

2.0 / 1.0 Self-Direction-Lev. 3(secondary)

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
Engagement	Learner is disinterested in the topic.	With guidance, learner expresses some interest in the topic.	Learner develops interest in the topic.	Learner is able to develop a deep interest in the topic even in the absence of tangible rewards. May be heard saying, "I actually like this project!"
Effective use of resources	Learner doesn't seek help. Prefers to abandon the task.	Learner occasionally seeks help, but often from inappropriate resources.	Learner occasionally identifies and usually selects the appropriate resources.	Learner seeks help when needed, accurately identifying the most efficient and effective resources.
Focusing/On Task	Learner is unable to focus on a learning task even with guidance.	Learner relies on frequent redirection to focus.	Learner occasionally needs redirection to focus.	The learner is able to independently focus on the learning task under any & all learning condition.
Learning from Mistakes	Learner is unable make connection between mistakes & future successes.	Learner is usually not able to transfer lessons learned from mistakes as each task exists independently.	Learner begins reflecting more effectively on lessons learned, occasionally identifies mistakes, & sometimes uses the learning in the future.	Learner is able to reflect on lessons learned from mistakes & make connections between previous learning & new situations.
Motivation	Learner isn't motivated to complete the learning task.	With guidance, learner's focus in learning task is on its completion.	Learner's effort is focused primarily on learning task.	Learner is able to focus on accomplishing the goals of the learning task rather than on competitive outcomes. An extended Investigation, related to the learning task, might occur.
Personal Best	Learner is unable to understand factors which will lead to success. He/she relies on external evaluation & attributes failure to lack of ability, poor teaching, or other external factors.	Learner may understand, with guidance that effort, competence, & perseverance will lead to success.	Learner occasionally understands that effort, competence, and perseverance will lead to success.	Learner attributed problems & successes in learning to personal effort, competence, & perseverance & understands that these will lead to success.
Planning	Learner shows no evidence of setting learning strategies.	Learner needs guidance in the creation of learning strategies.	Learner is able to set learning strategies with occasional assistance from authority figure.	Learner is able to achieve competence & Independence in choosing a learning strategy or method to attain a goal.
Problem-Solving Strategies	Learner lacks problem-solving strategies & relies totally on adult intervention.	Learner relies heavily on adult intervention for problem solving strategies.	Learner & adult discuss and choose appropriate problem solving strategies, together.	Learner independently chooses & applies appropriate problem- solving strategies during a learning task.

Name of Student:

Reflection	Learner makes no effort to self-evaluate (reflect), or assess the quality of work completed during the learning activity.	Learner has difficulty self-evaluating (reflecting) without on-going guidance.	Learner is able to self-evaluate (reflect) using provided rubric or other tool with minimal with guidance.	Learner independently self-evaluates (reflects) & recognizes what's been learned & is capable of analyzing progress against the & standard or the work of others.
Self-efficacy/ Confidence in Abilities	Learner may believe that he/she lacks the ability to complete a task.	Learner needs encouragement & support to bolster confidence in completing a task.	Learner believes in his/her ability to complete a task.	Learner is able to approach a learning activity with "I can...", "confidence (learning or performing a task at a specific level).
Self-Image	Learner has a poor self-image as a learner.	Learner occasionally feels positive about the quality of work if guidance is given.	Learner usually has positive feeling of accomplishment.	Learner has a positive self-concept as a learner, tends to learn from failures.
Self-Monitoring/ Progress Checking	Learner isn't able to monitor efforts during learning.	Learner's self-monitoring strategies, during learning, require guidance.	Learner is able to monitor his/her efforts with occasional guidance.	Learner automatically & independently monitors performance during the learning activity & self-corrects as needed.
Setting Goals	Learner isn't able, willing, or motivated to set goals.	Even with guidance, learner participates minimally in goal setting.	Learner is capable of setting goals but seeks guidance from authority figure.	Learner is able & willing to independently set goals (decide on specific outcomes for learning).