

# Scoring Rubric for Concepts

CC

<i>NHES#1: Students will comprehend concepts related to health promotion and disease prevention.</i>		
	<b>Connections</b>	<b>Comprehensiveness</b>
<b>4</b>	Completely and accurately describes relationships between behavior and health. Draws logical conclusion(s) about the connection between behavior and health.	Thoroughly covers health topic, showing both breadth (wide <i>range</i> of facts and ideas) and depth ( <i>details</i> about facts and ideas). Response is completely accurate.
<b>3</b>	Describes relationships between behavior and health with some minor inaccuracies or omissions. Draws a plausible conclusion(s) about the connection between behavior and health.	Mostly covers health topic, showing breadth and depth, but one or both less fully. Response is mostly accurate, but may have minor inaccuracies.
<b>2</b>	Description of relationship(s) between behavior and health is incomplete and/or contains significant inaccuracies. Attempts to draw a conclusion about the connection between behavior and health, but conclusion is incomplete or flawed.	Minimal coverage of health topic, showing some breadth but little or no depth. Response may show some inaccuracies.
<b>1</b>	Inaccurate or no description of relationship(s) between behavior and health. Inaccurate OR no conclusion drawn about the connection between behavior and health.	No coverage of health topic information. Little or no accurate information.

*Goals or Action:* \_\_\_\_\_

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# Scoring Rubric for Accessing Information

# AI

<p align="center"><i>NHES#2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</i></p>		
	<b>Source Identification</b>	<b>Source Validity</b>
<b>4</b>	Identifies a specific source(s) of health information, products or services. Provides accurate and complete citations for the specific source(s).	Thoroughly evaluates each source to determine its validity and appropriateness (e.g., accessibility, affordability) to the given health situation. Clearly and accurately explains why the sources are valid and appropriate.
<b>3</b>	Identifies source(s) of health information, products or services. Citations for the source(s) are mostly accurate and complete.	Adequately evaluates source validity and appropriateness. Provides a general explanation of why the sources are valid and appropriate.
<b>2</b>	Identifies general source(s) of health information, products or services. Citations for the source(s) are inaccurate and/or incomplete.	Attempts to evaluate sources to determine their validity and appropriateness, but the evaluation is incomplete or flawed. Does not provide an effective explanation.
<b>1</b>	No source identified or cited.	Evaluation of source(s) is flawed. Cannot determine whether the source is valid –OR– does not attempt to evaluate sources to determine validity or appropriateness to the given health situation.

*Goals or Action:* \_\_\_\_\_

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# Scoring Rubric for Analyzing Influences

# INF

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

<b>4</b>	Fully recognizes relevant influence(s) (internal and/or external). Accurately and completely explains how the influence(s) impacts personal, family and/or community health practices and behaviors.
<b>3</b>	Recognizes relevant influence(s). Provides a general explanation of how the influence(s) impacts personal, family and/or community health practices and behaviors.
<b>2</b>	Recognizes influence(s), but does not provide an effective explanation of how the influence(s) impacts personal, family and/or community health practices and behaviors.
<b>1</b>	No relevant influence(s) is identified. Explanation is missing or reveals a misunderstanding of the impact of the influence(s).

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# Scoring Rubric for Interpersonal Communication

IC

<i>NHES#5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	
<b>Communication Strategies</b>	
<b>4</b>	<p>Thoroughly uses appropriate verbal/nonverbal communication strategies* to enhance the health of self and others:</p> <p><i>*such as:</i> <u>Skills</u></p> <ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Refusal skills</li> <li>• Conflict management skills</li> </ul> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Clear message</li> <li>• "I" messages</li> <li>• Respectful tone</li> <li>• Body language</li> </ul> <ul style="list-style-type: none"> <li>• Expressing needs, wants, and feelings</li> <li>• Attentive listening</li> <li>• Restating other points of view</li> <li>• Suggesting an alternative</li> </ul>
<b>3</b>	<p>Uses mostly appropriate verbal/nonverbal communication strategies* to enhance the health of self and others.</p>
<b>2</b>	<p>Attempts to use verbal/nonverbal communication strategies* to enhance the health of self and others, but the selected strategy may be inappropriate or ineffectively employed.</p>
<b>1</b>	<p>Rarely or never uses appropriate verbal/nonverbal communication strategies* to enhance the health of self and others.</p>

