



SAMPLE HIGH SCHOOL HEALTH II 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 II Assessments

Table of Contents

Health II Summative Assessment Options	2
Option 1: Director of Student Health and Well-Being	2
Assessment Criteria:	4
Option 2: Showcasing What You Know and Can Do	5
Assessment Criteria:	6
Applying a Socio-Ecological Lens to a Health Issue	7
Assessment Criteria:	7
Make a Plan to Maintain or Improve the Health of Self & Others	8
Assessment Criteria:	9
Socio-Cultural & Political Factors: WE Can Make an Impact on Health & Well-Being	10
Assessment Criteria:	11
Talk It Out to Work It Out	12
Assessment Criteria:	13
Finding Support	14
Assessment Criteria:	14
Personal Goals for Avoiding Substance Misuse/Abuse	15
Assessment Criteria: Part 1	15
Assessment Criteria: PART 2	16
You, the Advocate	17
Assessment Criteria:	17

Health II Summative Assessment Options

There are two options for the Health II Summative Assessment:

1. Director of Student Health and Well-Being
2. Showcasing What You Know and Can Do

Option 1: Director of Student Health and Well-Being

Exciting news! The principal at our school has decided that they want to have a new student-led position, “Director of Student Health and Well-Being” and each of you is eligible to apply for the job since you have completed the Health II course. In order to apply for the job, you need to “show what you know” and outline your ideas for which topics/issues are most important for the school to address and your ability to apply health-related skills to address those topics/issues. Your “application” will be submitted as a portfolio with the following components:

1) Priority Health & Well-Being Topics/issue:

- a) You must include a document that identifies at least **3** priority health and well-being topics/issues that you think are most important for the school to address.
 - i) The document must include:
 - (1) An explanation of **why** you feel that these are priority topics/issues. Your “why” must include information from at least one valid and reliable source. You may also consider using data as well as your own experience to support the topics that you chose. **Think about what we discussed about advocacy in class: use facts and evidence to support your ideas.**
 - (2) At least **5 pieces of functional information** that you think high school students need to know about the topic/issue.
 - (3) For any source that you are including, be sure to include an ACCESS evaluation to demonstrate your ability to analyze sources to determine their validity and reliability.

2) Your Plan of Action

- a) For at least **one** of the priority areas that you identified, you need to outline a plan of action to address the topic/issue.
 - i) Your plan must include:

- (1) A discussion of **at least one** influence that could be impacting the topic/issue. **Remember to include a full analysis of the influence like we did in class (include the analyze, examine and consider).**
- (2) A goal for your plan - what will happen as part of your plan? What do you want to accomplish? Think of it like a SMARRT goal for the topic/issue! Here is an example: In order to address stress levels at the middle school, there will be mindful moments performed at least once every day by the whole school for the next 3 months.
- (3) At least 3 steps you can take to make your plan happen.
- (4) At least two people who can help you achieve your plan.

3) Showing off my skills

- a) In this section of the application, you will create a product (one product for each skill that you choose) that shows your ability to perform at least **two** of the following skills:
 - i) Effective communication
 - ii) Negotiation
 - iii) Conflict resolution
 - iv) Decision-Making
 - v) Self-management
 - vi) Advocacy
- b) You want to think about which skills you feel most confident in, **and** which skills would help you in the position of Director of Student Health and Well-Being.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
You included 3 priority topics/issues.			
You included a thorough “why” for each of the topics/issues that includes a valid and reliable source.			
Your “why” is convincing as to the importance of each of the issues.			
You included at least 5 pieces of functional information for each of your three topics/issues.			
You included an ACCESS evaluation for each source used.			
You included an effective SMARRT goal for your plan.			
You included appropriate steps for your plan and people who can help you.			
Your product for Skill 1 demonstrates your ability to effectively perform the skill.			
Your product for Skill 2 demonstrates your ability to effectively perform the skill.			

Option 2: Showcasing What You Know and Can Do

NOTE: This assignment also supports students' metacognition skills.

