Learnlife Impact Rubric

tracking and assessing the impact of growth in lifelong learning capabilities: **Self-Determination**

Summary - self-determination proficiency				
very limited *self-determined* capability observed	low *self-determined* practices evident	moderate *self-determined* capability, growing indicators	proficient *self-determined* capability in evidence, strong growth trajectory	high proficiency in *self-determined* capabilities consistently in evidence
pre phase: little self-determination	**low self-determination**	**emerging self-determination**	**self-determination a strength**	**high self-determination**
a very limited understanding of any reflective process, whether undertaken by self or others	little inclination to self-reflect, reliance on Learning Guide to provide assessment	growing ability to self-reflect and use this to improve independence as a learner	strong self-reflection capability: actively uses this in a continual looping process to improve lifelong learning capabilities	self-reflection is a highly systematic and recurrent process used to create new avenues of adaptive thinking and a highly creative solutions mindset
a low understanding of any concept connected to self-driven learning; an outward general lack of interest in ideas, topics or challenges contributing to low motivation	low acceptance of the need to advance own learning through exploring ideas or topics and creating new outputs	a growing awareness that one's capability as a learner improves the more you can direct the learning and be less reliant on the delivery of content or knowledge	enjoys the process of self-direction, recognising that this leads to stronger learning outcomes and growing the ability to explore new areas and become more creative	high level awareness of how to self-direct one's learning pathway, through exploring new ideas, topics and challenges and finding creative ways to increase impact
high reliance on being told what to learn, inability to cope when given choice	embedded levels of resistance to taking responsibility for finding content or new knowledge	clear signs of understanding the relevance of applying learning to new contexts, an ability to transfer learning to new scenarios	clear strength in applying skills and knowledge in new situations; frequently using acquired skills and knowledge in new contexts	very capable in using diverse skills and wide knowledge across multiple areas; transfer of understandings leads to fresh solutions and creativity
struggles to think of questions that might enable a deeper understanding of topics	continued unwillingness to think deeply in order to ask relevant or helpful questions	a growing ability to ask relevant questions that help steer the direction of personal learning	proficient at the creation and use of relevant questions and questioning techniques leading to greater self-direction	excellent at framing the right questions to enable high autonomy; high competence at recognising the right questions

finds it difficult to work with others - easily distracted and no evident readiness to take individual responsibility	low ability to collaborate or be productive in teamwork	gaining the ability to work within a team context on projects; able to see benefits in project teamwork	adept at working individually or in a team; the ability to self-direct equally strong in both contexts	high level collaborative capacity, knowing how to maximise the potential of team approaches
little motivation to learn; very reliant on others to engage them in topics; extrinsic motivators about the only thing that works	continued reliance on external measures to motivate: either needing people to push the learning or grades as an incentive	growing signs of interest and passion creating the motivation to go more deeply into topics; still reliant on external pressure	does not rely on extrinsic motivation in order to improve in learning or be productive; inner passion and interest readily motivate	intrinsic motivation is the core driver of learning; passion for topics, or motivation from making a positive impact in the world
quite resistant to change in processes, even when they are not liked; needs to know what has to be done, even if not achieved	still prefers linear instruction; resistance to going deeper or appreciating spontaneity	increasing capability to be agile in the learning process, accepting new lines of thought or opportunities	very capable of being agile in the learning process, welcoming divergent thinking and pathways and spontaneous opportunities	thrives in an agile environment, especially where divergent and spontaneous opportunities or lines of thought lead
limited view of learning guides as representing 'authority' and providers of any content expected to be learnt	little desire to move away from teacher-led models; reliance on being given content and requirements	growing capacity to accept guidance and mentoring from Learning Guides beyond 'delivery' models	enjoys the interactions of mentors, guides and experts, recognising their place in empowering greater autonomy in learning	very adept at utilising the opportunities gained from timely interactions with mentors, guides and a variety of experts
very much in the mode of a disempowered learner; very uncertain, even anxious when expected to work things out by themselves; reliant on others to learn	largely dependent on Learning Guide to own the responsibility for any learning and pathways	growing awareness of the benefits that other modes of learning can provide; some willingness to explore but still largely stuck in a teacher-delivered model	changes to routine or circumstance no longer inhibit learning processes due to the growth of autonomous learning capabilities	high and very evident capabilities as an autonomous learner; readily knows how to tackle new challenges independently with success
does not in reality understand the need to 'own' their learning beyond attendance or shallow engagement; views learning as an external expectation rather than anything self-determined	ongoing resistance to developing own capabilities as a learner; still largely reliant on 'the system'; an unwillingness to own the process of learning beyond doing what is required	signs of recognising the need to own their own learning journey, even if uncomfortable; growing willingness to take responsibility; recognising the connection between effort and attainment	prefers to have ownership of learning and different modes of learning; enjoys the satisfaction and independence that inner motivation and autonomy in learning can bring	very much owns the learning journey. taking full responsibility for any successes or failures; very capable of selecting the better strategies to achieve what is intended in terms of learning or impact goals