ASSESSMENT IN SKILLS BASED HEALTH EDUCATION

NJAHPERD

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Presented by

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HEALTH LITERACY

Health literacy is the capacity to **obtain, interpret, and understand** basic health information and services and the competence to **use** such information and services in ways which are health enhancing.

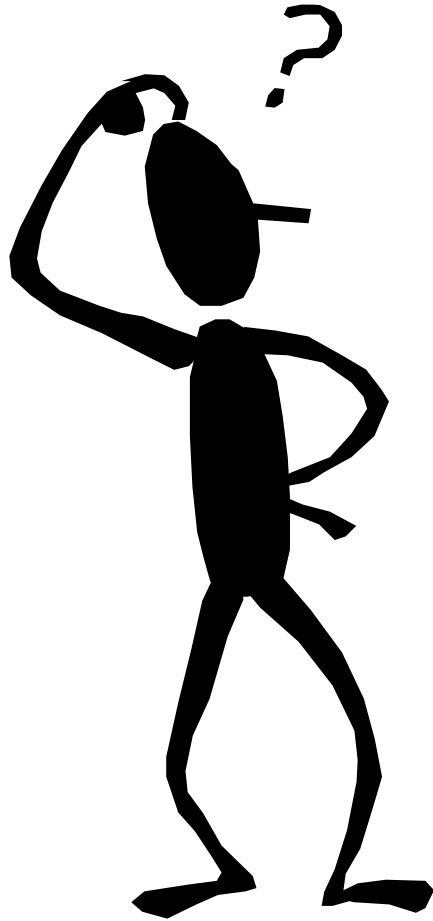*-Joint Committee on Health Education Standards*

ESSENTIAL STUDENT SKILLS FOR HEALTH LITERACY

➢ **Accessing high quality health information,**

➢ **Self management,**

➢ **Analyzing factors that influence health and health choices,**

➢ **Interpersonal communication,**

➢ **Decision-making and goal-setting,**

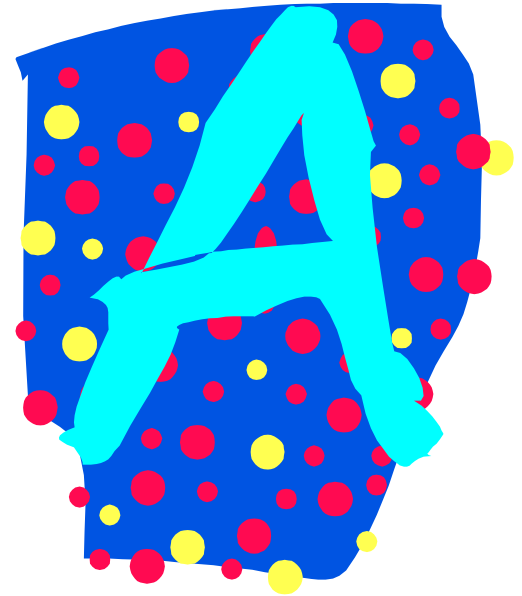➢ **Advocating for the health of self and others.**

DISCUSS

- What does **performance-based** assessment mean to me?
- Authentic assessment?
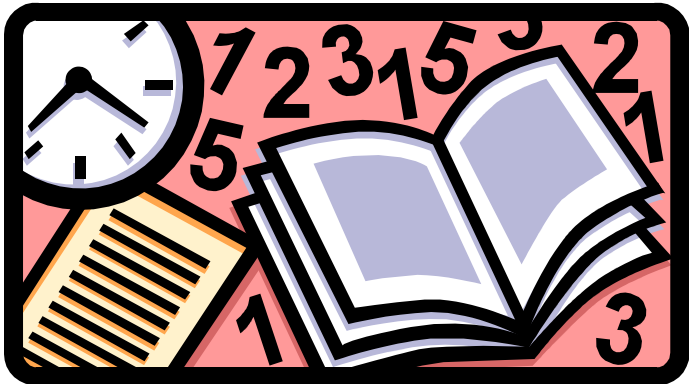- Alternative assessment?

WHAT IS PBA?

