

# HEALTH EDUCATION FRAMEWORK

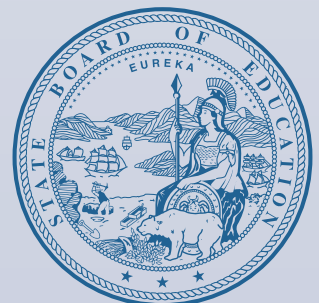


**FOR CALIFORNIA PUBLIC SCHOOLS**  
*Kindergarten Through Grade Twelve*

## **Chapter 8** **Assessment**

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# Assessment

## CHAPTER 8

In standards-based practice, the assessment of student learning takes on a prominent role because of the value it brings to students and teachers in the learning process. Assessment becomes the foundation for decisions related to teaching and learning. The assessment process provides data on student progress toward learning goals, allows for instruction to be aligned to the standards, makes multiple contributions to learning, and supports teachers' decisions related to instructional strategies and the classroom environment.

To be effective and meaningful, assessment must be planned prior to instruction to ensure the language and content of the assessment clearly measures the learning goals. Just as health education has evolved from being strictly content- and knowledge-focused to a more dynamic, comprehensive, and skills-based educational approach, so has the assessment process. The assessment of students' learning of health education content is now more focused and provides evidence of learners' attitudes, skill development, and knowledge application needed to make and practice the best decisions related to health. Health education teachers need a collection of assessments to capture the learning of students as they demonstrate what they know and are able to do (Telljohann et al. 2015).

# Purposes of Assessment

Assessing student learning via standards-based practice has two central purposes: (1) collecting evidence of learning and (2) contributing to learning. As such, the assessment of learning in the classroom takes on important responsibilities and, in some cases, new uses.

When teachers assess their students' learning of the health education content using standards-based instructional design, they have opportunity to

- clarify learning intentions and criteria for success for themselves and their students;
- design effective learning experiences that focus on the clear learning intentions;
- provide feedback to move learners forward; and
- activate students as owners of their learning and as instructional resources for one another (Black et al. 2003).

While research has shown that assessing learning helps all students, it yields particularly good results with low achievers by concentrating on specific issues with their work and giving them a clear understanding of the adjustments they need to make (Black and Wiliam 1998, 40). In health education, assessing learning also enriches students' potential to practice health-promoting behaviors outside the classroom and makes it possible for them to apply these skills in real-world situations.

The content in the health education standards present a vision for excellence, a commitment to learning, and a promise for lifelong health for each California student. Successful student learning of this content is dependent on teachers and students maximizing the benefits of both the process and products of assessing learning. This chapter communicates the significance of the assessment process through the following areas:

- Designing health education instruction
- Describing teachers' work in standards-based processes
- Guiding the design of assessments
- Sharing sample assessments
- Discussing important considerations in the assessment of health education content

- Addressing key considerations in collecting evidence of learning from the diverse learners in our classrooms

## Formative and Summative Uses for Assessment

Formative assessment is assessment for learning versus assessment of learning. Formative assessments (1) help teachers adapt instruction on the basis of evidence to make adjustments that yield immediate benefits for student learning and (2) provide students evidence of their current progress to actively manage and adjust their own learning (Chappuis and Chappuis 2008; Stiggins et al. 2006). Teachers also utilize the assessment process by creating assessments that collect evidence or groups of evidence that summarize and/or communicate the results in meaningful ways—often referred to as summative assessment. Summative assessment identifies how much learning has occurred at a particular point in time. It can also be used to make a judgment, such as what grade a student will receive for a grading period. The assessment process is the same whether the teacher and students are seeking feedback on the learning or if the data is grouped, summarized, and communicated with others for the purpose of sharing student progress on learning the content. Teachers make the important decisions about how much content to assess at a time and how to use the information or data collected.

Classroom assessments not only measure and report learning but also have the potential to promote it and to improve instruction. The regular use of formative assessments can provide specific, individual, timely information that has a powerful impact to immediately guide teaching and learning. To be considered formative, an assessment must provide information about students' learning relative to the desired lesson goal that teachers can immediately use to adjust instruction. The formative assessment process begins when teachers share achievement targets with students in student-friendly language.

Due to the variety of learning outlined in the health education standards, evidence is collected through the use of many different kinds of assessments, each aligned with the content in the standard. These may take the form of quizzes, oral presentations, demonstrations, writing projects, or portfolios, to list

a few examples. Each assessment provides teachers and students with detailed information and should be used to guide future instruction. Students and teachers use feedback from each assessment opportunity to determine where they are now compared to where they want to be and reflect on how to do better the next time (Stiggins 2007). For example, results can be used by teachers to identify and reteach portions of the content that students have not mastered. Students can use formative results to make decisions about further study; teachers can guide students to determine their strengths, weaknesses, and what the results mean for the next steps in learning (Chappuis and Chappuis 2008).

**Formative assessment attempts to answer the following questions for the teacher:**

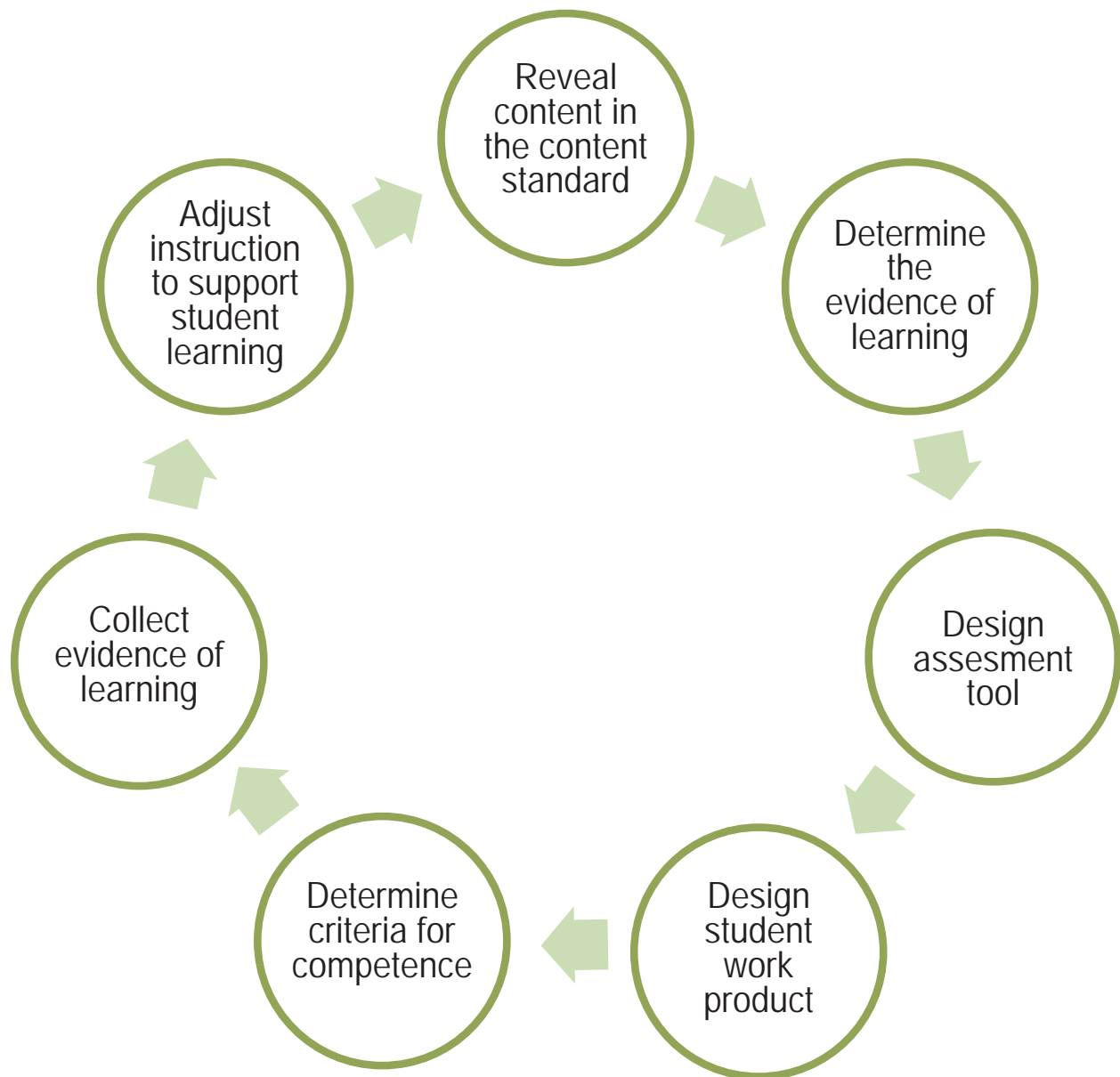
- Where are my students in relation to the learning goals for this lesson?
- What is the gap between students' current learning and the goal(s)?
- What individual difficulties are my students having?
- Are there any missing building blocks in their learning?
- What do I need to adjust in my teaching to ensure that students learn?

