

Personal Choices and Well-Being Rubric

Task

Students develop and implement a personal plan to improve one aspect of well-being. The work demonstrates understanding of how multiple dimensions of health interact, identifies factors that affect personal well-being, evaluates choices that support or hinder health, and describes a plan to improve one aspect of well-being.

Curriculum alignment

- Analyze the dimensions of health and their interrelatedness, the impact of determinants of health, and the dynamic nature of balance in life ([Outcome](#)).
- Evaluate choices and combinations of choices that create barriers to health, and identify actions to improve health ([Outcome](#)).
- Determine practices and behaviours that contribute to optimal physical well-being ([Outcome](#)).
- Develop approaches and tactics for creative problem solving and decision making ([Outcome](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Understanding of health dimensions	Identifies one or two dimensions of health with limited connection to personal well-being.	Identifies most dimensions of health but shows incomplete understanding of how they relate to each other.	Describes the five dimensions of health and explains how they interact and support overall well-being.	Clearly explains how emotional, intellectual, social, spiritual, and physical dimensions are interdependent and dynamic in personal well-being.
Analysis of personal choices and barriers	Lists some choices affecting health with minimal evaluation of consequences.	Identifies choices and some barriers to health but analysis lacks depth or specificity.	Analyzes how personal choices and external factors (peer pressure, attitudes, risks) affect the ability to maintain health.	Evaluates combinations of choices and barriers, explaining how they interact and impact well-being with specific examples.
Application to personal plan	Describes a plan with little connection to identified health dimensions or barriers.	Develops a plan to improve well-being but lacks clear link to analysis or realistic strategies.	Creates a plan to improve one aspect of well-being with strategies grounded in the analysis of personal choices and health dimensions.	Develops a detailed, realistic plan with multiple strategies that directly address identified barriers and leverage personal strengths.
Clarity and organization	Model or report is difficult to follow; labels are missing or unclear.	Model or report is mostly organized; most labels are clear but some connections are hard to trace.	Model or report is well-organized with clear labels and logical flow that supports understanding of the analysis.	Model or report is exceptionally clear and well-labelled; visual or written structure enhances comprehension and engagement.

Scoring

Determine the overall level based on the pattern of levels achieved across the four criteria; the levels are qualitative and are not added numerically. A student who scores Proficient in all four criteria earns a mark of Proficient overall. A student who scores Exemplary in three criteria and Proficient in one earns Exemplary overall. A student who scores Exemplary in two criteria and Proficient in two also earns Proficient overall. To earn Exemplary overall, the student must score Exemplary in at least three criteria, with no criterion below Proficient. To earn Developing overall, the student must score Developing in at least two criteria, with no criterion below Developing. Any other combination of levels earns Proficient overall, unless two or more criteria are scored Beginning, in which case the overall mark is Beginning.

Notes for the teacher

- Look for evidence that the student understands the five dimensions of health (emotional, intellectual, social, spiritual, physical) as defined in the curriculum. A model or report that omits or conflates dimensions should not score above Developing on the first criterion.
- When assessing the analysis of personal choices, distinguish between listing choices and evaluating their effects. A student who simply names peer pressure or substance use without explaining its impact on their own well-being or the well-being of others has not yet met the Proficient standard.
- The personal plan must be grounded in the student's own analysis. If the plan appears generic or disconnected from the specific barriers and dimensions discussed earlier, score it as Developing or Beginning.
- Clarity matters. A student with strong understanding but a disorganized or poorly labelled presentation should score one level lower on the fourth criterion, but this should not automatically lower the overall mark if the other three criteria are strong.