

Scoring Rubric for Concepts – High School

CC

<i>NHES#1: Students will comprehend concepts related to health promotion and disease prevention.</i>		
	Connections	Comprehensiveness
4	I have completely and accurately described the linkages between behavior and health. I drew logical conclusion(s) about the connection between behavior and health.	I thoroughly cover the health topic, showing both a wide <i>range</i> of facts and ideas (breadth) and <i>details</i> about facts and ideas (depth). My response is completely accurate.
3	I described the linkages between behavior and health with some minor inaccuracies or omissions. I drew a plausible conclusion(s) about the connection between behavior and health.	I have mostly covered the health topic, showing breadth and depth, but one or both less fully. My response is mostly accurate.
2	My description of the linkages between behavior and health is incomplete and/or it may contain significant inaccuracies. I have tried to draw a conclusion about the connection between behavior and health, but the conclusion might be incomplete or wrong.	I have minimal coverage of health topic, showing some breadth but little or no depth. My response may contain some inaccuracies.
1	I haven't described the linkages between behavior and health. I have talked about the linkages between health behavior and overall health, but my answer might not be right.	I haven't provided a wide range of facts and ideas, nor have I provided any detail about facts and ideas. The health information I provided might be wrong or lacking.

Goals or Action: _____

Scoring Rubric for Accessing Information – High 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 have identified a specific source(s) of health information, products or services. I provided accurate and complete citations (as directed) for the specific source(s).	I have thoroughly evaluated each source to determine its validity and appropriateness to the given health situation. I clearly and accurately explain why each source is valid and appropriate.
3	I have identified source(s) of health information, products or services. My citations for the source(s) (as directed) are mostly accurate and complete.	I have adequately evaluated the validity and appropriateness of each source. I have provided a general explanation of why each source is valid and appropriate.
2	I have identified general source(s) of health information, products or services. My citations for the source(s) (as directed) are inaccurate and/or incomplete.	I have attempted to evaluate each source to determine its validity and appropriateness, but the evaluation might be incomplete or flawed. I may not provide an effective explanation.
1	I have not identified or cited any source(s).	My evaluation of source(s) is flawed. I cannot determine whether the source is valid – OR – I do not attempt to evaluate each source to determine its validity or appropriateness to the given health situation.

Goals or Action: _____

Scoring Rubric for Analyzing Influences – High School

INF

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

4	I fully recognize relevant internal and/or external factors that influence my personal, family and/or community health practices and behaviors. I accurately and completely explain how each influence impacts personal, family and/or community health practices and behaviors.
3	I recognize relevant internal and/or external factors that influence my personal, family and/or community health practices and behaviors. I provide a general explanation of how each influence impacts personal, family and/or community health practices and behaviors.
2	I recognize internal and/or external factors that influence my personal, family and/or community health practices and behaviors, but I do not provide an effective explanation of how each influence impacts my personal, family and/or community health practices and behaviors.
1	I do not recognize any relevant internal and/or external factors that influence my personal, family and/or community health practices and behaviors. My explanation is missing or reveals a misunderstanding of the impact of the influence(s).

Goals or Action: _____

Scoring Rubric for Interpersonal Communication – High School IC

NHES#5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Communication Strategies	
4	<p>I thoroughly use appropriate verbal/nonverbal communication strategies* to enhance the health of myself and others:</p> <p><i>*such as:</i> <u>Skills</u></p> <ul style="list-style-type: none"> • Negotiation skills • Refusal skills • Conflict management skills <p style="text-align: center;"><u>Behaviors</u></p> <ul style="list-style-type: none"> • Eye contact • Clear message • “I” messages • Respectful tone • Body language <ul style="list-style-type: none"> • Expressing needs, wants, and feelings • Attentive listening • Restating other points of view • Suggesting an alternative
3	I use mostly appropriate verbal/nonverbal communication strategies* to enhance the health of others and myself.
2	I attempt to use verbal/nonverbal communication strategies* to enhance the health of others, and myself but my selected strategy may be inappropriate or ineffectively employed.
1	I rarely or never use appropriate verbal/nonverbal communication strategies* to enhance the health of others and myself.