**Formative assessment attempts to answer the following questions for the learner:**

- How am I progressing?
- What steps should I take to improve my learning?

# The Assessment Process

The process of assessing learning in a standards-based environment considers actions of the teacher both prior to and after engaging students in the assessment process. This process is illustrated below.



Long Description of the Assessment Process is available at <https://www.cde.ca.gov/ci/he/cf/ch8longdescriptions.asp#chapter8link1>.

**Source:** Used with permission of the California Physical Education-Health Project and The California Center for Excellence in Physical Education (2013).

## Revealing Content in a Standard

The health education standards include significant amounts of content that students need to master to demonstrate learning. Revealing this content is often referred to as “unpacking” a standard. The process of unpacking standards also informs teachers’ thinking about assessment and instruction.

## Evidence of Learning

Determining the evidence of learning communicated in the health education standard, or smaller piece of content from the standard, is perhaps the most impactful action for teachers in designing well-aligned instruction. The evidence, when very clear, enables teachers to think about the content, design assessments that collect evidence of learning, and select aligned instructional strategies to narrow the approach to the learning that must be done by the students to demonstrate proficiency with the standard.

The sources of evidence in formative assessment are found in what students do, say, make, or write (Griffin 2007). For example:

- Teacher–student interactions generated by well-designed questions (Bailey and Heritage 2008; Black et al. 2003)
- Structured peer-to-peer discussions observed by teachers (Harlen 2007)
- Dialogues that embed assessment into an activity already occurring in the classroom (Ruiz-Primo and Furtak 2007)
- Student work resulting from well-designed tasks (Poppers 2011)
- Observations of activities such as role-play (Council of Chief State School Officers 2006)

## Designing Assessment

Because of the role assessment plays in learning and the instructional steps toward learning, designing assessments that collect evidence of student learning is best done by teachers. These tools should be reliable (consistently measured across learners), valid (measuring what is intended to be measured), and reflect the academic skills of the learners who will be utilizing them.



A variety of assessments are needed to collect evidence of learning for the breadth and variability of standards. Assessments can be easily adapted for use with multiple standards. Furthermore, assessments can be easily designed to collect evidence of learning health education content, as well as collecting evidence of student learning of English language arts content (see sample assessments below).

## Criteria for Competence

Developing criteria for the characteristics of the proficient performance/response is referred to as the criteria for competence. These criteria enable teachers and students to make multiple decisions about student work with confidence and without bias. The criteria for competence in the content to be learned also accommodate more rigor in the preparation and development of the work product, and guide student learning processes and output. They also provide a platform for academic discourse between student and teacher, and also among learners.

Typically, the criteria for competence include four to six descriptors of a proficient performance or response, and when used with multiple descriptive levels (a rubric) of performance, can provide students and teachers with strong structures to evaluate work products, elicit further learning, and provide focused individual feedback. Sharing criteria for competence openly with students at many stages of instruction is key for the production of rigorous, high-quality work. Additional guidance on developing criteria for competence in health education can be found in the document, “Assessment Tools for School Health Education,” published by the Council for Chief State School Officers (2006).

## Student Work Products

During the assessment process, teachers design assessments to collect evidence of learning. They also design the student work product that will display the evidence. It is important to note the fine discrimination between collecting and displaying the evidence. Student work products display each student’s learning evidence and enable teachers and students alike to judge the evidence against the criteria for competence. Student work products must collect only evidence of learning provided by the tool and not auxiliary information (e.g., opinion, unrelated content).



## Sample Assessments

The sample assessments with each of the following overarching standards are a sampling of the tools teachers will need to collect evidence of their students' learning of the health education content standards. These sample assessments are simple and designed for use in the classroom on a daily basis. It should be noted that the sample assessments do not provide the classroom procedures needed for use—those are best determined by teachers in consideration of their students' needs. Some sample assessments are written to collect evidence of a small piece of content in the standard, not all the content in the standard. Others show a link with the California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy); the standard—or partial standard—is noted in the first column when this occurs. Readers will note the absence of sample assessments for transitional kindergarten, which is due to the absence of health education content standards for transitional kindergarten. Teachers of transitional kindergarten students should assess their students' learning of the health education content they provide.

# Overarching Standard 1: Essential Health Concepts

*All students will comprehend essential concepts related to enhancing health.*

Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.

