



HHH Institute

Holistic Harmony Haven · Calgary, Alberta, Canada

Assessment Template

Multi-Format Assessment & Rubric Library

Reusable, fillable templates for five assessment types — quizzes, case studies, reflective journals, practical-skills demonstrations, and capstone projects — each with marking rubrics.

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Assessment Types at a Glance

Use the matrix below to choose the right assessment format for your learning outcomes and track. Each type has its own ready-to-use template in this document.

Type	Measures	Best Used When...	Track
A. Multiple-Choice Quiz	Knowledge recall & comprehension	Checking factual mastery across many topics quickly	Both
B. Case-Study Assessment	Applied analysis & reasoning	Learners must apply concepts to a realistic scenario	Both
C. Reflective Journal	Self-awareness & integration	Personal growth, values, and reflective practice matter	Personal (primary)
D. Practical Skills Demo	Observable competencies	Live or recorded performance of a hands-on skill	Practitioner
E. Capstone Project	Synthesis across outcomes	Demonstrating cumulative mastery at program end	Both

Most courses combine two or three types. Always map each assessment to the specific Learning Outcome(s) it measures, using the Assessment Plan in the Course Template (Document 06).

A. Multiple-Choice Quiz Template

Write clear stems, one unambiguous correct answer, and plausible distractors. Aim for a mix of recall and comprehension. Below are ten formatted sample stems; replace bracketed text. The shaded answer-key column is removed from the learner-facing version.

Quiz header

Field	Entry
Course / Module	[course code — module]
Quiz Title	[title]
Items / Total Points	[10 items / 10 pts]
Time Limit	[e.g., 20 minutes]
Passing Standard	[e.g., 70%]

Sample items (instructor / answer-key version)

#	Question stem & options	Key
1	[Question 1 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
2	[Question 2 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
3	[Question 3 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
4	[Question 4 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
5	[Question 5 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
6	[Question 6 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
7	[Question 7 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
8	[Question 8 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]

#	Question stem & options	Key
9	[Question 9 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]
10	[Question 10 stem goes here?] A) [option] B) [option] C) [option] D) [option]	[B]

Blank fillable learner version: delete the shaded "Key" column and any answer highlighting before publishing the quiz on Thinkific.

B. Case–Study Assessment Template

Use a realistic, educational scenario (never an actual client). Keep the prompt within scope: learners support and educate — they do not diagnose, prescribe, or treat.

Scenario header

Field	Entry
Case Title	[title]
Scenario Context	[setting, persona, relevant background — fictional]
Learning Outcomes Assessed	[LO# / LO#]
Word / Length Guidance	[e.g., 800–1,200 words]
Weight	[% of final grade]

Prompt

[State the task. e.g., “Review the scenario above and propose an educational, non-clinical wellness-support plan. Justify your reasoning with evidence and note when you would refer the individual to a licensed professional.”]

Learner response space

[Learner writes response here — expand as needed.]

Marking rubric

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)	Wt %
Understanding of concepts	Concepts absent or incorrect	Partial / surface understanding	Accurate, relevant understanding	Nuanced, integrated understanding	[%]
Application to scenario	No meaningful application	Limited or generic application	Sound, scenario-specific application	Insightful, individualized application	[%]
Evidence & reasoning	Unsupported claims	Some support, gaps in logic	Well-supported, logical	Critically evaluated, strongly evidenced	[%]
Scope & safety awareness	Exceeds educational scope	Inconsistent scope awareness	Stays in scope; refers appropriately	Models exemplary scope & referral judgment	[%]
Communication & structure	Disorganized / unclear	Somewhat clear	Clear, well-organized	Polished, professional	[%]

C. Reflective Journal Template

Reflective journals build self-awareness and integration. Provide guiding prompts and a clear word-count target. Assess depth of reflection, not "correctness."

