

SELF-DIRECTION WORK STUDY PRACTICES COMMON RUBRIC GRADES K-2

	4	3	2	1
SELF-DIRECTION	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	I have just started
	Independently	w/Limited Guidance and Support	w/guidance and support	
	Extending I Can...	Applying I Can...	Developing I Can...	Emerging I Can...
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Reflect on past experiences to identify strengths and potential for growth. 	<ul style="list-style-type: none"> Describe and connect prior learning experiences and interests with current context. 		
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Recognize own role in learning and proactively ask relevant questions. Understands the need to self-regulate and is learning to weigh the impact of emotional responses. 	<ul style="list-style-type: none"> Engage willingly in new experiences and explore personal interests 		
GOAL SETTING AND PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.	<ul style="list-style-type: none"> Follow a process to set learning goals and begins sequence actions to accomplish goals. Establish appropriate short-term targets as part of long-term learning goals. 	<ul style="list-style-type: none"> Follow a teacher directed process for setting learning goals 		
ENGAGING AND MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.	<ul style="list-style-type: none"> Engages in learning about topics of interest Follow a process identified by teacher or peer to make forward progress towards targets and goals. 	<ul style="list-style-type: none"> Notice strategies used by others to direct own behavior. 		
MONITORING AND ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Follows a process to periodically check learning performance Monitor time, effort, needs, and progress. Accepts change and a new course of action. 	<ul style="list-style-type: none"> Adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress. 		
TASK SPECIFIC				

SELF-DIRECTION WORK STUDY PRACTICES COMMON RUBRIC GRADES 3-5

	4	3	2	1
SELF-DIRECTION	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	I have just started
	Independently	w/Limited Guidance and Support	w/guidance and support	
	Extending I Can...	Applying I Can...	Developing I Can...	Emerging I Can...
<p>SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.</p>	<ul style="list-style-type: none"> Draw on relevant prior experiences to identify successful learning strategies. 	<ul style="list-style-type: none"> Reflect on past experiences to identify strengths and potential for growth. 	<ul style="list-style-type: none"> Describe and connect prior learning experiences and interests with current context. 	
<p>INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.</p>	<ul style="list-style-type: none"> Take responsibility for own learning and pursue new areas of interest. Act as a leader to positively impact my class, school and/or community Weigh the impact of behavior and usually expresses emotions appropriately 	<ul style="list-style-type: none"> Recognize own role in learning and proactively ask relevant questions. Understand the need to self-regulate and is learning to weigh the impact of emotional responses. 	<ul style="list-style-type: none"> Engage willingly in new experiences and explore personal interests 	
<p>GOAL SETTING AND PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.</p>	<ul style="list-style-type: none"> Set learning goals and sequence actions towards accomplishing the goal Assess needs, formulate a plan, and identify key steps. 	<ul style="list-style-type: none"> Follow a process to set learning goals and begins sequence actions to accomplish goals. Establish appropriate short-term targets as part of long-term learning goals. 	<ul style="list-style-type: none"> Follow a teacher directed process for setting learning goals 	
<p>ENGAGING AND MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.</p>	<ul style="list-style-type: none"> Be curious to learn about topics tied to interests. Maintain appropriate pace to meet learning targets. 	<ul style="list-style-type: none"> Engage in learning about topics of interest Follow a process identified by teacher or peer to make forward progress towards targets and goals. 	<ul style="list-style-type: none"> Notice strategies used by others to direct own behavior. 	
<p>MONITORING AND ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.</p>	<ul style="list-style-type: none"> Monitor learning and identify areas that need correction Adapt strategies, refine methods, and consider alternative approaches according to progress. Evaluate options in response to change. 	<ul style="list-style-type: none"> Follow a process to periodically check learning performance Monitor time, effort, needs, and progress. Accept change and a new course of action. 	<ul style="list-style-type: none"> Adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress. 	
TASK SPECIFIC				

SELF-DIRECTION WORK STUDY PRACTICES COMMON RUBRIC GRADES 6-8

	4	3	2	1
SELF-DIRECTION	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	I have just started
	Independently	w/Limited Guidance and Support	w/guidance and support	
	Extending	Applying	Developing	Emerging
	I Can...	I Can...	I Can...	I Can...
<p>SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.</p>	<ul style="list-style-type: none"> Evaluate progress based on short-term goals 	<ul style="list-style-type: none"> Draw on relevant prior experiences to identify successful learning strategies. 	<ul style="list-style-type: none"> Reflect on past experiences to identify strengths and potential for growth. 	<ul style="list-style-type: none"> Describe and connect prior learning experiences and interests with current context.
<p>INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.</p>	<ul style="list-style-type: none"> Demonstrate understanding of emotional triggers and regulates behavior Act positively with an understanding of my impact on the class, school and/or community Persevere productively until task is completed 	<ul style="list-style-type: none"> Take responsibility for own learning and pursue new areas of interest. Act as a leader to positively impact my class, school and/or community Weigh the impact of behavior and usually expresses emotions appropriately 	<ul style="list-style-type: none"> Recognize own role in learning and proactively ask relevant questions. Understand the need to self-regulate and is learning to weigh the impact of emotional responses. 	<ul style="list-style-type: none"> Engage willingly in new experiences and explore personal interests
<p>GOAL SETTING AND PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.</p>	<ul style="list-style-type: none"> Reflect on multiple options for learning goals and actions before establishing the learning plan Set a learning goal Create a plan identifying checkpoints and necessary resources 	<ul style="list-style-type: none"> Set learning goals and sequence actions towards accomplishing the goal Assess needs, formulate a plan, and identify key steps. 	<ul style="list-style-type: none"> Follow a process to set learning goals and begins sequence actions to accomplish goals. Establish appropriate short-term targets as part of long-term learning goals. 	<ul style="list-style-type: none"> Follow a teacher directed process for setting learning goals
<p>ENGAGING AND MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.</p>	<ul style="list-style-type: none"> Intrinsically motivated to learn new topics beyond personal interests Adapt strategies and approach based on feedback or when faced with roadblocks Complete work by the appropriate deadlines Keep appropriate pace (avoids procrastination) throughout the work process Seek help when needed (after accessing the resources available) 	<ul style="list-style-type: none"> Be curious to learn about topics tied to interests. Maintain appropriate pace to meet learning targets. 	<ul style="list-style-type: none"> Engage in learning about topics of interest Follow a process identified by teacher or peer to make forward progress towards targets and goals. 	<ul style="list-style-type: none"> Notice strategies used by others to direct own behavior.
<p>MONITORING AND ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.</p>	<ul style="list-style-type: none"> Respond to changing conditions by evaluating options and adjusting actions appropriately Identify areas for improvement and develops appropriate actions Select a course of action based on driving questions and adequate consideration of alternatives Make changes to proposed plan based on feedback from others 	<ul style="list-style-type: none"> Monitor learning and identify areas that need correction Adapt strategies, refine methods, and consider alternative approaches according to progress. Evaluate options in response to change. 	<ul style="list-style-type: none"> Follow a process to periodically check learning performance Monitor time, effort, needs, and progress. Accept change and a new course of action. 	<ul style="list-style-type: none"> Adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress.
TASK SPECIFIC				