## *Sample Assessments for Overarching Standard 1: Essential Health Concepts*

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
K	Explain that medicines can be helpful or harmful. K.1.2.A Speak audibly and express ideas clearly. (CA CCSS for ELA/Literacy SL.K.6)	<b>Prompt</b> Tell me how medicines can help people. Tell me how medicines can be dangerous to people. <b>Criteria</b> Students' sentences should include at least one helpful statement and one harmful statement. The statements are accurate.	Student work product includes a verbal explanation, with ideas clearly expressed, about medicines being helpful or harmful people.	Use a sentence starter to assist students with speaking in complete sentences.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
1	Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt). 1.1.10.5	<p><b>Prompt</b> Look at these pictures of people riding in a car or bus. Circle the pictures that show people who are reducing their risk of being injured during the ride.</p> <p><b>Criteria</b> Students should accurately identify all the ways to reduce injury in an automobile.</p>	Student work product is a worksheet identifying ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).	Teachers prepare and provide students with several pictures of people traveling in a car or bus. Some of the pictures show those people reducing their risk of injury (wearing seat belts, staying inside the windows, etc.). Other pictures show people not reducing risk of injury. The number of pictures should be balanced for both categories.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
2	List healthy ways to express affection, love, friendship, and concern. 2.1.8.M	<p><b>Prompt</b> Make a list of ways you can show friendship to others</p> <p><b>Criteria</b> Student lists include accurate examples provided and share appropriate ways to express friendship for their age.</p>	Student work is a list of healthy ways to express friendship (examples may include spending time together, helping each other, etc.)	This assessment is used to collect evidence of some of the learning in this content standard—not all of it. Teachers should assess student learning of small pieces of content, and then add additional content. This will provide multiple opportunities to assess the content students learn.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
3	<p>Describe the importance of assuming responsibility within the family and community. 3.1.2.M</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CA CCSS for ELA/ Literacy W.3.8)</p>	<p><b>Prompt</b> Thinking about what you have learned from our reading and what you have experienced in your own family and in your community, write a description about why it is important to take roles of responsibility in your family and in your community. Use the two categories of family and community to organize your thinking and your writing.</p> <p><b>Criteria</b> Student responses demonstrate comprehensive descriptions of responsibilities in both family and community. Response should identify accurate sources as evidence.</p>	<p>Student work product is a description of the importance of assuming responsibility within the family and community. Recalling information from experiences and/or print sources.</p>	<p>Linking literacy and health education is highlighted with the use of this assessment. Note the strong evidence collected in both areas.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
4	<p>Explain the dangers of having weapons at school, at home, and in the community. 4.1.8.S</p> <p>Report on a topic in an organized manner, using appropriate facts and relevant descriptive details to support main ideas. (CA CCSS for ELA/Literacy SL.4.4)</p>	<p><b>Prompt</b> Explain the dangers of having weapons at school, at home, and in our community. Use many important details in your explanation.</p> <p><b>Criteria</b> Student work demonstrates relevant descriptive details and accurate facts about the dangers of weapons.</p>	<p>Student work product is a written or verbal report about the dangers of having weapons at school, at home, and in the community.</p>	<p>Teachers can easily use video to capture student explanations. This method also allows the teacher to continue working with other students on their learning activities, while the assessment process is taking place.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
5	<p>Describe how HIV is and is not transmitted. 5.1.5.G</p> <p>Gather relevant information from print and digital sources; summarize information in notes and finished work. (CA CCSS for ELA/Literacy W.5.8)</p>	<p><b>Prompt</b> Write a description of how HIV is, and is not, transmitted. Use the information you summarized in your notes to support your description.</p> <p><b>Criteria</b> Student work provides descriptions for both how HIV is transmitted and how it is not. Relevant information from print and digital sources is evident and medically accurate.</p>	<p>Student work product is a written or verbal description of how HIV is and is not transmitted and includes medically accurate information.</p>	<p>This assessment collects evidence of both writing skills and health education content knowledge, with a single student work product.</p>



Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	<p>Explain why people with eating disorders need professional help. 9–12.1.12.N</p> <p>Write informative texts using precise language and domain-specific vocabulary to manage the complexity of the topic. (CA CCSS for ELA/Literacy W.9–10.2.d)</p>	<p><b>Prompt</b> Using clear language and academic vocabulary for health education, write an explanation of why people with eating disorders need professional help.</p> <p><b>Criteria</b> Student work demonstrates precise language and domain-specific vocabulary. The response should be comprehensive, include a synthesis of key concepts, be medically accurate, and draw a conclusion.</p>	<p>Student work product is a written explanation of why people with eating disorders need professional help.</p>	<p>Because of the complexity of eating disorders, collecting evidence of this learning through writing supports students in multiple ways. Writing requires clear idea formation and communication of those ideas, as well as supporting students' literacy skill development.</p>

## Overarching Standard 2: Analyzing Health Influences

*All students will demonstrate the ability to analyze internal and external influences that affect health.*

Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

## Sample Assessments for Overarching Standard 2: Analyzing Health Influences

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
1	<p>Explain how family and friends influence positive health practices. 1.2.1.P</p> <p>Describe things and events with relevant details and expressing feelings clearly. (CA CCSS for ELA/Literacy SL.1.4)</p> <p>Write information/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CA CCSS for ELA/Literacy W.1.2)</p>	<p><b>Prompt</b> Tell me how the positive health practices of your family and friends (for example, eating healthy snacks, such as fruit and vegetables, or playing outside for exercise) has an influence on your health.</p> <p><b>Criteria</b> Student work accurately demonstrates details about positive health practices. Student work provides clear reasons how the actions of family and friends influence their own positive health choices.</p>	<p>Student work product is a verbal explanation or written identification with relevant details and clear ideas of how family and friends influence positive health practices.</p> <p>Written explanation accurately identifying positive health practices and a conclusion about how family and friends influence them in a positive way.</p>	<p>The student work product includes the criteria for competence and is used to record information provided by the student during the explanation.</p> <p>Teachers can, and should, collect evidence of students learning more than once. Using speaking, listening, and writing, teachers can collect evidence of the same health education content multiple times.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
6	Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs. 6.2.2.A	<p><b>Prompt</b> Using an advertisement for alcohol, write a description of how the images in the ad were chosen to influence others to use alcohol. Consider the use of role models as a possible influence.</p> <p><b>Criteria</b> Student work includes a description of how alcohol advertisers are specifically placing images in ads that make alcohol use look attractive and fun. Responses should demonstrate an understanding of the intention of advertisers to influence them and others to use alcohol.</p>	Student work product is a verbal explanation or written identification description that analyzes how the advertisement was designed to influence them to use alcohol.	The teacher prepares and provides samples of current advertising for alcohol products.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
7–8	Evaluate internal and external influences on food choices. 7–8.2.2.N	<p><b>Prompt</b> Think very carefully about the food choices you made yesterday and list them. Write a description about why you made those choices. Think about what influenced you to make the choices. Include both internal and external influences as appropriate.</p> <p><b>Criteria</b> Student work demonstrates evaluation of internal and external influences in their descriptions about why they made the food choices they made. The response should demonstrate personal insight about the things that affect health choices.</p>	A written list of food choices and a description of the influence(s) on each choice (for example, <i>A breakfast burrito: I was influenced to make this choice because I was very hungry. That was an internal influence of my choice. Also, I could smell the food from the food truck as I walked by. That was an external influence.</i> ).	This assessment can be utilized many times to collect the same evidence for different days or circumstances.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	<p>Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others. 9–12.2.3.5</p> <p>Initiate and participate effectively in collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively. (CA CCSS for ELA/Literacy SL.9–10.1)</p>	<p><b>Prompt</b> Explain, in a collaborative conversation with classmates, how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others. Build on others’ ideas and express your ideas clearly and persuasively. Explain how your health or the health of others could be impacted by positive and negative influences of others.</p> <p><b>Criteria</b> Student work explains the health-related results of several influences when traveling as a passenger in a car. The work demonstrates that they can build on the ideas of others and express ideas clearly and persuasively.</p>	<p>Student work product is a verbal explanation or written identification description of how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Create a rubric for collaborative conversation expectations and share it with students before the assessment.</p>

# Overarching Standard 3: Accessing Valid Health Information

*All students will demonstrate the ability to access and analyze health information, products, and services.*

Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

## ***Sample Assessments for Overarching Standard 3: Accessing Valid Health Information***

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
4	Use food labels to determine nutrient and sugar content. 4.3.2.N	<p><b>Prompt</b> Create a chart using different food labels to show how many grams of sugar are in different foods. Then write a conclusion regarding your findings (What did you learn from your chart?).</p> <p><b>Criteria</b> Observe students as they work to determine if they can access accurate information from food labels. Student work accurately displays the information in the chart. The conclusion statement should be well thought out and include details from their findings.</p>	A chart that compares the amount of sugar (in grams) of several different types of food and a conclusion statement.	Prepare and provide students with actual food labels from a diverse group of foods. Provide a chart in which students record their findings regarding the amount of sugar in each food.



Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
7–8	Identify trusted adults to report to if people are in danger of hurting themselves or others. 7–8.3.3.M	<p><b>Prompt</b> Who are the adults on campus who are trusted and you can tell if people are in danger of hurting themselves or others? Create a list of people you could use. If you do not know their name, use their title (for example, a school counselor).</p> <p><b>Criteria</b> Student lists include several appropriate adults. These lists should identify only adults.</p>	A list of trusted adults to report to if people are in danger of hurting themselves or others.	Collection of this evidence may include some varying responses based on student relationships and knowledge.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD (STI) testing, and medical care. 9–12.3.2.G	<p><b>Prompt</b> What resources (organizations, people, or other forms of information) in our community can you access to learn more about FDA-approved contraceptives? Create a brochure or slide show that presents options of valid resources. Identify the services provided for at least three and explain why they are appropriate and valid sources for students.</p> <p><b>Criteria</b> Student work demonstrates a description of services for at least three sources. Work should provide a medically accurate description of the sources. The work should describe what criteria was used to determine the source is medically appropriate and valid.</p>	In the form of a brochure or a digital presentation, student work describes and identifies valid local resources for FDA-approved contraceptives. Student work identifies reasons why the sources are valid and appropriate.	The students may want to compile a list of local resources from the information they have gathered and distribute it in class.

**VIGNETTE****Box 1: Accessing Valid and Reliable Information Online**

Finding valid and trusted information for personal health products and services.

(Accessing Valid Information)

Health literacy—the ability of children to access, understand, and evaluate basic health information and services needed to make appropriate health decisions—is an important aspect of health and well-being (US Department of Health and Human Services 2016). There is a considerable amount of inappropriate or misleading information online and a lack of regulatory control. The tips below assist in creating evaluation materials and activities to support this standard and Overarching Standard 3: Accessing Valid Health Information.

- Who is sponsoring and responsible for this site? Health information from the government (.gov), education resources (.edu), health-based nonprofit agencies, and noncommercial websites (.org such as the Academy of Nutrition and Dietetics, the American College of Obstetricians and Gynecologists, and the American Heart Association are generally considered trustworthy.
- Are the individuals who developed and maintain the site qualified (for example, licensed medical providers)? Does the site have an advisory board? Are those who developed the site experts in their field?
- Who is the intended audience?
- Is the purpose to entertain, inform, or educate?
- Is the site current? When was the information on the site updated? (Sometimes it is difficult to find this, as it may be the date the material was written, last updated, or there is no date at all.)
- Does the information appear to be objective—meaning, does it avoid personal opinions—and is it free from bias? Is the site trying to sell a product or strongly influence your opinion?
- What links are included on the website? Are those links going to valid (information is true) and reliable (information is accurate) websites?
- Does the site have a way to contact the agency or site host if someone has any questions or concerns?

Consider the CARS acronym for students to apply to their searches: Credibility, Accuracy, Reasonableness, Support.

For more information, see the *Model School Library Standards for California Public Schools* on the California Department of Education Standards web page.

*Source: Adapted from Marotz (2015).*

## Overarching Standard 4: Interpersonal Communication

*All students will demonstrate the ability to use interpersonal communication skills to enhance health.*

Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to promote health and manage risk, conflict, and differences.

### ***Sample Assessments for Overarching Standard 4: Interpersonal Communication***

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
K	Demonstrate how to ask a trusted adult for help or call 9-1-1. K.4.1.S	<p><b>Prompt</b> Pretend to call 9-1-1 and answer questions from a 9-1-1 operator.</p> <p><b>Criteria</b> Students demonstrate the ability to interact with the emergency operator by providing accurate responses to the questions asked by the operator.</p>	Student work provides an oral demonstration of a dialog with a 9-1-1 operator.	This assessment task focuses on student ability to communicate as a part of dialing 9-1-1. Use a telephone that is not connected so students can dial 9-1-1. Someone must act as a 9-1-1 operator to ask questions so students can reply. The use of smartphones requires more instruction to make the numbers screen visible. All phones are different. This is a good opportunity to communicate with parents about your current lesson and suggest they help their child learn how to access the appropriate screen on their phone.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
2	<p>Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.</p> <p>2.4.2.A</p>	<p><b>Prompt</b> Show me what you would say to an adult, and how you would say it, if you find an unsafe situation involving drugs or medicines.</p> <p><b>Criteria</b> Student dialogs should contain (1) a clear message, (2) detailed information about the situation, and (3) appropriate answers to questions from the adult.</p>	<p>Student work demonstrates an oral dialog alerting an adult about an unsafe situation involving drugs or medicines.</p>	<p>Teachers can create more specific scenarios and ask students to provide multiple, slightly different demonstrations of their communication skills based on the situation.</p> <p>Students can practice their communication skills in small groups or pairs. Assessment can occur as the teacher listens to the conversations.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
5	Use healthy and respectful ways to express friendship, attraction, and affection. 5.4.2.G	<p><b>Prompt</b> During your participation in role playing, show actions that respectfully communicate healthy expressions of friendship, attraction, and affection.</p> <p><b>Criteria</b> Student work during role playing should demonstrate positive communication skills, including:</p> <ul style="list-style-type: none"> <li>▪ Eye contact</li> <li>▪ Smiles</li> <li>▪ Empathy</li> <li>▪ Active listening</li> <li>▪ Warm or respectful tone of voice</li> <li>▪ Inquiry of needs (what can they do for them?)</li> </ul>	Through role-play, student work should demonstrate healthy and respectful expressions of friendship, attraction, and affection.	This task focuses on communication skills that are common to all three situations—friendship, attraction, and affection. Teachers design instruction to provide students with multiple ways to appropriately express friendship, attraction, and affection, and also provide opportunities for them to practice these skills. Assessment can be embedded in the instructional process by collecting evidence of student learning as they role-play different situations.



Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
6	Practice effective communication skills to prevent and avoid risky situations. 6.4.1.S	<p><b>Prompt</b> Imagine that you have been invited to a party that you know could be risky because no adult supervision will be there. With a partner, demonstrate communication skills you would use to avoid going to the party. One of you pressures the other to go. Demonstrate clear refusal communication skills to avoid going while being pressured to go, then switch roles.</p> <p><b>Criteria</b> Observe students demonstrating refusal communication skills:</p> <ul style="list-style-type: none"> <li>▪ Say <i>no</i> with strong intent</li> <li>▪ Repeat the <i>no</i> when pressured</li> <li>▪ Provide reasons not to go</li> <li>▪ Provide an excuse</li> <li>▪ Walk away</li> </ul>	Student work is in the form of role playing. In pairs, students demonstrate specific communication skills that can be used to avoid risky situations.	Teachers need to provide students with prompts about being pressured to get involved in a risky situation for the role playing.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
7–8	Differentiate between passive, aggressive, and assertive communication. 7–8.4.6.5	<p><b>Prompt</b> In a three-part role-playing activity with your small group, show the differences between passive, aggressive, and assertive communication. Use the same content or topic for each of the three parts, as you show the differences in communication. See Criteria below for different communication styles.</p> <p><b>Criteria</b> Observe students demonstrating the three different communication styles. Look for behaviors of each style, such as:</p> <p>Passive: making little or no eye contact, not speaking up, wanting others to make decisions, or appearing meek.</p> <p>Aggressive: poor listening, interrupting, bullying others, putting others down, or know-it-all attitude.</p> <p>Assertive: making good eye contact, active listening, speaking up but is open to the opinions of others, or confidence.</p>	Student work product is in the form of role-play that demonstrates the differences between passive, aggressive, and assertive communication styles.	Teachers should provide potential topics for students to use for role playing.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. 9–12.4.1.A	<p><b>Prompt</b>            In a role-playing situation, demonstrate assertive communication skills that would be effective in resisting pressure to use alcohol, tobacco, or other drugs.</p> <p><b>Criteria</b>            Student work should demonstrate effective refusal skills. The dialog presents at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>▪ A firm and clear “no”</li> <li>▪ Detail about why not</li> <li>▪ Provide an excuse</li> <li>▪ Walk away</li> <li>▪ Provide another option</li> <li>▪ Other possible refusal strategies</li> </ul> <p>Detail about reasons for the refusal should be presented in the dialog.</p>	Student work is a written dialog that demonstrates assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	Teachers should create the prompt describing a situation where a teen is being pressured to go use alcohol, tobacco, or other drugs with others.

# Overarching Standard 5: Decision Making

*All students will demonstrate the ability to use decision-making skills to enhance health.*

Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility. See chapter four for the Five-Step Decision-Making Process for Grade Levels Six Through Eight, and chapter six for the Five-Step Decision-Making Model for Grade Levels Nine Through Twelve.

### Sample Assessments for Overarching Standard 5: Decision Making

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
7–8	Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. 7–8.5.1.A	<p><b>Prompt</b> Make a video or another type of digital presentation about the decision-making steps teens should go through before deciding about vaping. Use all the decision-making steps and provide accurate data for Step 3, Outcomes.</p> <p><b>Criteria</b> Student work includes every step in the decision-making process. Step 3, Outcomes, should include an accurate description of both positive and negative outcomes. Step 5, Reflection, should demonstrate thoughtful consideration.</p>	Student work will be in the form of a video or other digital presentation. The work should describe the decision-making steps used when considering vaping.	This task can be used for decisions about alcohol, tobacco, or any other drug. It should be modified so that it is current and reflects the ATOD concerns that are occurring in your school's community.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	Compare various coping mechanisms for managing stress. 9–12.5.2.M	<p><b>Prompt</b>            Using the information you researched about various coping mechanisms for managing stress, apply the decision-making process to the following question: <i>Which coping mechanism is the best decision for me?</i> Write an essay that describes your decision-making process.</p> <p><b>Criteria</b>            Student essays should include all five decision-making steps. Significant detail about the different coping mechanisms should be provided in both Step 2 and Step 3. The description of their reflection in Step 5 should demonstrate genuine introspection.</p>	Student work is in the form of an essay that describes the decision-making process for identifying a coping mechanism that is the best for them.	Prior instruction about various coping mechanism and the decision-making process is required.

## Overarching Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

### Sample Assessments for Overarching Standard 6: Goal Setting

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
3	Set a short-term goal for positive health practices. 3.6.1.P	<p><b>Prompt</b> Write a short-term goal on the worksheet provided. It must be about a positive health practice that you want to work on. Explain why this goal is good for your health.</p> <p><b>Criteria</b> Student work response contains:</p> <ul style="list-style-type: none"> <li>▪ A stated goal that is clear and specific</li> <li>▪ A goal that can be completed in the short term</li> <li>▪ A goal is a positive health practice</li> <li>▪ Explanation about how this health behavior is good for health</li> </ul>	Student work will be in the form of a worksheet demonstrating a short-term goal for positive health practices.	Prior instruction should include positive health behaviors that can be measured over time. One idea is to use a bulletin board showing ideas from students about positive health habits that are written on index cards. Discussions about why each health practice is healthy can be done over time.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
5	Monitor progress toward a goal to help protect the environment. 5.6.1.P	<p><b>Prompt</b> Look at your progress toward meeting your goal for protecting the environment. Write some “next steps” you determine are needed for meeting your goal based on what you see.</p> <p><b>Criteria</b> Student work should demonstrate next steps that are logical, doable, and demonstrate an understanding of a goal-setting process.</p>	Student work will be in the form of a list that identifies next steps needed to move forward toward a goal for protecting the environment.	The teacher provides time during class for students to record completed tasks related to their goal for protecting the environment. Students monitor their work periodically and make decisions on their next steps.
7–8	Describe how HIV, AIDS, other STDs (STIs) or pregnancy could impact life goals. 7–8.6.2.G Plan and present an argument that supports a claim and organizes information logically. (CA CCSS for ELA/ Literacy SL.7.4a)	<p><b>Prompt</b> List at least three life goals you have for yourself in the future. Next, write an essay of how your three life goals would be impacted by pregnancy.</p> <p><b>Criteria</b> The work shows reflection of life goals and how the life event would impact their life goals. The work is detailed and self-reflective.</p>	Student work lists life goals and provides an essay explaining how each goal would be impacted if pregnancy occurred.	Because of the sensitive nature of this topic, it is advised that students are not required to share their responses.



# Overarching Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

## *Sample Assessments for Overarching Standard 7: Practicing Health-Enhancing Behaviors*

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
K	Select nutritious snacks. K. 7.1.N	<p><b>Prompt</b> From the group of snacks provided, you observe students choosing snacks that will help their body grow, learn, and play.</p> <p><b>Criteria</b> Student work shows an assortment of healthy snacks, such as fruits, nuts, and vegetables.</p>	Student work shows a selection of nutritious snacks.	Teachers need to provide samples of snack foods. Include both healthy snacks and less healthy snacks.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
1	Demonstrate proper toothbrushing and flossing techniques. 1.7.1.P	<p><b>Prompt</b>            Use your toothbrush to show me how to properly brush your teeth. Use the flossing strategies to show me how to floss your teeth properly.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>▪ Hold brush at a 45-degree angle</li> <li>▪ Brush all surfaces, including the chewing surface</li> <li>▪ Clean the sides by tilting the brush vertically</li> <li>▪ Brush your tongue</li> </ul>	Student work is a demonstration of proper toothbrushing and flossing techniques.	Instruction should include demonstration and practice of brushing teeth using a real toothbrush and floss.

