



Assessing Mastery of Access Valid & Reliable Resources Grades 9-12

Students in grades 9-12 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.

3.12.1 Evaluate the validity and reliability of health information, products, and services.

- I can evaluate the validity & reliability of health information, products, and services.
- I can cite specific evidence to support my evaluation of the validity of health information, products, and services.

3.12.2 Use resources from home, school, and community that provide valid health information.

- I can name valid health information, products, and services available to me in my home, school, and community.
- I can use valid health information, products, and services available to me in my home, school, and community.

3.12.3 Determine the accessibility of products that enhance health.

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

3.12.4 Determine when professional health services may be required.

- I can determine when I can handle situations on my own.
- I can determine when I need help and/or information pertaining to my health.

3.12.5 Access valid health information from home, school, and community.

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

ASSESSMENT TOOL #1 (3.12.1)

Give each student a health service or product that is needed by someone their age. These could include vitamins, descriptions of medical procedures, biographies of medical professionals, etc. Make sure these are appropriate and responsive to the students in your classroom. Then, give students time to research that health service or product in order to make a recommendation. Students should complete a written explanation outlining what health service or product they would recommend, why they would recommend that health service or product, and the resources they used to inform that recommendation.

ASSESSMENT TOOL #2 (3.12.4)

Have students write a narrative about a time when they needed help or information pertaining to their health. This narrative should be a personal story written in first person. If students cannot think of an example, have them write about why they have not sought out help or information pertaining to their health. Help students explore the barriers they may have faced, or the opportunities in their life that have led to not needing to ask for help or more information.



ASSESSMENT TOOL #3 (3.12.1)

Give students two different sources about the same topic. Have students label the important parts of the article, including publishing date, author, graphics, etc. Once students have gone through each source, have students complete the analysis questions used in instruction to determine which source is more valid and reliable. Students should explain in writing why the source they picked is more valid and reliable, citing evidence and specific criteria to justify their response.

ASSESSMENT TOOL #4 INFORMAL (3.12.1, 3.12.2, 3.12.5)

Have students conduct research on a health-related question of their choosing. Make sure student research question is feasible given the access to resources. For example, students could research the following questions:

- Is vaping healthy?
- What is the healthiest diet?
- What is the impact of exercise on mental health?

Once students have selected a research question, allow students to research the topic. Students should create an annotated bibliography that lists the valid and reliable resources they find. Require students to use a variety of resources, such as print materials, articles, websites, advertisements, etc.

In order to present their research, provide students with choice. Below are examples of the forms their research presentation could take:

- Poster
- PowerPoint
- Drawing
- Brochure
- Essay
- Infographic

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 information 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 crisis.

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

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Skills Based Lesson Plans

- [Health Smart Va](#)