3rd-5th Grade Health Literacy Rubric												
Student Name:				Date:								
Teacher Name:												
Health Literacy Skill	Almost Never 1		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5			
Essential Concept and/or Skill: Obtains, interprets, underst	tands a	ind uses	s basic l	health c	oncepts	to enha	ince pe	rsonal	, family	, and		
1. Knows and uses concepts related to health promotion and	d diseas	se preve	ntion.									
 Describes the influence of risk and protective factors. 												
 Identifies examples of physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during childhood. 												
c. Analyzes how heredity, environment and personal health are related.												
 d. Explains proper prevention/management of health crises. 												
e. Identifies where to find help with health care when needed.												
f. Describes the impact of personal health behaviors on the functioning of body systems.												
g. Identifies how personal choices impact health and disease prevention.												
h. Describes preventive physical and mental health measures, including proper diet, nutrition,												
exercise, risk avoidance and stress reduction.												
 Analyzes influencing factors on health enhancing behavior a. Describes how diverse families, peers, cultural 	ors.			1								
practices and attitudes influence health related decisions.												
 Describes how media, technology, research and medical advances impact health. 												
 Recognizes how national and international public health and safety issues affect personal and family health status. 												
Essential Concept and/or Skill: Utilizes interactive literacy	and so	cial ski	lls to es	tablish _j	persona	ıl family	, and c	ommu	nity hed	alth		
goals. (21.3-5.HL.2)Demonstrates social and communication skills that enhance	naa haa	1th and	inoroog	o co foty								
Demonstrates social and communication skins that clinial Demonstrates appropriate verbal and nonverbal communication skills to enhance health of self and others.	ice nea	itii aiiu	increase	salety.								
b. Practices strategies to manage or resolve conflict.												
c. States methods of obtaining help for self and others.												
d. Demonstrates ways to communicate care, consideration, empathy and respect for self and others.												
2. Advocates for personal, family and community health.												
a. Identifies personal, family and community health needs.												
b. Demonstrates how to influence and support others to make positive health choices.												
 Describes ways to improve family and community health. 												

		Health Literacy Skill	Aln Ne	iost ver l	Rarely 2		Occasionally 3		Frequently 4		Almost Always 5	
	d.	Articulates effective communication related to health care practices.										
	e.	Uses assertive communications skills to consistently advocate for a healthy, violence-free environment.										
		al Concept and/or Skill: <i>Demonstrates critical litero</i> s. (21.3-5.HL.3)	acy/thin	king s	kills rel	ated to p	ersonal	, family	, and c	ommu	nity	
1.		monstrates decision making skills.										
	a.	Explains different approaches to making decisions.										
	b.	Describes the effectiveness of health-related decisions.										
	c.	Demonstrates the ability to seek assistance when making health related decisions.										
	d.	Recognizes that health related decisions have an impact on individual, family, community, and environment.										
2.	De	monstrates goal-setting skills.										
2.	a.	Develops goals to enhance health status.										
Ess		al Concept and/or Skill: Recognizes that media and	l other i	influen	ces affe	ect nerso	nal fan	nilv and	comm	unity l	health	
		HL.4)	omer	njucn	ees ujje	ei perso	riui, juii	illy unu	comm	unity i	icuiii.	
1.	An	alyzes the influence of family, peers, health profession	nals, cu	lture, n	nedia, te	chnolog	gy, and c	ther hea	lth fac	tors.		
	a.	Demonstrates appropriate responses to negative and positive health influences.										
	b.	Recognizes public health policies that aid in the										
		prevention and maintenance of school and community health.										
	c.	Describes the influence of cultural diversities on health behaviors.										
	d.	Explains how information from school and family influences health.										
	e.	Identifies characteristics of valid health information sources.										
	f.	Recognizes the techniques used by print and non-print media sources.										
2.	Ac	cesses valid information, products and services.					•					
	a.	Identifies factors that influence the selection of										
_		health products and services.				11.0						
	iety.	al Concept and/or Skill: <i>Demonstrates behaviors th</i> (21.3-5.HL.5)			thy, acti	ve lifest	yles for	individu	ials an	d the b	enefit d	of .
1.	Ac	hieves and maintains health enhancing level of physic	al activ	ity.	_	_					_	
	a.	Identifies personal physical strengths and weaknesses.										
	b.	Engages in physical activities to improve fitness components.										
2.	Pra	ctices preventive health behaviors.										
	a.	Demonstrates appropriate and effective stress management.										
	b.	Assesses risk factors that contribute to healthy choices.										
	c.	Chooses healthy foods.										
	d.	Demonstrates behaviors that contribute to holistic										
		wellness for individuals, families and										
		communities.										

Rating Descriptors Operationally Defined:

Almost Never – grade level essential concept or skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel situations.

Rarely – grade level essential concept or skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel situations; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level essential concept or skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel situations; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level essential standard or skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel situations; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level essential standard or skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel situations.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary Next Steps:	
Date #3:	Data Sources:
Summary: Next Steps:	
Date #4:	Data Sources:
Summary	
Next Steps:	
Date #5:	Data Sources:
Summary: Next Steps:	
Date #6:	Data Sources:
Summary Next Steps:	
Date #7:	Data Sources:
Summary: Next Steps:	
Date #8:	Data Sources:
Summary Next Steps:	
Date #9:	Data Sources:
Summary: Next Steps:	
Date #10:	Data Sources:
Summary Next Steps:	
Date #11:	Data Sources:
Summary: Next Steps:	
Date #12:	Data Sources:
Summary Next Steps:	
Date #13:	Data Sources:
Summary: Next Steps:	
Date #14:	Data Sources:
Summary	
Next Steps:	
Date #15:	Data Sources:
Summary: Next Steps:	
Date #16:	Data Sources:
Summary	
Next Steps:	
Date #17:	Data Sources:
Summary: Next Steps:	
Date #18:	Data Sources:
Summary Next Steps:	