

NHLI **BEST** Self Direction Progressions

3-5

SELF-ASSESSMENT 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.

SELF-ASSESSMENT Monitoring & Adapting

Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.

Extending

I can also...

identify how I used new strategies to overcome a problem I was stuck on so I could complete a task.

I can also...

take responsibility for my own learning by identifying new areas of interest and then collaboratively developing new learning tasks.

I can also...

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.

I can also...

describe how or why I changed a familiar approach so I could accomplish learning that was more complex.

I can also...

evaluate how changes in my approach could improve the quality of my work or my learning next time.

Applying

I can also...

locate examples in my work to explain why a strategy was needed and how I successfully used it.

I can also...

proactively seek input from others and ask relevant questions related to shaping my learning.

I can also...

follow a familiar process to set learning goals for a new task and plan the steps and strategies to complete the task.

I can also...

maintain my focus and pace by meeting agreed-upon checkpoints for completing a multistep task.

I can also...

identify ways to refine my strategies or process when I know a change is needed.

Developing

I can also...

describe how strategies I've learned in the past can be used in a new learning task.

I can also...

use specific examples to explain how the experiences of others have expanded my interests or my learning.

I can also...

work with others to set task-specific learning goals and plan steps and strategies to complete the task.

I can also...

describe how I used a familiar learning strategy or tried a new approach to complete a multistep task.

I can also...

use established checkpoints to help me focus on what to do in each step of my plan to meet learning goals.

Emerging

I can...

identify my learning preferences and explain how they relate to my personal strengths, interests, or disinterest.

I can...

describe connections between my personal interests and new learning experiences provided by others.

I can...

follow a teacher-directed process to identify a task-specific learning goal and plan sequenced steps and strategies to complete the task.

I can...

use resources and strategies modeled by others to complete a task.

I can...

make changes to improve the quality of my work when gaps in my understanding or process are identified by others.