

Scoring Rubric for Concepts – Elementary School

CC

<i>NHES#1: Students will comprehend concepts related to health promotion and disease prevention.</i>		
	Connections	Comprehensiveness
4	I have described ALL of the connections between my health and my behavior. I have drawn logical conclusions.	I thoroughly covered the health topic, by providing a wide <i>range</i> of facts and ideas and <i>details</i> about facts and ideas. My facts are completely correct.
3	I have described most of the connections between my health and my behavior. I have drawn reasonable conclusions.	I provided most of the facts and ideas about the health behavior, as well as details about most of the facts and ideas. My facts are mostly right.
2	I have described a few of the connections between my health and my behavior. I have tried to draw a conclusion, but my conclusion might be incomplete or wrong.	I provided a few facts and ideas about the health behavior, but I haven't provided much detail about facts and ideas. The health information I provided might not be completely right.
1	I haven't described the connections between my health and behavior. I haven't included a conclusion.	I haven't provided any facts and ideas about the health behavior. The health information I provided might be wrong.

Scoring Rubric for Accessing Information – Elementary School **AI**

NHES#2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

	Source Identification	Source Validity
4	I identified all of my source(s) of health information, products or school/community services. I completely and accurately stated where I found my source(s).	I thoroughly explained why all of my sources are appropriate to the given health situation. My explanation is complete and accurate.
3	I identified most of my source(s) of health information, products or school/community services. I usually stated where I found my source(s).	I provided a satisfactory explanation of why most of my sources are appropriate to the given health situation. My explanation is accurate.
2	I identified some of my source(s) of health information, products or school/community services. In general, I stated where I found my source(s).	I tried to explain why some my sources are appropriate, but it may not be complete or accurate. I could have provided a better explanation.
1	I didn't state or say where I found my sources.	It's not clear that the source I used is appropriate – OR – I didn't attempt to explain how the sources were appropriate to the given health situation.

Scoring Rubric for Analyzing Influences – Elementary School **INF**

NHES#4: Students will analyze the influence of culture, media, technology, and other factors on health.

4	I fully recognized the internal and/or external factors that influence the health behaviors of others and myself. I accurately and completely explained how each influence impacts personal, family and/or community health practices and behaviors.
3	I recognized the internal and/or external factors that influence the health behaviors of others and myself. I gave a satisfactory explanation of how each influence impacts personal, family and/or community health practices and behaviors.
2	I sort of recognized the internal and/or external factors that influence the health behaviors of others and myself, but I did not provide an effective explanation of how the influence(s) impact personal, family and/or community health practices and behaviors.
1	I didn't internal and/or external factors that influence the health behaviors of others and myself. My explanation is missing or is not correct.

Scoring Rubric for Goal-setting* - Elementary School

GS

NHES#6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

	Goal Statement	Implementation
4	My goal statement is clear and complete and the goal statement clearly states its long-term health benefits.	My goal-setting plan includes: <ul style="list-style-type: none"> • A reachable goal, directly linked to long-term health benefits. • Logical steps in the right order. • A complete plan for determining if I reached my goal.
3	My goal statement is clear and complete and suggests long-term health benefits.	My goal-setting plan includes: <ul style="list-style-type: none"> • An achievable goal. • Logical steps, but not all of the steps. • A plan for determining if I reached my goal, but I may have missed some steps.
2	My goal statement is clear and complete, but does not mention long-term health benefits.	My goal-setting plan includes: <ul style="list-style-type: none"> • An unrealistic goal or one that is not healthy. • No steps I need to take to reach my goal. • No plan for determining if I have reached my goal.
1	I didn't include a clear goal statement.	I don't have a goal-setting plan.

Scoring Rubric for Decision-making* - Elementary School

DM

NHES#6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Use of a Decision-making Process

4	<p>I reached a healthy decision by using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none">• Identifies a situation that is risky.• Describes a <i>comprehensive</i> set of things I could do in the situation.• <i>Fully</i> explains the pros and cons of each course of action.• Makes a healthy decision.
3	<p>I reached a healthy decision by using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none">• Identifies a situation that is risky.• Describes some of the things I could do in the situation.• Explains some of the pros and cons of each course of action.• Makes a healthy decision.
2	<p>I reached a healthy decision, but my decision-making process is incomplete or contains flaws. <i>For example, it:</i></p> <ul style="list-style-type: none">• May or may not identify a risky situation.• Does not explain the different things I could do in the situation.• Fails to explain the pros and cons of the different courses of action.• Make a decision that appears to be healthy, but doesn't explain it very well.
1	<p>I did not reach a healthy decision due to an ineffective decision-making process. My steps of the decision-making process are not clear.</p>

Scoring Rubric for Advocacy – Elementary School

AV

NHES#7: Students will demonstrate the ability to advocate for personal, family, and community health.

	Health-enhancing Position	Support for Position	Audience Awareness	Conviction
4	<ul style="list-style-type: none"> My pro health position is extremely clear. 	<ul style="list-style-type: none"> I thoroughly support my position by using correct facts and examples. 	<ul style="list-style-type: none"> I have demonstrated strong awareness of the target audience (e.g., I understand the audience's beliefs, interests, and prior knowledge). 	<ul style="list-style-type: none"> I express a strong and passionate argument for my position in my presentation.
3	<ul style="list-style-type: none"> My pro health position is somewhat clear. 	<ul style="list-style-type: none"> I satisfactorily support my position by using facts and examples. However, my support may be incomplete and/or incorrect. 	<ul style="list-style-type: none"> I demonstrate a good awareness of the audience. 	<ul style="list-style-type: none"> I argue for my position, but my presentation isn't very passionate.
2	<ul style="list-style-type: none"> I gave unclear or conflicting positions. 	<ul style="list-style-type: none"> I didn't support my position very well. I haven't included many facts or examples and/or most are not correct. 	<ul style="list-style-type: none"> I demonstrate some awareness of the audience. 	<ul style="list-style-type: none"> I express some argument for my position, but am not as persuasive as I could be.
1	<ul style="list-style-type: none"> I didn't state a position OR my position is not pro health. 	<ul style="list-style-type: none"> I provided no correct information or examples to back my position. 	<ul style="list-style-type: none"> I don't demonstrate an awareness of the audience. 	<ul style="list-style-type: none"> I don't express an argument for my position.