

Name: _____ Date: _____

Teacher: _____

LESSON GOAL Set personal goals and create a personalized education plan, looking back on previous work and looking forward to the future.

ESSENTIAL QUESTION What strategies can I use to set SMART (specific, measurable, attainable, relevant, and time-bound) goals for myself?

STUDENT EXPECTATIONS

1. Participate in small and whole group discussions about SMART goals.
2. Develop short- and long-term goals.
3. Complete the personalized education plan.
4. Set up and meet with teachers to complete the *Academic Check-In*.
5. Meet with advisor to review the *PEP*.
6. Follow through on short- and long-term goals.
7. Compose a reflection on goal setting.

Multiply the points by the weighted score and record in the total column for each rubric. Then tally the total points for the final score.						
Weighted Score	Category	Exceeding 9-10 Points	Meeting 6-8 Points	Approaching 3-5 Points	Emerging 0-2 Points	Total
1	SMART Goal Discussion Contribute to an understanding of SMART goals.	Took appropriate initiative to contribute to understanding of SMART goals.	Participated in discussion of SMART goals.	Made some effort to contribute to understanding of SMART goals.	Made a minimal effort to contribute to the discussion of SMART goals.	
2	<input checked="" type="checkbox"/> ASSIGNMENT 1 Completion of the PEP Complete the entire PEP.	Made a conscientious, thoughtful effort to complete the PEP.	Made a solid effort to complete the PEP.	Made an attempt to complete most of the PEP.	Made a minimal effort to complete the PEP.	
1	Goal Setting Identify three short-term goals, which are SMART (specific, measurable, attainable, relevant, and time-bound).	Goals were thoughtful and SMART.	Goals had most of the SMART qualities.	Goals reflected some of the SMART qualities.	Goals did not reflect the SMART qualities.	
1	Goal Setting Identify three long-term goals, which are SMART (specific, measurable, attainable, relevant, and time-bound).	Goals were thoughtful and SMART.	Goals had most of the SMART qualities.	Goals reflected some of the SMART qualities.	Goals did not reflect the SMART qualities.	
1	Academic Check-In Take the <i>Academic Check-In</i> to all teachers to have them complete it.	Met with all teachers and had them complete the <i>Academic Check-In</i> .	Met with most of their teachers to complete the <i>Academic Check-In</i> .	Met with a few of their teachers to complete the <i>Academic Check-In</i> .	Did not meet with teachers to complete the <i>Academic Check-In</i> .	
1	Advisor Meetings Set up a meeting with the advisor to discuss the <i>PEP</i> .	Took initiative to set up a meeting with Advisor to thoughtfully discuss and review the <i>PEP</i> .	Met with Advisor to discuss the <i>PEP</i> .	Advisor recruited student to discuss <i>PEP</i> .	Did not meet with advisor to discuss the <i>PEP</i> .	
2	Follow Through Follow through on 75% of goals.	Took responsibility to follow through on at least 75% of goals.	Followed through on at least 50% of goals.	Followed through on at least 25% of goals.	Did not follow through on goals.	
1	<input checked="" type="checkbox"/> ASSIGNMENT 2 Reflection Compose a reflection on goal setting.	Thoughtfully reflected on goal setting.	Completed the reflection on goal setting.	Made an effort to complete the reflection on goal setting.	Made a minimal effort to complete the reflection on goal setting.	