Wellbeing Rubric DRAFT

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| SLO:Students will: |  Does not meet General Education Proficiency | Beginning |  Intermediate | Advanced  | Beyond Advanced |
| Identify strategies for developing at least one dimension of wellbeing. |  | Identify multiple evidence-based strategies to develop at least one dimension of wellbeing.  | Identify and explain multiple appropriate evidence-based strategies to develop at least 1 dimension of wellbeing.  | Identify, explain, and critique multiple evidence-based strategies to develop at least 1 dimension of wellbeing. |  |
| Analyze enduring and contemporary challenges that stem from at least one dimension of wellbeing. |  | Use research evidence to identify how enduring and/or contemporary challenges stem from dimensions of wellbeing.  | Use research evidence to identify and explain how enduring and/or contemporary challenges stem from dimensions of wellbeing.  | Use research evidence to identify, explain, and critique how enduring and/or contemporary challenges stem from dimensions of wellbeing.  |  |
| Explore their individual wellbeing using a multidimensional perspective |  | Students will identify and reflect on multiple (more than one) dimensions of their personal and/or professional wellbeing. | Students will identify and reflect on more than one dimension of wellbeing and interpret how the dimensions intersect with their overall personal and/or professional wellbeing. | Students will articulate a nuanced understanding of the intersectionality of multiple areas of wellbeing, stating how the intersection of the dimensions influence their personal and/or professional wellbeing.  |  |

Rubric Information:

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* Student work must meet all the criteria in a category in order to satisfy that category. If the student work is between “Beginning” and “Intermediate” (meeting all the “Beginning” criteria and achieving some, but not all, of the “Intermediate” criteria), the student work belongs in the “Beginning” category.
* This rubric does not give specific criteria for “Does not meet General Education Proficiency” and “Beyond Advanced.” If student work does not meet “Beginning,” the work “Does not meet General Education Proficiency.” If the student work meets all “Advanced” criteria and exceeds some or all of it, the student work is “Beyond Advanced.”

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