



Assessing Mastery of Decision-Making Grades 3-5

Students in grades 3-5 will have mastered *Decision-Making* by demonstrating their ability to showcase the performance indicators identified in Standard 5. Use the student friendly language below to support rubric creation and feedback to students.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.1 - Identify health-related situations that might require a thoughtful decision

- I can identify when a health-related decision is needed.

5.5.2 - Analyze when assistance is needed in making a health-related decision.

- I can analyze when help is needed for a health-related decision.

5.5.3 - List healthy options to health-related issues or problems

- I can list options for decisions.

5.5.4 - Predict the potential outcomes of each option when making a health-related decision.

- I will be able to predict the outcomes of each option when making a decision.

5.5.5 - Choose a healthy option when making a decision

- I can make a health-related decision.
- I can communicate my decision to others.

5.5.6 - Describe the outcomes of a health-related decision.

- I can reflect on decisions I have made.

ASSESSMENT TOOL #1 (5.5.1)

Provide a stack of cards to students with a variety of decisions. These decisions can be varied in terms of type and level of importance. For example, some should be everyday decisions and thoughtful decisions, and some should be related to health and some should not be related to health. Create a graph for students. On the x axis, put the phrases "related to health" on one side and "not related to health" on the other. On the y axis, put the phrases "thoughtful decision" on one side and "not thoughtful decision" on the other. Have students go through the cards and sort them into each quadrant to show whether or not the situation requires a thoughtful decision, and if the decision relates to their health or not.

ASSESSMENT TOOL #2 (5.5.2, 5.3.3, 5.5.4, 5.5.5)

Have students create a "Choose Your Own Adventure" story. Students select an initial health choice for a character, providing at least three options for the reader. For each option, students direct readers to an outcome and new health decision that needs to be made. Asking for help should be included in times when it is relevant. Students should provide at least three rounds for each initial branch, leading readers through a variety of decisions and outcomes. Have students provide an answer key, highlighting the healthy choices and explaining why the selected choices are healthy.



Extension (5.5.5): Students exchange "Choose Your Own Adventure" stories. Students complete the adventure, justifying their decisions and analyzing outcomes.

ASSESSMENT TOOL #3 (5.5.2)

Provide students with scenarios where people are making decisions that require assistance. For example, they are being bullied by a student and aren't sure what to do. Ask students to explain why assistance is needed, citing evidence and using background knowledge. Then, have students explain the help that is needed and where the help could be accessed.

ASSESSMENT TOOL #4 (5.5.6)

Have students keep a "Daily Decisions Journal." Provide time for students to identify decisions they have made and describe the outcomes of the health-related decisions. Use the reflection questions in Step 4 in the Teaching Progression to support student journal entries.

Reflection Questions:

- How did the decision make you feel?
- What options did you think about at first?
- Why did you choose the option you did?
- What might happen next after that decision?
- How did asking for help make your decision healthier?
- Would you make that decision again? Why or why not?
- What do you want to remember next time you have to make the same decision?

Extension: Students predict upcoming important decision and work through the decision making process.

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. *Decision-Making* can be used across content areas when students are struggling with individual decisions. Remind students to consider the steps for thoughtful decision-making when they are struggling to make healthy decisions and support them going through the steps.



Reinforce the understanding that decision-making occurs 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 can be 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.

- What was happening when *this* decision needed to be made?
- Who did you go to for help with *this* decision?
- How was *this* decision healthy or unhealthy?
- How was *this* decision safe or unsafe?
- How was *this* decision following or not following the rules?

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.

*decision, option, outcome, predict,
healthy, unhealthy, safe, help, consequences*

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)