



# Assessing Mastery of Access Valid & Reliable Resources Grades 6-8

Students in grades 6-8 will have mastered *Access Valid & Reliable Resources* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**3.8.1 Describe situations that may require professional health services.**

- I can determine when I need help and/or information.

**3.8.2 Analyze the validity and reliability of health information, products, and services.**

- I can determine if help and information pertaining to my health is valid and reliable.

**3.8.3 Access valid health information from home, school, and community.**

- I can explain what health information can be found in my home, school, and community.

**3.8.4 Determine the accessibility of products that enhance health.**

- I can identify barriers to accessing health services, products, and information.
- I can make a plan to overcome barriers to accessing health services, products, and information.

**3.8.5 Locate valid and reliable health products and services.**

- I can locate a variety of valid and reliable health services, products, and information.

## ASSESSMENT TOOL #1 (3.8.4)

Have students write about a situation in their life where they needed help. Students need to answer the following questions:

- When was a time you needed help and/or information?
- How did you know you needed help and/or information?
- What help and/or information did you need?
- What was the result?

If students are not comfortable writing about their personal experiences, have them write a fictional story about a character who needed help. Then have them answer the questions as the character.

## ASSESSMENT TOOL #2 (3.8.1)

Give students two different sources, one valid and one invalid. Have students determine which is the valid source and have them explain their answers. Students can answer the questions used in the *Teaching Progression*, citing specific examples and evidence from the sources.



### ASSESSMENT TOOL #3 (3.8.1)

Give students a piece of information and the person who said it. For example, a friend says to you, "Vaping is good for you." As another example, a counselor tells you, "Being sad sometimes is normal." Have the students roleplay how they would address this conversation to make sure the information they are receiving is correct. Use the questions in the teaching progression as a support for students as they work through their roleplays.

### ASSESSMENT TOOL #4 (3.8.2, 3.8.5)

Have students research a health-related question of their choosing. Require that students locate a variety of resources, including websites, printed materials, and interviews to answer their research question. Have students create an annotated bibliography that has at least three different sources of information, explaining why they felt the source was valid. Students can create a poster, brochure, or essay answering the question, citing the information they used.

### ASSESSMENT TOOL #5 (3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5)

Have students think of a health-enhancing service, product, or piece of information they currently need pertaining to either their physical or mental health. Have students create a list of the resources they currently have access to related to that service, product, or piece of information. Then, have students list the resources they currently do not have access to related to that service, product, or piece of information. Students should create a plan for how they will address this barrier in order to access the health enhancing service, product, or piece of information. Have students create and maintain a journal keeping track of their progress. Check in with students as necessary, helping them to problem-solve and think through next steps.

## Content Area Connections

**Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.**

The skill of accessing valid and reliable resources is present in a variety of content areas, including the sciences, history, reading, and writing. Because students will learn this skill in a variety of contexts, aligning criteria across contents can help students reinforce their understanding of the skill as well as prevent misunderstandings. Connect with teachers from across contents to determine how they build the foundation of the skill, saving instructional time and allowing yourself to focus on health-related content more specifically.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Access Valid & Reliable Resources* can be used across content areas when students are struggling with individual situations. Remind students to consider who they could go to when they are having a problem.



Reinforce the understanding of the essential role trusted adults and professionals play for all students. Explore the following questions with students across content areas. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are trying to find someone who can help through a difficult situation. These questions can be a guide for independent reflection when students are challenged to work through a problem.

- How do you know *this* resource is valid?
- Where did you find *this* resource?
- What websites do you trust to get resource about *this*?
- Who gave you *this* resource?
- What other help/information do you need to answer *this* question?
- What additional questions do you have after reading about *this* resource?
- Who could you go to for more resources about *this*?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)

### Skills Based Lesson Plans

- [Health Smart Va](#)