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.



I can...

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



Emerging

Developing

Applying

Extending

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





I can...

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



I can...

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



Initiative & Ownership

Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.

I can...

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



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



Goal Setting & Planning

Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.

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 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 plan the steps and

strategies needed to complete a

new task.

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.



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



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



Follow a process using

checkpoints identified by my

teacher or my peers to make

progress toward completing

multistep tasks.

Monitoring & Adapting

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

I can...

Keep working on learning tasks with encouragement from others.



I can...

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



I can...

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



I can...

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

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



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



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



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.

I can...

Describe connections between

my personal interests and new

learning experiences provided

by 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.



I can...

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



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

I can...



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.





I can...

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

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



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



I can...

Follow a familiar process to set

learning goals for a new task and

plan the steps and strategies to

complete the task.

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



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





I can...

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

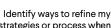


Proactively seek input from others and ask relevant questions related to shaping my learning.



I can...

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



strategies or process when I know a change is needed.

I can...



Extending

I can...

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

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

I can...

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...

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

I can...

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

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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.

I can...

Choose a learning

opportunity from options

provided by 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.



I can...

Identify my strengths and areas needed for growth, using feedback from others.



I can...

Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided.



I can...

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



I can...

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



Developing

I can...

Analyze how familiar strategies have been used or expanded upon in a new project.



Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task.



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.



I can...

Analyze project-specific

expectations and resources

needed to formulate a plan with

Seek help or try models of others when using new resources or strategies to accomplish a multistep task or project.



I can...

Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality.





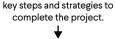
Applying

I can...

Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies.



Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths.



I can...

Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multistep task or project.



I can...

Evaluate my progress, citing examples of successful strategi used and analyzing the effectiven of changes made to complete a high-quality multistep task or project.





I can...

Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths.

Propel my own learning in more meaningful directions by redefining a task challenge.

I can...

Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements, and create a plan to complete them.

I can...

Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks.

I can...

Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth.

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.



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..

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



I can...

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



Extending

Emerging

Developing

Applying

I can...

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



Initiative & Ownership

Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.

I can...

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



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



Goal Setting & Planning

Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.

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...

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



Set a personally meaningful

project-based goal, with steps to

complete the plan and possible

challenges along the way with alternative

strategies or resources needed to

complete the project.

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.



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



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

I can...

Anticipate complexities of task

completion and schedules, and

explain how I adjusted my pace

appropriately to meet

agreed-upon deadlines.



Monitoring & Adapting

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

I can...

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



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



I can...

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.



I can...

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

Take responsibility for my own learning by establishing driving auestions to guide my own learning process.



I can...

Seek input to help me analyze

the content and context of

learning tasks in order to

reshape, extend, or enhance my

own learning.

project-based learning goal and plan that pushes my learning beyond the task, and use feedback to improve the plan.

I can...

Independently seek input on a

l can...

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.