In this assignment, you will have the opportunity to reflect on and then showcase your health-related skills and knowledge. You will put this together into a portfolio which you will submit for your culminating assessment.

Here is the structure for the portfolio:

Part 1: Overall Reflection

In written (or audio/video) format, discuss what you have learned in the course. You can discuss any aspects of the course that stood out to you. If you need some ideas on what to include in the reflection, here are some questions to think about:

- 1) What topic did you learn the most about?
- 2) What topic or skill did you find most interesting? The most relevant?
- 3) What was difficult for you this semester? Why?
- 4) What topics or skills were easiest to learn? Why?
- 5) What information or skills do you think you will use the most in your life? Why?

Part 2: Growth

For this part of the portfolio, create a product that demonstrates your ability to perform the skill that you felt you had the most difficulty with. Remember to use your resources from class for the skill cues and to give you ideas for how you could demonstrate the skill. Ask me if you have any questions. You only have to do this for **one** skill.

You must include a brief discussion of why you chose this skill.

Part 3: Strengths

For this part of the portfolio, create a product that demonstrates your ability to perform **two** skills that you feel you can do well. Remember to use your resources from class for the skill cues and to give you ideas for how you could demonstrate the skill. Ask me if you have any questions.

You must include a brief discussion of why you chose these two skills.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Part 1: Overall Reflection Your overall reflection is thoughtful and thorough.			
Part 2: Growth The product you included demonstrates your ability to effectively perform the chosen skill.			
Part 2: Growth You included an explanation of why you chose that skill.			
Part 3: Strengths Skill 1: The product you included for Skill 1 demonstrates your ability to effectively perform the chosen skill.			
Part 3: Strengths Skill 2: The product you included for Skill 2 demonstrates your ability to effectively perform the chosen skill.			
Part 3: Strengths You included an explanation of why you chose the two skills.			

Health 2 “Mini-Assessments”

Applying a Socio-Ecological Lens to a Health Issue

Through this assessment, students will demonstrate their ability to:

- Describe factors impacting a health-related issue at the individual, interpersonal and societal level
- Discuss recommendations at various levels to address a health-related issue

For this assignment, you are a Health Reporter for the school newspaper. As a reporter, you will choose a health-related issue that is important to YOU and to the local community. You will then do some research to determine factors that are impacting the issue at each level of the socioecological model (individual, interpersonal and societal levels). You will also research at least three recommendations for addressing the health-related issue. Remember, as a health reporter it is important that your research is based on valid and reliable sources! Once you have completed your research, you can either write an article or create a podcast summarizing your findings.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
The project includes a description of a health issue and why they chose that issue.			
The project includes at least one accurate factor for each level of the socioecological model (individual, interpersonal and societal levels).			
Descriptions of each factor are thorough and clearly describe how the factor is influencing/impacting the health issue.			
The project includes at least three recommendations across at least two different levels of the socioecological model.			
The recommendations are appropriate/realistic for addressing the issue.			
The resources used for the project are all valid and reliable resources.			

Make a Plan to Maintain or Improve the Health of Self & Others

Through this assessment, students will demonstrate their ability to:

- Determine health practices for three dimensions of wellness that improve or maintain health for themselves
- Determine health practices for three dimensions of wellness that improve or maintain health for others (students can pick an audience to focus on)

You have been hired as a Health and Wellness Consultant for an audience of your choice (other high schoolers, younger students, college students, older adults, athletes, musicians, etc.).

As part of your consulting work, you need to design an infographic or other visual information product that shows at least 1 health-promoting practice that **you** engage in within three dimensions of wellness. This is a good way to **model** health-promoting practices for your clients. Be sure to include a description of why you chose those practices and how they support your health. You should also include any tips or tricks that you use to help stay consistent with the practices.

Your infographic/visual information project also needs to include at least two health-promoting practices within three dimensions of wellness for your **audience**. Be sure to be thoughtful about what practices may be most effective for your audience (you may need to do some research) **and** consider what dimensions of wellness may be most helpful to focus on for your audience. You must include potential benefits of engaging in each practice.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
The project includes at least one personal health-promoting practice in three dimensions of wellness.			
The project includes a description of why you engage in the practices and how they support your health and well-being.			
The project includes at least one tip/trick/strategy for consistent practice for each personal health-promoting practice.			
The project clearly indicated the audience.			
The project includes at least 6 health-promoting practices (two in three different dimensions of wellness).			
The project includes a discussion of potential benefits of each of the 6 health-promoting practices.			
The project is appropriate for the intended audience.			

Socio-Cultural & Political Factors: WE Can Make an Impact on Health & Well-Being

Through this assessment, students will demonstrate their ability to *analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes* (1d.HS2.3) by:

- Creating a compelling argument for efforts to reduce prejudice, discrimination, racism, sexism, and hate crimes
- Exploring influences on a local community health issue

For this assignment, you will create a “web” or other visual representation of the impacts that prejudice, discrimination, racism, sexism, and/or hate crimes have on a community health issue.

Here are the steps:

- 1) Choose a community health issue that we discussed in class (or one that you want to explore, just be sure to check with me first)
 - a) Include a brief description of the health issue and its impact on community health and well-being
- 2) Research the root causes that are or may be contributing to the health issue
 - a) You want to specifically explore if racism or discrimination (of any kind) may be (or is) contributing to the issue
 - b) You will also want to note of other factors that are contributing at other levels of the socioecological model (connecting back to our previous unit)
 - c) Be sure to note **how** the factor is/may be contributing to the health issue
- 3) Design a web or other visual to represent the ways that the root causes/factors are connected and how they are contributing to the community health issue
- 4) Based on your findings, outline a compelling argument for why your community should focus on reducing and eliminating racism and discrimination and how it would benefit the health issue if these were reduced or eliminated

NOTE TO TEACHER: You may need to scaffold this activity by providing specific websites or other resources for students. This may also work best as a group project. You could also connect to community organizations who are working on these issues and have them come and speak to students or add a service-learning project.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
The project includes a brief description of the community health issue is included.			
At least 3 root causes/factors are identified.			
The 3 root causes/factors are accurate and based on valid and reliable resources.			
The project includes information on how the root causes/factors are impacting the chosen health issue.			
The visual representation shows how the root causes/factors are connected and how they are impacting the issue.			
The project includes an effective argument for reducing and eliminating racism and discrimination and how it would benefit the health issue if these were reduced or eliminated.			

Talk It Out to Work It Out

Through this assessment, students will demonstrate their ability to:

- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c
- Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d

For this project, you will create a video that demonstrates how to effectively resolve interpersonal conflict and how to ask for help. You should think of this as a “How to” video to help other teens resolve common conflicts.

Here is what you need to do:

- Create a realistic and relevant scenario in which a conflict arises between two or more 10th graders
- Create one video in which the characters use strategies to prevent the conflict from arising
- Create another video in which the characters effectively resolve the conflict without harming self or others

Be sure to highlight the strategies used in both videos. You can do this in the videos or include separate videos in your submission.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
The project includes a realistic and relevant scenario.			
One video includes effective conflict prevention strategies.			
One video includes skill cues of managing interpersonal conflict and the video includes an effective and realistic conclusion to the conflict.			
Project clearly highlights the strategies used for prevention as well as resolving conflict.			

Finding Support

Through this assessment, students will demonstrate their ability to:

- Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1a.HS2.27
- Access valid and reliable health products and services. 3.HS.e

During the unit we discussed how sometimes it can be difficult for people to ask for help. For this project, you are going to research two, valid and reliable, local facilities or services that can assist youth and/or adults with mental and emotional health challenges. Be aware that some services may support both youth and adults, but some might be geared toward one or the other and it would be important for people seeking help to know that.