- Assesses **skills** and **understanding**.
- Uses **criteria** for scoring
  - Based on a rubric
  - Can be developed with students
  - Criteria are objective
  - Criteria are fairly applied

WHO? WHEN?

- WHO: Anyone
  - Don't have to be an assessment expert

- WHEN: To assess *important* skills
  - Culminating activity at the end of a unit
  - Can't assess everything

TYPES OF ASSESSMENT

	Multiple Choice	Short/Essay	Performance-based
Task	Recognize	Demonstrate understanding	Apply skills/ understanding
Traits	+Breadth -- Depth	+-- Breadth +-- Depth	--Breadth +Depth
Shows	What they don't know	What they know	What they can do

HEALTH SKILLS

- Choose a healthy snack

- Evaluate media messages

- Resolve conflicts without violence

- Locate valid substance abuse resources

- Manage stress

- Develop a personal plan for physical activity

- Support others in quitting tobacco
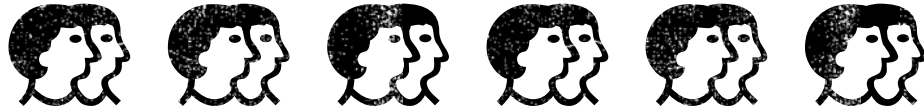
- Communicate assertively
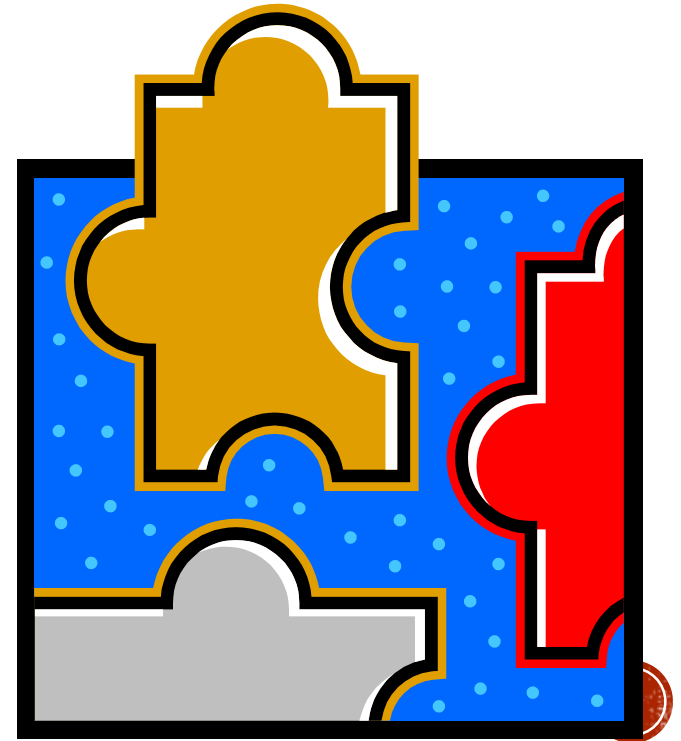
EXAMPLES OF PROJECTS

- Personal plan
- Teaching poster
- PSA
- Power Point presentation
- Infomercial
- Photo Essay
- Skit
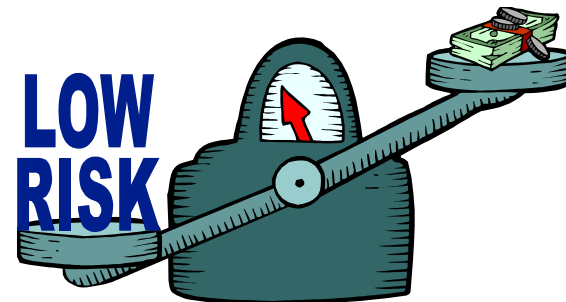- Board Presentation

