is about, using details to help paint a picture. I can share my opinion about the main idea/claim/theme, and discuss how it connects to my own ideas and experiences, other sources I've read, or issues/events in the world.	I can use important details to summarize the story/source as I describe the main idea/claim/theme. I can share my opinion about the main idea/claim/theme, and the values it reflects. I can discuss how it connects to my own ideas and experiences, other sources I've read, or issues/events in the world. I can use details to describe how well the main idea/claim/theme was developed through the content or plot/characters.
EVALUATE CONTEXT, POINT OF VIEW, AND PURPOSE	I describe what the author is trying to get me to think/feel, and I can think critically about whether I agree or disagree. I can use details from the text to talk about ways that I do/don't identify with the author/main character(s) I can discuss whose perspective is missing and possible reasons why..	I can figure out which values, beliefs or ideas the author is trying to get me to agree with, and I can think critically about whether I agree or disagree. I can contrast the author or main characters' point of view with other points of view presented in or excluded by the source. I can discuss how different audiences may experience this story/source differently from me and why (e.g., social identity markers such as race, religion, gender, class, language).
EVALUATE CRAFT	I can talk about how certain words or phrases from the source stood out to me and had me thinking in a certain way. I can talk about how the text structure (e.g., problem-solution, cause and effect, time sequence)	I can use examples to analyze specific techniques (e.g., words and phrases, text structure, soundtrack, lighting, casting) used by the author to focus my attention and/or make me think or feel a certain way.

	helped with my understanding.	I can analyze how well the organizing structure of the source supports its purpose.

EXPRESS IDEAS		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Engage in academic discussions with others	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.	I can come prepared to the discussion. I can follow established norms for the discussion. I can pose one or more questions, or respond to a question or comment, about the topic to get more information about other people's ideas. I can respond to a question or comment by using evidence in a way that shows my knowledge of the topic or source. I can reflect on how well the discussion went and what I learned.
Determine purpose and audience	I can determine my audience and state my purpose for expressing my ideas to my audience.	I can determine my audience and purpose. I can generate specific ideas for tailoring my message or delivery for my particular audience and purpose.
Choose and develop my message	I can choose a central message for my product/performance. I can use details and information that will help me achieve my purpose (e.g., inform, persuade, entertain). I can organize my work in a way that is easy for my audience to follow. I can use details to get my audience's attention and leave the audience with something to think about. I can express my idea(s) so my audience can relate.	I can choose a central message (e.g., thesis, claim, story, idea) for my product/performance. I can choose important details and/or evidence to develop my ideas (e.g., claims, characters, plot) in support of my purpose. I can organize my ideas to support my message and purpose, meet the needs of my audience, sustain my audience's attention, and leave my audience with something to think about. I can choose tools and techniques (e.g., word choice, phrasing, pictures, sound effects, tone) to help my audience connect with my message.
Develop craft	I can play, tinker, and experiment with materials, tools, and techniques to learn more about the craft. I can analyze models and mentor works and artifacts to learn more about the craft and the processes that underlie it. I can use specific vocabulary to describe the process used by me or others when creating a piece of work. If I don't get the results I want, I can keep trying or try a new approach, with support.	I can play, tinker, and experiment with materials, tools, and techniques to learn more about the craft, and develop my own sense of craft. I can evaluate models and mentor works and artifacts to learn more about the craft and the processes that underlie it. I can use specific terminology to describe the process I used and demonstrate it to others. If I don't get the results I want, I can keep trying or try a new approach.
Prepare the medium	I can choose the best format for reaching my audience (e.g., written story, presentation, video). With others, I can learn from high quality examples and get ideas for my own product or performance.	I can choose the most effective format for my specific purpose and audience. With others, I can learn from high-quality examples and get ideas for specific aspects of my product/performance. I can make choices about the features of my product/performance (e.g., data, pictures, music, software tools) and use of technology that help strengthen my message for my specific audience.
Finalize, practice, or prepare	I can self-assess against criteria to identify areas for improvement.	I can self-assess against criteria to identify areas for improvement.

