



# Assessing Mastery of Analyze Influences Grades PreK-2

Students in grades PreK-2 will have mastered *Analyze Influences* 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 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**2.2.1 Identify how the family influences personal health practices and behaviors.**

- I can explain how my family members affect my health choices.

**2.2.2 Identify what the school can do to support personal health practices and behaviors.**

- I can describe how my school can help me remain healthy.

**2.2.3 Describe how the media can influence health behaviors.**

- I can explain how social media, commercials, and websites affect my health choices.

## ASSESSMENT TOOL #1 (2.2.1)

Group students in pairs to share their likes, dislikes and favorites. Prompt students to discuss why they like/dislike the chosen items. Prompt pairs with follow up questions that support the continuation of the discussion. Offer topics for students to consider their own likes, dislikes and favorites as necessary throughout the discussion. Model and provide *Language of Health Literacy* to support student discussion.

*Extension Option: Ask students to write their likes, dislikes, and favorites with an explanation of each. Offer sentence stems as necessary. Ask students to draw a picture to support their writing.*

## ASSESSMENT TOOL #2 (2.2.2)

Ask students to consider ways in which their school can help or support their healthy behaviors. Prompt students to choose one option that their school can do to help them remain healthy. Ask students to draw, write, or both how their school can support their healthy practices. Student drawings/writings should identify one way that the school can support their health. Coach students to add details to better highlight their example.

*Make decisions about drawing and writing based on student/classroom abilities. Allow students to further verbally explain their writing/drawing as necessary.*



### **ASSESSMENT TOOL #3 (2.2.3)**

Provide advertisements and/or commercials pertaining to health. Prompt students to select an advertisement and explain how it is affecting them. Explanations can be written or verbalized, depending on student ability.

### **ASSESSMENT TOOL #4 (2.2.3)**

Show multiple images to students that relate to health. Students can provide some of these images if time and access allows. Ask students to choose two images from the collection and explain what the image is making them think or feel. Then, if student is developmentally ready, they can extend their understanding of influences to others by explaining how the image may make someone else feel or think. Student should explain the influence the image has on themselves or others if student is developmentally ready.

Images can include words. Images can be replaced with videos of commercials or include full websites.



## 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.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Analyze Influences* can be used across content areas when students are struggling with individual decisions. Remind students to consider who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that influences on behaviors occur in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are making decisions regarding content, choosing partners or group members, or when reflecting on choices that have already been made. These questions are a guide for independent reflection when students are challenged to understand the choices that led to a particular incident and how others may have influenced them on their path towards that choice.

- How did *this* element influence you(or your choice/decision)?
- What do you think led you to choose *this* topic?
- How might *this* information influence your choice or decision?
- How do you believe you were influenced to make *this* decision?
- What is an influence that led you towards *this* choice?

### 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.

*health, influence, impact, because, internal, external, media, choice*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)