BRAINSTORM

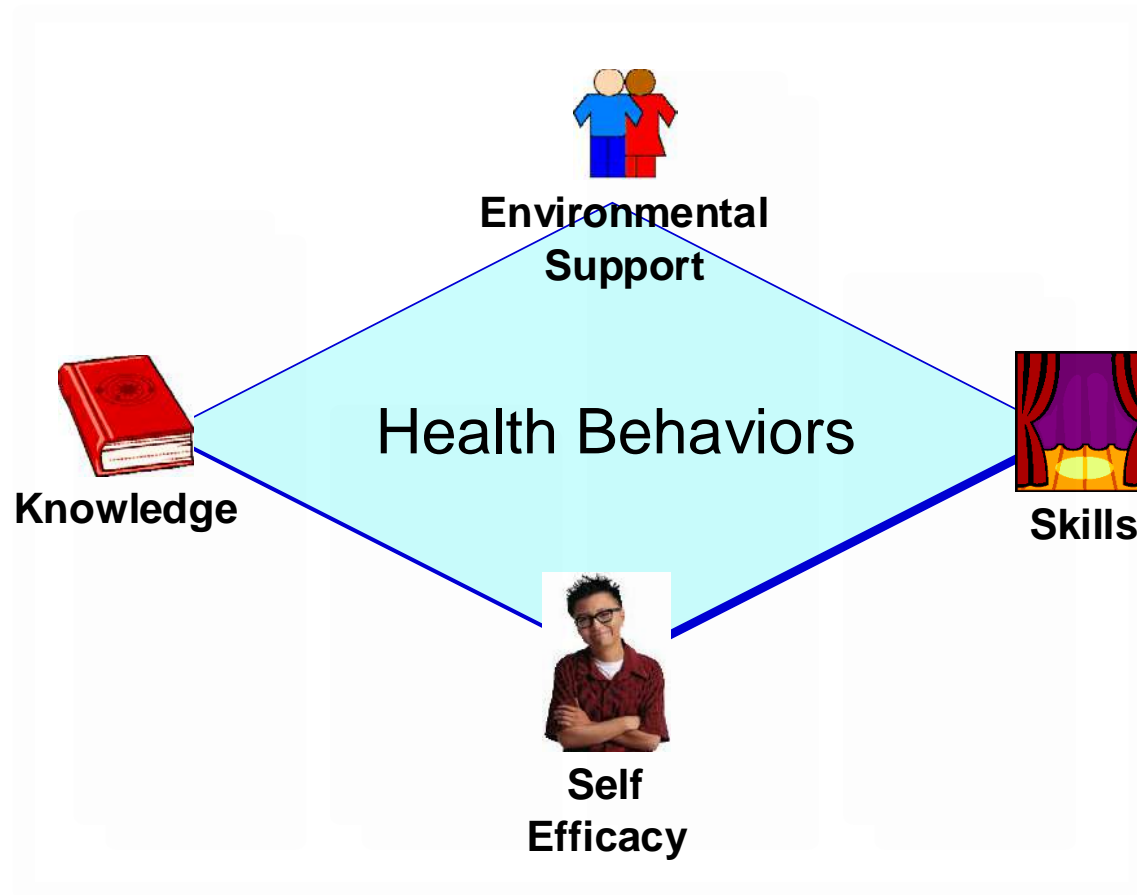- Why is performance-based assessment an important tool for teachers of **health education?**

HEALTH REASONS:
6 RISK BEHAVIORS

- Intentional and Unintentional Injuries
- Sexual Behavior
- Physical Inactivity

- Alcohol and Drug Use
- Tobacco Use
- Unhealthy Eating

LOW RISK
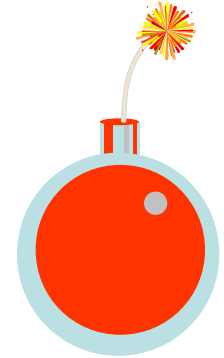
CHANGING BEHAVIOR

EDUCATIONAL REASONS

- Employability skills
- Exit outcomes
- Citizenship skills/character
- School safety
- Effective lifelong learners

NATIONAL HEALTH EDUCATION STANDARDS

- NHES are critical to the healthy development of children and youth.

- NHES improve student learning across the nation by providing a foundation for curriculum development, instruction, and assessment of student performance

- NHES provide a guide for enhancing preparation and continuing education of teachers.

NATIONAL HEALTH EDUCATION STANDARDS

1. comprehend concepts related to health promotion and disease prevention.
2. demonstrate the ability to access valid health information and health promoting products and services.
3. demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. analyze the influence of culture, media, technology, and other factors on health.
5. demonstrate the ability to use interpersonal communication skills to enhance health.
6. demonstrate the ability to use goal-setting and decision making skills to enhance health.
7. demonstrate the ability to advocate for personal, family, and community health.

CONTINUOUS LEARNING CYCLE

Instruct

Assess
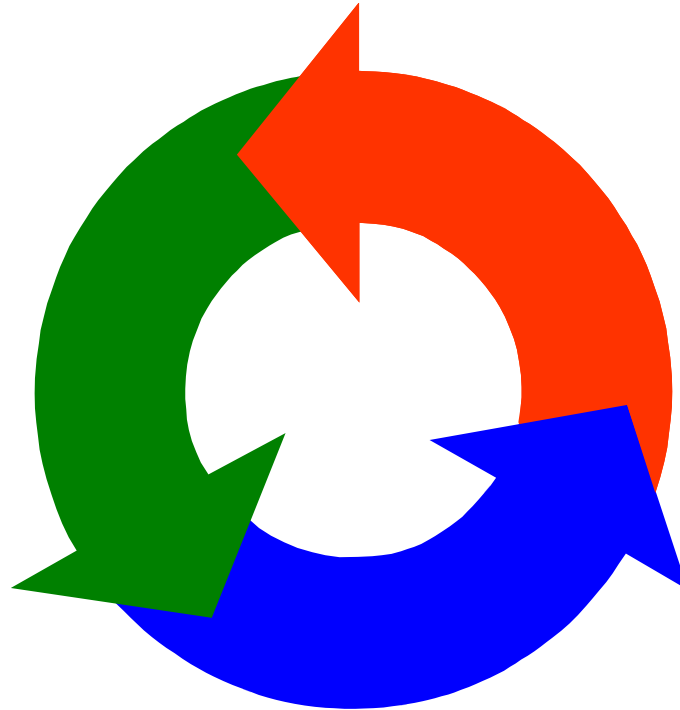
Student
Practice

POSSIBLE PROBLEMS/ SOLUTIONS

- **Students**

- **Time**

- **Materials**

- **Parent understanding**

ASSESSMENT STRATEGIES IN HEALTH EDUCATION
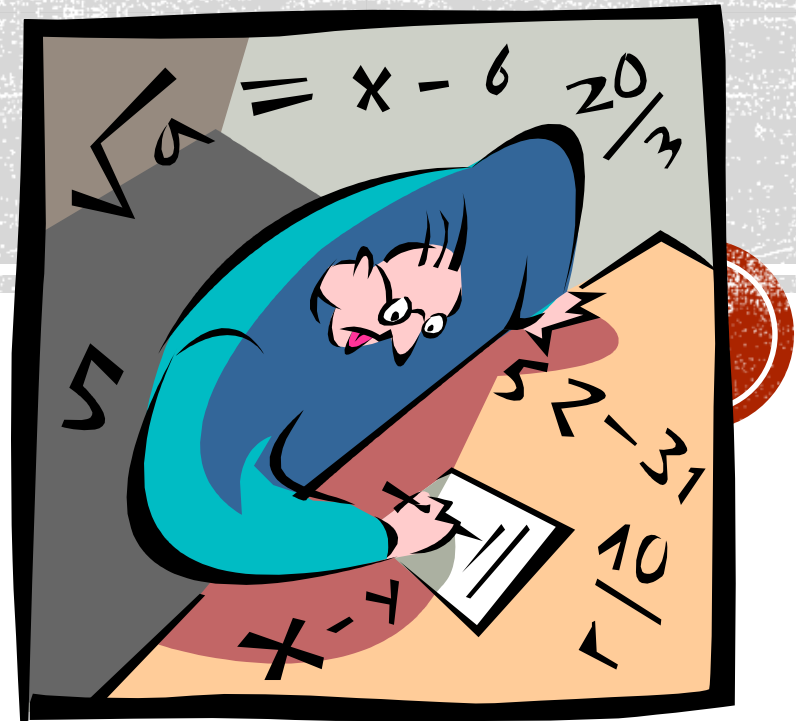
CRITERIA FOR GOOD PERFORMANCE ASSESSMENT

✓ It aligns with the standards, benchmarks, student learning objective, and actual instruction.

