



This self-evaluation consists of six (6) components, one (1) for the objective of each lesson. These can be completed after each component, or at the end of the learning experience. Each component contains a “doing” statement and a “feeling” statement based on the lesson objective. These statements can be edited to suit the specific objectives of the program, or of the individual student. If using the rubric, the student should select the extent to which they agree with the statements, and then discuss with the provider – each giving their own perspective.

After the discussion, they may agree on an overall score for that component. If the rubric aspect is a barrier to the conversation, then the student can describe how and why they agree or disagree with the provided statements. In both cases, the student is encouraged to provide a statement that more accurately describes their experience.

1. DISCOVERING MY VISION			
What I did: I dreamed a dream of my future and I shared it with someone else.	0 Not yet	1 Sort of	2 Yes
How I feel: I like my vision and I feel that I described it well. It feels right to me.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component after reflection and discussion:	0 Not proficient	1 Approaching	2 Proficient

Goal Setting Assessment: Scoring Rubric and Guided Student Self-Evaluation



2. DOCUMENTING MY VISION			
What I did: I documented my dream and thought of how I can start to get closer to it.	0 Not yet	1 Sort of	2 Yes
How I feel: I made something that will inspire me to continue to work hard and believe in myself.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component:	0 Not proficient	1 Approaching	2 Proficient

3. SETTING LONG- AND SHORT- TERM GOALS			
What I did: I thought of several short-term goals that will help me achieve my long-term goal.	0 Not yet	1 Sort of	2 Yes
How I feel: My short- and long-term goals make sense together and I see how they can lead to my success.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component:	0 Not proficient	1 Approaching	2 Proficient

Goal Setting Assessment: Scoring Rubric and Guided Student Self-Evaluation



4. MAPPING OUT THE WAY			
What I did: I considered several things that could help me along the way, and several things that could set me back.	0 Not yet	1 Sort of	2 Yes
How I feel: I am confident that I can take advantage of opportunities and overcome obstacles as I pursue this goal.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component:	0 Not proficient	1 Approaching	2 Proficient

5. PLANNING STEP BY STEP			
What I did: I made a plan to get started towards my goal. I am accountable to myself and to someone else.	0 Not yet	1 Sort of	2 Yes
How I feel: I like my plan and I am looking forward to working on it. It feels do-able to me.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component:	0 Not proficient	1 Approaching	2 Proficient

Goal Setting Assessment: Scoring Rubric and Guided Student Self-Evaluation



6. STARTING MY JOURNEY			
What I did: I have a meeting scheduled to check in about my progress on my plan, and I am ready to adapt my plan as my circumstances change.	0 Not yet	1 Sort of	2 Yes
How I feel: I am confident that I can use what I have learned to adjust this plan and set new goals for myself in the future.	0 Not yet	1 Sort of	2 Yes
<i>Student Comment:</i>			
<i>Provider Comment:</i>			
Overall assessment for this component:	0 Not proficient	1 Approaching	2 Proficient