



Teacher Evaluation Tool for Webquests

Evaluation Criteria for **Personal Health Action Plan**

(See your teacher about how these criteria will be applied to your webquest.)

(Note: students themselves as a self-assessment could use these criteria.)

	Five points	Four points	Three points	Two points	One point
Understanding	Student will have a complex, accurate and comprehensive understanding of their own personal health and well-being showing breadth and depth of information. Student can draw conclusions and demonstrate relationships about their health and well-being	Students will have an understanding of their own health and well-being. There is some breadth and depth of information although there may be minor inaccuracies. Students can identify relationships between two or more of these health concepts.	Students have some understanding of their own health and well-being. Information presented is accurate yet incomplete and student draws simplistic relationships between health concepts.	Students have limited understanding of their own health and well-being. Incomplete information is presented and major inaccuracies occur. Student cannot show relationships between health concepts.	Student shows little or no understanding of his/her own health and well-being. No accurate information is presented and no relationships between health concepts are shown
Relevance to them	Student has thought deeply about it, defined the area of life that they want to improve, and is able to express why this is of interest or concern to them and can describe the immediate and long-term health and social benefits of implementing the plan.	Student has thought about it and defined the area of their life they want to improve. Student can describe most of the health and social benefits of implementing the plan. Student understands the immediate relevance to them.	Student has thought about it and can express some of the benefits of implementing the plan. But student does not truly understand the immediate relevance to them.	Student has expressed little evidence of having thought about and has only a vague idea of the long term or short-term benefits.	Student shows no evidence of having thought about it, not defined the area of their life they want to improve, and cannot define why they would benefit.
Personal Planning	Student has set a goal and identified resources (barriers) they will need to implement the plan (Time, transportation, someone to support them, money, equipment etc.) Student has identified the first couple of steps to take and has set some timelines. Student has set some specific targets and identified friends, family members or others that will be involved, supportive or will know about it. Student has reached some of their targets.	Student has a goal, identified all of the resources (barriers). Student has identified the first step to take. Student has identified how they will get support from parents, friends or family in implementing the plan. Student has reached one of their targets.	Student has identified a goal, identified most of the resources they will need, sought support from family, friends or others and is working on one of their targets.	Student has only a vague goal, has not thought about the resources they will need or the barriers, has not approached friends, family or others and has not started on working towards a specific target.	Student has not set a goal, nor identified the resources they will need to overcome the barriers. Student has not identified the first steps and has not sought any support from friends, family or others.