

Work Students Do Rubric	(5)	(3)	(1)
<p>ENGAGING PRIOR KNOWLEDGE: Review to determine the extent to which the instructional materials include strategies that help students to:</p> <ul style="list-style-type: none"> • Think about their current understanding and functional knowledge as it relates to a core concept • Build on previously learned skills across health topic areas (i.e. more than one application of a skill) 	The materials include many opportunities to engage prior knowledge.	The materials include some opportunities to engage prior knowledge.	The materials include few opportunities to engage prior knowledge.
<p>METACOGNITION: Instructional materials include strategies that help students to:</p> <ul style="list-style-type: none"> • Recognize the goals of the chapter/unit as well as their own learning goals • Assess their own learning • Reflect, over time, on <i>what</i> and <i>how</i> they have learned 	The materials include many opportunities to promote metacognition	The materials include some opportunities to promote metacognition	The materials include few opportunities to promote metacognition
<p>CONCEPT DEVELOPMENT (Standard 1): <i>The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the healthy behavioral outcomes for the selected health topic area.</i> <i>(See Reviewer Technical Assistance Guide, for “Healthy Behavior Outcomes” and “Essential Concepts” documents to complete this analysis. The documents outline healthy behavioral outcomes that should be achieved for each of the health topic areas, and the essential concepts that should be achieved to reach those outcomes.)</i></p> <p>Review textbook materials to generally determine if:</p> <ul style="list-style-type: none"> • Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student’s achievement of the healthy behavioral outcomes for that health topic area (health-promoting decisions and behaviors)) • Accurate, reliable, and credible information is provided so that students can assess risk; correct misperceptions about social norms; identify ways to minimize risky situations; examine internal and external influences; make behaviorally relevant decisions; and build personal and social competence 	There is sufficient, accurate, reliable, and credible information provided that will enable students to master most of the essential concepts in health topic areas.	There is sufficient, accurate, reliable, and credible information provided that will enable students to master some of the essential concepts in health topic areas.	There is sufficient, accurate, reliable, and credible information provided that will enable students to master few of the essential concepts in health topic areas.
<p>SKILL DEVELOPMENT (Standard 2-8): <i>The standards 2-8 describe the key processes and skills that students need to promote personal, family, and community health. Opportunities should be afforded to reinforce health-promoting skills across multiple health topic areas through more than one practice application of a skill set.</i> <i>(See Reviewer Technical Assistance Guide, for “Indiana Academic Standards for Health & Wellness Education” and “Skills and Sub-Skills” documents to complete this analysis. The Skills and Sub-Skills document describes the key processes and skills that students need to promote personal, family and community health.</i> <i>*Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time.</i></p> <p>Review textbook materials to generally determine if:</p> <ul style="list-style-type: none"> • The textbook materials provide information to the students about the skills needed to meet each standard • The textbook materials provide one or more opportunities or activity for students to practice the skills needed to meet the standard • The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists • The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, and role playing 	There are many examples and opportunities for students to practice and develop health promoting skills.	There are some examples and opportunities for students to practice and develop health promoting skills.	There are few examples and opportunities for students to practice and develop health promoting skills.

Work Students Do Rubric (Cont.)	(5)	(3)	(1)
<p>ACCESSIBILITY: Instructional materials accessible to students address/consider:</p> <ul style="list-style-type: none"> • Developmentally appropriate information • Varied learning abilities/disabilities • Special needs (e.g., auditory, visual, physical, speech, emotional) • English language proficiency • Different learning styles 	<p>The materials are consistently accessible to diverse learners, providing opportunities for all students to achieve</p>	<p>The materials are often accessible to diverse learners, providing opportunities for all students to achieve</p>	<p>The materials are rarely accessible to diverse learners, providing opportunities for all students to achieve</p>

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