SELF DIRECTION WORK STUDY PRACTICES COMMON RUBRIC GRADES 9-12

	4	3	2	1
SELF-DIRECTION	I have done everything in level 3 + Independently Extending	I have done everything in level 2 + w/Limited Guidance and Support Applying	I have done everything in level 1 + w/guidance and support Developing	I have just started Emerging
	I Can...	I Can...	I Can...	I Can...
	SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> ▪ Independently seek out feedback on my plan and make changes accordingly 	<ul style="list-style-type: none"> ▪ Evaluate progress based on short-term goals 	<ul style="list-style-type: none"> ▪ Recognize and evaluate my progress towards short term goals when prompted
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> ▪ Remain composed and focused and expresses emotions constructively ▪ Act as a leader to positively impact my class, school and/or community ▪ Persevere productively in the task and continue until complete understandings have been attained 	<ul style="list-style-type: none"> ▪ Demonstrates understanding of emotional triggers and regulates behavior ▪ Act positively with an understanding of my impact on the class, school and/or community ▪ Persevere productively until task is completed 	<ul style="list-style-type: none"> ▪ Reflect on and appropriately adjust my behaviors based on an understanding of my impact of the class, school and/or community ▪ Persevere in the task while making minimal progress (spinning my wheels) 	<ul style="list-style-type: none"> ▪ Resist the need to adjust my behaviors that are negatively impacting the class, school and/or community ▪ Avoid tasks and not persevere
GOAL SETTING AND PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.	<ul style="list-style-type: none"> ▪ Achieve goals by setting smaller, achievable goals within a larger objective ▪ Set a learning goal which pushes my learning beyond the task at hand 	<ul style="list-style-type: none"> ▪ Reflect on multiple options for learning goals and actions before establishing the learning plan ▪ Set a learning goal ▪ Create a plan identifying checkpoints and necessary resources 	<ul style="list-style-type: none"> ▪ Set a learning goal that is not fully articulated ▪ Create a general plan identifying some checkpoints and/or resources 	<ul style="list-style-type: none"> ▪ Set a goal modeled after examples ▪ Create a general framework for a plan that needs more details
ENGAGING AND MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.	<ul style="list-style-type: none"> ▪ Initiate the exploration and learning of a wide range of topics ▪ Anticipate complexities of personal and academic schedules and adapt pace appropriately to meet deadlines 	<ul style="list-style-type: none"> ▪ Intrinsically motivated to learn new topics beyond personal interests ▪ Adapt strategies and approach based on feedback or when faced with roadblocks ▪ Complete work by the appropriate deadlines ▪ Keep appropriate pace (avoids procrastination) throughout the work process ▪ Seek help when needed (after accessing the resources available) 	<ul style="list-style-type: none"> ▪ Adapt strategies and approach with help when faced with roadblocks ▪ Complete work within a reasonable time frame, but not meet given deadlines ▪ Redirect my efforts when distracted or behind schedule ▪ Seek help too much or not enough 	<ul style="list-style-type: none"> ▪ Attempt to adapt strategies and approach with help when faced with roadblocks ▪ Complete work well beyond the given deadlines. ▪ Get back on pace only when redirected by others
MONITORING AND ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> ▪ Enjoy the challenge of change and responds constructively ▪ Monitor learning performance and initiates strategies to correct or improve ▪ Modify a plan based on the demands of the task ▪ Adapt strategies and approach to increase effectiveness 	<ul style="list-style-type: none"> ▪ Respond to changing conditions by evaluating options and adjusting actions appropriately ▪ Identify areas for improvement and develops appropriate actions ▪ Select a course of action based on driving questions and adequate consideration of alternatives ▪ Make changes to proposed plan based on feedback from others 	<ul style="list-style-type: none"> ▪ Select a course of action based on limited consideration of driving questions and alternatives ▪ Make some changes based on feedback 	<ul style="list-style-type: none"> ▪ Select a course of action with guidance from others ▪ Consider feedback but may not act upon it
TASK SPECIFIC	▪	▪	▪	▪