	I can use feedback to improve my product/performance.	I can use feedback to improve my product/performance for my specific audience and purpose.
	I can edit my final product to ensure it meets the guidelines provided by my teacher.	I can edit my final product to ensure it follows conventions and standards for the chosen genre.
	I can practice or rehearse my performance before I share (when applicable).	I can practice or rehearse my performance, and make one or more adjustments to prepare for my performance (when applicable).
Engage, respond, and reflect	I can engage, present or perform for an audience, using what I know about my audience to tailor my approach. When applicable, I can respond to questions about my product or performance with clarity. I can reflect on strengths, as well as what I could improve for next time.	I can engage, present, or perform for an audience, drawing on my knowledge and preparation to tailor my approach. When applicable, I can respond to a range of questions (e.g., clarify, elaborate, critique) with clarity, selecting relevant details and supportive details. I can use criteria to evaluate my process, product, and/or presentation to identify areas of strength and areas for improvement.

INVESTIGATE THROUGH INQUIRY		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Frame a research question	I can use observation to come up with a specific question that relates to a problem or situation that I am exploring.	I can use observations to come up with a testable/researchable question that addresses a problem or topic I am investigating. I can cite one or more relevant sources that I've used to explore the problem or topic.
Form a hypothesis	I can make a prediction about what will happen if a variable is changed.	I can formulate a hypothesis (e.g., If...then...), about what will happen when a variable is changed.
Develop and strengthen a plan	Using a template or example provided, I can create a step-by-step plan for collecting data that will help me answer my question. From options provided for me, I can identify the best tools that will help me gather the data I need. I can use feedback to help me improve my plan.	Using a template or example provided, I can create a detailed and complete step-by-step plan for collecting the data that will help me answer my research question. With support, I can identify the best available tools and methods for collection. I can give and receive feedback to strengthen my plan and help others, too
Collect and analyze data	I can follow my plan to collect data and record information. With guidance, I can organize my data into tables or graphs. I can point out and discuss important or interesting details about my data (e.g., patterns, outliers).	I can implement my data collection plan, while avoiding significant data collection errors (e.g., missed steps, insufficient samples, inaccurate recording). I can organize my data using graphical displays,(e.g., maps, charts, graphs, tables). I can identify patterns and outliers in my data set, and explain what they mean in the context of my research question.
Share findings	I can use evidence from my data (e.g., observations, measurements, patterns, outliers) to construct an answer to my research question. I can explain what I have learned through this experience, including how the new information has changed my thinking about the topic. I can present my ideas in a clear and logical order and follow formatting and referencing guidelines.	I can explain my findings by citing evidence from my data set, as well as from other relevant sources. I can discuss the limits of the evidence I've used to support my findings. I can explain how my findings relate back to my research question. I can use formal language and present my ideas in a logical order, following formatting and referencing guidelines.

REASON QUANTITATIVELY		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Analyze and interpret data	I can identify and describe patterns and outliers in a data set. I can use reasoning and contextual information to explain what the data means.	I can identify patterns and outliers in one or more sources of data. I can use reasoning, math skills, and contextual information to draw inferences about the data and explain phenomena.
Model and represent mathematical information	With guidance, I can identify important quantities in a situation and represent these relationships using such tools as diagrams, tables, graphs, flow charts, and formulas. I can explain how I have organized the data and what it shows.	I can accurately organize and display important quantities using correctly titled and labeled tables, charts, or graphical displays. I can explain my approach and rationale for how I have organized the information as well as what it shows. I can identify and describe important patterns observed in data.
Solve problems	I can organize the important information in a useful way (chart, table, graph) and ask questions about the problem to help me identify a starting point for solving it. I can choose and apply at least one problem-solving strategy to begin testing out a solution. I can explain why my answer is reasonable or not reasonable.	I can organize the important information in a way that helps me better understand the information, the problem, and/or how I should approach solving it. I can break down a problem into smaller parts, or use a simpler problem, to understand the underlying structure of the problem. I can use problem-solving strategies to come up with a solution to the problem, and test my solution, making corrections so that my solution is reasonable.

