

Assessment Rubric	(5)	(3)	(1)
<p><i>NOTE: Assessment provides evidence that students are acquiring the knowledge and skills that contribute to healthy behavioral outcomes and that the delivery of instruction and learning strategies are contributing to students' achievement of health education standards. Traditional health education assessment has focused on testing student knowledge through written examination. While this is useful in assessing what a student knows, it has served as a poor indicator of the student's level of understanding of health-related concepts, their ability to demonstrate health skills, and their ability to apply conceptual learning and skills in ways that improve their personal health. In today's approach to health education assessment, educators set academic standards, indicating what students should know (content) and be able to do (skills) as a result of the instruction.</i></p> <p><b>ASSESSMENT SYSTEM:</b> Documentation includes a description of the overall system or approach to assessment and includes:</p> <ul style="list-style-type: none"> <li>• Description of alignment with national standards and research on assessment practices</li> <li>• Guidance for teachers in the use of the assessments</li> <li>• Evidence that assessments within the textbook materials were field-tested and/or evaluated</li> </ul>	Textbook documentation includes <b>most</b> of the noted criteria	Textbook documentation includes <b>some</b> of the noted criteria	Textbook documentation includes <b>few</b> of the noted criteria
<p><b>QUALITY ASSESSMENT:</b> High quality assessments:</p> <ul style="list-style-type: none"> <li>• Include a variety of student assessment strategies</li> <li>• Are linked to the relevant objectives/standards</li> <li>• Provide students with opportunities to demonstrate their understanding of key health concepts and apply learned skills to real-life situations (i.e., what students know and are able to do in new or different situations)</li> <li>• Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress</li> <li>• Incorporate multiple measures over time</li> </ul>	The instructional materials have <b>many</b> high-quality assessments	The instructional materials have <b>some</b> high-quality assessments	The instructional materials have <b>few</b> high-quality assessments
<p><b>MULTIPLE MEASURES:</b> Examples of assessments include:</p> <ul style="list-style-type: none"> <li>• Selected response items (e.g., multiple choice, matching, true &amp; false)</li> <li>• Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor)</li> <li>• Quiz and test assessments</li> <li>• Project-based tasks</li> <li>• Portfolios</li> </ul>	A <b>wide variety</b> of assessment measures and corresponding scoring guidelines (e.g. rubrics, answer keys) are provided	<b>Some variety</b> of assessment measures and corresponding scoring guidelines are provided	Assessments are limited to a <b>few different types</b>
<p><b>USE OF ASSESSMENTS:</b> Instructional materials include assessments that provide ways to modify instruction, including:</p> <ul style="list-style-type: none"> <li>• Assessments used for purposes other than determining student grades</li> <li>• Assessments designed to focus on learning core concepts, mastering skills, as well as evaluation</li> <li>• Student work informs the design or redesign of teaching strategies or sequences</li> </ul>	<b>Most</b> assessments inform both student understanding and instruction	<b>Some</b> assessments inform both student understanding and instruction	<b>Few</b> assessments inform both student understanding and instruction
<p><b>ACCESSIBILITY:</b> The three key characteristics of accessible assessments:</p> <ul style="list-style-type: none"> <li>• Free from bias (e.g., gender, cultural)</li> <li>• Provide accommodations for individual and cultural differences</li> <li>• Provide accommodations for differences in learning styles and language proficiency</li> </ul>	<b>Most</b> assessment tasks exhibit these three characteristics	<b>Some</b> assessment tasks exhibit these three characteristics	<b>Few</b> assessment tasks exhibit these three characteristics

Based on the Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta: CDC; 2007;

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