

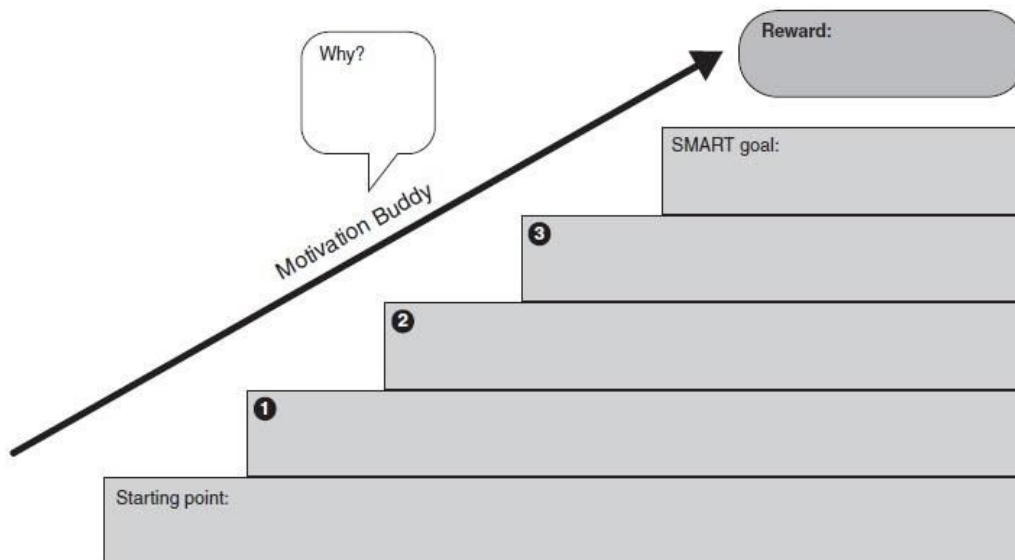
Goal-Setting Preassessment

Name: _____

Read the scenario below and then complete the worksheet.

Julian is an eighth grader who stays after school for an activity period each day and arrives home just after 4 p.m. When he gets home, he grabs a snack and heads to the family room in the basement. He turns on the TV, opens his phone to Snapchat, and frequently texts with his friends. His mom has suggested in the past that he do his homework as soon as he gets home, but Julian feels that he needs a bit of a break before tackling that. Around 7 p.m. each night, his family has dinner together, and no electronics are allowed. After dinner, Julian’s chores are to clear the table and take out the trash. Julian loves TV and has something to watch each night at 8 p.m.; he does his homework while he watches.

He has recently discovered that eighth grade is much harder than seventh, even though his methods of doing what he’s supposed to in class and doing his homework haven’t changed at all. Julian received 90s last year, but his grades are quickly slipping to 80s and 70s now. As a result, he’d like to make a change in his life.



Roadblock	Solution

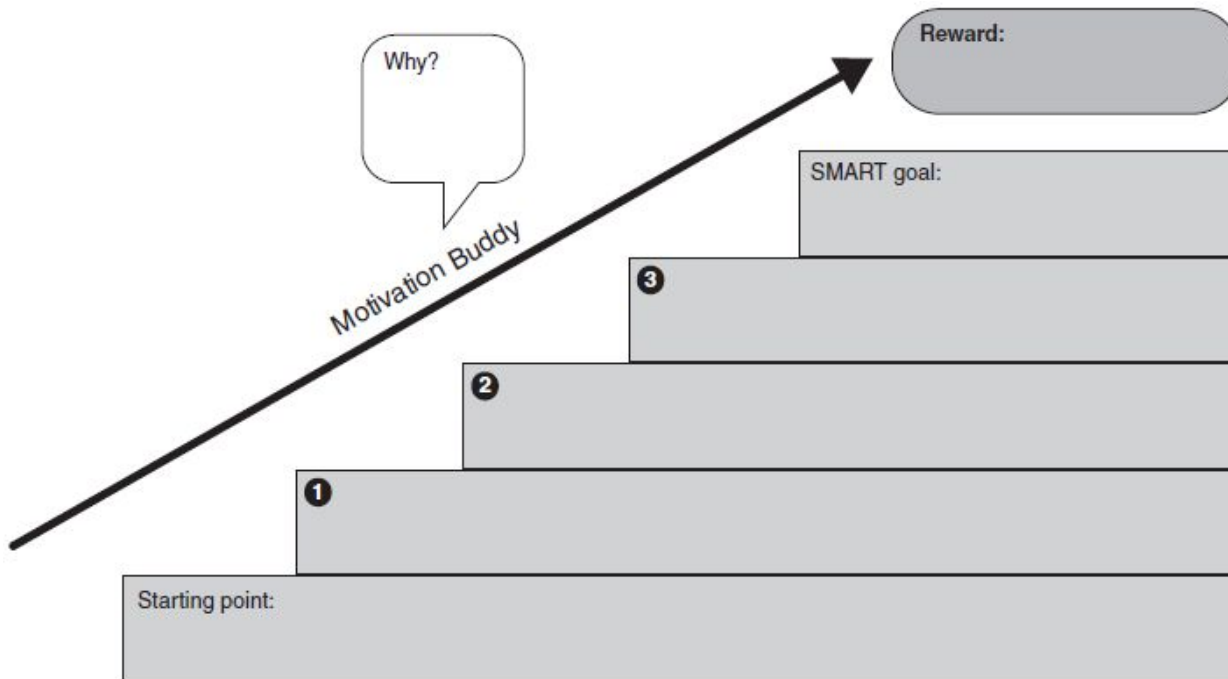
How will Julian make progress toward this goal?

