Assessment Rubric:
Setting My Goal, Building My Fence

Elements in the Lesson

Note: The goal is pre-determined. The student will be scored on the following steps.

- Describe your tasks.
  - What simple steps do you need to take to reach the goal? Ask key questions to identify tasks:
    - What behaviors will I avoid because they may result in infection with HIV or other sexually transmitted infections?
    - What advice about my behavior do I get from my parents or family or other trusted adults? My religion or culture? My friends? The media? The law? My own feelings and convictions?
    - What information or skills do I need?
    - What help or partnership do I need?
    - What materials do I need?
    - What could be a barrier to reaching my goal? How will I get around the barrier?
    - Is there another way to do this more easily? If so, what is it?
    - When do I plan to act on this task?

- Measure your progress.
  - How will you know that you are making progress toward your goals? Identify changes to make if needed.
  - How often will I check on whether or not I am making progress?

- Evaluate whether or not the goal was met.
  - How will I evaluate if I met my goal?

The following holistic rubric can be used for assessing student ability to plan to achieve a goal. The student has demonstrated the elements listed above through a written assignment.

To access an analytic rubric for this assignment or a generic, holistic rubric that can be used for any assignment, check the resources for Lesson 4 on the flash drive that came with your manual.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Describe Tasks to Reach Your Goal</th>
<th>Measure Your Progress</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>4</td>
<td>Clear, simple, and helpful tasks related to the goal are identified and described in detail showing a depth of understanding.</td>
<td>The method(s) for measuring progress is clearly described and measuring progress is clear, helping, or related to the goal.</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>3</td>
<td>Clear, simple, and helpful tasks related to the goal are identified.</td>
<td>The method(s) for measuring progress is identified and clearly described.</td>
</tr>
<tr>
<td>Progressing Toward Expectations</td>
<td>2</td>
<td>Most of the identified, helpful tasks related to the goal are identified.</td>
<td>The method(s) of measuring progress is slightly vague or unclear.</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>1</td>
<td>Few of the identified, helpful tasks are clear, helpful, or related to the goal.</td>
<td>The method(s) of measuring progress is missing or unhelpful.</td>
</tr>
</tbody>
</table>

Comments

Exceeds Expectations
- Describe Tasks to Reach Your Goal: Clear, simple, and helpful tasks related to the goal are identified and described in detail showing a depth of understanding.
- Measure Your Progress: The method(s) for measuring progress is clearly described and measuring progress is clear, helping, or related to the goal.
- Evaluation: The method for evaluating whether or not the goal is reached is clearly identified and clearly described.

Meets Expectations
- Describe Tasks to Reach Your Goal: Clear, simple, and helpful tasks related to the goal are identified.
- Measure Your Progress: The method(s) for measuring progress is identified and clearly described.
- Evaluation: The method for evaluating whether or not the goal is reached is clearly identified and clearly described.

Progressing Toward Expectations
- Describe Tasks to Reach Your Goal: Most of the identified, helpful tasks related to the goal are identified.
- Measure Your Progress: The method(s) of measuring progress is slightly vague or unclear.
- Evaluation: The method for evaluating whether or not the goal is reached is slightly vague or unclear.

Does Not Meet Expectations
- Describe Tasks to Reach Your Goal: Few of the identified, helpful tasks are clear, helpful, or related to the goal.
- Measure Your Progress: The method(s) of measuring progress is missing or unhelpful.
- Evaluation: The method for evaluating whether or not the goal is reached is missing or unhelpful.
### Setting My Goal, Building My Fence

This rubric can be used for assessing your ability to plan to reach a goal. Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the “Comments” column.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Tasks to Reach Your Goal</td>
<td>Few of the tasks that I identified are clear, helpful, or related to the goal.</td>
<td>I identified a method for describing tasks related to the goal clearly, showing a depth of understanding.</td>
<td>I identified a method for describing tasks related to the goal clearly, showing a depth of understanding.</td>
</tr>
<tr>
<td>Measure Your Progress</td>
<td>The method(s) of measuring progress is missing or unhelpful.</td>
<td>The method(s) of measuring progress is described in detail, showing a depth of understanding.</td>
<td>The method(s) of measuring progress is described in detail, showing a depth of understanding.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>I did not identify a method for evaluating progress or the goal is not clear.</td>
<td>I identified a method for evaluating progress and the goal is clearly described.</td>
<td>I identified a method for evaluating progress and the goal is clearly described.</td>
</tr>
</tbody>
</table>

**Comments**

Describe simple, and helpful tasks related to the goal. I described them in detail, showing a depth of understanding. Most of the tasks I identified are clear, helpful, and related to the goal. The method(s) for measuring progress is slightly vague or unclear. I identified a method for evaluating progress and the goal is clearly described.