

Self Starter



**Operational Definition:** A self-starter is motivated to take action with independence. They exhibit initiative, independence and persistence while working toward goals.

**Student/Family Friendly Definition:** A self starter is motivated to take action.

|                               | 9-12 Outcomes<br>College, Career, and Life Ready                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5-8 Outcomes<br>High School Ready                                                                                                                                                                                                                                                                                                                                                                                                                                                           | PreK-4 Outcomes<br>Intermediate School Ready                                                                                                                                                                                                                                                                                                     |
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| Progression                   | Leading My Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Developing Deeper Ownership of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Building Ownership of Learning                                                                                                                                                                                                                                                                                                                   |
| I am learning to:             | I can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | I can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | I can:                                                                                                                                                                                                                                                                                                                                           |
| Recognize my role in learning | <ul style="list-style-type: none"><li>describe what I am learning and apply to other <b>meaningful contexts</b></li><li>independently create and <b>monitor measurable</b> learning goals</li><li>use <b>unique</b> talents and abilities to reach potential</li><li>develop <b>strategies</b> to achieve goals</li><li>independently develop <b>action steps</b> needed to reach goals</li><li>prioritize time and tasks by <b>importance</b> and <b>urgency</b> to meet deadlines</li><li>break <b>complex tasks</b> into smaller, manageable, timely steps</li></ul> | <ul style="list-style-type: none"><li>describe what I’m learning and <b>why it’s important</b></li><li>set <b>specific goals</b> and create a plan to reach them</li><li>use my <b>strengths</b> and <b>interests to improve</b> my learning</li><li><b>prioritize</b> time and tasks to meet <b>deadlines</b> with support</li><li>track my own <b>progress</b> and <b>adjust my goals</b> with minimal help</li><li><b>prioritize</b> important tasks with growing independence</li></ul> | <ul style="list-style-type: none"><li>talk about what I am learning and why it matters</li><li>name my <b>strengths</b> and things I want to get better at</li><li>set a <b>learning goal</b> with support</li><li>make a <b>plan</b> to reach my goal with help from a teacher</li><li>begin to <b>manage my time</b> with support</li></ul>    |
| Reflect on my learning        | <ul style="list-style-type: none"><li>independently identify and <b>critique</b> for strengths and areas for growth</li><li>receive and use feedback from peer review, <b>expert review</b>, and <b>self-evaluation</b></li><li>Show evidence and <b>describe success</b> when goals are met</li></ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>name my strengths and <b>growth areas</b> with increasing <b>independence</b></li><li>reflect using peer-, teacher-, and <b>self-feedback</b></li><li>describe how I’m making progress toward my goals</li><li>show <b>evidence</b> of <b>goal attainment</b> and reflect on success</li></ul>                                                                                                                                                        | <ul style="list-style-type: none"><li>talk about what I did well and what I can do better</li><li>share how I feel about my <b>progress</b></li><li>look at my work and talk about what I’ve learned</li><li>reflect on <b>feedback</b> from a teacher or peer</li><li>celebrate my <b>growth</b> and try again when something is hard</li></ul> |
| Respond to feedback           | <ul style="list-style-type: none"><li>make adjustments to goals <b>based on data</b> and <b>feedback</b></li><li>exhibit initiative, <b>independence</b>, and persistence in learning</li><li>identify and use resources that help me meet my goals</li><li>approach projects based on <b>personal interests</b> and <b>knowledge gaps</b></li><li>demonstrate healthy and respectful ways to express and <b>self-advocate</b> for needs, wants, and feelings</li></ul>                                                                                                 | <ul style="list-style-type: none"><li>take action on feedback to <b>improve</b> my work</li><li>show <b>initiative</b> and <b>persistence</b> in my learning</li><li><b>adjust</b> my plan or goal when needed</li><li>refine <b>personal interests</b> and engage in learning based on <b>knowledge gaps</b></li><li>begin to <b>advocate</b> for what I need in a respectful way</li></ul>                                                                                                | <ul style="list-style-type: none"><li>listen to <b>feedback</b> and try to make my work better</li><li><b>keep going</b> when learning gets hard</li><li>ask for help when I need it</li><li>begin to talk about my <b>needs</b> and how I’m <b>feeling</b></li><li>try different <b>strategies</b> when something doesn’t work</li></ul>        |