

Health Education General Characteristics Rubric	(5)	(3)	(1)
<p>ACCURACY ANALYSIS: <i>Assess the accuracy of the health, medical, and scientific information included.</i></p> <p>Review to determine if the information is scientifically sound, medically accurate, and current.</p> <p>Questions to Consider:</p> <ul style="list-style-type: none"> • Is accurate and appropriate terminology used? • Are data, information, and sources of information current? • Are data medically accurate? • Are data represented accurately in charts, graphs, and written text? • Are statements of fact based on data and sound science rather than anecdotal information or subjective opinion? Is information about data sources provided so that the accuracy of data can be verified and facts can be substantiated? • Are facts and information based on appropriate data? (e.g. are national trends supported with national data rather than state or local data?) • Do statements of fact or conclusion accurately represent the data? Is the information distorted or exaggerated? • Are sources of data clear and credible? Are they from a reputable public health or professional source? 	<p>Most of the health, medical, and scientific content information is accurate with few errors of fact or interpretation</p>	<p>Some of the health, medical, and scientific content information is accurate with few errors of fact or interpretation</p>	<p>Little of the health, medical, and scientific content information is accurate with few errors of fact or interpretation</p>
<p>ACCEPTABILITY ANALYSIS: <i>Assess the acceptability of the information in the textbook based on anticipated expectations of the school and community for health education materials; state and local policies and standards that guide health education; and health education needs of students.</i></p> <p>Review to determine if text, pictures, graphics, and other materials:</p> <ul style="list-style-type: none"> • Are appropriate for the intended audience • Are compatible with a wide variety of community norms • Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, age, or sexual orientation • Are consistent with state statutes, codes, and frameworks • Are engaging, appropriate, and up to date <p>Additional questions to consider when analyzing acceptability include:</p> <ul style="list-style-type: none"> • Does the textbook address the health problems that affect youth, families, and communities in Indiana • Does the material address issues and experiences that are important to improving the health-promoting decisions and practices of the students? • Does the material make accurate assumptions about students and address their experiences, learning, and developmental needs? • Does the material recognize important subpopulations of students, make realistic assumptions about them, and address their unique experiences and learning needs? • Are the textbook language and materials relevant and appropriate for a variety of communities? • Does the material reflect a variety of cultural perspectives and beliefs found in families and communities? • Do the information and learning experiences, such as student-family activities, reflect diversity of cultures? • Does the material acknowledge and support the roles of parents, family and community members in promoting healthy behaviors among youth? • Do pictures, information, or learning experiences avoid stereotyping people based on race, ethnicity, gender, religion, culture, age, or sexual orientation? 	<p>Most of the text, pictures, graphics, and other materials are acceptable for the larger number of state and local policies and standards, and health education needs of students in schools and communities in the state</p>	<p>Some of the text, pictures, graphics, and other materials are acceptable for the larger number of state and local policies and standards, and health education needs of students in schools and communities in the state</p>	<p>Little of the text, pictures, graphics, and other materials are acceptable for the larger number of state and local policies and standards, and health education needs of students in schools and communities in the state</p>

Health Education General Characteristics Rubric (cont.)	(5)	(3)	(1)
<p>SEQUENCING: Content with a coherent sequence:</p> <ul style="list-style-type: none"> • Is organized in a deliberate fashion to promote student understanding • Builds from and extends concepts and skills previously developed 	<p>Most of the content has a coherent sequence</p>	<p>Some of the content has a coherent sequence</p>	<p>Little of the content has a coherent sequence</p>
<p>LEARNING OBJECTIVES: Review to determine if the <u>learning objectives</u>:</p> <ul style="list-style-type: none"> • Are clearly written and measurable • Address important health outcomes (see <i>Reviewer Technical Assistance Guide</i> for lists of Healthy Behavior Outcomes for health topic/content areas) • Address cognitive, affective, and skills domains • Are consistent with health education standards, enabling students to master the essential concepts (Standard 1) and skills (Standards 2-8) necessary to promote a healthy lifestyle • Supports the development of literacy in Technical Subjects as described in the Common Core State Standards (For more information regarding standards for literacy in Technical Subjects (i.e. Health Education), see the “<i>Common Core State Standards</i>” document (beginning on page 60), located in <i>Reviewer Technical Assistance Guide: Overview & Contents</i>) 	<p>Most of the learning objectives are clearly written and measurable, address the appropriate health outcomes, address cognitive, affective, and skills domains, and are consistent with health education standards</p>	<p>Some of the learning objectives are clearly written and measurable, address the appropriate health outcomes, address cognitive, affective, and skills domains, and are consistent with health education standards</p>	<p>Few of the learning objectives are clearly written and measurable, address the appropriate health outcomes, address cognitive, affective, and skills domains, and are consistent with health education standards</p>
<p>PROMOTION OF NORMS THAT VALUE POSITIVE HEALTH BEHAVIORS: Review to determine the extent to which:</p> <ul style="list-style-type: none"> • The material provides opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching • The materials includes activities designed to influence the behavior of other students and family members, such as school-wide media campaigns and activities that encourage parents to practice healthy behaviors • The material includes activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors, such as activities that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior • The material includes strategies to actively engage parents and caregivers in promoting health values and behaviors, such as student-family homework assignments that allow parents to express their values and beliefs that support health y behaviors and discourage risky behaviors 	<p>Through the provided activities, classroom opportunities, and teaching strategies, most of the textbook materials promote the norms that value positive health behaviors</p>	<p>Through the provided activities, classroom opportunities, and teaching strategies, some of the textbook materials promote the norms that value positive health behaviors</p>	<p>Through the provided activities, classroom opportunities, and teaching strategies, little of the textbook materials promote the norms that value positive health behaviors</p>
<p>STANDARDS ALIGNMENT: <i>The standards are used as a framework for determining the extent to which a curriculum or resource (i.e. textbook) is likely to enable students to master the essential <u>concepts</u> (Standard 1) for each health topic area, and the <u>skills</u> (Standards 2-8) which are necessary to promote a healthy lifestyle. (See <i>Reviewer Technical Assistance Guide</i> for a complete list of the <i>Indiana Academic Standards for Health & Wellness</i>)</i></p> <p>Review textbook materials to determine if standards are addressed.</p>	<p>Most of the health education standards are addressed for each of the designated health topic areas.</p>	<p>Some of the health education standards are addressed for each of the designated health topic areas.</p>	<p>Few of the health education standards are addressed for each of the designated health topic areas.</p>