











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.	 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.	 Monitoring & Adapting Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.
Emerging	<p>I can...</p> <p>Identify the tasks I'd like to work on, when I am given choices.</p>	<p>I can...</p> <p>Try new experiences to find out what might be interesting to me, with support.</p>	<p>I can...</p> <p>Follow a process my teacher showed me to identify steps or strategies that will help me meet a learning goal.</p>	<p>I can...</p> <p>Explain what I learned when I used a resource, or when I used a strategy guided by my teacher.</p>	<p>I can...</p> <p>Keep working on learning tasks with encouragement from others.</p>
Developing	<p>I can...</p> <p>Explain why I made a choice, describing my strengths, my interests, or why I am not interested in doing a task.</p>	<p>I can...</p> <p>Select and complete tasks I am interested in doing, with support from others.</p>	<p>I can...</p> <p>Explain how or why the strategy used at each step of a plan would help me complete a familiar task.</p>	<p>I can...</p> <p>Follow a process my teacher taught me to select the best resources or strategies needed to complete a specific task.</p>	<p>I can...</p> <p>Provide examples of how I changed my approach or made the quality of my work better, when prompted.</p>
Applying	<p>I can...</p> <p>Describe how I used my strengths to complete a learning task.</p>	<p>I can...</p> <p>Ask for help or ask relevant questions that help me keep working to complete a task.</p>	<p>I can...</p> <p>Follow a process my teacher taught me to plan the steps and strategies needed to complete a new task.</p>	<p>I can...</p> <p>Follow a process using checkpoints identified by my teacher or my peers to make progress toward completing multistep tasks.</p>	<p>I can...</p> <p>Identify the strategies that worked well and explain why I think they worked.</p>
Extending	<p>I can...</p> <p>Compare examples of my past and present work to show how I used my strengths to make some progress.</p>	<p>I can...</p> <p>Work with my peers to develop a new learning task or broaden an existing task to make it more interesting to us.</p>	<p>I can...</p> <p>Use feedback from others to decide if my plan will work and make changes to improve my plan.</p>	<p>I can...</p> <p>Describe how I tried different strategies to find the one that worked the best when completing a task.</p>	<p>I can...</p> <p>Tell how and why I might make changes next time to improve the quality of my work.</p>








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Emerging	<p>I can...</p> <p>Identify my learning preferences and explain how they relate to my personal strengths, interests, or disinterest.</p>	<p>I can...</p> <p>Describe connections between my personal interests and new learning experiences provided by others.</p>	<p>I can...</p> <p>Follow a teacher-directed process to identify a task-specific learning goal and plan sequenced steps and strategies to complete the task.</p>	<p>I can...</p> <p>Use resources and strategies modeled by others to complete a task.</p>	<p>I can...</p> <p>Make changes to improve the quality of my work when gaps in my understanding or process are identified by others.</p>
Developing	<p>I can...</p> <p>Describe how strategies I've learned in the past can be used in a new learning task.</p>	<p>I can...</p> <p>Use specific examples to explain how the experiences of others have expanded my interests or my learning.</p>	<p>I can...</p> <p>Work with others to set task-specific learning goals and plan steps and strategies to complete the task.</p>	<p>I can...</p> <p>Describe how I used a familiar learning strategy or tried a new approach to complete a multistep task.</p>	<p>I can...</p> <p>Use established checkpoints to help me focus on what to do in each step of my plan to meet learning goals.</p>
Applying	<p>I can...</p> <p>Locate examples in my work to explain why a strategy was needed and how I successfully used it.</p>	<p>I can...</p> <p>Proactively seek input from others and ask relevant questions related to shaping my learning.</p>	<p>I can...</p> <p>Follow a familiar process to set learning goals for a new task and plan the steps and strategies to complete the task.</p>	<p>I can...</p> <p>Maintain my focus and pace by meeting agreed-upon checkpoints for completing a multistep task.</p>	<p>I can...</p> <p>Identify ways to refine my strategies or process when I know a change is needed.</p>
Extending	<p>I can...</p> <p>Identify how I used new strategies to overcome a problem I was stuck on so I could complete a task.</p>	<p>I can...</p> <p>Take responsibility for my own learning by identifying new areas of interest and then collaboratively developing new learning tasks.</p>	<p>I can...</p> <p>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.</p>	<p>I can...</p> <p>Describe how or why I changed a familiar approach so I could accomplish learning that was more complex.</p>	<p>I can...</p> <p>Evaluate how changes in my approach could improve the quality of my work or my learning next time.</p>








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Emerging	<p>I can...</p> <p>Identify my strengths and areas needed for growth, using feedback from others.</p>	<p>I can...</p> <p>Choose a learning opportunity from options provided by others.</p>	<p>I can...</p> <p>Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided.</p>	<p>I can...</p> <p>Follow a process provided to select resources based on task requirements or suggested criteria.</p>	<p>I can...</p> <p>Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others.</p>
Developing	<p>I can...</p> <p>Analyze how familiar strategies have been used or expanded upon in a new project.</p>	<p>I can...</p> <p>Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task.</p>	<p>I can...</p> <p>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.</p>	<p>I can...</p> <p>Seek help or try models of others when using new resources or strategies to accomplish a multistep task or project.</p>	<p>I can...</p> <p>Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality.</p>
Applying	<p>I can...</p> <p>Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies.</p>	<p>I can...</p> <p>Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths.</p>	<p>I can...</p> <p>Analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project.</p>	<p>I can...</p> <p>Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multistep task or project.</p>	<p>I can...</p> <p>Evaluate my progress, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a high-quality multistep task or project.</p>
Extending	<p>I can...</p> <p>Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths.</p>	<p>I can...</p> <p>Propel my own learning in more meaningful directions by redefining a task challenge.</p>	<p>I can...</p> <p>Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements, and create a plan to complete them.</p>	<p>I can...</p> <p>Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks.</p>	<p>I can...</p> <p>Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth.</p>



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grades
9-12

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Emerging	<p>I can...</p> <p>Analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.</p> <p>↓</p>	<p>I can...</p> <p>Choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.</p> <p>↓</p>	<p>I can...</p> <p>Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.</p> <p>↓</p>	<p>I can...</p> <p>Follow a process provided to select reliable resources based on task requirements or suggested criteria.</p> <p>↓</p>	<p>I can...</p> <p>Begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.</p> <p>↓</p>
Developing	<p>I can...</p> <p>Explain how my strengths or strategies used successfully in the past can be applied in a new learning situation.</p> <p>↓</p>	<p>I can...</p> <p>Collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals.</p> <p>↓</p>	<p>I can...</p> <p>Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.</p> <p>↓</p>	<p>I can...</p> <p>Adapt strategies for my approach, with help as needed, when accessing more complex information or resources.</p> <p>↓</p>	<p>I can...</p> <p>Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.</p> <p>↓</p>
Applying	<p>I can...</p> <p>Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.</p> <p>↓</p>	<p>I can...</p> <p>Take responsibility for my own learning by establishing driving questions to guide my own learning process.</p> <p>↓</p>	<p>I can...</p> <p>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.</p> <p>↓</p>	<p>I can...</p> <p>Anticipate complexities of task completion and schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.</p> <p>↓</p>	<p>I can...</p> <p>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.</p> <p>↓</p>
Extending	<p>I can...</p> <p>Cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks.</p>	<p>I can...</p> <p>Seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning.</p>	<p>I can...</p> <p>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.</p>	<p>I can...</p> <p>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.</p>	<p>I can...</p> <p>Analyze my learning by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth.</p>

