






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 strengths and areas needed for growth, using feedback from others.</p>	<p>I can...</p> <p>Choose a learning opportunity from options provided by others.</p>	<p>I can...</p> <p>Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided.</p>	<p>I can...</p> <p>Follow a process provided to select resources based on task requirements or suggested criteria.</p>	<p>I can...</p> <p>Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others.</p>
Developing	<p>I can...</p> <p>Analyze how familiar strategies have been used or expanded upon in a new project.</p>	<p>I can...</p> <p>Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task.</p>	<p>I can...</p> <p>Use familiar learning strategies and processes to set a learning goal, develop a plan to meet the goal, and seek feedback from others to refine the plan.</p>	<p>I can...</p> <p>Seek help or try models of others when using new resources or strategies to accomplish a multistep task or project.</p>	<p>I can...</p> <p>Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality.</p>
Applying	<p>I can...</p> <p>Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies.</p>	<p>I can...</p> <p>Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths.</p>	<p>I can...</p> <p>Analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project.</p>	<p>I can...</p> <p>Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multistep task or project.</p>	<p>I can...</p> <p>Evaluate my progress, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a high-quality multistep task or project.</p>
Extending	<p>I can...</p> <p>Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths.</p>	<p>I can...</p> <p>Propel my own learning in more meaningful directions by redefining a task challenge.</p>	<p>I can...</p> <p>Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements, and create a plan to complete them.</p>	<p>I can...</p> <p>Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks.</p>	<p>I can...</p> <p>Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth.</p>

