



Assessing Mastery of Access Valid & Reliable Resources Grades 3-5

Students in grades 3-5 will have mastered *Access Valid & Reliable Resources* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.5.1 Identify characteristics of valid health information, products, and services.

- I can explain why I trust a piece of health information, product, and service.
- I can use a checklist to evaluate a source of information.
- I can apply the criteria of trusted information, products, and services.

3.5.2 Locate resources from home, school, and community that provide valid health information.

- I can list a variety of sources of information in my home, school, and community that I can go to for health-related information.
- I can find trusted resources from my home, school, and community.

ASSESSMENT TOOL #1 (3.5.1)

Ask students to bring in a source of information they trust in their life. This could be advice from someone in their life, a book, or a website. Have students explain in writing, or verbally, why they trust this source in their everyday life by answering the same questions used in class to determine if a source of information should be trusted.

ASSESSMENT TOOL #2 (3.5.1)

Provide students a source of information. First, students should identify the different features of the source by labeling. Then, have students work through the questions used during instruction to determine if a source should be trusted.



ASSESSMENT TOOL #3 (3.5.2)

Give each student a paper plate. Provide students time to find valid information that answers the following question: What makes a balanced meal? Students will use their valid resources to create a recommended healthy meal by drawing the meal on the plate. You can have cutouts of foods, or students could print items out or color them. On the back of the plate, have students list the sources they used to create their meal with explanations for why they trusted those sources. Have students compare and contrast their plates with others in the class.

Ask the following questions as students draw:

- How is this plate similar/different to the one you made?
- Is there any food on here that you do not care for?
- If so, what food from the same food group would you replace it with?
- After seeing all of the plates, what are some conclusions about healthy eating that you have formulated?

Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The skill of accessing valid and reliable information is present in a variety of content areas, including the sciences, history, reading, and writing. Because students will learn this skill in a variety of contexts, aligning criteria across contents can help students reinforce their understanding of the skill as well as prevent misunderstandings. Connect with teachers from across contents to determine how they build the foundation of this skill, saving instructional time and allowing yourself to focus on health-related content more specifically.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. Accessing Valid Information can be used across content areas when students are struggling with individual situations. Remind students to consider who they could go to when they are having a problem or resources they could locate.

Reinforce the understanding of the essential role trusted adults play for all students. Explore the following questions with students across content areas. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are trying to find someone who can help them through a difficult situation. These questions can also be a guide for independent reflection when students are challenged to work through a problem.

- Who can help you with *this*?
- Who have you gone to about *this* before?



VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

health, influence, impact, because, internal, external, media, choice

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Skills Based Lesson Plans

- [Health Smart Va](#)