






BEST Self-Direction Rubric

	 Self-Awareness Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	 Initiative & Ownership Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	 Goal Setting & Planning Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.	 Engaging & 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.	 Monitoring & Adapting Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.
Emerging	<p>I can...</p> <p>Identify my learning preferences and explain how they relate to my personal strengths, interests, or disinterest.</p>	<p>I can...</p> <p>Describe connections between my personal interests and new learning experiences provided by others.</p>	<p>I can...</p> <p>Follow a teacher-directed process to identify a task-specific learning goal and plan sequenced steps and strategies to complete the task.</p>	<p>I can...</p> <p>Use resources and strategies modeled by others to complete a task.</p>	<p>I can...</p> <p>Make changes to improve the quality of my work when gaps in my understanding or process are identified by others.</p>
Developing	<p>I can...</p> <p>Describe how strategies I've learned in the past can be used in a new learning task.</p>	<p>I can...</p> <p>Use specific examples to explain how the experiences of others have expanded my interests or my learning.</p>	<p>I can...</p> <p>Work with others to set task-specific learning goals and plan steps and strategies to complete the task.</p>	<p>I can...</p> <p>Describe how I used a familiar learning strategy or tried a new approach to complete a multistep task.</p>	<p>I can...</p> <p>Use established checkpoints to help me focus on what to do in each step of my plan to meet learning goals.</p>
Applying	<p>I can...</p> <p>Locate examples in my work to explain why a strategy was needed and how I successfully used it.</p>	<p>I can...</p> <p>Proactively seek input from others and ask relevant questions related to shaping my learning.</p>	<p>I can...</p> <p>Follow a familiar process to set learning goals for a new task and plan the steps and strategies to complete the task.</p>	<p>I can...</p> <p>Maintain my focus and pace by meeting agreed-upon checkpoints for completing a multistep task.</p>	<p>I can...</p> <p>Identify ways to refine my strategies or process when I know a change is needed.</p>
Extending	<p>I can...</p> <p>Identify how I used new strategies to overcome a problem I was stuck on so I could complete a task.</p>	<p>I can...</p> <p>Take responsibility for my own learning by identifying new areas of interest and then collaboratively developing new learning tasks.</p>	<p>I can...</p> <p>Use examples provided to decide what's needed for a task or project and develop a plan with steps and strategies to complete the task or project.</p>	<p>I can...</p> <p>Describe how or why I changed a familiar approach so I could accomplish learning that was more complex.</p>	<p>I can...</p> <p>Evaluate how changes in my approach could improve the quality of my work or my learning next time.</p>

