

Assessment Rubric: Mount Douglas Secondary

**Personal Health**

Criteria Assessment	Not Yet Meeting Meeting	Meeting Expectations	Exceeds Expectations
Average of 150 minutes of activity	Less than 150 minutes of activity	Average of 150 minutes of activity	More than 150 minutes of activity
Documentation	No concrete evidence of activity	Documents using Learnnowbc.ca Tracking system or paper log	Documents using Learnnowbc.ca Tracking system or paper log
Reflection	Incomplete – less than one page	Discussion includes impact on lifestyle choices and intensity of activity	Thorough and detailed discussion including nutritional habits and stress management

Name: \_\_\_\_\_

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**Community Connections**

Criteria	Requirement Not Met	Requirement Met	Requirement Exceeded
30 hours of meaningful Work or Volunteer Experience	<ul style="list-style-type: none"> <li>Less than required hours of work/volunteer experience</li> <li>Little or no description of skills or interests</li> <li>No connection to future plans</li> </ul>	<ul style="list-style-type: none"> <li>Required hours of meaningful work/volunteer experience</li> <li>Completed description of skills or interests</li> <li>Shows connection to future plans</li> </ul>	<ul style="list-style-type: none"> <li>Required hours of meaningful work/volunteer experience</li> <li>Detailed description of developing skills and interests</li> <li>Thorough understanding of connection to future plans</li> </ul>

Name: \_\_\_\_\_

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**Career and Life Transition**

Criteria	Requirement Not Met	Requirement Met	Requirement Exceeded
Develop <u>comprehensive plan</u> that indicates they are prepared to successfully transition from secondary school	<ul style="list-style-type: none"> <li>• Vague plan</li> </ul>	<ul style="list-style-type: none"> <li>• Includes current meaningful documentation (eg. resume, references, post secondary and scholarship applications)</li> </ul>	<ul style="list-style-type: none"> <li>• Ample/rich evidence selection.</li> <li>• Solid level of knowledge</li> </ul>
Completion of <u>transition goals</u> that are relevant to and support their career, life and learning goals	<ul style="list-style-type: none"> <li>• Unable to articulate clear goals and direction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of planning process and completion</li> <li>• Tentative direction</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly articulates goals and directions with detailed plans and options (Plan A/Plan B)</li> </ul>
Identify and <u>communicate costs</u> and funding services associated with education, career, and life options after graduation	<ul style="list-style-type: none"> <li>• Incomplete action/financial plan</li> <li>• Unrealistic expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined action/financial plan</li> <li>• Aware of support networks</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough and detailed financial/action plan</li> <li>• Role of support networks identified</li> </ul>
Connections?	<ul style="list-style-type: none"> <li>• No links between past experiences and future directions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify links between past experiences and future directions</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify and communicate links between past experiences and future direction.</li> </ul>

Name: \_\_\_\_\_