



Assessing Mastery of Self-Management Grades 3-5

Students in grades 3-5 will have mastered *Self-Management* by demonstrating their ability to showcase the performance indicators identified in Standard 7. Use the student friendly language below to support rubric creation and feedback to students.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

- I can identify responsible health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

- I can demonstrate healthy practices that support my health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

- I can practice health practices that reduce health risks.

ASSESSMENT TOOL #1 (7.5.1, 7.5.2, 7.5.3)

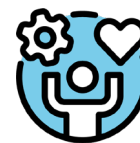
Have students create a list of health practices they use in their daily lives. Have students write when and where they demonstrate these health practices. Have students write a description for each health action that explains its importance to their health.

ASSESSMENT TOOL #2 (7.5.2, 7.5.3)

Select a health practice from those that students have learned in class. Have students act out a health practice in class. After students have acted out the health practice, have them explain when and where they would use this health practice.

ASSESSMENT TOOL #3 (7.5.2, 7.5.3)

Provide scenarios to students that show a need to use a health practice. Have students identify the health practice they would use in that situation. Health practices can be those learned in class or ones they already knew how to do. Have students explain how using this health practice in that moment will help to improve or



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.

Self-Management steps can be used across content areas when learning different health practices or strategies. Have other content area teachers identify the health practices or strategies that are relevant to their content areas. For example, completing homework or managing time in class may be important practices teachers need to explicitly teach students how to do. For each identified health practice or strategy, teachers should model, provide time to practice, and offer feedback to students as necessary.

If teachers identify a recurring behavior that is keeping a student from being successful, such as being late for class or falling asleep in class, teachers can have students reflect on why they need to take responsibility and the strategies they can learn to address this recurring behavior. Walking students through the steps in the *Teaching Progression* also allows students to identify the habits they need to develop to be successful in school and in life.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development of important health practices. Remind students of the health practices they have learned and encourage students to use these health practices in a variety of content areas.

The health practices identified for grade 3-5 students can be reinforced in other content areas. For example, if stress management strategies are identified as essential health practices to teach, use these same stress management strategies during other content areas. Ask the questions below to help students connect to health practices to other content areas. Add specific content information in place of the italicized words as necessary.

- How can you take personal responsibility in *this moment*?
- How can you use *this health practice* in *this moment*?
- What health practice do you know that you could use in *this moment*?
- What skill or strategy could you use in *this moment* to take responsibility for *this action*?

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.

*improve, identify, implement, demonstrate, support,
responsible, explain, maintain*



Resource Bank

RMC Health Skills

- <https://www.rmc.org/health-education-skills-models/>

National Health Standards

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

CASEL SEL Overview

- https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotionalsocialwellnessstandards.pdf

CASEL Core Competencies

- <https://casel.org/core-competencies/>

Healthy Behaviors

- <https://www.wallerwellness.com/healthy-behaviors-for-a-healthier-lifestyle>
- <https://www.hhs.gov/ash/oah/adolescent-development/physical-health-and-nutrition/healthy-behavior/index.html>

Project Based Learning

- <https://www.pblworks.org/what-is-pbl>
- <https://www.edutopia.org/project-based-learning>
- http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx
- <https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>
- <http://www.nea.org/tools/16963.htm>