

Revised NH Self-Direction Rubric for Grades K-2				
I can ...				
Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Compare examples of my past and present work to show how I used my strengths to make some progress. 	<ul style="list-style-type: none"> Describe how I used my strengths to complete a learning task. 	<ul style="list-style-type: none"> Explain why I made a choice, describing my strengths, my interests, or why I am not interested in doing a task. 	<ul style="list-style-type: none"> Identify the tasks I'd like to work on, when I am given choices.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Work with my peers to develop a new learning task or broaden an existing task to make it more interesting to us. 	<ul style="list-style-type: none"> Ask for help or ask relevant questions that help me keep working to complete a task. 	<ul style="list-style-type: none"> Select and complete tasks I am interested in doing, with support from others. 	<ul style="list-style-type: none"> Try new experiences to find out what might be interesting to me, with support.
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps	<ul style="list-style-type: none"> Use feedback from others to decide if my plan will work and make changes to improve my plan. 	<ul style="list-style-type: none"> Follow a process my teacher taught me to plan the steps and strategies needed to complete a new task. 	<ul style="list-style-type: none"> Explain how or why the strategy used at each step of a plan would help me complete a familiar task. 	<ul style="list-style-type: none"> Follow a process my teacher showed me to identify steps or strategies that will help me meet a learning goal.
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals	<ul style="list-style-type: none"> Describe how I tried different strategies to find the one that worked the best when completing a task. 	<ul style="list-style-type: none"> Follow a process using checkpoints identified by my teacher or my peers to make progress towards completing multi-step tasks. 	<ul style="list-style-type: none"> Follow a process my teacher taught me to select the best resources or strategies needed to complete a specific task. 	<ul style="list-style-type: none"> Explain what I learned when I used a resource, or when I used a strategy guided by my teacher.
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Tell how and why I might make changes next time to improve the quality of my work. 	<ul style="list-style-type: none"> Identify the strategies that worked well and explain why I think they worked. 	<ul style="list-style-type: none"> Provide examples of how I changed my approach or made the quality of my work better, when prompted. 	<ul style="list-style-type: none"> Keep working on learning tasks with encouragement from others.

Revised NH Self-Direction Rubric for Grades 3-5

I can ...

Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Identify how I used new strategies to overcome a problem I was stuck on so I could complete a task. 	<ul style="list-style-type: none"> Locate examples in my work to explain why a strategy was needed and how I successfully used it. 	<ul style="list-style-type: none"> Describe how strategies I've learned in the past can be used in a new learning task. 	<ul style="list-style-type: none"> Identify my learning preferences, and explain how they relate to my personal strengths, interests, or disinterest.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Take responsibility for my own learning by identifying new areas of interest and then collaboratively developing new learning tasks. 	<ul style="list-style-type: none"> Proactively seek input from others and ask relevant questions related to shaping my learning. 	<ul style="list-style-type: none"> Use specific examples to explain how the experiences of others have expanded my interests or my learning. 	<ul style="list-style-type: none"> Describe connections between my personal interests and new learning experiences provided by others.
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps	<ul style="list-style-type: none"> Use examples provided to decide what's needed for a task or project and develop a plan with steps and strategies to complete the task or project. 	<ul style="list-style-type: none"> Follow a familiar process to set learning goals for a new task and plan the steps and strategies to complete the task. 	<ul style="list-style-type: none"> Work with others to set task-specific learning goals and plan steps and strategies to complete the task. 	<ul style="list-style-type: none"> Follow a teacher-directed process to identify a task-specific learning goal and plan sequenced steps and strategies to complete the task.
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals	<ul style="list-style-type: none"> Describe how or why I changed a familiar approach so I could accomplish learning that was more complex. 	<ul style="list-style-type: none"> Maintain my focus and pace by meeting agreed-upon checkpoints for completing a multi-step task. 	<ul style="list-style-type: none"> Describe how I used a familiar learning strategy or tried a new approach to complete a multi-step task. 	<ul style="list-style-type: none"> Use resources and strategies modeled by others to complete a task.
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Evaluate how changes in my approach could improve the quality of my work or my learning next time. 	<ul style="list-style-type: none"> Identify ways to refine my strategies or process when I know a change is needed. 	<ul style="list-style-type: none"> Use established checkpoints to help me focus on what to do in each step of my plan to meet learning goals. 	<ul style="list-style-type: none"> Make changes to improve the quality of my work when gaps in my understanding or process are identified by others.

Revised NH Self-Direction Rubric for Grades 6-8

I can ...

Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths. 	<ul style="list-style-type: none"> Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies. 	<ul style="list-style-type: none"> Analyze how familiar strategies have been used or expanded upon in a new project. 	<ul style="list-style-type: none"> Identify my strengths and areas needed for growth, using feedback from others.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Propel my own learning in more meaningful directions by redefining a task challenge. 	<ul style="list-style-type: none"> Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths. 	<ul style="list-style-type: none"> Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task. 	<ul style="list-style-type: none"> Choose a learning opportunity from options provided by others.
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps	<ul style="list-style-type: none"> Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements and create a plan to complete them. 	<ul style="list-style-type: none"> Analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project. 	<ul style="list-style-type: none"> Use familiar learning strategies and processes to set a learning goal, develop a plan to meet the goal, and seek feedback from others to refine the plan. 	<ul style="list-style-type: none"> Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided.
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals	<ul style="list-style-type: none"> Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks. 	<ul style="list-style-type: none"> Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multi-step task or project. 	<ul style="list-style-type: none"> Seek help or try models of others when using new resources or strategies to accomplish a multi-step task or project. 	<ul style="list-style-type: none"> Follow a process provided to select resources based on task requirements or suggested criteria.
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth. 	<ul style="list-style-type: none"> Evaluate my progress, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a high-quality multi-step task or project. 	<ul style="list-style-type: none"> Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality. 	<ul style="list-style-type: none"> Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others.

