



## CFSD 21<sup>st</sup> Century Learning Rubric

### *Skill: Self-Direction*

Trait	Novice	Basic	Proficient	Advanced
<b>Goal Setting</b>	Lacks strategies to set personal goals and rarely participates in goal setting. Teacher usually sets goals for student.	Has difficulty using strategies in the goal-setting process without on-going teacher assistance.	Applies strategies to set achievable goals, seeking minimal assistance.	Independently utilizes strategies to set challenging, achievable goals.
<b>Focus</b>	Is unfocused and consistently off task during the learning process.	Requires frequent redirection to focus on the learning process.	Occasionally needs redirection to focus on the learning process.	Independently maintains focus and perseveres during the learning process.
<b>Self-instruction</b>	Lacks strategies to learn, rarely engages in problem solving or seeking help.	Applies strategies and problem-solves with frequent teacher assistance, sometimes seeking inappropriate help.	Applies strategies and problem-solves with occasional teacher/appropriate assistance.	Applies strategies independently for self-instruction, solving problems and seeking appropriate help only if necessary.
<b>Self-monitoring</b>	Rarely monitors learning progress, and consistently requires teacher guidance.	Monitors learning progress with frequent teacher intervention.	Monitors learning progress and self-corrects with occasional teacher guidance.	Monitors learning progress, self-correcting as needed.
<b>Effective Use of Resources</b>	Rarely uses resources effectively and needs consistent teacher guidance.	Frequently requires teacher guidance to select and use resources effectively.	Selects and uses appropriate resources with minimal teacher guidance.	Independently identifies and effectively uses relevant resources.
<b>Self-evaluation and Reflection</b>	Rarely reflects upon learning without teacher prompting to identify strengths and weaknesses, use feedback, and modify work.	Frequently requires teacher prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work.	Occasionally reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work.	Independently reflects upon learning, identifying strengths and weaknesses, using feedback and modifying work accordingly.