

2.0 / 1.0 Self-Direction-Lev. 2(intermediate)

The elements in this rubric can be used to identify the various elements of self-direction on which the focus for learning will or has take(n) place.....BEFORE, DURING, or AFTER learning has occurred.

Literacy Skills

Skill	Emerging	Developing	Proficient	Exemplary
Confidence in Abilities/Self-Efficacy	Learner may believe that he/she is not capable of completing a task due to lack of ability.	Learner needs a great deal of encouragement & support to bolster confidence.	Learner believes in his/her ability to complete a task.	Learner approaches learning activity with confidence & seeks challenging tasks.
Engagement	Learner is disinterested.	Learner expresses some interest in the topic...with guidance.	Learner develops interest in topic.	Learner develops a deep interest in the topic & possibly extends the investigation.
Focused / On Task	Learner is neither focused nor on task, even with guidance.	Learner relies on frequent redirection to focus.	Learner occasionally needs redirection to focus.	Learner independently focused during the learning task.
Help-Seeking	Learner doesn't seek help. Prefers to abandon the task.	Learner occasionally seeks help but often from inappropriate resources.	Learner occasionally identifies & usually selects appropriate resources.	Learner accurately identifies the most efficient & effective resources.
Learning from Mistakes	Learner is unable to identify mistakes.	With the help of a teacher, learner is able to identify mistakes.	Learner is occasionally able to identify mistakes & sometimes uses what has been learned, in the future.	Learner is able to identify mistakes & uses what has been learned, in the future.
Motivation	Learner isn't motivated to complete the task.	Learner's motivation to complete tasks comes with guidance.	Learner's effort is focused primarily on completion of goals.	Learner is focused, in all activities, & on accomplishing goals. Learner possibly extends investigations.
Planning	Learner shows no evidence of planning strategies.	Learner receives guidance throughout the creation of plan.	Learner uses planning strategies with occasional assistance from teacher.	Learner independently chooses a planning strategy.
Problem-Solving Strategies	Learner lacks problem-solving strategies & relies totally on teacher intervention.	Learner relies heavily on teacher intervention for problem-solving strategies.	Learner & teacher discuss & choose appropriate problem-solving strategies, together.	Learner independently chooses appropriate problem-solving strategies.
Reflection	Learner is unable to self-reflect.	Learner has difficulty reflecting without on-going guidance.	Learner begins reflection process with guidance.	Learner independently reflects & recognizes what has been learned.
Self-Image as a Learner	Learner is unable to understand factors which will lead to success.	Learner may understand, with the help of a teacher, that effort, competence, & perseverance will lead to success.	Learner occasionally understands that effort, competence, & perseverance will lead to success.	Learner understands that effort, competence, & perseverance will lead to success.
Self-Monitoring	Learner isn't able to monitor efforts during learning.	Learner uses self-monitoring strategies, during learning, require guidance.	Learner is able to monitor efforts with occasional guidance.	Learner automatically & independently monitors performance during the learning activity & self-corrects as needed.
Setting Goals	Learner doesn't participate in goal-setting. Teacher sets goals for child.	Learner participates minimally in goal-setting.	Learner is capable of setting goals but seeks guidance from teachers.	Learner independently sets goals.