**Goals or Action:** \_\_\_\_\_

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# Scoring Rubric for Goal-setting\*

**GS**

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

	<b>Goal Statement</b>	<b>Implementation</b>
<b>4</b>	Clear and complete goal statement that explicitly states long-term health benefits.	Goal-setting plan characterized by: <ul style="list-style-type: none"> <li>• An achievable goal, directly leading to long-term health benefits.</li> <li>• Logical, sequential steps.</li> <li>• A process for assessing progress.</li> </ul>
<b>3</b>	Goal statement that suggests or implies long-term health benefits.	Goal-setting plan is characterized by: <ul style="list-style-type: none"> <li>• An achievable goal.</li> <li>• Logical steps, but may be incomplete.</li> <li>• A process for assessing progress, but may be incomplete.</li> </ul>
<b>2</b>	Goal statement, but with no reference to long-term health benefits.	Goal-setting plan is characterized by: <ul style="list-style-type: none"> <li>• Unrealistic goal or one that would not lead to long-term health benefits.</li> <li>• Insufficient recognition of steps.</li> <li>• No process for assessing progress identified.</li> </ul>
<b>1</b>	No clear goal statement.	No goal-setting plan is stated, or plan is vague or unrealistic.

\* 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:** \_\_\_\_\_

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# Scoring Rubric for Decision-making\*

# 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

<b>4</b>	<p>Reaches a health-enhancing decision using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none"> <li>• Identifies a situation that poses a health risk.</li> <li>• Examines a <i>comprehensive</i> set of alternative courses of action.</li> <li>• <i>Fully</i> evaluates the positive and negative health consequences of each alternative course of action.</li> <li>• Decides on a health-enhancing course of action.</li> </ul>
<b>3</b>	<p>Reaches a health-enhancing decision using a decision-making process consisting of the following steps:</p> <ul style="list-style-type: none"> <li>• Identifies a situation that poses a health risk.</li> <li>• Examines some alternative courses of action.</li> <li>• Evaluates some of the positive and negative health consequences of each alternative course of action.</li> <li>• Decides on a health-enhancing course of action.</li> </ul>
<b>2</b>	<p>Reaches 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"> <li>• May or may not identify a situation that poses a health risk.</li> <li>• Does not examine alternative courses of action.</li> <li>• Fails to evaluate the positive and negative health consequences of alternative courses of action.</li> <li>• Presents a course of action that is vague or incomplete.</li> </ul>
<b>1</b>	<p>Does not reach 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:** \_\_\_\_\_

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# Scoring Rubric for Advocacy

**AV**

<i>NHES#7: Students will demonstrate the ability to advocate for personal, family, and community health.</i>				
	<b>Health-enhancing Position</b>	<b>Support for Position</b>	<b>Audience Awareness</b>	<b>Conviction</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Extremely clear, health-enhancing position</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly supports position using relevant and accurate facts, data, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Strong awareness of the target audience (e.g., the audience's perspective, interests, prior knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Displays strong and passionate conviction for position.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Generally clear, health-enhancing position.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately supports position using facts, data, evidence; support may be incomplete and/or contain minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate awareness of audience.</li> </ul>	<ul style="list-style-type: none"> <li>Displays conviction for position.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Unclear or conflicting positions.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately supports position, due to limited information, and/or some inaccuracy, irrelevant facts, data or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of awareness of audience.</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal conviction for position.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>No position stated OR position is not health-enhancing.</li> </ul>	<ul style="list-style-type: none"> <li>No accurate or relevant support for position is provided.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of audience awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Conviction for position is not evident.</li> </ul>

*Goals or Action:* \_\_\_\_\_

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