

Lifelong Wellness Rubric | 2010

Bullet Point Addressed	Primary Traits	Needs Work	Adequate	Good	Excellent
Physical Education	Students will demonstrate an understanding of physical fitness and its role in lifelong wellness	Student will score under 70% on a division physical education test which demonstrates their understanding of physical fitness and wellness topics	Student will score 70 to 79% on a division physical education test which demonstrates their understanding of physical fitness and wellness topics	Student will score 80 to 89% on a division physical education test which demonstrates their understanding of physical fitness and wellness topics	Student will score 90% or more on a division physical education test which demonstrates their understanding of physical fitness and wellness topics
Personal Development A component of self-actualization	Self-awareness (of academic and psycho-social needs)	Student relies on others to determine their academic and/or psycho-social needs. Student can't identify their strengths or set goals to overcome obstacles both perceived and real	Student has a vague awareness of their strengths as well as strategies on how to overcome obstacles	Student is somewhat aware of 1 or 2 of their strengths. Student needs guidance to determine strategies to maximize strengths and overcome obstacles.	Student can articulate 3 or 4 strengths and set performance/personal goals with minimal guidance or no guidance.
Personal Development A component of self-actualization	Resourcefulness (ability to determine resources)	Student is unaware of campus resources and has not attempted to find resources to address their needs.	Student is <i>vaguely</i> aware of a limited number of campus resources but can't identify how to utilize them.	Student is aware of <i>various</i> campus resources and <i>has explored 1 or 2 options.</i>	Student is able to identify numerous campus resources relevant to their needs.
Personal Development A component of self-actualization	Action (accessing appropriate services)	Student has not used relevant campus resources .	Student has considered utilizing relevant campus resources but has either not made the effort to do so without encouragement from others or has procrastinated.	Student has utilized a relevant campus resource but has done so infrequently.	Student consistently utilizes relevant campus resources to improve academic performance and/or psychosocial outlook

