

Well-Being Challenge Assessment

The Well-Being Challenge Kit invites students to explore how their well-being, their communities, and the environment are interconnected. Students engage with personal reflection, creative expression, community partnerships, and real-world problem solving to deepen their understanding of well-being. This rubric assesses how students understand well-being concepts, apply them to their lives and communities, and demonstrate the ability to think critically, communicate ideas, and reflect meaningfully on growth.

Name:

	Unmet	Beginning	Developing	Proficient	Advanced
Success Criteria	The student has not provided enough evidence to determine the level of understanding.	The student has a minimal understanding of the content and skills. Although passing, the student may struggle as tasks become more demanding. Additional learning support may be required.	Basic understanding of content and skills. The student can make connections within and between content, but has gaps in knowledge. The student may struggle with complex or critical thinking and application.	Applies and analyzes content and skills with depth, connecting ideas across themes, activities, and contexts. Explains reasoning and supports thinking with examples from their work.	Synthesizes ideas across themes and experiences, applying skills in new contexts. Offers original perspectives and models exemplary problem-solving, communication, and reflection.
Knowledge and Understanding Student: ☐ understands the three key themes of well-being: ○ Personal Harmony ○ Community Health ○ Environmental Interconnectedness ☐ can describe different parts of personal well-being (e.g., physical, mental, emotional, social, and/or spiritual) ☐ understands how community relationships affect personal and collective well-being ☐ understands how environmental health and human well-being are connected ☐ identifies how well-being is supported through creative, physical,					

and reflective practices ☐ recognizes that well-being includes meaning, belonging, and care for self and others ☐ understands the importance of student voice and community partnership in supporting well-being ☐ connects well-being themes to their own lived experiences, identities, and/or communities					
Thinking Student: ☐ uses critical thinking skills to explore causes and impacts of well-being challenges and opportunities used thinking strategies or frameworks to reflect on well-being (e.g., self-compassion, empathy, interviews, visualization, poetic forms) ☐ makes connections between well-being and community and/or environmental systems ☐ reflects on how and why their thinking changed during the Challenge ☐ considers multiple perspectives in their thinking (e.g., what someone else needs to feel well) ☐ generates original ideas about how to improve well-being for themselves or others					
Communication Student: ☐ communicates well-being ideas clearly through writing, speaking, creative expression and the final presentation of their ideas ☐ listens respectfully to others and responded thoughtfully in class or group discussions ☐ collaborates with peers to explore well-being ideas					

☐ uses personal stories or creative choices (e.g., metaphor, imagery, artwork) to help others understand well-being ☐ demonstrated empathy and curiosity in interviews, discussions, or presentations ☐ adapted their communication to different audiences (e.g., peer, teacher, community partner)					
Application Student: ☐ applied their learning about well-being in activities to the activities, their reframed question, their pro-pro chart and included this in their final presentation (e.g., letter writing, interviews, art-making, final recommendations presentation) ☐ used insights from well-being resources to inform their decisions and actions ☐ developed and shared a product, story, or recommendation connected to one or more well-being themes ☐ demonstrated personal growth in understanding their own well-being ☐ proposed a meaningful action to support others or the community ☐ created work that shows originality, care, and connection to real-world well-being challenges					

Idea/Notes: