



# SAMPLE HIGH SCHOOL HEALTH I ASSESSMENTS

## [Overview](#)

COMAR 13A.04.18.01 requires local school systems to provide a comprehensive health education program that aligns with the State Framework. This document serves as a sample of standards-based assessments for the high school level II course. The responsibility for making specific curriculum decisions resides with local education agencies in accordance with §4-111(a) (1) of the Education Article, Annotated Code of Maryland.

# Health I Assessments

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## Health 1 Summative Assessment Options

There are two options for the Health 1 Summative Assessment:

- 1) Health Education leader
- 2) Learning Portfolio

You can adapt these assessments in any way that best fits your needs; however, here are some considerations:

- The *Health Education leader* may be most useful if you would prefer a cumulative assessment rather than the mini-assessments *and* a cumulative assessment. The *Learning Portfolio* assessment may be best if you would like to do all the mini-assessments and a final assessment.
- The *Health Education leader* assignment may take more than the 4 lessons allotted for the project at the end of the course depending on what you decide for the scope of the project. The version of the project included here is truly cumulative and comprehensive and requires students to demonstrate all skills covered in Health 1.
- You may introduce either project early in the course and provide time for students to work on different aspects of the project during the course. For example, if you use the *Health Education leader* assignment, rather than the mini-assessments, you could use the days in the scope and sequence that are allotted to the mini-assessments as days for students to work on parts of their *Health Education leader* assignment that correspond with that unit. If you use the *Learning Portfolio Assignment*, you could have one or two lessons in the middle of the course where students work on their learning portfolio for whatever skills they have covered to that point.
- You may choose to modify the *Health Education leader* assessment to cover fewer skills. Perhaps choosing skills that you feel are most important for your students or that they need the most practice with. Or perhaps you decide to use some of the mini-assessments and then use the *Health Education leader* assignment as a way to evaluate the skills that you measure with the mini-assessment.
- We have intentionally designed the assessments so that students have a lot of input and ownership into the final products. You may need to provide more guidance or more specific options for your students.
- We have also designed the assessments so that you can evaluate each skill separately to ensure you are able to provide students with feedback and a grade for each of the National Health Education Standards and so that students have to demonstrate content knowledge in the core topic areas.
- We have designed a rubric that may be adjusted to meet your needs and the practices in your department/school. You can add point values to each column, can add columns as needed, etc.

## Option 1: Health Education Leader

Congratulations! Now that you have reached the end of Health 1, you are a health education leader. You have acquired the functional knowledge and skills to be able to support your personal health and well-being **and** to help others support *their* health and well-being.

For your final assessment, you are going to use the skills and knowledge that you gained in class (your expertise) and your leadership skills to teach others about the key skills and content that we have covered over the course. Since you are the leader, you are going to get a lot of voice and choice in this assignment in who you share your expertise with and how you share it.

Here is what you need to do . . .

1. Determine who you want to share your expertise with. Do you want to share it with a family member? A friend? A 9th grader at another school? A younger sibling? A middle schooler?

Next, you need to review each of the units we covered this year (except for First Aid & CPR) and fill in the planning worksheet to help you figure out what **functional information** (remember this is information that is relevant and useful to your intended audience) you want to share, **and** you need to determine how you would **model** the skill (showing the skill performed effectively) for your audience.

Here are the units we covered:

- *Analyzing Influences* for Mental Health and Well-Being
- *Goal Setting* to Support Health and Well-being
- *Accessing Valid & Reliable Information* to Support Healthy Eating
- *Decision Making* that Affects Alcohol & Other Drug Use
- *Communication* for Healthy Relationships
- *Advocating* for Safe & Just Communities

The [planning worksheet](#) will help you generate and record your ideas before you start creating your final products.

Once you have filled out the planning worksheet, it is time to get to work thinking about how you will share your work with your audience and creating the products that you will use to show each of the skills we covered and the functional information you feel is important for your audience to know.

You can use similar products for multiple skills or all different - it is totally up to you! Let me know if you need help figuring out the best way to share what you learned. Here are some ideas to get you started:

Skill	Task
<i>Analyzing Influences</i> for Mental Health and Well-Being	Advice column on how to analyze influences on mental health Create an influences web worksheet with an example
<i>Goal Setting</i> to Support Health and Well-being	SMART goal worksheet Video explaining steps of goal setting Piece of art that depicts the goal setting process
<i>Accessing Valid &amp; Reliable Information</i> to Support Healthy Eating	Infographic about health-promoting food choices Read this not that activity to help people identify valid and reliable information sources Create a guide of food-related resources in the community
<i>Decision Making</i> that Affects Alcohol & Other Drug Use	Comic that shows effective decision-making Powtoon or other online software to show decision-making Advice column on making health-promoting decisions Choose your own adventure story or PPT
<i>Communication</i> for Healthy Relationships	Videos showing effective communication What would you do? Scenarios and choices Tips and Tricks for Healthy Communication
<i>Advocating</i> for Safe & Just Communities	Create a PSA or poster on an issue of your choice Write a "How To" piece teaching someone else how to advocate about one of the topics covered during the course

You will submit all final "Health Education leader" products as the final project.

## Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Audience			
Each product demonstrates consideration of the intended audience.			
Analyzing Influences			
Product demonstrates an ability to effectively apply the steps of <b>analyzing influences</b> .			
Product includes at least <b>3 pieces</b> of functional information related to mental health and well-being that was covered in the unit.			
Goal Setting			
Product demonstrates an ability to effectively apply the steps of <b>goal setting</b> .			
Product includes at least <b>3 pieces</b> of functional information related to disease prevention and control.			
Accessing Valid and Reliable Information			
Product demonstrates an ability to effectively apply the steps of <b>accessing valid and reliable information</b> .			
Product includes at least <b>3 pieces</b> of functional information related to healthy eating.			

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Decision Making			
Product demonstrates an ability to effectively apply the steps of <b>decision-making.</b>			
Product includes at least <b>3 pieces</b> of functional information related to alcohol and other drugs.			
Self-Management			
Product demonstrates an ability to effectively apply the steps of			
Product includes at least <b>3 pieces</b> of functional information related to.			
Interpersonal Communication			
Product demonstrates an ability to effectively apply the steps of <b>effective communication.</b>			
Product includes at least <b>3 pieces</b> of functional information related to family life & human sexuality.			
Advocacy			
Product demonstrates an ability to effectively apply the steps of <b>advocacy.</b>			
Product includes at least <b>3 pieces</b> of functional information related to safety & violence prevention.			

## Option 2: Learning Portfolio

*NOTE: This assignment also supports students' metacognition skills.*

We are covering a lot of important skills and health topics in this course. The goal is to help you develop the skills and give you the key information that you need in order to help you maintain or enhance your health and well-being now and into the future.

For this final, culminating assessment, you will have a chance to look over all that you have learned over the course and reflect on how *you* will be able to use these skills and content.

During our course, you will complete several unit assessments. Each of these assessments will go into your portfolio. You need to decide how best to organize and present your portfolio including all of your assessments and your responses to the questions below.

If you would like, you have the opportunity to improve any of the assessments based on the feedback I provided and earn back points for your final grade.

For the final assessment, you will respond to the following questions:

- **Skill Reflections:**
  - What skill do you think was most helpful for you to learn and why?
  - Which skill did you think was most difficult for you? Why was it difficult?
  - Which was easiest for you? Why was it easy?
  - Which skill(s) do you think you will use the most after this class?
  
- **Topic Reflections:**
  - Which topic do you feel you learned the most about?
  - Which topic(s) do you feel were most relevant for you? Why?
  
- **Overall reflection:**
  - What are you taking away from this course?

You can write out your responses to the questions or you can create an audio file or video. If you have other ideas, please ask me!

Here is how you will be graded on your learning portfolio:

NOTE: If you revised any of the assignments, you will be graded based on the rubric for that assignment and points will be added back to your previous grade (if your assessment improved).



## Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Your learning portfolio includes all assessments from the course.			
Your learning portfolio is organized.			
You responded to all of the “Skill Reflection” prompts <b>and</b> your responses are thorough, demonstrating thought and effort.			
You responded to all of the “Topic Reflection” prompts <b>and</b> your responses are thorough, demonstrating thought and effort.			
Your response to the “Overall Reflection” prompt is thorough, demonstrating thought and effort.			

# Health 1 “Mini-Assessments”

## Analyzing Influences for Mental Health and Well-Being

### Part 1: Analyzing Influences

For this assignment you will create a photo journal or collage that shows at least **5** different influences on your own mental and emotional well-being. The influences can be positive or negative, and you need to have at least one of each and identify which are positive and which are negative. This part of the assignment addresses the **Identify** step of analyzing influences.

Your assignment must also include brief reflections for each reflection in which you address each of the following skill cues that we covered for analyzing influences:

- **Analyze the influence**
  - How do I know it is influencing me?
  - What messages am I receiving?
  - How much is this influencing my thoughts, values, beliefs, feelings or actions?
- **Examine** other factors that might be impacting the influence
- **Consider** an action plan
  - Do I need to do anything about this influence?
  - What is the best plan of action for handling this influence in my life?

### Part 2: What I learned about mental and emotional health

Your assignment should include at least **4 things** that you learned that you feel will be most helpful for you to maintain or enhance your mental health and well-being. For each thing you learned, be sure to also include an explanation of why you think it will be helpful or how you think it might support or improve your mental health.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
You included 5 influences.			
You identified if each influence was positive or negative on your own mental and emotional health and wellbeing.			
You included an analysis of each influence on your own mental and emotional health and well-being. Includes all 3 steps: analyze, examine, and consider.			
Your analysis of each influence on your own mental and emotional health and wellbeing was thorough.			
You included 4 things that you learned in the unit.			
You included an explanation of why or how you think each thing that you learned will support your mental health.			

## Accessing Valid & Reliable Information to Support Healthy Eating

For this project, you will explore **either** food access or the impact of human-induced environmental change on food supplies.

You will find and evaluate at least **two** websites to show that they are valid and reliable sources of information on your topic. You should include your evaluations when you submit your project.

You will use those two sources to create an infographic (or other visual information product - see me if you have other ideas) with **three pieces of information** that you think are most important for other high school students to know about your topic.

You must include one **community resource** (valid and reliable of course!) that is addressing your topic. A local resource is best but you can also look for state and national level resources as well. In your infographic be sure to include an explanation of what the resource is doing related to your topic and how people can learn more!

### Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
You evaluated two websites.			
Your evaluation of each website included all aspects of the ACCESS model.			
Your infographic included three pieces of information.			
The information you included is relevant for other high school students.			
You included an appropriate, valid and reliable community resource.			

## Decision Making that Affects Alcohol & Other Drug Use

As we learned in this unit, it isn't always easy to make decisions! You will use what you learned to create a "Choose Your Own Path" story (it can be written more like a story, or you can use PPT).

Here is what you need to do . . .

Create a short scenario related to alcohol or other drug use. Keep the scenario to 3-5 sentences. Make sure that the scenario you create is something that is relevant for 9th graders and that ends with a character having to make a decision. (This is the **D** of the DECIDE model)

Create 3 different options for the decision. Each of these will be one of the "paths". All options/paths should result in a health-promoting outcome. (This is the **E** of the DECIDE model)

For **each** different option or path, you must:

- Include at least two positive and two negative potential consequences (This is the **C** of the DECIDE model)
- Identify at least **one value** and **one influence** that may impact the decision (This is the **I** of the DECIDE model)
- Have the character choose a health-promoting decision (This is the **D** of the DECIDE model)
- Describe the possible outcomes of the decision (This is the **E** of the DECIDE model)

### Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Your scenario is relevant for 9th graders.			
You included 3 appropriate options for the situation.			
Each path includes all 4 components.			
All outcomes are health-promoting.			
Your project demonstrates an ability to effectively apply the DECIDE model.			

## Self-Management Skills to Improve Health Outcomes

### Mapping Your Health Assets

For this assignment, you will choose a health behavior that you want to improve in any dimension of wellness. Please include an explanation of **why** you chose that behavior and how you think it will benefit you.

You will identify at least **three assets** that you currently possess that can support you in engaging in this behavior. For each asset, you must include an **explanation** of how you think that asset will support you.

You will then identify **two new assets that you will** use to further help you with your health behavior. For each of the two new assets, you need to explain how you think it will help you with your health behavior **and** discuss how you will connect with or use the new asset.

*Helpful hint:* Remember that assets can be internal strengths, people (family, peers/friends, coaches, teachers), community resources, environmental factors, or any other concrete identifiable source of support in achieving health and well-being.

### Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
You identified a health behavior and included an explanation of why you chose the behavior <b>and</b> how it will benefit you.			
You identified 3 current assets.			
You included an explanation for how each asset will support your behavior.			
You included two new assets.			
You included an explanation for how each new asset will support your behavior.			
You included a visual element to represent your current and new assets.			

## Communication for Healthy Relationships

For this assignment, you will work with a partner to create and act out a dialogue of a realistic conversation people may have in a relationship. You can demonstrate either the use of effective communication or negotiation skills. You need to include at least **three** pieces of functional information (that make sense in the dialogue) related to growth and development or sexual health.

Remember to refer to the skill cues that we discussed when creating your dialogue to make sure that you include all of them in the dialogue and role play. There is no specific length for the dialogue - you just need to make sure that you address all the skill cues and include the functional information. Just like in “real life” some discussions take longer than others!

You will record your dialogue and submit the video for the assessment.

Your video will be graded using the following criteria:

### Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Your dialogue includes all skill cues of effective communication or negotiation skills.			
All skill cues for effective communication or negotiation are applied effectively in the dialogue.			
You included three pieces of functional information.			
The functional information was relevant to the situation that you used in the dialogue.			



## **Non-Discrimination Statement**

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