

Cooper - Personal Goal Setting and Future Planning Rubric

| Goal Setting | “4” – Exceeds Expectations | “3” – Meets Expectations | “2” – Making Progress | “1” – Needs Improvement |
|---|--|---|---|---|
| Set attainable living goals that match current skill level | Able to independently set living goals matching skill level | Able to set living goals with assistance that match skill level | With assistance able to set living goals that may not match current skill level | Unable to set living goals with or without assistance. |
| Set attainable post-secondary learning goals that match current skill level | Able to independently set learning goals matching skill level | Able to set learning goals with assistance that match skill level | With assistance able to set learning goals that may not match current skill level | Unable to set learning goals with or without assistance. |
| Set attainable working goals that match current skill level | Able to independently set working goals matching skill level | Able to set working goals with assistance that match skill level | With assistance able to set working goals that may not match current skill level | Unable to set working goals with or without assistance. |
| Prioritize goals in all areas | Able to prioritize all living, learning and working goals independently | Able to prioritize all living, learning and working goals with assistance | Given two goals, can prioritize one over the other with assistance | Unable to prioritize living, learning, working goals with or without assistance |
| Identify action steps to reach a goal | Able to independently identify 3 or more action steps needed to reach goal | Able to identify 3 or more action steps with assistance | Able to identify 1 or 2 action steps with assistance. | Unable to identify any action steps for any goal, with or without assistance |
| Utilize supports and/or accommodations to achieve goals | Utilizes supports and/or accommodations without encouragement | Utilizes supports and/or accommodations with encouragement | Verbalizes understanding that supports and accommodations will lead to achievement of goal(s) | Does not utilize, or refuses to utilize supports or accommodations to achieve goal(s) |
| Accepts feedback and makes change accordingly | Seeks feedback to improve progress on goals | Makes changes based on feedback | Verbalizes understanding that accepting feedback has a connection to his success on goals | Refuses to listen/use feedback to make changes or requires extensive assistance to make changes |

