

Middle School Self-Direction Rubric

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Sets Goals	<p>I set challenging, achievable goals.</p> <p>I identify and access the resources necessary to achieve goals.</p>	<p>I set achievable goals.</p> <p>I identify and access some resources to achieve goals.</p>	<p>I begin the task without clearly defined goals.</p> <p>I do not identify necessary resources.</p>	<p>I make no effort to identify a goal or resources to complete goals.</p>
Plans Timeline, Monitors and Adjusts as Needed	<p>I create and stick to a well-reasoned, detailed timeline.</p> <p>I consistently review progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>I ask for and take into account feedback from many sources.</p> <p>I adjust strategies to effectively complete goals.</p> <p>I consistently manage time and resources in an efficient manner to achieve goals.</p>	<p>I create and stick to a useful timeline.</p> <p>I usually review progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>I take into account feedback from many sources.</p> <p>I adjust strategies to complete goals.</p> <p>I usually manage time and resources in an efficient manner to achieve goals.</p>	<p>I create an incomplete timeline.</p> <p>I review progress and learning experiences with some assistance to resolve problems that may be interfering with achieving goals.</p> <p>I take into account some feedback.</p> <p>I make limited attempts to adjust strategies to complete goals.</p> <p>I manage time and resources with some help to achieve goals.</p>	<p>I do not create a timeline.</p> <p>Reviews progress and learning experiences with ongoing assistance to resolve problems that may be interfering with achieving goals.</p> <p>I do not take into account feedback from others.</p> <p>I do not adjust strategies to complete goals.</p> <p>I need ongoing help in managing time and resources to achieve goals.</p>

<p>Perseveres</p>	<p>I exhibit strong determination to find an answer or solution.</p> <p>I monitor commitment to the goals and develop and apply a wide variety of techniques to stay on task.</p>	<p>Exhibits determination to find an answer or solution.</p> <p>I monitor commitment to the goals and develop and apply some techniques to stay on task.</p>	<p>I make an effort to find an answer or solution.</p> <p>I do not monitor commitment to goals.</p> <p>I apply techniques to stay on task with help.</p>	<p>I make little effort to find an answer or solution.</p> <p>I do not consider techniques to stay on task.</p> <p>I easily give up on the task.</p>
<p>Assesses Work and Reflects on Learning</p>	<p>I consistently identify and describe the criteria and performance standards for quality work.</p> <p>I identify clearly what was learned using examples. I identify strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.</p> <p>I reflect continuously to help in setting new goals. I effectively incorporate lessons learned from successes and failures.</p>	<p>I usually identify and describe the criteria and performance standards for quality work.</p> <p>I identify clearly what was learned. I identify the strengths and weaknesses of the work in clear terms with examples and identify areas for improvement.</p> <p>I reflect at the end of the work to help in setting new goals.</p> <p>I incorporate lessons learned from successes and failures.</p>	<p>I identify and describe criteria and performance standards for quality work with some help.</p> <p>I identify clearly what was learned but do not identify strengths, weaknesses or areas for improvement.</p> <p>I do not use reflections to help in setting new goals. I may consider, but do not incorporate lessons learned from successes and failures.</p>	<p>I cannot identify or describe the criteria and performance standards for quality work.</p> <p>My reflections do not provide evidence of intended learning.</p> <p>I reflect on work and set new goals with help. I do not consider lessons learned from success or failures.</p>