

Wellness Opt-out Final Project Rubric

Students will identify a topic from the unit (lessons 1-8) and create a presentation or two-page written report on the impact of that topic to wellness. The final project will serve as the assessment for the unit.

The following rubric will be used to assess the quality of the work submitted. The rubric also communicates the expectations for the presentation or written report.

	4 - Exceptional	3 - Proficient	2 - Approaching	1 - Emerging
Topic Identification	The student identifies a topic of interest (from lessons 1-8) and explains why it interests them in a thoughtful and/or insightful way	The student identifies a topic of interest (from lessons 1-8) and explains why it interests them	The student identifies a topic of interest (from lessons 1-8) and begins to explain why it interests them, but that explanation may be unclear and/or incomplete	The student identifies a topic of interest (from lessons 1-8) , but does not explain why it interests them
Wellness Impact	The student explains how the topic impacts wellness on a personal and/or community level, making specific references to a community of which they are a member. Information from previous units and outside research is referenced to help support this explanation.	The student explains how the topic impacts wellness on a personal and/or community level. Information from previous units is referenced to help support this explanation.	The student begins to explain how the topic impacts wellness on a personal and/or community level. Information from previous units is referenced, but more explanation of its impact on wellness is needed.	The student begins to explain how the topic impacts wellness on a personal and/or community level, but that explanation may be brief and/or unclear. Information from previous units may be referenced, but that reference may be underdeveloped, incomplete, or missing.
Topic Reflection	The student thoroughly explains how the topic has impacted their understanding of wellness and/or how it may impact their own decision-making in the future demonstrating a deep understanding of the topic.	The student explains how the topic has impacted their understanding of wellness and/or how it may impact their own decision-making in the future.	The student begins to explain how the topic has impacted their understanding of wellness and/or how it may impact their own decision-making in the future, but that explanation may be unclear and/or incomplete.	The student may state that the topic has impacted their understanding of wellness and/or their own decision-making in the future, but the explanation may be too vague or missing.