

## *Continuum of Progress: Self-Direction*

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*Self-direction is the ability to set goals related to learning, plan for the achievement of those goals, independently manage time and effort, and independently assess the quality of learning and any products that result from the learning experience*

<b>Goal Setting</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Goal setting	The student does not make an effort to participate in the establishment of goals or to internalize the goals associated with learning activities.	The student participates minimally in the goal setting process.	The student is capable of setting goals using a prescribed or adapted process.	The student has achieved competence and independence in goal setting.
<b>Planning</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Strategic planning	No effort is made to plan strategically.	With significant assistance, the student can do some planning of learning activities.	With minimal supervision, the student uses tools and processes to plan learning activities and establish benchmarks.	The student has achieved competence and independence in planning functions.
<b>Abilities</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Belief in abilities	The student may believe that he/she is simply not capable of completing a task due to lack of ability.	The student needs a great deal of encouragement and support to bolster confidence.	The student believes in his/her ability to complete appropriate tasks, but care must be taken to watch for evidence of frustration.	All appropriate learning activities are approached with confidence and challenging tasks are sought out.
<b>Goal-direction</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Goal-directed effort	The student views the task simply as something that needs to be finished, though he/she is likely to simply forget about the task between reminders by the teacher.	The focus of effort in learning tasks is primarily on the completion of the task, though attention to goals can be elicited through dialogue.	The focus of effort is primarily on learning goals.	The focus in all activities is on learning goals; tasks are sometimes extended in pursuit of these goals.
<b>Interest</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Interest	The student is disinterested.	The student expresses a general disinterest in learning content unless specifically guided by an expert or teacher to relate learning to other interests.	The student occasionally develops a deep interest in topics being studied.	The student often develops a deep interest in the content being studied.

<b>Attention</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Focusing attention	When attempting to complete the task, the student is immediately distracted by any stimulus and may actually seek out irrelevant things to do in lieu of the learning activity.	The student has significant difficulty remaining focused when distraction invades the learning space, but has improved in his/her ability to avoid seeking irrelevant activities.	The student is able to maintain focus on learning tasks through all but the most significant distractions.	Care is taken by the student to ensure positive learning environments. He/she is able to focus and maintain attention under virtually all conditions.
<b>Self-instruction</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Self-instruction	The student is easily stymied when involved in learning and lacks strategies for overcoming roadblocks.	The student, while lacking internal self-instruction strategies, occasionally applies strategies under a teacher's direction.	The student has internalized some self-instruction strategies. With direction, a variety of these are applied.	The student has many strategies for self-instruction and applies these independently.
<b>Self-monitoring</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Self-monitoring	The student is not able to monitor his/her efforts during learning.	Student self-monitoring during learning requires the active involvement of a teacher.	The student is able to monitor his/her efforts during learning with occasional guidance from a teacher.	The student automatically and independently monitors performance during the learning activity and self-corrects as needed.
<b>Help-seeking</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Help seeking	The student does not seek help, preferring to abandon a task.	The student occasionally seeks help, but often from inappropriate sources.	The student occasionally seeks help and usually selects the appropriate source.	The student seeks help when needed and accurately identifies the most efficient and effective source of assistance.
<b>Self-evaluation</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Self-evaluation	No effort is made to assess the quality of work completed during a learning activity.	The student relies on external sources for evaluation of learning products, but can be guided to limited self-evaluation.	The student is able to self-evaluate using provided rubrics and tools with minimal assistance from the teacher.	Self-evaluation is automatic and the student is capable of sophisticated analysis of progress against standards or, in the absence of standards, against the work of others.