Single-Point Rubric EVALUATION OF STUDENTS’ SMART GOALS

Directions: FACULTY will evaluate students’ goal and objectives by identifying areas that need work, an area that meets standard for performance or an area that shows evidence-exceeding standards across the following different SMART goals criteria

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| Concerns  *Areas that Need Work* | Criteria  *Standards for This Performance*  Description reflecting achievement of mastery level of performance | Advanced  *Evidence of Exceeding Standards* |
|  | Criteria #1: SPECIFIC  Specific—What exactly are you going to do? |  |
|  | Criteria #2: MEASURABLE  Measurable—Is it quantifiable and can you measure it? Measurable implies the ability to count or otherwise quantify an activity or its results |  |
|  | Criteria #3: ATTAINABLE/ACHIEVABLE  Attainable/Achievable—Can you get it done in the proposed time frame with the resources and support you have available? The objective must be feasible with the available resources, appropriately limited in scope, and within control and influence |  |
|  | Criteria #4: **RELEVANT**  Relevant—Will this objective have an effect on your desired goal or strategy? Relevant relates to the relationship between the objective and the overall goals of the course or purpose of the targeted clinical experiences. |  |
|  | Criteria #5: TIME BOUND  Time bound—When will this objective be accomplished? A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. |  |

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**COLLEGE/UNIVERSITY NAME – COURSE NAME – INSTRUCTOR NAME – SEMESTER YEAR**