✓ It requires students to synthesize what they *know* with what they can *do.*

✓ It emphasizes higher-order thinking skills.

✓ It clearly indicates what students are asked to do, but does not instruct how to do it.

Criteria, continued

- ✓ The reading level is appropriate.

- ✓ The criteria are clear to both students and teacher.

- ✓ The assessment task is engaging and relevant to students.

- ✓ Students receive feedback on how to improve their performance.

- ✓ It reflects real-world situations.

EXAMPLES OF ASSESSMENT TECHNIQUES

Book Response Journals
- Similar to a learning log
- Students to express personal reactions
- Teachers may use these journals to respond to each student individually

Comparison Charts
- one of a number of graphic organizers
- examinations of similarities and differences among ideas, events, characteristics, themes, content areas.

Conferences

- Many types including reading, writing, goal-setting, evaluation, and coaching.

- Major purposes are to collaborate, assess, and guide .

Cooperative Learning Activities

- learning involves students working together in groups (often following a teacher presented lesson)

- Critical to the process are two factors:

  1) how to help another student without giving the answer; and

  2) how to work together toward a common goal.

Demonstrations

- transforms ideas into something concrete and observable through visual, audio, art, drama, movement, and/or music

Discussion

- provides a safe, open forum where students are encouraged to speak, listen, and respond to opinions, feelings, and ideas regarding the designated topic.

Goal Setting

- Setting goals with students provides the basis for monitoring student performance through collaboration and self reflection.
- Challenging, Attainable, Realistic, Specific (CARS)

Graffiti Walls

- Free form spaces for brainstorming or communicating words, phrases, ideas, feelings on a topic .
- often used as evolving records
- facilitate brainstorming on a particular theme/issue at the beginning of a unit
- encourage students to add new words, phrases, issues, etc.
- serves as a class dictionary/thesaurus

"I Learned" Statements

- may be in either written or oral form
- purpose is merely to give students a chance to self-select one or more of the things they learned during a class session, an investigation, or a series of lessons.

Interviews

- interview is structured or unstructured dialogue
- determine the student's depth of understanding

Investigations

- may be related to a specific subject area or may involve several areas, integrating curriculum

- typical form of investigation is a collection of student writing, diagrams, graphs, tables, charts, posters, experiments and other products

KWLs

- assess what students "know," "wish to know," and "have learned about a particular topic,"

  ⇨ **K = prior knowledge**

  ⇨ **W = what they desire to know**

  ⇨ **L = what they learned after the lesson**

Learning Logs

- a kind of journal that enables students to write across the curriculum

- Purpose is to encourage students to be in control of their own learning and to promote thinking through writing.

Oral Attitude Surveys

- a systematic manner students' self reflections regarding group and individual performance and affective characteristics such as effort, values, and interest.

Peer Evaluations

- consist of student analysis and assessment of peer proficiency using either established or self-generated criteria

Problem Solving Activities

- students must search for a means to find a solution, as well as for a solution to the problem.

- evaluation requires consideration of both the thinking process and the final product.

Products

- Student products represent completed student work in a variety of forms; writing, videotapes, audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, etc

- demonstrate understanding, application, originality, organizational skills, growth in social and academic skills and attitudes, and success in meeting other criteria.

Self-Evaluations

- key concept in alternative assessment is having the student learn to recognize his/her own progress by taking the time to reflect
- Critical to portfolio development

Response Groups

- opportunities for small numbers of students to discuss books or events in depth with one another
- organized and run by students
- Teachers participating in a response group will gain insight into their students' thinking skills, group behaviors, and affective characteristics

SAMPLE ASSESSMENTS

- Developing a Brochure

- Web causation paper rubric

- The Effective Collaborator Rubric for Group Project Evaluation

- Interpersonal Communication Skills Rubric

- Personal Wellness Plan

- http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sid=16&