

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: SUSTAIN WELLNESS			
STUDENT STATEMENT: I can support my own physical, emotional, and social health in order to live a healthy and productive life.			
TARGET SKILL	STAGE OF LEARNING	TARGET SKILL	STAGE OF LEARNING
UNDERSTAND MY IDENTITY		PRACTICE POSITIVITY AND GRATITUDE	
ADVOCATE FOR MYSELF		BUILD PHYSICAL HEALTH	
BUILD LIFE PRACTICES THAT FOSTER HEALTH AND WELLNESS			

RUBRIC

SUSTAIN WELLNESS							
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	
Understand my identity	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.	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.	I can articulate multiple aspects of my identity, how they are expressed in my life, and how different aspects of my identity intersect and impact one another. I can examine a stereotype that relates to aspects of my identity, and counter it with truths about my life and experiences. I can practice and reflect on ways to celebrate, express, or	I can articulate multiple aspects of my identity, how they are expressed in my life and relationships, and how different aspects of my identity intersect and have evolved over time and with pivotal life experiences or decisions. I can examine and confront stereotypes that relate to aspects of my identity, and begin to pursue ways I could make contributions to the	

					further explore one or more aspects of my identity.	literary traditions, research, and/or seminal works of my cultural background. I can regularly practice ways to celebrate, express, and/or explore aspects of my identity with others, based on how my needs and interests evolve over time.	
Practice positivity and gratitude	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.	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.	I can regularly reflect on a range of things I'm grateful for from different aspects of my life. I can regularly express appreciation of positive things I notice or experience in others. I can reflect on something I appreciate about myself and/or that I have recently done well. I can identify the positive opportunity in a new or difficult situation, and practice positive self-talk.	I can regularly reflect on a range of things I'm grateful for from different aspects of my life. I can regularly express appreciation of positive things I notice or experience in others. I can reflect on something I appreciate about myself and/or that I have recently done well. I can identify the positive opportunity in a new or difficult situation, and practice positive self-talk.	I can develop a daily gratitude practice through which I regularly reflect on and remember that which I'm grateful for, and express appreciation to others in diverse ways. I can reflect on attributes I appreciate about myself or things I have recently done well. I can regularly practice positive framing, and seize the positive opportunity in a new or difficult situation.
Advocate for myself	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.	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).	I can regularly reflect on and evaluate my relationships, and I can make needed changes to help me stay in a more positive environment. I can build my knowledge to help me advocate for my needs and interests clearly and effectively. If I feel unsafe or treated unfairly, I can take action promptly. If/when I don't feel well physically or emotionally (e.g., anxious, intensely stressed, depressed), I can promptly seek out the resources, trusted adults, or experts who can help me.	I can prioritize positive, healthy relationships and employ strategies to improve or minimize the impact of difficult and necessary relationships. I can build my knowledge and relationships with key individuals to help me advocate for my needs and interests effectively. If I feel unsafe or treated unfairly, I can take action promptly and escalate the issue if needed through proper channels. I can monitor my own physical and mental health and promptly seek out the resources, trusted adults, or experts who can help me whenever I need it.	
Build physical health	I can play active games with others.	I can play active games that I like to play with my friends or family members.	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 engage in active play, sports, or exercise on my own or with others.	I can engage in physical activity that aligns to my goals or interests, and/or	

			<p>I can talk about the benefits of physical activity.</p>	<p>With guidance, I can help create and follow a fitness plan based on the results of a health related fitness assessment.</p> <p>I can analyze the connections between fitness and overall physical and mental health.</p>	<p>I can design and implement a program to address one or more goals or areas of weakness based on the results of a health-related fitness assessment.</p> <p>I can analyze and explore the connections between fitness and overall physical and mental health in my own life.</p> <p>I can develop a plan for overcoming a new physical challenge</p>	<p>gives me a way to express an aspect of my identity.</p> <p>I can use data and self-knowledge to design and share with others an exercise program that supports specific physical and mental health goals.</p> <p>I can develop and implement a plan for overcoming a new physical challenge, and I can monitor and reflect on my progress.</p> <p>I can use my own approach to physical challenges to assist and coach others.</p>	
<p>Build life practices that foster health and wellness</p>	<p>With guidance, I can try something new and see how I like it.</p>	<p>With guidance, I can try something new and see how I like it.</p> <p>I can notice if I eat something and I don't feel well after (e.g., stomach ache, rash, headache), I can tell someone.</p>	<p>I can try new things (e.g., foods, activities, books) to find out what I like and don't like.</p> <p>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</p>	<p>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.</p> <p>I can recognize triggers that lead to unhealthy thoughts or behaviors.</p> <p>I can make time for activities that make me feel joy or pride.</p> <p>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.</p>	<p>I can set a personal goal related to exercise, nutrition, or sleep, and implement one or more new strategies or routines to help me achieve my goal.</p> <p>I can recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors.</p> <p>I can regularly invest time in the relationships and activities that make me feel joy, pride or a sense of purpose.</p> <p>I can investigate which specific foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars, gluten), and I can actively try to avoid them.</p>	<p>I can develop and implement healthy routines in my life that help me achieve my goals related to exercise, nutrition, sleep, social engagement, and financial independence.</p> <p>I can monitor my own overall sense of wellness, recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors, and implement strategies to help me avoid them and/or build circles of relational support.</p> <p>I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> <p>I can investigate which foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars) and follow a dietary plan to optimize my health.</p>	