# Overarching Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

## *Sample Assessments for Overarching Standard 8: Health Promotion*

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
2	<p>Explain to others what is enjoyable about physical activity. 2.8.2.N</p> <p>Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement. (CA CCSS for ELA/Literacy W.2.1)</p>	<p><b>Prompt</b> Use your best writing skills to explain to others what is fun about physical activity.</p> <p>Be sure to include an introduction and reasons for what you write. Include linking words and a conclusion.</p> <p><b>Criteria</b> Student work provides a clear opinion, provides details to back up that opinion, and demonstrates that it is a strong opinion.</p>	<p>Written opinion, with an introduction and reasons, linking words to connect opinions to reasons, and a concluding statement, explaining to others what is enjoyable about physical activity.</p>	<p>The criteria for competence for this tool include listing health education content and literacy content separately. The separation of the two provides for equal consideration when looking at student work. It is appropriate to score the student work on both health skills and writing.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
4	Encourage others to be free of alcohol, tobacco, and other drugs. 4.8.1.A	<p><b>Prompt</b> Create a skit or oral presentation to show how you would encourage other students not to use tobacco. Be persuasive.</p> <p><b>Criteria</b> Student work demonstrates a clear stand to be tobacco-free. Details about reasons why should be provided. Response demonstrates knowledge of the audience (other students). The presentation demonstrates persuasiveness.</p>	Student work is in the form of a skit or oral presentation that encourages (persuades) others to be tobacco-free.	Students show how they would persuade others not to use tobacco. This tool collects evidence of both knowledge and skill.

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
7–8	<p>Demonstrate ways to accept responsibility for conserving natural resources. 7–8.8.3.P</p>	<p><b>Prompt</b> Using a list of natural resources you and others use every day, write a letter to the editor that encourages others to conserve natural resources. Include details about strategies that people can incorporate into their everyday lives. Be persuasive about how important it is.</p> <p><b>Criteria</b> Student work takes a clear stand on the importance of conservation. The work provides details about strategies that can be used. The response is persuasive and provides knowledge of the audience (adults).</p>	<p>Student work will be in the form of a letter to the editor that persuades others to take personal responsibility for conserving natural resources.</p>	<p>Teachers should help students research contact information for local newspaper editors and supervise all correspondence. Students show how they would persuade others to conserve natural resources. This tool collects evidence of both knowledge and skill.</p>

Grade Level	Standard or Content from Standard	Assessment	Evidence	Notes for Teachers
9–12	<p>Encourage societal and environmental conditions that benefit health. 9–12.8.2.P</p> <p>Translate technical information expressed in words in a text into visual form. (CA CCSS for ELA/Literacy RST.9–10.7)</p>	<p><b>Prompt</b> Using written technical information, create a visual educational piece that you can use to persuade city officials to create a community space that benefits both the environment and health. Write your educational and persuasive argument as an essay.</p> <p><b>Criteria</b> The work shows knowledge of the audience (city officials) and provides accurate technical information in the form of a visual. The work is persuasive and takes a clear stand.</p>	<p>Student work provides a visual product that translates technical information from text and an essay. The work is used to persuade officials to develop a new community space that provides environmental conditions that benefit health.</p>	<p>Instruction should include techniques to use to find appropriate technical information for this task. This assessment is best used later in the learning sequence, as it collects evidence of multiple pieces of student learning.</p>

# Assessment Considerations for Diverse Learners

It is important for teachers of English learners to be aware that formative assessment decisions must be made with care. English-learner students are at different levels of English language proficiency. While some may not be able to fully express their ideas during a classroom discussion, in written assignments, or formal presentations, they may still understand the topic. Teachers may need to include a combination of observations, asking specific comprehension questions to elicit student understanding. Regardless of their level of English language proficiency, all English learners are capable of engaging in intellectually rich tasks at the same cognitive level as their English-proficient peers. In-the-moment formative assessment practices help teachers determine the levels of scaffolding needed for English learners.

In addition, teachers who have students with 504 Plans or Individualized Education Programs must ensure that they are following the plans specified in each student's educational and behavioral goals, including the prescribed instructional strategies and assessments. Teachers may need to individualize both instruction and assessment as required by the plan. To demonstrate what they can and have learned, some students may need instructional materials adapted to meet their individual needs and assessments to match their ability. Teachers must ensure they are aware of, and know how to implement, all requirements of such plans and seek support if needed. See the [“Access and Equity”](#) chapter for additional information.

California learners represent the rich diversity of our state. When assessing learners from diverse backgrounds, assessment should be inclusive in considering the student's immediate and extended family and unique cultural attributes. As an example, include an assessment item that measures the student's appreciation for their rich cultural heritage when assessing a student's health influences.

# Considering Students' Attitudes

Knowing more about students' attitudes, interests, and values can play a critical role in shaping teachers' instructional decisions and provide additional information useful in supporting learning. Further, teachers can raise student interest and engagement in the process of learning by planning instruction using this insight.

Attitudes reflect a predisposition to certain actions, thereby influencing health behaviors. Favorable attitudes toward health-enhancing behavior typically lead to more positive health outcomes. Teachers can easily identify important student attitudes and interests that enhance learning health education content. For example, students should develop positive concepts of themselves as learners of health education, and they should become more aware of their role in supporting their classmates in learning. With respect to values, it is important that educators respect the family as province of values and address those values that are likely to have wide approval from parents and the community.

Attitude scales can be used to survey students' feelings and values toward a health topic prior to instruction, helping teachers identify trends and student misconceptions that may need to be addressed in the context of one or more lessons. They may also reveal attitudes that could be barriers to learning. For example, teachers may want to know how students perceive their overall health. For young children, a forced choice scale—a scale that provides only two options (*Agree* or *Disagree*) about each statement being considered—is appropriate. Alternatively, a Likert-type scale provides a range of choices on a continuum, forcing students to apply more discrimination before responding; this type of scale is more developmentally appropriate for older students. A statement such as “Marijuana is not a dangerous drug” would require students to respond on a range from *Strongly Agree* to *Strongly Disagree*. An example of a kinesthetic activity, in which student opinions are shared publicly, is called “Take a Stand.” Students are presented with a statement, such as “We have a bullying problem on our campus,” and organize themselves in the different areas of the classroom based on their level of agreement or disagreement with the statement. For pre-and-post comparisons, a Likert-type inventory can be used prior to instruction and then following instruction for comparison of a student's attitude change as a result of the content learned.



Additionally, because attitude formation is a process that occurs over time, instant changes in behavior will not necessarily occur. As students become more self-aware, they can use this awareness to make informed decisions about future health behaviors. A limitation of attitude scales is that students may respond in a way that they think is expected or socially acceptable rather than reflect their true attitude. A positive and safe classroom environment will ensure greater accuracy (Anspaugh and Ezell 2012).

## Observation of Health Behaviors

Teachers rarely have the opportunity to observe their students' health behaviors outside the classroom, necessitating the demonstration of personal and social skills that are used to promote healthy behaviors in the classroom (Telljohann et al. 2015). Because teachers observe students on an ongoing basis, these observations may provide important clues regarding attitude and predisposition to action. Classroom activities can be structured to observe a student's interpersonal skills using role-play, skits, or paired practice of refusal skills. For example, students can be provided with a set of cards with pictures that represent figures moving through the different steps of a decision-making model. The teacher can observe the pairs as they negotiate and justify the order of the cards and record their participation in the process.

## Performance-Based Assessments In the Health Education Classroom

The goal of performance-based assessment is to help students focus on what they have learned and why, how they have changed, and what they have achieved. In this type of assessment, students demonstrate what they have learned through such mediums as role playing, portfolios, exhibitions, and critical thinking essays.