Goal-Setting Postassessment

Name: _____

Read the scenario below and then complete the worksheet.

Rebecca considers herself a regular eighth grader. She aims to earn an average in the high 80s or low 90s in each class. She plays volleyball three out of four seasons a year. Rebecca also plays the trumpet in 8th grade band as well as jazz band. Each night, after she gets dropped off at home by a friend's mom or dad, she is responsible for getting dinner started and setting the table, since her parents work late. They eat as soon as her mom and dad get home around 7 p.m. She's a busy girl who finds herself exhausted each night when she finally gets to bed around 11:30 p.m. Life has been particularly busy recently and she's been falling asleep in her fourth period class. As a result, she'd like to make a change in her life.



Roadblock	Solution

How will Rebecca make progress toward this goal?

Table 7.3 Rubric for Goal-Setting Worksheets

	4 Distinguished	3 Proficient	2 Basic	1 Unsatisfactory
Writing a SMART goal	Contains all 5 requirements	Contains 4 requirements	Contains 2-3 requirements	Contains one requirement
Identifying roadblocks and solutions	Identifies 3 or more realistic roadblocks and provides 2 or more plausible solutions for each	Identifies 3 or more realistic roadblocks and provides 1-2 plausible solutions for each	Identifies 1-2 realistic roadblocks and provides 1 plausible solution for each	Identifies 1-3 realistic roadblocks, but does not provide plausible solutions
Creating an action plan	Contains all 4: <ul style="list-style-type: none"> ● 3 or more steps ● Reasonable and well-spaced due dates ● Steps directly relate to SMART goal ● Logical and sequential steps 	Contains 3 steps <ul style="list-style-type: none"> ● Reasonable and somewhat well-spaced due dates ● Steps relate to SMART goal ● Mostly logical and sequential steps 	Contains 2 steps <ul style="list-style-type: none"> ● Dates are included but are not well-spaced or not reasonable ● Steps demonstrate limited connection to SMART goal ● Somewhat logical and sequential steps 	Contains 1 step <ul style="list-style-type: none"> ● Steps do not directly relate to SMART goal ● The steps are not logical or sequential
Identifying support systems	Identifies a health-enhancing reward that is related to the goal and a motivation buddy who has expertise in the goal area	Identifies a health-enhancing reward and a motivation buddy who has expertise in the goal area, but the reward is not related to the goal	Identifies a health-enhancing reward that is related to the goal and a motivation buddy who does not have expertise in the goal area	Identifies a reward that is not health enhancing or related <i>or</i> Is missing either the motivation buddy or reward
Creating a plan for recording progress	Explains a specific method of recording progress that includes a quick indicator (e.g., smiley face) and narrative on progress	Explains a specific method of recording progress that includes a quick indicator or a narrative on progress	Explains a general method of recording progress that includes a quick indicator or a narrative on progress	Explains a general method of tracking that does not include a quick indicator or a narrative on progress

Submitted by Lindsay Armbruster, middle/high school health teacher in New York. This assessment was created under the guidance of National Health Education Standards *and* New York State Health Education Standards/Guidance Document.