Revised NH Self-Direction Rubric for Grades 9-12

I can ...

Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks. 	<ul style="list-style-type: none"> Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project. 	<ul style="list-style-type: none"> Explain how my strengths or strategies used successfully in the past can be applied in a new learning situation. 	<ul style="list-style-type: none"> Analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning. 	<ul style="list-style-type: none"> Take responsibility for my own learning by establishing driving questions to guide my own learning process. 	<ul style="list-style-type: none"> Collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals. 	<ul style="list-style-type: none"> Choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps	<ul style="list-style-type: none"> Independently seek input on a project-based learning goal and plan which pushes my learning beyond the task and use feedback to improve the plan. 	<ul style="list-style-type: none"> Set a personally meaningful project-based goal, with steps to complete the plan and possible challenges along the way with alternative strategies or resources needed to complete the project. 	<ul style="list-style-type: none"> Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project 	<ul style="list-style-type: none"> Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals	<ul style="list-style-type: none"> Provide examples of how I set and maintained a high standard of work quality and how I plan to improve my process in the future. 	<ul style="list-style-type: none"> Anticipate complexities of task completion and schedules and explain how I adjusted my pace appropriately to meet agreed-upon deadlines. 	<ul style="list-style-type: none"> Adapt strategies or my approach, with help as needed, when accessing more complex information or resources. 	<ul style="list-style-type: none"> Follow a process provided to select reliable resources based on task requirements or suggested criteria.
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Analyze my learning, by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth. 	<ul style="list-style-type: none"> Evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multi-step task or project. 	<ul style="list-style-type: none"> Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed. 	<ul style="list-style-type: none"> Begin a course of action, seeking help when gaps in my progress, my understanding, or work quality are identified by me or others.

Recommended Revisions to New Hampshire's Work Study Practices Self-Direction Rubrics
Based on an Alignment Review Conducted by Dr. Karin Hess (March 2020)
Using the *Essential Skills and Dispositions Developmental Framework*¹ for Self-Direction

Wording revisions to the New Hampshire Work Study Practices (WSP) rubrics for self-direction have been recommended based on a March 2020 alignment study using research related high-quality rubric design ([Hess PLC Tool 11](#)²) and a research-based Developmental Framework describing how self-development skills typically tend to evolve over time. NH rubric descriptors under each performance level now articulate a possible learning progression (from Emerging to Developing to Applying to Extending) and have closer alignment *with the intent* of the Framework's corresponding performance levels (p. iii):

- **Beginner:** **new to the task** and context, **follows directions** or modeled behaviors, **responds to guidance**, learns to use skills in a controlled context
- **Advanced Beginner:** **familiar with a specific task** and context, **follows rules**, purposefully explores through trial and error, **looks to others** for support, **uses known steps** to complete a task, discovers patterns
- **Strategic Learner:** **completes different forms of tasks** in related contexts, **analyzes situations to plan approach**, **refines approach** by testing ideas, **selectively draws on expertise of others**, identifies familiar aspects of tasks to determine relevant strategies
- **Emerging Expert:** experiences **wide variations of tasks** in different contexts, **analyzes unfamiliar situations**/contexts, **seeks connections** to others to **broaden skills**, looks for connections in other areas and **tailors application of skills**, notices what is missing

The revised NH WSP rubrics reflect general changes described below.

- Descriptors in the earlier NH WSP rubrics that were judged to be too subjective, used negative language (e.g., behavioral, punitive), too vague to reliably gather evidence and assess (across classrooms), or inconsistent with the focus in the Developmental Framework were revised or eliminated.
- Descriptions at all performance levels are now stated in the positive as “I can...” – describing what students might actually be doing (vs. not doing).
- Multiple bullets were combined into more concise statements to facilitate consistent evidence collection and more reliable scoring across classrooms.
- **Highlighting** of phrasing under each sub-domain identifies the areas of focus for documenting observable and measurable evidence.
- The use of identical indicators at different grade spans was reduced by creating variations of parts of the same Framework indicator or by using completely different indicators. In some cases, identical indicators made sense at different grade spans since this is a developmental continuum.
- *To the degree possible*, checks were made for both vertical coherence across grade spans (for each of the five Framework sub-domain) and consistency within each performance level (across all five subdimensions) for each grade span (e.g., what does a student whose performance falls under “Extending” or “Applying” or “Developing” or “Emerging” typically know and is able to do?).
- **Clarifying some terms:** (1) **“guided”** means using teacher-directed models, processes/steps, strategic scaffolding; (2) **“prompted”** or **“with support”** means that a specific correction or redirection is given “in the moment” of learning (e.g., what is the first step?); (3) **“proactive”** or **“initiate”** or **“take responsibility”** mean that a student (not the teacher) has directed actions such as seeking input from peers or identifying the direction of new learning.

¹ *Essential Skills and Dispositions Developmental Framework*. (2015). National Center for Innovation in Education. <https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/>

² <https://www.karin-hess.com/formative-and-performance-assessments>