



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.



| Elements | Exceeds Expectations 4 | Meets Expectations 3 | Progressing Toward Expectations 2 | Does Not Meet Expectations 1 | Comments |
|--|--|---|--|---|----------|
| 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. | Clear, simple, and helpful tasks related to the goal are identified. | Most of the identified tasks are clear, helpful and related to the goal. | Few of the identified tasks are clear, helpful, or related to the goal. | |
| Measure Your Progress | The method(s) for measuring progress is identified and clearly described in detail showing a depth of understanding. | The method(s) for measuring progress is identified and clearly described. | The method(s) of measuring progress is slightly vague or unclear. | The method(s) of measuring progress is missing or unhelpful. | |
| Evaluation | The method for evaluating whether or not the goal is reached is identified and clearly described in detail showing a depth of understanding. | The method for evaluating whether or not the goal is reached is identified and clearly described. | The method for evaluating whether or not the goal is reached is slightly vague or unclear. | 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.

| Elements | Exceeds Expectations 4 | Meets Expectations 3 | Progressing Toward Expectations 2 | Does Not Meet Expectations 1 | Comments |
|--|--|--|---|--|----------|
| Describe Tasks to Reach Your Goal | I identified clear, simple, and helpful tasks related to the goal. I described them in detail, showing a depth of understanding. | I identified clear, simple, and helpful tasks related to the goal. | Most of the tasks that I identified are clear, helpful and related to the goal. | Few of the tasks that I identified are clear, helpful, or related to the goal. | |
| Measure Your Progress | I identified a method(s) for measuring progress and clearly described it in detail, showing a depth of understanding. | The method(s) for measuring progress is identified and clearly described. | The method(s) of measuring progress is slightly vague or unclear. | The method(s) of measuring progress is missing or unhelpful. | |
| Evaluation | I identified a method for evaluating whether or not the goal is reached and clearly described the method in detail showing a depth of understanding. | I identified and clearly described a method for evaluating whether or not the goal is reached. | The method I identified and described for evaluating whether or not the goal is reached is slightly vague or unclear. | I did not identify a method for evaluating whether or not the goal is reached or what I described was not helpful. | |