

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Sanborn Regional School District  
Mission and Expectations  
Goal Setting Rubric 6-12**

<b>Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Yet</b>	<b>Student</b>	<b>Teacher</b>
<b>Articulation of Goal</b>	Sets challenging goals with clear priorities and realistic expectations.	Sets attainable goals.	Sets goals that are vague, unattainable, or irrelevant.	Unable to articulate a goal.		
<b>Criteria for Success</b>	Establishes criteria for success before beginning action planning.	Establishes criteria for success.	Establishes criteria for success with assistance.	Even with assistance, unable to establish a criteria for success.		
<b>Action Plan</b>	Breaks goal down into a specific action plan with manageable tasks.	Breaks goal down into an action plan with most tasks manageable.	Breaks goal down but action plan is not specific and/or tasks are not manageable.	Unable to break goal into an action plan with manageable tasks.		
<b>Task Relevancy</b>	All identified tasks in the action plan contribute to attainment of the goal.	Most tasks in the action plan contribute to the attainment of the goal.	Some tasks in the action plan are irrelevant to goal.	Specific tasks are not identified within the action plan.		
<b>Self-Assessment</b>	Continuously evaluates the success of each task and effectiveness of efforts throughout process.	Evaluates the success of each task and the effectiveness of efforts after the goal has been attained.	Evaluates whether or not the goal was attained.	Does not recognize when goal has been achieved.		
<b>Flexibility</b>	Through self-assessment, proactively revises action plan and goal throughout the process.	Through self-assessment, reactively revises action plan goals when needed.	Evaluates effectiveness of efforts but does not revise action plan or goal in light of self-assessment.	Unable to evaluate progress toward goals.		
<b>Tenacity</b>	Consistently and constantly strives for improved skill and higher achievement.	Strives for improved skill and higher achievement with good follow-through.	Occasionally works to improve performance with inconsistent follow-through.	No attempt to improve skills or achievement with little or no follow-through.		
<b>Recognition</b>	Always recognizes positive accomplishments toward goal.	Usually recognizes positive accomplishments toward goal	Sometimes recognizes positive accomplishments toward goal.	Unable to recognize a positive accomplishment.		