



# Assessing Mastery of Decision-Making Grades 6-8

Students in grades 6-8 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.

**5.8.1 Identify circumstances that can help or hinder healthy decision making.**

- I can identify when it is easy or hard to follow through on healthy decisions.
- I can make a plan for when a healthy decision is difficult.

**5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.**

- I can determine if a situation requires a thoughtful decision-making process.

**5.8.3 - Distinguish when individual or collaborative decision making is appropriate.**

- I can determine if a situation requires
- I can determine if I need help when making a decision.

**5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.**

- I can determine if options are healthy or unhealthy.

**5.8.5 Predict the potential short-term impact of each alternative on self and others.**

- I can predict the outcomes of different options.

**5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.**

- I can list options for important decisions.
- I can make healthy decisions.
- I can communicate my decisions.
- I can make a plan to follow through on my decisions.

**5.8.7 Analyze the outcomes of a health-related decision.**

- I can reflect on decisions I have made.

**ASSESSMENT TOOL #1 (5.8.1)**

Have students write a skit about a circumstance where making a healthy decision is difficult. Make sure students use the strategies they learned to follow through on their decision, communicating their decision clearly and using their plan.



### ASSESSMENT TOOL #2 (5.8.2)

Provide scenarios for students of different situations that require a variety of decisions. Have students answer the questions below with each scenario, determining whether the situation requires a thoughtful decision or not. Make sure students explain their answers.

- Does this situation affect my health?
- Does this situation impact my future goals?
- Does this situation affect my relationships?
- Does this situation connect to my values?

### ASSESSMENT TOOL #3 (5.8.4, 5.8.5, 5.8.6, 5.8.7)

Provide a menu of decisions students their age will need to make. These could include whether or not to vape, whether or not to post something on social media, whether or not to have a significant other. Have students select one of the decisions and work through the decision-making steps they learned, including making the decision and reflecting on the potential outcomes of those decisions. If students choose unhealthy options, conference with students to learn more about their choice and provide support for making healthier choices in the future.

### ASSESSMENT TOOL #4 (5.8.7)

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 decision. 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?
- How does this decision affect others?
- How does this decision affect my relationships?
- How does this decision align with my values?
- How does this decision affect my goals?
- 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 who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that the need to make decisions 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 options do you have for *this decision*?
- What do you think led you to choose *this option*?
- How might *this* influence your choice or decision?
- What support do you need with *this decision*?
- How can you make sure you follow through with *this decision*?

### 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, consequence, outcome, predict, reflect,  
help, hinder, healthy, unhealthy*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)