

# Health

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPIO performance levels are determined based on performance expectations at the time of reporting

| Student Performance Standard   | Level 1 Below  | Level 2 Limited  | Level 3 Approaches   | Level 4 Meets  | Level 5 Exceeds  |
|--|--|--|--|--|--|
| <i>6<sup>th</sup> – 8<sup>th</sup> Grade:</i>                                    |  |  |  |  |  |
| Demonstrates understanding of disease and substance abuse prevention strategies. | Requires adult guidance and support when identifying diseases and prevention strategies. | Identifies diseases and prevention strategies; may be confused between diseases; describes some of the effects of substance abuse; understanding may be limited or confused. | Identifies modes of transmission for some diseases; identifies causes and symptoms for some diseases; identifies some prevention strategies; describes cognitive, emotional or physical effects of alcohol, tobacco and drugs; evidences understanding that addiction is beyond anyone's personal control and requires assistance. | Identifies modes of transmission for communicable diseases; identifies causes and symptoms for a variety of non-communicable diseases; identifies prevention strategies for both; describes cognitive, emotional and physical effects of alcohol, tobacco and drugs; evidences understanding that addiction is beyond anyone's personal control and requires assistance. | In addition to Level 4, evidences understanding of how lifestyle, family history and other risk factors are related to the cause and prevention of disease; identifies conditions that put people at higher risk for substance abuse problems. |
| Demonstrates understanding of grade specific content and concepts.               | Demonstrates understanding of grade specific content and concepts with adult guidance.   | Demonstrates minimal understanding of grade specific content and concepts (see specific rubrics).  | Demonstrates some understanding of some grade specific content and concepts (see specific rubrics).  | Demonstrates understanding of most grade specific content and concepts (see specific rubrics).   | In addition to Level 4, models for and supports peers with component skills and concepts.  |
| Demonstrates understanding of safe, healthy behaviors.                           | Demonstrates understanding of safe, healthy behaviors with adult guidance and support.   | Able to identify few strategies; usually able to discriminate safe from risky behaviors.   | Identifies some strategies to improve and maintain personal health; discriminates safe behaviors from risky and harmful behaviors; describes some ways to encourage and support others in making positive health choices.  | Identifies strategies to improve and maintain personal health; discriminates safe behaviors from risky and harmful behaviors; describe ways to encourage and support others in making positive health choices.   | In addition to Level 4, evidences awareness of how safe and healthy behaviors influence multiple spheres of interaction (i.e., school, home, social/leisure circles).  |