

Christ the Teacher Catholic Schools

Health Education Assessment Rubrics

Christ the Teacher Catholic Schools expresses its gratitude to the following individuals who generously shared their time and expertise to develop assessment rubrics for Health Education:

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Design

The rubrics are designed to track triangulated evidence of student learning—evidence stemming from products, conversations, and observations. On this rubric, teachers may record a student's progress toward an outcome noted in a conversation. In addition, when they observe a student demonstrating abilities related to an outcome, they can add those observations to the rubric. When the student creates a product as a demonstration of learning, that evidence can be plotted on the rubric as well.

These rubrics reflect a move away from assessing tasks and from giving a grade on a task to using tasks to gather evidence of learning with respect to a group of outcomes and to tracking this evidence of learning against specified criteria.

The levels on the rubric are cumulative. Students who achieve level 4 have already demonstrated the competencies described in levels 1, 2, and 3.

The strand abbreviations are as follows: Understandings, Skills, and Confidences (USC); Informed Decision Making (DM); Apply Decisions (AP).

Rubrics and the Curriculum

These rubrics reflect the integrity of the curriculum, and work in conjunction with it. **They do not replace the curriculum.** Teachers must continue to rely on the indicators of the curriculum as suggestions of ways a student can demonstrate the achievement of the outcome.

Language of the Rubrics

As much as possible, the writers have used language suitable for the student in a specific grade and appropriate for the pedagogy of the grade. Still, there are some expressions which carry particular meaning:

* **Including:** all of the enumerated concepts or skills are compulsory. For example, in Grade 5, USC 5.6 ***Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying)*** evidence of student achievement of that outcome would need to include strategies to prevent/avoid lying, substance abuse AND bullying.

* **And/Or:** To describe differences among different levels, writers have often used the qualifiers of **AND/OR**. The use of the word AND means, the students must show evidence of ALL qualifiers, the use of the word OR means that the student must show evidence of at least one of the listed qualifiers.

* **Such as or e.g. :** refers to examples which a teacher or student might consider; they are **not** compulsory.

* **Represent/Illustrate:** The use of this verb DOES NOT in any way refer to a specific task the student must partake in, but instead suggest that the student may use a variety of forms to demonstrate their knowledge, skills or abilities.

* **With frequent guidance/with help:** The student needs constant, explicit, and scaffolded direction to demonstrate the required competence. These words are associated with Level 1.

* **With guidance:** The student needs some suggestions, reminders, questions or periodic supervision to progress toward level 3. These words are associated with Level 2.

* **With minimal guidance:** After a question or a reminder, the student can demonstrate the required competence. This phrase is associated with Level 3 **only** when the phrase *with guidance* is included in the outcome.

Feedback

The rubric developers have used their skill, knowledge, and experience to create a tool which is at once comprehensive and easy to use. Still, some revisions may be needed. Please keep track of issues with the rubrics, and email any suggested changes to Yvette at yvette.beutel@cttcs.ca so that adjustments can be made as soon as possible.