

NHLI **BEST** Self Direction Progressions

9-12

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...



Self-Directed /
Leads Others

cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks.

I can also...

seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning.

I can also...

independently seek input on a project-based learning goal and plan that pushes my learning beyond the task, and use feedback to improve the plan.

I can also...

provide examples of how I set and maintained a high standard of work quality and how I plan to improve my process in the future.

I can also...

analyze my learning by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth.

Applying

I can also...



Independent &
Consistent

analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.

I can also...

take responsibility for my own learning by establishing driving questions to guide my own learning process.

I can also...

set a personally meaningful project-based goal, with steps to complete the plan and anticipate challenges along the way or resources needed to complete the project.

I can also...

anticipate complexities of task completion and schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.

I can also...

evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multistep task or project.

Developing

I can also...



With Structured
Guidance

explain how my strengths or strategies used successfully in the past can be applied in a new learning situation.

I can also...

collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals.

I can also...

analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.

I can also...

adapt strategies for my approach, with help as needed, when accessing more complex information or resources.

I can also...

use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.

Emerging

I can...



Requires Direct
Prompting

analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.

I can...

choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.

I can...

set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.

I can...

follow a process provided to select reliable resources based on task requirements or suggested criteria.

I can...

begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.