

## Self-Direction Rubric

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<b>Goal-Setting</b>			
I set challenging, achievable goals, and identify and access the resources necessary to achieve the goals.	I set achievable goals. I identify and access some resources to achieve the goals.	I begin a task without clearly defined goals. I do not identify necessary resources.	I make no effort to identify a goal or resources to complete goals.
<b>Project Management</b>			
I consistently manage time and resources in an efficient manner to achieve goals.	I usually manage time and resources in an efficient manner to achieve goals.	I manage time and resources with some help to achieve goals.	I need ongoing help in managing time and resources to achieve goals.
<b>Problem Solving</b>			
I consistently review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.	I usually review my progress and experiences to resolve problems that may be interfering with achieving my goals.	With some assistance, I review my progress and experiences to resolve problems that may be interfering with achieving my goals.	With ongoing assistance, I review my progress and experiences to resolve problems that may be interfering with achieving goals.
<b>Using Feedback</b>			
I ask others for feedback and consider their ideas seriously when revising my work.	I consider feedback from many sources when revising my work.	I consider some feedback when revising my work.	I do not consider feedback when revising my work.
<b>Persevering</b>			
I exhibit strong determination to find an answer or solution. I monitor my commitment to the goals, and develop and apply a wide variety of techniques to stay on task.	I exhibit determination to find an answer or solution. I monitor my commitment to the goals, and develop and apply some techniques to stay on task.	I make an effort to find an answer or solution. I do not monitor my commitment to goals. With help, I apply techniques to stay on task.	I make little effort to find an answer or solution. I do not consider techniques to stay on task and give up easily.

<b>Assessing Quality</b>			
I consistently identify and describe the criteria and performance standards for quality work.	I usually identify and describe the criteria and performance standards for quality work.	I identify and describe criteria and performance standards for quality work with some help.	I cannot identify or describe the criteria and performance standards for quality work.
<b>Reflecting on Learning</b>			
I identify clearly what I learned using examples. I identify strengths and weaknesses of my work in clear terms, and identify areas for improvement.	I identify clearly what I learned. I identify the strengths and weaknesses of my work in clear terms, and identify areas for improvement.	I identify clearly what was learned, but I do not identify strengths, weaknesses, or areas for improvement.	My reflections do not provide evidence of intended learning.
<b>Reflecting on Learning</b>			
I reflect continuously to set new goals. I effectively incorporate lessons I have learned from my successes and failures.	I reflect at the end of the work to set new goals. I often incorporate lessons I have learned from my successes and failures.	I reflect on my work and set new goals with help. I may consider, but do not incorporate, lessons learned from successes and failures.	I do not reflect on my work to set new goals. I do not consider lessons learned from success or failures.