



Assessing Mastery of Decision-Making Grades PreK-2

Students in grades PreK-2 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.

5.2.1 Identify situations when a health-related decision is needed.

- I can identify decisions I make.
- I can identify decisions that are about being healthy.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

- I can identify helpers for when I make decisions.
- I can identify when I need help making a decision.

ASSESSMENT TOOL #1 (5.2.1)

Have students create a comic strip of their day, starting when they wake up. Encourage students to be as detailed as possible, including details such as eating breakfast, getting dressed, brushing their teeth, going to school, etc. Once the comic strip of their day is complete, ask students to identify the parts in their day when they are making decisions. Then, ask students which decisions related to their health. Model and provide the *Language of Health Literacy* below to support student answers.

Language of Health Literacy:

_____ is about my health.
_____ helps me be healthy.
I decide to _____.

ASSESSMENT TOOL #2 (5.2.1)

Show a short video in which a choice regarding health has been made. The video can showcase a healthy or unhealthy decision. At the conclusion of the video, ask students to give a thumbs up for a healthy decision and thumbs down for an unhealthy decision. Students can then be grouped by their analysis or stay as one larger group. Prompt students to verbalize their reason for giving a thumbs up or down and ask them to share their noticings from the video that influenced their decision. Students are being informally assessed on their ability to verbalize why the choice is healthy or healthy. A formal assessment can be done through the thumbs up/down analysis if students first close their eyes or circle their decision on paper prior to the discussion.

Literacy Extension: After viewing the short video, ask students to write their analysis of the unhealthy or unhealthy decision. Prompt students to describe their reasoning using details from the video.



ASSESSMENT TOOL #3 (5.2.1, 5.2.2)

Provide students a series of photos, images, illustrations, videos, or readings and ask them to identify the healthy decision being made. Prompt students to identify who in the scene/story is helping and how they are helping the situation. Students are assessed on their ability to identify the health-related decision and their ability to identify helpers within a situation.

Literacy Extension: Students write sentences that state their understanding of who the helper is and how they have helped. Students may also draw images to describe these sentences and demonstrate understanding.

ASSESSMENT TOOL #4 (5.2.1, 5.2.2)

Ask students to share a time they made a healthy choice. Remind students to give details about who helped them make this choice and how they knew it was a healthy choice. Students are assessed on their ability to name and describe a healthy choice they made, who helped them with this choice, and share their understanding of what makes their choice healthy.

Literacy Extension: Ask students to write a detailed account of their own healthy choice, including all information from the health skill. Students may also be asked to write a fictional story of an individual making a good or bad choice regarding their health. Their story must include all health skill details.



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.

In order to support students developing *Decision-Making* skills, teachers across content areas can provide choice throughout their instruction. As students work through these options, teachers can prompt students to think about the questions in the *Teaching Progression* and below. Make sure the providing of choice is authentic. For example, students can decide how they want to complete a task, which game to play during free-time, or which snack to have.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. The *Decision-Making* steps 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 thoughtful decision-making is applicable 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 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 been able to help 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?

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, pick, choose, reflect, outcome

Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)