Goals or Action: _____

Scoring Rubric for Goal-setting* - High 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 explicitly states long-term health benefits.	My goal-setting plan is characterized by: <ul style="list-style-type: none"> • A reasonable goal, directly leading to long-term health benefits. • Logical, sequential steps. • A process for assessing progress.
3	My goal statement suggests or implies long-term health benefits.	My goal-setting plan is characterized by: <ul style="list-style-type: none"> • A reasonable goal. • Logical steps, but may be incomplete. • A process for assessing progress, but may be incomplete.
2	I have a clear goal statement, but it has no reference to long-term health benefits.	My goal-setting plan is characterized by: <ul style="list-style-type: none"> • Unrealistic goal or one that would not lead to long-term health benefits. • Insufficient recognition of steps. • No process for assessing progress identified.
1	I have no clear goal statement.	I've not provided a goal-setting plan, or my plan is vague, unrealistic, or would not lead to long-term health benefits.

* The two skills of *goal-setting* and *decision-making* are embedded in National Health Education Standard #6. For the purposes of analyzing student work, separate rubrics have been developed.

Goals or Action: _____

Scoring Rubric for Decision-Making* - High 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 have reached a health-enhancing decision using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none"> • Identifies a situation that poses a health risk. • Examines a <i>comprehensive</i> set of alternative courses of action. • <i>Fully</i> evaluates the pros and cons of each alternative course of action. • Decides on a health-enhancing course of action.
3	<p>I have reached a health-enhancing decision using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none"> • Identifies a situation that poses a health risk. • Examines some alternative courses of action. • Evaluates some of the pros and cons of each alternative course of action. • Decides on a health-enhancing course of action.
2	<p>I have reached a decision that is health-enhancing. The decision-making process is incomplete or contains flaws.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • May or may not identify a situation that poses a health risk. • Does not examine alternative courses of action. • Fails to evaluate the pros and cons of alternative courses of action. • Presents a course of action that is vague or incomplete.
1	<p>I have not reached a health-enhancing decision due to an ineffective decision-making process. Steps of the decision-making process are not evident.</p>

* The two skills of *goal-setting* and *decision-making* are embedded in National Health Education Standard #6. For the purposes of analyzing student work, separate rubrics have been developed.

Goals or Action: _____

Scoring Rubric for Advocacy

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 health-enhancing position is extremely clear. 	<ul style="list-style-type: none"> I thoroughly support my position by using relevant and accurate facts, data, and evidence. 	<ul style="list-style-type: none"> I have demonstrated strong awareness of the target audience (e.g., the audience's perspective, interests, prior knowledge) as evidenced by presenting my argument accordingly. 	<ul style="list-style-type: none"> I have displayed a strong and passionate argument for the position and I have demonstrated a strong personal interest.
3	<ul style="list-style-type: none"> My health-enhancing position is generally clear. 	<ul style="list-style-type: none"> I adequately support my position by using facts, data, evidence; support may be incomplete and/or contain minor inaccuracies. 	<ul style="list-style-type: none"> I have demonstrated adequate awareness of the target audience as evidenced by presenting my argument accordingly. 	<ul style="list-style-type: none"> I have displayed a solid argument for the position, but I may have not demonstrated a personal connection.
2	<ul style="list-style-type: none"> My health-enhancing position is unclear or contains conflicting positions. 	<ul style="list-style-type: none"> I inadequately support my position, due to limited information, and/or some inaccuracy, irrelevant facts, data or evidence. 	<ul style="list-style-type: none"> I have demonstrated little evidence of awareness of the target audience as evidenced by presenting my argument accordingly. 	<ul style="list-style-type: none"> I have displayed a minimal argument for the position.
1	<ul style="list-style-type: none"> I've not stated a position stated OR my position is not health-enhancing. 	<ul style="list-style-type: none"> I have not provided any accurate or relevant support for my position. 	<ul style="list-style-type: none"> I have demonstrated no evidence of audience awareness. 	<ul style="list-style-type: none"> I have not presented an argument for the position.

Goals or Action: _____