Goal Setting and Next Steps/Procedural Rubric: Class:	Student Name:	Date:

Assignment Description: *Annotated Bibliography used to answer a question in a following research paper. Requirements: a well-developed initial inquiry question, a minimum of five valid and credible sources, citations, a synthesis summary of ideological connections among resources, and a reflection of the process.*

How to Use: *The student will identify the four Evidence Outcome Areas with their lowest Skill Levels and complete the form below. The student may use the attached bank of skills to match with the Evidence Outcome Areas to guide them towards improvement, or they may identify their own skills based off of what they identified as areas of weakness. There may be more than one skill associated with a single Evidence Outcome Area, and skills can be repeated among the chosen Evidence Outcome Areas. These developed skills should be chosen to develop the students' skills closer to a Skill Level of 5 on the assignment, and these can be identified both in the collaborative feedback meeting and in the individual self-reflection. The student will also set a specific goal related to the Evidence Outcome Area as method of reinforcing and motivating the steps to acquire the skill.*

In order to track progress, the student will check off the skill they have acquired when they are confident that their Skill Level is at a 5. They can continue to add skills to the checklist for further development.

Evidence Area: SMART Goal: Skill (s) Required:	Skill Level: 1 2 3 4 5 Steps toward Goal:
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Evidence Outcomes Area and Level of Proficiency:

A) Thesis Inquiry	E) Source Integration
B) Number of Sources	F) Source Citations
C) Source Quality	G) Synthesis
D) Source Relevance	H) Reflection

Skill Bank:

• Topic identification	* Cross-text connection recognition
• Question development	* Citation tool use
• Research search term identification	* Citation element identification
• Validity verification	* Main idea identification
• CRAAP Test utilization	* Thesis concept development
• Source History identification	* Summary development
• Source summarization	* Source literacy/source analysis
• Hypothesis identification	* Hypothesis development
• Source audience identification	* Research Tool utilization
• Source organization	* Pattern identification among sources