### Role Playing

Role playing, particularly effective at the middle and high school level, provides students with an opportunity to express their knowledge and skills. It easily lends itself to simulating real-world application of student learning. Students are given the opportunity to be creative and practice a range of skills that include resistance, communication, affirmation, and decision-making. They use critical thinking skills

to apply their knowledge of a health topic while simultaneously demonstrating the positive behaviors and communication skills they would implement in specific situations. Both teachers and students can assess the knowledge, skills, attitudes, and behaviors of students in these scenarios (Telljohann et al. 2015).

Students in all grade levels benefit from providing evidence of their new skills via the role-playing process. For example, elementary students can demonstrate their learning of interpersonal communication skills to ask for healthy food choices. Students can identify opportunities to use these skills (when family members are making shopping lists or determining meal plans), and role-play the use of their skills with other students serving as family members. Teachers can capture evidence of this learning in several ways, including video, student observation (with the use of a specifically designed score sheet), or direct teacher observation. Role playing can be used in middle school to capture evidence of students using refusal skills to avoid risky situations. The criteria for competence for using refusal skills should be shared with students early in their learning process and used during the demonstration of this skill to judge students' work in the role-playing situation.

## Portfolios

A portfolio is a systematic collection of student work that exhibits effort, progress, and achievement in a particular subject area. Elementary students can create a portfolio as a whole-class project—each student makes a page for a class book about a decision they made that promotes good health. For assessment criteria, the students should identify one decision they made and write one or more sentences about how they plan to implement their self-identified health goal. Students in middle grade levels could create a portfolio of all of the materials they produced about addictive substances during their alcohol, tobacco, and other drugs unit.

Well-developed criteria must be used to evaluate portfolio items, and there must be clarity regarding whether the portfolio will be rated as a whole or as individual samples and how the items are weighted. Students can gain insight into their own learning through portfolios, and their use can be especially appropriate for students who are English learners. Portfolios also provide valuable information to parents, guardians, and caretakers, particularly the parents, guardians, and caretakers of English learners. The information can help parents support their student's progress and enhance opportunities for collaboration between home and school (Anspaugh and Ezell 2012).

## Exhibitions

Exhibitions are valid performance-based measures that show subject mastery as well as levels of proficiency. Exhibitions might include developing displays, writing and performing skits or plays, or designing health education technology (teachers are encouraged to reference the standards for visual and performing arts and computer science to enhance multidisciplinary learning). Exhibitions provide opportunities for students to learn from their peers as well as present their work to others, and can be particularly effective in providing evidence of learning complex content. For example, in fourth grade, students might create an interactive display for younger students, explaining the importance of wearing safety equipment when participating in physical activity (4.1.9.S). The display could be used at school during recess or lunch periods and provide opportunity for fourth-graders to share their learning about the importance of safety equipment through the use of several mediums, including posters, video, and direct conversations with other students.

## Critical Thinking Essays

A critical thinking essay is a writing activity that fosters the analysis or synthesis of information on a health topic. For example, older students can write an argumentative essay for or against proposed sites in California that allow drug users to inject themselves while supervised to ensure that they use clean needles and do not overdose. Students would need to argue for one side in this debate but also show weaknesses in the arguments of those on the other side of the debate.

These essays provide excellent opportunities to assess students' learning of health education content, as well as support and assess their literacy skills in writing.<sup>1</sup> At the conclusion of the learning sequence on mental, emotional, and social health, high school students are well equipped to write an in-depth analysis of the internal and external issues related to seeking mental health assistance. They can identify issues, make precise claims about their analysis, distinguish their claims from opposing claims, develop counterclaims fairly, and supply data and evidence to support each. The essay provides evidence to students and teachers of student learning of both academic disciplines.

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1 Health education shares the writing standards in the CA CCSS for Literacy in History/ Social Studies, Science, and Technical Subjects for grade levels six through twelve.

# Student Choice

Because students have different learning styles, interests, and strengths, it is important for teachers to provide multiple opportunities that offer students choices in how they will be assessed. At times, students should be able to decide how they would like to present or demonstrate the knowledge and skills they have learned. Teachers must still ensure they collect appropriate evidence based on learning goals and the health education standards. If the goal is to implement a healthy nutrition program at school, the teacher might provide options such as writing a letter to a community health agency or school cafeteria supervisor, designing a poster to be placed in the school cafeteria, developing an oral presentation for the school board, or creating an informative pamphlet for parents, guardians, and caretakers. While sometimes a teacher might have to guide a student into choosing an option that best suits the student's strengths, the opportunity to make such decisions helps students develop self-awareness and increases their ability to become self-directed learners. Teachers should consider when it is important to offer product and performance options, rather than a single assessment, to provide balance in their assessment approaches (McTighe and O'Connor 2005).

When considering students' opportunity to select the method they will use to display their learning, it is vital teachers consider each of the following:

- Each of the assessments provided to students for their consideration must collect identical evidence of the learning. The assessments must not vary in the content addressed or the evidence they collect.
- The choices must not distract students from displaying their learning when they are developing their response. The student work products must display the same learning in each of the choices students may select (California Physical Education-Health Project and California Center for Excellence in Physical Education 2013).

## An Effective Example of Student Choice for Displaying Their Learning

These three simple examples of assessments all collect the same evidence of learning while giving students opportunity to select the method to share their learning. Note that each strategy asks students to use text and images to describe the first aid procedures.

**Standard 6.1.2.S:** Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.

**Content from standard:** Describe first aid procedures for injuries to teeth.

**Evidence:** Description of first aid procedures for injuries to teeth.

### Three Assessment Options for Student Choice

Assessment One	Assessment Two	Assessment Three
Create a poster describing first aid procedures when someone has sustained injuries to their teeth. Use text and images in your descriptions.	Create a video describing first aid procedures when someone has sustained injuries to their teeth. Use text and images in your descriptions.	Create a comic book describing first aid procedures when someone has sustained injuries to their teeth. Use text and images in your descriptions.

## Sample Products for Assessing Health Education Concepts and Skills

Written	Oral	Visual	Kinesthetic
<ul style="list-style-type: none"> <li>▪ Advertisement</li> <li>▪ Annotated Bibliography</li> <li>▪ Biography</li> <li>▪ Book Report</li> <li>▪ Book Review</li> <li>▪ Brochure</li> <li>▪ Campaign Speech</li> <li>▪ Crossword Puzzle</li> <li>▪ Editorial</li> <li>▪ Electronic Portfolio</li> <li>▪ Essay</li> <li>▪ Journal</li> <li>▪ KWLS Charts</li> <li>▪ Lab Report</li> <li>▪ Letter</li> <li>▪ Goal Logs</li> <li>▪ Magazine Article</li> <li>▪ Newspaper Article</li> <li>▪ Paper Portfolio</li> <li>▪ Poem</li> <li>▪ Position Paper</li> <li>▪ Proposal</li> <li>▪ Questionnaire</li> <li>▪ Research Report</li> <li>▪ Script</li> <li>▪ Story</li> <li>▪ Pre- and Post-Assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Debate</li> <li>▪ Discussion</li> <li>▪ Dramatization</li> <li>▪ Interview</li> <li>▪ Newscast</li> <li>▪ Oral Presentation</li> <li>▪ Oral Report</li> <li>▪ Poetry Reading</li> <li>▪ Rap</li> <li>▪ Role Playing</li> <li>▪ Skit</li> <li>▪ Song</li> <li>▪ Speech</li> <li>▪ Teaching a Lesson</li> <li>▪ Testimonial</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advertisement</li> <li>▪ Banner</li> <li>▪ Bumper Sticker</li> <li>▪ Campaign Flyer</li> <li>▪ Cartoon</li> <li>▪ Collage</li> <li>▪ Collection</li> <li>▪ Infographic</li> <li>▪ Data Display</li> <li>▪ Decision-Making Models</li> <li>▪ Diagram</li> <li>▪ Diorama/Shoebox</li> <li>▪ Display</li> <li>▪ Drawing</li> <li>▪ Graphic Organizers</li> <li>▪ Mobile</li> <li>▪ Model</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Poster</li> <li>▪ Scrapbook</li> <li>▪ Sculpture</li> <li>▪ Slide Show</li> <li>▪ Storyboard</li> <li>▪ Venn Diagram</li> <li>▪ Website</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community Outreach</li> <li>▪ Dance</li> <li>▪ Dramatization</li> <li>▪ Field Trip</li> <li>▪ Play</li> <li>▪ Role Playing</li> <li>▪ Scavenger Hunt</li> <li>▪ Service Learning</li> <li>▪ Simulations</li> <li>▪ Skit</li> </ul>

