

High Priority Proficiency Scales for:

Standard 5 Health 10

STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health. Code: 5.10.5.1		
Benchmark: The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.		
	Proficiency Scale (The student will)	Scoring Rubrics
Score 4.0	<p>In addition to Score 3.0, a student demonstrates understanding and applies their knowledge / skills at a more complex cognitive level.</p> <p>The student will:</p> <ul style="list-style-type: none"> • Construct a narrative outlining the steps of the decision making process. • Evaluate what decision to make based on compare/contrast of two scenarios. 	<p>Construct a narrative outlining the steps of the decision making process.</p> <p>In addition to Score 3.0 performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can justify how to make healthy decisions using the D.E.C.I.D.E. Model. <input type="checkbox"/> I can identify both short and long term effects of underage drinking. <p>Evaluate what decision to make based on compare/contrast of two scenarios.</p> <p>In addition to Score 3.0 performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compare the two scenarios. <input type="checkbox"/> I can contrast the two scenarios.
	<p>3.5: In addition to score 3.0 performance, in-depth inferences and applications of score 4.0 with partial success.</p>	
Score 3.0	<p><u>Learning Goal</u> - To evaluate different strategies to use when making decisions related to the health needs and risks of young adults, the student will:</p> <ul style="list-style-type: none"> • Identify a decision that needs to be made, and analyze the factors that can hinder an individual from making the decision. • Determine the advantage of seeking advice, and when decisions should be made collaboratively or individually. <p>The student exhibits no major errors or omissions.</p>	<p>Identify a decision that needs to be made, and analyze the factors that can hinder an individual from making the decision.</p> <p>In addition to Score 2.0 performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can list and analyze 2 factors that cause an individual to make an unhealthy decision. <p>Determine the advantage of seeking advice, and when decisions should be made collaboratively or individually.</p> <p>In addition to Score 2.0 performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can list and explain 2 advantages of following guidance from others to make a healthy decision.

	<p>2.5: No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>The student exhibits no major errors or omissions regarding the 2.0 content, however the student exhibits major errors or omissions regarding the 3.0 content.</p> <ul style="list-style-type: none"> • Unit Based Vocabulary at or above 80% proficiency. <p>The student will IDENTIFY Critical Concepts or Vocabulary:</p> <ul style="list-style-type: none"> • Stimulus Control • Peer Pressure • Addiction • Refusal Skills • Dependence • Decision-Making Process - D.E.C.I.D.E <ul style="list-style-type: none"> ○ Define the Problem ○ Examine Alternatives ○ Consider Consequences ○ Identify Values and influences ○ Decide and Act on Your Decision ○ Evaluate Your Decision 	<input type="checkbox"/> 9 of 11 or higher score on vocabulary
	<p>1.5: Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p> <ul style="list-style-type: none"> • Unit Based Vocabulary above 50% proficiency, but below 80% proficiency. 	<input type="checkbox"/> Between 6-8 of 11 on vocabulary
Score 1.0	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> • Unit Based Vocabulary below 50% proficiency. 	
	<p>0.5: With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

