**EHE 310 – Assessment in Health Education**

Check out the Assessment Rubric example provided in each grade level Health Education curriculum.

**Examples of Assessment Criteria written as “I Can” statements:**

* I can explain how to wash hands
* I can talk about my own experiences with hand washing
* I can explain how the brain helps me manage my thoughts, feelings, and actions
* I can identify strategies to control and manage angry/strong feelings
* I can choose to stop and think before acting
* I can understand that different people handle anger in different ways
* I can use respectful language to talk about snacking
* I can identify characteristics of snacks that are healthy for me
* I can identify where healthy snacks are available in the local community
* I can explain why healthy snacks are important for me
* I can examine how eating practices have changed
* I can compare the health benefits of consuming processed vs. non-processed foods
* I can identify barriers to healthy eating
* I can assess how healthy eating contributes to maintaining a healthy human body

**Sample Assessment Tasks (can be used for Formative and/or Summative Purposes):**

* Create a visual representation (e.g., drawing, sculpture, digital poster) of “heart” and the dimensions of health.
* Role play healthy ways to express feelings (e.g., using “I” messages, naming the feeling, illustrations, dance, movement).
* List possible healthy risks (e.g., making new friends, trying new foods) and unhealthy risks (e.g., riding your bike without a helmet, playing in traffic areas, touching discarded needles, approaching stray animals).
* Write, tell, or narrate a story of a personal experience modelling the interconnected nature of the dimensions of health. For example, begin by completing the sentence stem “I know the dimensions of health are connected because…
* Document (e.g., written or digital journal, voice thread, visual representation) a self-assessment of personal successes and areas of improvement related to each dimension of health which “I” can control. For example, two things I already do well and one thing I can improve related to each dimension to support my own health and well-being.
* Identify three other sources of healthy eating information targeting children and youth and explain why each source is or is not trustworthy and reliable.
* Describe an action they can take to support health and well-being at school.
* Distinguish examples and non-examples of specific goals.
* Use S.M.A.R.T. goal criteria to evaluate, refine, and articulate a clear goal statement.
* Write a $2.00 answer ($0.10/word) to describe how working to achieve a S.M.A.R.T. goal can support all dimensions of health.
* Keep a record of progress while carrying out the class action plan.
* In pairs and/or teams, create and present (e.g., role-play, oral presentation, written record) a conflict resolution action plan that they can use in response to team/class identified examples of re-occurring situations where they see conflicts in the classroom, within the school, and/or on the playground.
* Represent (draw, write, talk about) what it would look like, sound like, and feel like when we work together to establish and maintain healthy relationships.
* Investigate recommended conflict resolution strategies and self-select one strategy to teach to one or more classmates and/or younger students.