

### Directions:

Use the rubric to assess the student's understanding of the objectives.

Category	1	2	3	4	Score
Student will state a long-term goal that is positively stated and focused on improving school performance.	The student did not state a long-term goal.	The student stated a long-term goal, but it was not focused on improving school performance.	The student stated a long-term goal that was focused on improving school performance, but was not positively stated.	The student stated a long-term goal that was positively stated and focused on improving school performance.	___/4
Student will state three short-term goals that will help in reaching the long-term goal.	The student did not state three short-term goals.	The student stated one short-term goal that would support reaching the long-term goal.	The student stated two short-term goals that would support reaching the long-term goal.	The student stated three short-term goals to help reach the long-term goal. Study skills learned from the unit, such as creating a schedule to stay organized, reading information carefully, active listening, note taking, and/or using a timeline to organize events for writing papers, are incorporated into the short-term goals.	___/4
Student will create a progress-monitoring tool with dates to reach the one long-term and three short-term goals.	The student did not create a progress-monitoring tool with dates to reach goals.	The student created a progress-monitoring tool, but only listed the date to reach one goal.	The student created a progress-monitoring tool, but only listed the dates for reaching two or three goals.	The student created a progress-monitoring tool with dates to reach the one long-term and three short-term goals.	___/4
<b>Comments:</b>					<b>Total:</b> _____/12