You need to create a 'zine/brochure/poster that encourages people to get help for mental and emotional health challenges **and** that includes an overview of the two facilities/services that you researched. Consider what information would be most important for people who might be seeking help. You also need to include a brief justification for why these facilities/services are valid and reliable.

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
The project includes messaging that encourages help-seeking for mental and emotional health challenges.			
The project includes two valid and reliable facilities/services.			
The project includes an appropriate overview of the facility/service.			
The project includes an appropriate justification, using the skill cues, for why the facilities/services are valid and reliable.			

Personal Goals for Avoiding Substance Misuse/Abuse

Through this assessment, students will demonstrate their ability to:

- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.b
- Implement strategies and monitor progress in achieving a personal health goal. 6.HS.c
- Formulate an effective long-term personal health plan. 6.HS.d

PART 1:

As we discussed in the unit, having goals can be an important strategy for supporting our health and well-being. For this assessment, you will create a SMARRT goal, that you will work on for one month, related to avoiding substance misuse/abuse (keeping in mind it might be related to supporting mental and emotional well-being rather than specific to not using substances). Please include a brief discussion of why your goal will support avoiding substance misuse/abuse.

You will then make a plan with at least two strategies that you can use to support your goal. Include a brief explanation of why you feel that these strategies will help you achieve your goal.

You will choose a strategy to monitor your progress toward this goal over the next month.

Assessment Criteria: Part 1

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
An appropriate SMARRT goal is articulated. <i>NOTE: A reminder that here the "T" will be one-month</i>			
Submission includes a brief description of how the goal will support avoiding substance misuse/abuse.			
The plan includes at least two appropriate strategies.			

The plan includes a brief explanation of why the strategies will be helpful for achieving the goal.			
---	--	--	--

Assessment Criteria: PART 2

You will use the information that you learned from Part 1 to help you formulate a long-term personal health goal related to avoiding substance misuse/abuse.

You will begin this part of the assessment with reflections on your experience with your SMARRT goal and then you will use what you learned from your experience, as well as what you learned in class, to create a long-term (think 3 months – 6 months) SMARRT goal related to avoiding substance misuse/abuse. You will also include strategies for achieving this goal and how your new goal/strategies builds on what you learned from Part 1.

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Student reflects on experience with their SMARRT goal (from Part 1) and describes lessons learned about themselves and about the goal setting process.			
Student designs an appropriate long term SMARRT goal.			
Submission includes a brief description of how the goal will support avoiding substance misuse/abuse.			
The plan includes at least two appropriate strategies.			
The plan includes a brief explanation of how their long term goal and strategies build on what they learned by completing part 1.			

You, the Advocate

Through this assessment, students will demonstrate their ability to:

- Create a marketing campaign that uses effective techniques to increase knowledge of food access and other available services that support a balanced approach to eating

A local organization reached out to you and asked you to create a marketing campaign for our community. The marketing campaign is focused on increasing knowledge and awareness of resources for supporting food access and balanced eating.

You need to use what you learned about creating effective advocacy campaigns as well as on food access and balanced eating, to create a marketing campaign with at least two different visuals. Your visuals can be billboards, fliers, posters or other marketing products (just check with me first).

Your marketing campaign needs to include at least 6 pieces of functional information and at least two local resources. Be sure to consider who your target audience is for your campaign!

Assessment Criteria:

	Meets Expectations	Needs Improvement	Not Demonstrated or Not Included
Two products were created, and both were appropriate for the audience.			
Both products clearly demonstrate advocacy skill cues.			
At least 6 pieces of functional information are included in the campaign.			
Two valid and reliable local resources are included.			



Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs.

Maryland State Department of Education
Division of Curriculum, Instructional Improvement, and Professional Learning
200 West Baltimore Street
Baltimore, Maryland 21201

Voice: 410-767-0426
Fax: 410-767-0431
TTY/TDD 410-333-6442
msde.maryland.gov

© Maryland State Department of Education 2022