Journal header

Field	Entry
Journal / Entry Title	[title]
Module / Week	[week #]
Word-Count Guidance	[e.g., 400–600 words per entry]
Weight	[% of final grade]

Reflection prompts

1. [What idea or practice from this module most resonated with you, and why?]
2. [How does this learning connect to your own experience, values, or goals?]
3. [What surprised, challenged, or shifted your thinking?]
4. [How will you apply this within an educational, non-clinical scope going forward?]

Response space

[Learner reflection here.]

Marking rubric

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)	Wt %
Depth of reflection	Descriptive only	Some reflection	Genuine, thoughtful reflection	Deep, transformative insight	[%]
Personal connection	No connection	Generic links	Clear personal relevance	Rich, integrated personal meaning	[%]
Application & growth	No forward thinking	Vague intentions	Concrete, in-scope application	Specific, committed growth plan	[%]
Expression	Unclear	Adequate	Clear and honest	Articulate and authentic	[%]

D. Practical Skills Demonstration Rubric

For practitioner-track live or recorded sessions. Evaluate observable behaviors against a four-point scale. Remind learners that demonstrations are educational; they do not diagnose, prescribe, or treat. Score each behavior; add comments to support the learner's growth.

Demonstration header

Field	Entry
Skill / Competency Demonstrated	[e.g., client wellness intake conversation]
Format	[Live cohort session / Recorded submission]
Evaluator	[instructor name]
Date	[YYYY-MM-DD]

Observable-behavior rubric (4-point: Not Yet · Approaching · Meets · Exceeds)

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)
Preparation & set-up	Unprepared	Partly prepared	Well prepared	Anticipates needs proactively
Professional communication	Unclear / abrupt	Inconsistent	Clear, warm, respectful	Builds strong rapport & trust
Active listening	Interrupts / misses cues	Some listening	Listens and reflects accurately	Deeply attuned, adaptive
Educational guidance (in scope)	Out of scope / inaccurate	Hesitant or partial	Accurate, in-scope guidance	Skilful, individualized education
Scope & referral judgment	No referral awareness	Inconsistent	Refers to licensed professionals appropriately	Models exemplary referral judgment
Documentation & follow-up	Absent	Incomplete	Clear, organized notes	Thorough, client-ready follow-up

Evaluator comments

[Strengths, areas for growth, and recommended next steps.]

Overall result: [Not Yet] / [Approaching] / [Meets] / [Exceeds]

E. Final Capstone Project Template

The capstone demonstrates synthesis across the whole program. Provide a clear brief, a deliverables checklist, and an evaluation rubric. Keep all work within an educational scope.

Project brief

Field	Entry
Project Title	[title]
Program	[e.g., Certificate in Holistic Nutrition]
Outcomes Synthesized	[LO#, LO#, LO#]
Format & Length	[e.g., 2,500-word paper + 10-min presentation]
Submission Window	[weeks]
Weight	[% of final grade]

Deliverables checklist

Done	Deliverable
	[Project proposal approved by instructor]
	[Written component meeting length & formatting guidance]
	[Evidence-informed references / bibliography]
	[Reflective statement on learning and in-scope application]
	[Presentation or demonstration (if required)]
	[Academic-integrity declaration signed]

Evaluation rubric

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)	Wt %
Synthesis across program	Fragmented	Some integration	Coherent synthesis	Sophisticated, original synthesis	[%]
Depth & accuracy	Inaccurate / shallow	Adequate	Accurate and thorough	Expert-level depth	[%]

Criterion	Not Yet (1)	Approaching (2)	Meets (3)	Exceeds (4)	Wt %
Evidence & sources	Unsupported	Limited sourcing	Well-sourced	Critically evaluated, authoritative	[%]
Scope & ethics	Out of scope	Inconsistent	In scope; ethically sound	Exemplary scope & ethical reasoning	[%]
Presentation & professionalism	Poor	Acceptable	Polished	Outstanding, publication-ready	[%]

Total weights across all rubric criteria should sum to 100% of the capstone grade.