

Final 15% Evaluation: Proclamation Rubric

1. Knowledge: "Here's What I Know"

Criteria	Level One	Level Two	Level Three	Level Four
Knowledge of Content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	Demonstrates a limited understanding of course TA's & DA's that contributes to a healthy me (eg. Refusal skills)	Demonstrates some understanding of course TA's & DA's that contributes to a healthy me (eg. Refusal skills)	Demonstrates considerate understanding of course TA's & DA's that contributes to a healthy me (eg. Refusal skills)	Demonstrates thorough understanding of course TA's & DA's that contributes to a healthy me (eg. Refusal skills)

2. Critical Thinking: "Here's What I Know"

"Here's how I have built or can continue to work on building developmental assets"

"Here's how I have developed self-responsibility and accountability"

Processing Skills- Critical and Creative Thinking (e.g., analyzing and synthesizing information, evaluating risk and determining appropriate safety measures.)	<p>1. Demonstrates a limited understanding of analyzing course information to determine what is important to make a healthy me for each of the four components.</p> <p>2. Demonstrates a limited understanding of how to synthesize the course information to determine how each component interacts with each other to make a healthier me.</p>	<p>1. Demonstrates some understanding of analyzing course information to determine what is important to make a healthy me for each of the four components.</p> <p>2. Demonstrates some understanding of how to synthesize the course information to determine how each component interacts with each other to make a healthier me.</p>	<p>1. Demonstrates considerate understanding of analyzing course information to determine what is important to make a healthy me for each of the four components.</p> <p>2. Demonstrates considerate understanding of how to synthesize the course information to determine how each component interacts with each other to make a healthier me.</p>	<p>1. Demonstrates thorough understanding of analyzing course information to determine what is important to make a healthy me for each of the four components.</p> <p>2. Demonstrates thorough understanding of how to synthesize the course information to determine how each component interacts with each other to make a healthier me.</p>
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3. Application: "How can I promote healthy ways of living with my family, friends, and community"

Making Connections Within and Between Various Contexts - (e.g.,; between health and physical education, other subjects, and personal experiences in and beyond school)	Demonstrates limited respect for their own and others' health by promoting behaviors that can affect them now or 10 years from now.	Demonstrates some respect for their own and others' health by promoting behaviors that can affect them now or 10 years from now.	Demonstrates considerate respect for their own and others' health by promoting behaviors that can affect them now or 10 years from now.	Demonstrates thorough respect for their own and others' health by promoting behaviors that can affect them now or 10 years from now
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4. Communication

Expression and Organization of Ideas and Information (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	<p>1. Expresses limited course connectedness and information with limited effectiveness.</p> <p>2. The mode in which the student had limited effectiveness in conveying message required in describing a healthy me</p>	<p>1. Expresses some course connectedness and information with limited effectiveness.</p> <p>2. The mode in which the student had some effectiveness in conveying message required in describing a healthy me</p>	<p>1. Expresses considerate course connectedness and information with limited effectiveness.</p> <p>2. The mode in which the student had considerate effectiveness in conveying message required in describing a healthy me</p>	<p>1. Expresses thorough course connectedness and information with limited effectiveness.</p> <p>2. The mode in which the student had thorough effectiveness in conveying message required in describing a healthy m</p>
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