USE SOURCES		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Select and contextualize sources	With guidance, I can learn and practice basic search methods (e.g., keywords/categories; databases; websites) to help me choose relevant and credible sources for my particular purpose. I can generate questions about the source (e.g., Who created it? Why was it created?) and practice ways to evaluate the accuracy of the source (e.g., look for supporting evidence, verify using other sources, check for bias) to determine whether it's reliable.	I can use basic search methods to help me choose relevant and credible sources for my particular purpose. I can gather important information about the source(s) to evaluate their currency, relevance, authority, accuracy, and purpose (i.e., CRAAP test) and determine their reliability and usefulness for my particular purpose.
Use systems to organize information gathered	I can make notes and organize key information that I have identified from multiple sources.	I can choose and apply a specific note taking system to help me gather and organize important information (e.g., key facts, ideas, details, quotes) from multiple sources relevant to my purpose. My notes include complete citations.
Synthesize multiple sources	I can compare information from different sources about the same topic or question. I can make one or more new connections between the topic/question and the key information I have identified from one or more sources.	I can compare information from different sources that directly inform my research question. I can select key ideas and details to support an argument, explanation, solution, or artistic work. I can cite my sources.

DESIGN SOLUTIONS

TARGET COMPETENCY	DEVELOPING	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Define and explore a design challenge	I can identify and define a design problem that has significance in my community. I can gather, record, and analyze information that will help me understand the problem and key design constraints (e.g., time, budget, ethical factors, impact on others). I can create criteria for a successful design solution.	I can identify and define a design problem that significantly impacts one or more communities. I can gather, record, and analyze information to help me understand the problem and its context, and to articulate key design constraints. I can draw on multiple relevant sources to inform my research (e.g., online data, user experience data). I can create and prioritize design criteria
Generate and select ideas for prototyping	I can generate a list of ideas for solving the problem, from practical to seemingly impossible. I can select one or two realistic ideas to prototype, while attending to my design criteria and constraints. I can build one prototype/model that meets most or all of my success criteria. I can select and use the best available materials or tools for developing the prototype.	I can use divergent thinking processes to come up with a diverse set of ideas and concepts for solving the problem. I can select one or two realistic ideas to prototype, while attending to my design criteria and constraints. I can build a prototype/model that meets my design criteria and constraints, drawing on additional research or mentorship support as needed. I can select and use the best available materials or tools for developing the prototype.
Test and iterate	I can test my prototype/model. I can engage in improvement cycles (e.g., concept, feasibility), recording detailed data and documenting results.	I can test my prototype/model in different contexts and/or with diverse users. I can engage in improvement cycles, recording detailed data and results. I can eliminate one or more significant flaws through testing and modification. I can synthesize my findings and reflect on my design process.

LEARN INDEPENDENTLY

TARGET COMPETENCY	DEVELOPING	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Set goals and make plans	I can create or co-create a SMART goal for a task or project, and describe success criteria in my own words. 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. 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. I can assess resources needed for successful completion (e.g., time, people, equipment).
Monitor progress and adjust	I can pause to reflect on my learning process and progress toward my goal. I can choose and make a helpful change. If/when I get stuck, I can ask for help in a positive way.	I can regularly pause to reflect on my learning process and progress toward my goal. If I get stuck or distracted, I can recognize it quickly, and generate ideas about how to change my approach, environment, or get help. I can implement helpful change(s) and make additional adjustments as needed.

NAVIGATE CONFLICT

TARGET COMPETENCY	DEVELOPING	
	DISCOVERY LEVEL 3	DISCOVERY LEVEL 4
Recognize and process my feelings	I can use one or more strategies to calm myself when I am feeling upset. I can identify the specific emotion(s) I am feeling. With support, I can determine when I feel ready to talk to others about how I'm feeling. I can identify specific stressors or triggers that can cause me to be upset.	I can pause to notice and identify the specific emotion(s) I am feeling (e.g., What am I feeling? When did I start feeling this way? What is causing this feeling?), and I can use one or more strategies to calm myself. I can locate where in my body I feel my emotional response. I can determine when I feel ready to talk to others about how I'm feeling. I can anticipate specific stressors or triggers that can cause me to be upset.
Recognize the feelings and perspectives of others	I can listen and observe body language to identify how another person is feeling. I can show understanding by expressing in my own words how the other person feels and why they feel that way.	I can listen without interrupting, and observe body language, to identify the feelings and perspectives of others. I can ask clarifying questions to better understand the other person's views or feelings, and to better understand the source of the conflict. I can show understanding by expressing in my own words how the other person feels and why they feel that way.
Work towards resolution	I can use "I" statements to explain the conflict. I can work together with others to determine fair and constructive ways to address a conflict. I can take responsibility for my actions by making amends to those I have hurt, and/or help implement a solution.	I can explain the conflict from multiple points of view. I can work together with others to determine and implement the most fair and constructive ways to address a conflict. I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.

LEAD TEAMS

TARGET COMPETENCY	DEVELOPING	
	DISCOVERY LEVEL 3	DISCOVERY LEVEL 4
Build a shared purpose and clarity	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.
Mobilize the team to work effectively	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.
Manage challenging issues	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.
Reflect on learning and leadership	As a team, we can identify strengths in our final product or process of working together. We can identify several changes we would make if we could do the project again. As the leader, I can use specific examples or data from the project to identify strengths and areas of growth.	As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together. 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).

BUILD NETWORKS		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Initiate purposeful connections	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.
Nurture and sustain relationships	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.	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.

SUSTAIN WELLNESS		
TARGET COMPETENCY	**DEVELOPING**	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Understand my identity	I can talk or write about different aspects of my identity and how they are expressed in my daily life (e.g., I'm an athlete, I love to spend time playing sports; I am part of the Deaf community, I use sign language to communicate with my family members; I am bilingual, I can speak with people in two different languages)	I can talk or write about the most central aspects of my identity, how they are expressed in my life, and how different aspects of my identity connect to one another. I can learn about and practice a new way to celebrate, express, or explore an aspect of my identity.
Practice positivity and gratitude	I can think of things I am especially thankful for in my life. I can use details and examples to tell others what I like or admire about them.	I can reflect on a range of things I'm grateful for from different aspects of my life (e.g., friendships, school, family, new learning, access to resources). I can regularly express appreciation of positive things I notice or experience in others. I can reflect on something I like about myself.
Advocate for myself	I can seek out and make friends with people who make me feel happy and good about myself. When I need something or need help, I can ask. If I think I'm in an unsafe situation that doesn't feel right, I can stop to notice how I'm feeling, step away, and go find the right person to help me.	I can notice which relationships in my life feel positive or negative, and I can make needed changes (e.g., speak up to address the problem directly, spend less time with negative people) to help me stay in a more positive environment. I can build my knowledge to help me advocate for my needs and interests. If I feel unsafe or treated unfairly, I can take action promptly (e.g., address the issue, leave the situation, inform the appropriate adult). If I am feeling anxious or sad, and I have trouble overcoming it, I can talk to someone I trust about it (e.g., counselor, teacher, parent).
Build physical health	I can play active games that I like to play with my friends or family members.	I can engage in active play, sports, or exercise on my own or with others.

	I can talk about the benefits of physical activity.	With guidance, I can help create and follow a fitness plan based on the results of a health related fitness assessment. I can analyze the connections between fitness and overall physical and mental health.
Build life practices that foster health and wellness	I can try new things (e.g., foods, activities, books) to find out what I like and don't like. I can start noticing patterns if something around me or something I've eaten makes me feel sick (e.g., stomach ache, headache), and I can tell my caregiver and/or another trusted adult	I can set a personal goal related to exercise, healthy eating, or improving the quality of my sleep, and I can monitor my progress toward it. I can recognize triggers that lead to unhealthy thoughts or behaviors. I can make time for activities that make me feel joy or pride. I can start tracking if/when certain food or environmental allergens (e.g., pollen, pets) start to make me feel sick, and I can actively avoid them, speaking up when I need to to let people know.

ENGAGE AS A CITIZEN		
TARGET COMPETENCY	DEVELOPING	
	DISCOVERY LEVEL 3	**DISCOVERY LEVEL 4**
Participate in community	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). I can reflect on what worked well and what could be improved.	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). 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.
Investigate enduring problems	I can learn about the different roles of government and community groups/members as it relates to the problem. I can learn about possible solutions to the problem, and what roles different parties would play in solving the problem.	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. I can learn about possible solutions to the problem, and analyze how different solutions involve and impact different parties. I can synthesize the main lessons that can be drawn from my investigation.
Take action to improve my community	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. My actions taken are positive and constructive. I can reflect on what I learned through implementation, how my actions impacted the situation, and what next steps I could take.	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. My actions taken are positive, constructive, and demonstrate my understanding of my community. 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.