*Source: Adapted from RMC Health, Lakewood, CO, in Telljohann et al. (2015).*

# Providing Effective Feedback and Scoring Student Work

Because the assessment process has two objectives—collecting evidence of learning and contributing to learning—feedback to the learner is a high priority.

Five characteristics of effective feedback are

1. directs attention to the intended learning, points out strengths, and offers specific information to guide improvement;
2. occurs during the learning, while there is still time to act on it;
3. addresses partial understanding;
4. does not do the thinking for the student; and
5. limits corrective information to an amount the student can act on (Chappuis 2012).

Students receive feedback from three sources: through their own self-assessment, from their teachers, and from their peers. Students must be able to use feedback to improve their learning (Heritage 2008, 7). Student self-assessment of their work is built into the assessment design and takes many forms, depending on the assessment. Students often use their own experiences and conclusions while learning to adjust their work. Further, student engagement in the learning process is significantly impacted by the opportunity to raise their own level of achievement, increase motivation to perform at higher levels, and make real-world connections to their own learning.

Teacher feedback can often be provided in a student-teacher partnership, as students benefit from an ongoing process (with pertinent information) focused on improving their learning. The success of these student-teacher partnerships relies on the assessment's ability to provide timely, understandable, and descriptive feedback to teachers and students (Chappuis and Chappuis 2008).




When students work with peers in a well-aligned assessment process, all students have the opportunity to deepen their learning. Peer feedback, like other types of feedback, is built into the assessment design and relies on clear criteria for examining work and communicating to the learner. Students may experience the highest level of success with peer feedback when they consider a few items at a time and have multiple opportunities to advance their ability to provide accurate

and clear feedback to one another. When students provide feedback to their peers, they are also reinforcing their skills for looking at their own learning.

No matter the source, effective feedback focuses on the intended learning; it identifies specific strengths as well as areas that need to improve. It also provides input to students regarding what they can do to close the gap between where they are and where they need to be. Finally, effective feedback considers the appropriate amount of corrective feedback that the learner can process at one time and models the metacognition process that students will engage in when they self-assess (Chappuis and Chappuis 2008).

Assessment dialog forms are one way to provide feedback and can be easily adapted for use by all students by increasing font size, using icons, and providing verbal cues. See below for an example of a dialog form that can be easily modified for different grade levels and used in a variety of circumstances.

### **Sample Assessment Dialogue Form**

Name: _____	Date: _____
Assignment: _____	
Feedback Focus: _____	
<b>MY OPINION</b>	
★ My strengths are _____	
_____	
 What I think I need to work on is _____	
_____	
<b>MY TEACHER'S FEEDBACK</b>	
★ Strengths: _____	
_____	
 Work on: _____	
_____	
 What I will do now: _____	
_____	
_____	

*Long Description for Sample Assessment Dialogue Form is available at <https://www.cde.ca.gov/ci/he/cf/ch8longdescriptions.asp#chapter8link2>.*

*Source: Chappuis (2012).*



# Rubrics for Scoring Student Work

Rubrics can be used to communicate levels of proficiency of student work and serve as one way to provide specific feedback. Rubrics can be used to give students guidance and feedback regarding their progress, as well as with cumulative assessments to score final products. When health education teachers use rubrics to score student work, they should provide their students with a copy and explanation of the rubric prior to the assignment of a task. This will enable students to focus on the elements that will be scored. As students advance their learning, teachers may include student–teacher collaboration in design of a rubric. Rubrics provide objective criteria and may eliminate bias and promote more rigor in student work (California Physical Education-Health Project and California Center for Excellence in Physical Education 2013). When rubrics are used in scoring student work, it should be clear what students need to do to improve their learning (Anspaugh and Ezell 2012).

## VIGNETTE

### Classroom Example: 360-Degree Formative Assessment

Ms. B’s students are learning how to utilize and apply a decision-making model for alcohol, tobacco, and other drugs (ATOD) prevention scenarios in their seventh-grade health class. Ms. B plans for her students to assess their own competencies and provide feedback to a fellow student. She will assess her students on their application of the decision-making model in each scenario.

Ms. B first creates a self-assessment form that students will use to measure (1) their strengths in applying the decision-making model, (2) what they still need to work on, and (3) how they plan to accomplish this goal. The form is distributed in class to students as they progress with their ATOD scenarios in their small groups. The self-assessment form is not submitted to Ms. B, nor is it graded or shared with other students unless voluntarily.

Ms. B also creates a short peer-evaluation form so students can provide feedback to their peers who are applying the decision-making process to the scenarios that are acted out in class. The peer-evaluation form allows positive comments and constructive suggestions. The peer-evaluation form includes the items:

1. What I appreciated about your decision-making process was ...
2. What I found interesting was ...
3. I look forward to seeing ...

Ms. B also utilizes an assessment she has developed to quantitatively and qualitatively evaluate individual student's application of the decision-making model to the ATOD-prevention scenarios her students are performing in class. Students are presenting their scenarios in groups, but they have been informed that they will be individually assessed. Ms. B gives students a copy of the assessment prior to implementing their scenarios.

After the students act out their scenarios, they complete the self-evaluation form for their personal use and the peer-evaluation form to share with a student not in their small group. Students review their self-assessment form, the peer-evaluation form completed by a fellow student, and Ms. B's evaluation. Ms. B asks the students to add notes to their self-assessment form about what insights they have gained from reviewing the three different forms of feedback.

The effective use of the assessment process can enhance the teaching and learning process for both teachers and students. A balance must be achieved between the use of assessment **for** learning and assessment **of** learning. A positive, inclusive, safe, caring, and supportive classroom atmosphere is critical to students' willingness to take risks, to learn from feedback and self-assessment, and to move on to the next steps in learning. Teachers must recognize that students' thoughts and actions regarding assessment results are as important as those of adults. In a classroom that encourages assessment for learning, students respond by saying, *"I understand. I know what to do next. I can handle this. I choose to keep trying."* (Stiggins 2007).

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