

Name: _____ Date: _____

Well10: W1.4 Understanding Wellness

PPW Rubric

Personal Plan for Wellness (PPW)

Rubric Assessment

| SNAPSHOTS | <u>Needs Support</u> 1 mark | <u>Progressing Towards</u> 2 marks | <u>Meeting Expectations</u> 3 marks | <u>Exceeding Expectations</u> 4 marks |
|----------------------------------|--|---|---|--|
| Overview Questions | | One (1) completed. | | Both completed. |
| Dimension Rankings | Two (2) or less dimensions completed. | Three (3) dimensions completed. | Four (4) dimensions completed | Five (5) dimensions completed |
| Use of Dimension Criteria | Reflection shows very little reflection & mostly just summarizes the criteria points. | Reflection shows little thought & application of the criteria and at times merely summarizes the criteria points. | Reflection shows some thoughtful application of the criteria and does not merely summarize the criteria points. | Reflection shows thorough, thoughtful application of the criteria and does not merely summarize the criteria points. |
| Depth of Self-Reflection | Responses demonstrate a lack of reflection and personalization of the dimension criteria. | Responses demonstrate minimal reflection and personalization of the dimension criteria. | Responses demonstrate a general reflection and personalization of the dimension criteria. | Responses demonstrate an in-depth reflection and personalization of the dimension criteria. |

PLANS

| | | | | |
|---|---|---|---|--|
| SMART Goals <i>(Specific, Measurable, Action-Oriented, Realistic, Timeline)</i> | Goal statements include 1-2 of the required SMART goal criteria. | Goal statements include 3 of the required SMART goal criteria. | Goal statements include 4 of the required SMART goal criteria. | Goal statements include 5 of the required SMART goal criteria. |
| When | May or may not include a start date and end date. Timeline is not realistic. | Includes limited timeline with very few specific dates. Timeline may not be achievable. | Includes a clear timeline that highlights specific dates and times for certain steps. | A detailed and realistic timeline is identified. Start, end, check-in and evaluation dates are highlighted. Possible reasons for changes to timeline are clarified. |
| Where | Locations are not included. | Locations are eluded to or vaguely included. | Included are details about where most steps are to be carried out. | Includes specific details as to exactly where each step is to be carried out. |

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| PLANS (cont'd) | <u>Needs Support</u> 1 mark | <u>Progressing Towards</u> 2 marks | <u>Meeting Expectations</u> 3 marks | <u>Exceeding Expectations</u> 4 marks |
|---------------------------|---|--|--|--|
| Supports | Identifies one (1) support . | Identifies two (2) supports . | Includes two (2) or more supports including a PEER support . | Includes two (2) or more supports including an ADULT support . |
| How | Includes a vague description of what is to be done. | Includes limited details about what is to be done. | Includes an outline of what is to be done but specifics as to how the goal will be achieved may/ may not be missing . | Includes a detailed outline of what is to be done. The specific step-by-step process provides a clear picture of the conditions required to achieve the goal. |
| | Only challenges or only alternatives are provided. | Challenges are vaguely provided and alternatives may/ may not be considered . | Challenges have been considered but alternatives may/may not be provided . | Analysis of both potential challenges and alternatives are included. |
| Structure | Writing is unclear and disorganized . Thoughts ramble and make little sense . There are numerous spelling or grammar errors throughout the response. | Writing is unclear and/or disorganized . Thoughts are not expressed in a logical manner . There are more than three spelling or grammar errors . Capitalization and/or punctuation may/may not be present. | Writing is mostly clear, concise, and well organized with proper sentence/paragraph construction . Thoughts are expressed in a coherent and logical manner. There are no more than three spelling or grammar errors . | Writing is clear, concise, and well organized with excellent sentence/paragraph construction . Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors . |
| TOTALS: | | | | |

Comments:

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