

Scoring Rubric for Concepts – Middle School

CC

NHES#1: Students will comprehend concepts related to health promotion and disease prevention.		
	Connections	Comprehensiveness
4	I have described ALL of the linkages between health behavior, as well as its positive and negative consequences on overall health. I have drawn a logical conclusion about the connection between behavior and health.	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 response is completely accurate.
3	I have described the linkages between health behavior, as well as its positive and negative consequences on overall health. I have drawn a conclusion about the connection between behavior and health, but the conclusion could be stronger.	I provided most of the facts and ideas about the health behavior, as well as detail about most of the facts and ideas. The health information I provided is generally right.
2	I have described a little bit about the linkages between health behavior, as well as its positive and negative consequences on overall health. I have tried to draw a conclusion about the connection between behavior and health, but the 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 talked about the linkages between health behavior nor have I talked about its positive or negative consequences on overall health. OR I have talked about the linkages between health behavior and overall health, but my answer might not be right.	I haven't provided any facts and ideas about the health behavior, nor have I provided any detail about facts and ideas. The health information I provided might be wrong.

Scoring Rubric for Accessing Information – Middle 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. Citations for the source(s) are completely accurate and complete.	I thoroughly explained why all of my sources are valid and 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. Citations for the source(s) are mostly accurate and complete.	I provided a satisfactory explanation of why most of my sources are valid and 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. Citations for the source(s) are inaccurate and/or incomplete.	I tried to explain why some my sources are valid and 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 got my health information.	It's not clear that the source I used is valid—OR—I didn't attempt to explain how the sources were valid or appropriate to the given health situation.

Scoring Rubric for Analyzing Influences – Middle School

INF

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

4	I demonstrated full recognition of relevant internal and/or external influence(s). I accurately and completely explained how the influence(s) impact personal, family and/or community health practices and behaviors.
3	I demonstrated recognition of most relevant internal and/or external influence(s). I provided a satisfactory explanation of how the influence(s) impact personal, family and/or community health practices and behaviors.
2	I demonstrated recognition of some internal and/or external influence(s), 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 identify any relevant internal and/or external influence(s). My explanation is missing or doesn't accurately describe the impact of the influence(s).

Scoring Rubric for Interpersonal Communication – Middle School IC

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

	Communication Strategies
4	<p>I used all of the appropriate verbal communication and body language strategies* to enhance the health of others and myself extremely well:</p> <p>*such as: <u>Skills</u></p> <ul style="list-style-type: none"> • Negotiation skills • Refusal skills • Conflict management skills <p><u>Behaviors</u></p> <ul style="list-style-type: none"> • Eye contact • Clear message • “I” messages • Respectful tone • Body language • Expressing needs, wants, and feelings • Attentive listening • Communicating other points of view • Suggesting an alternative
3	<p>I used mostly appropriate verbal communication and body language strategies* to enhance the health of others and myself.</p>
2	<p>I tried to use verbal communication and body language strategies* to enhance the health of others and myself. However, I may have used an inappropriate strategy, or I did not use the strategies very well.</p>
1	<p>I rarely or never used appropriate verbal communication or body language strategies* to enhance the health of myself and/or others. I didn’t maintain a healthy limit.</p>

Scoring Rubric for Goal-setting* - Middle 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 goal explicitly states its long-term health benefits.	My goal-setting plan was characterized by: <ul style="list-style-type: none"> • An achievable goal, directly linked to long-term health benefits. • Logical, sequential steps. • A complete plan for assessing progress.
3	My goal statement is clear and complete and suggests or implies long-term health benefits.	My goal-setting plan includes: <ul style="list-style-type: none"> • An achievable goal. • Logical steps, but steps may be incomplete. • A plan for assessing progress, but the plan may be incomplete.
2	My goal statement is clear and complete, but with no reference to long-term health benefits.	My goal-setting plan includes: <ul style="list-style-type: none"> • An unrealistic goal or one that would not lead to long-term health benefits. • Insufficient recognition of the steps I need to take to reach my goal. • No plan for assessing my progress.
1	I didn't include a clear goal statement.	I don't have a goal-setting plan, or my plan is vague or unrealistic.

Scoring Rubric for Decision-making* - Middle 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	I reached a health-enhancing decision by using a decision-making process consisting of the following steps: <ul style="list-style-type: none">• Identifies a situation that poses a health risk.• Describes a <i>comprehensive</i> set of actions I could take in the situation.• <i>Fully</i> explains the pros and cons of each course of action.• Makes a healthy decision.
3	I reached a health-enhancing decision using a decision-making process consisting of the following steps: <ul style="list-style-type: none">• Identifies a situation that poses a health risk.• Examines some of the actions I could take in the situation.• Explains some of the pros and cons of each course of action.• Makes a healthy decision.
2	I reached a decision that is health-enhancing, but my decision-making process is incomplete or contains flaws. <i>For example, it:</i> <ul style="list-style-type: none">• May or may not identify a situation that poses a health risk.• Does not explain the different actions I could take 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 the explanation is vague or incomplete.
1	I did not reach a health-enhancing decision due to an ineffective decision-making process. My steps of the decision-making process are not evident.

Scoring Rubric for Advocacy – Middle 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 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 my target audience (e.g., I understand the audience's perspective, interests, prior knowledge) 	<ul style="list-style-type: none"> I express a strong and passionate argument for my position in my delivery.
3	<ul style="list-style-type: none"> My health-enhancing position is somewhat clear. 	<ul style="list-style-type: none"> I satisfactorily support my position by using facts, data, and evidence. However, my support may be incomplete and/or contain minor inaccuracies. 	<ul style="list-style-type: none"> I demonstrate a good awareness of my audience. 	<ul style="list-style-type: none"> I express an argument for my position, but my delivery isn't 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 adequately; due to limited information, and/or some inaccuracy, irrelevant facts, data or evidence. 	<ul style="list-style-type: none"> I demonstrate some awareness of my audience. 	<ul style="list-style-type: none"> I sort of argue for my position, but am not as decisive as I could be.
1	<ul style="list-style-type: none"> I didn't state a position OR my position is not health-enhancing. 	<ul style="list-style-type: none"> I provided no accurate or relevant information to back my position. 	<ul style="list-style-type: none"> I don't demonstrate an awareness of the my audience. 	<ul style="list-style-type: none"> I don't argue for my position.

Draft