

NHLI **BEST** Self Direction Progressions

K-2

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...

I can also...

I can also...

I can also...

I can also...



Self-Directed /
Leads Others

compare examples of my past and present work to show how I used my strengths to make some progress.

work with my peers to develop a new learning task or broaden an existing task to make it more interesting to us.

use feedback from others to decide if my plan will work and make changes to improve my plan.

describe how I tried different strategies to find the one that worked the best when completing a task.

tell how and why I might make changes next time to improve the quality of my work.

Applying

I can also...

I can also...

I can also...

I can also...

I can also...



Independent &
Consistent

describe how I used my strengths to complete a learning task.

ask for help or ask relevant questions that help me keep working to complete a task.

follow a process my teacher taught me to plan the steps and strategies needed to complete a new task.

follow a process using checkpoints identified by my teacher or my peers to make progress toward completing multistep tasks.

identify the strategies that worked well and explain why I think they worked.

Developing

I can also...

I can also...

I can also...

I can also...

I can also...



With Structured
Guidance

explain why I made a choice, describing my strengths, my interests, or why I am not interested in doing a task.

select and complete tasks I am interested in doing, with support from others.

explain how or why the strategy used at each step of a plan would help me complete a familiar task.

follow a process my teacher taught me to select the best resources or strategies needed to complete a specific task.

provide examples of how I changed my approach or made the quality of my work better, when prompted.

Emerging

I can...

I can...

I can...

I can...

I can...



Requires Direct
Prompting

identify the tasks I'd like to work on, when I am given choices.

try new experiences to find out what might be interesting to me, with support.

follow a process my teacher showed me to identify steps or strategies that will help me meet a learning goal.

explain what I learned when I used a resource, or when I used a strategy guided by my teacher.

keep working on learning tasks with encouragement from others.