BEST Self-Direction Rubric

grades K-2

	Self-Awareness	**Initiative & Ownership**	**Goal Setting & Planning**	**Engaging & Managing**	**Monitoring & Adapting**
	Reflecting on past experiences **to evaluate one's own strengths, limitations, motivation, interests,** and aspirations within different learning contexts.	**Taking responsibility** for learning, finding purposeful driving questions, **shaping opportunities** to fit personal interests and learning style, and **seeking input** from others.	Developing long-term **goals,** establishing meaningful **learning targets,** identifying effective **strategies,** and **planning out steps.**	Seeking out **relevant resources and information** to support learning goals and **refining strategies.** Maintaining effective **pace,** reaching short-term benchmarks and long-term goals.	Evaluating progress, adapting strategies, seizing failure in order to **grow from mistakes,** and attributing success to effort and motivation.
Emerging	I can... Identify the tasks I'd like to work on, when I am given choices.	I can... Try new experiences to find out what might be interesting to me, with support.	I can... Follow a process my teacher showed me to identify steps or strategies that will help me meet a learning goal.	I can... Explain what I learned when I used a resource, or when I used a strategy guided by my teacher.	I can... Keep working on learning tasks with encouragement from others.
Developing	I can... Explain why I made a choice, describing my strengths, my interests, or why I am not interested in doing a task.	I can... Select and complete tasks I am interested in doing, with support from others.	I can... Explain how or why the strategy used at each step of a plan would help me complete a familiar task.	I can... Follow a process my teacher taught me to select the best resources or strategies needed to complete a specific task.	I can... Provide examples of how I changed my approach or made the quality of my work better, when prompted.
Applying	I can... Describe how I used my strengths to complete a learning task.	I can... Ask for help or ask relevant questions that help me keep working to complete a task.	I can... Follow a process my teacher taught me to plan the steps and strategies needed to complete a new task.	I can... Follow a process using checkpoints identified by my teacher or my peers to make progress toward completing multistep tasks.	I can... Identify the strategies that worked well and explain why I think they worked.
Extending	I can... Compare examples of my past and present work to show how I used my strengths to make some progress.	I can... Work with my peers to develop a new learning task or broaden an existing task to make it more interesting to us.	I can... Use feedback from others to decide if my plan will work and make changes to improve my plan.	I can... Describe how I tried different strategies to find the one that worked the best when completing a task.	I can... Tell how and why I might make changes next time to improve the quality of my work.