

Health Assessment Strategies

#1

Reflective Questioning

Prior to the start of the lesson, students will be asked to reflect on their current diet. Do you think you eat healthy? What are your favorite foods for breakfast, lunch, dinner, and snack? What do you think eating right means?

I will ask the students to maintain a log of what they eat for 3 days. Throughout the unit, students will have the opportunity to reflect on what they are learning, and how they eat. At the conclusion of the lesson, I will have the students reflect on their diet again.

Based on what you know about a nutritious diet, do you have a healthy diet? Support your answer. Is there a specific problem that you have with good nutrition? How could you make steps to change that?

I choose reflective questioning at the beginning of the unit, as a means of informally assessing what they think a healthy diet is. The log will allow students to recognize what foods they eat as being healthy or unhealthy. Students will demonstrate the ability to state serving sizes as they correspond to MyPyramid. Finally students will identify the variety or the lack there of, in their diets.

I choose to revisit this assessment at the end of the lesson as a means of meshing former knowledge with new knowledge. By identifying a problem area, students can label it as such and realize that they can make small changes or take gradual steps to correct those problem areas. There is no correct answer for this assessment, it is my hope that the kids will realize that they now have the tools, from MyPyramid, to make good choices about how they fuel their bodies. Students will demonstrate the ability to evaluate the quality of their diet.

#2

Portfolio Assessment:

Students will create a portfolio containing the following pieces:

- Two reflective questioning writing samples as outlined in assessment #1.
- Their 3 day food log as outlined in assessment #1.
- MyPyramid graphic organizer
- My Favorite Foods Section: Students list their favorite breakfast, lunch, snack and dinner at the beginning of the unit.
- I Can Help Section: Students made a list of healthy snacks they would like to eat.
- A Poem: The theme of this writing assignment is “Variety, the more the merrier”. Students will write a poem highlighting the importance of variety in the foods they choose.
- A copy of their health benefit writing assignment for their poster as outlined in assessment #3

I chose this assessment because it will showcase so much of what the students have learned and can also be a reminder to them in the future. The assignments highlighted in this portfolio allow me to assess their abilities to differentiate between healthy and unhealthy food, making changes in their problem areas and the importance of variety in their diets.

The MyPyramid graphic organizer allows me to assess the ability of each student to identify the 5 food groups and to provide examples of foods from each group. This graphic organizer is used as my pictorial assessment (#5). It will serve the children as a great reference tool for other activities in this lesson and in their future.

The “My Favorite Foods Section” will help children to realize that they do not need to give up their favorite foods, but maybe they can change them slightly to reflect a healthier way of enjoying them. For example, if macaroni and cheese is their favorite supper, perhaps they could substitute whole grain pasta for the enriched pasta, or perhaps low fat cheese instead of whole milk cheese. Perhaps they could use 1 % milk instead of cream or whole milk in the cheese sauce. Perhaps their favorite food is perfect as is, that provides great encouragement and support to the student. This activity may also serve as a reminder that we can have sweets and treats, just not every day or several times a day. Students will demonstrate the ability to identify the healthy and unhealthy food and to analyze and modify the unhealthy components based on MyPyramid. Finally, students will be able to name three healthy and three unhealthy foods that they like to eat.

After school snacks are a nutritional opportunity that most nine year old boys and girls have control over. Realizing this, I thought the “I Can Help Section” would be a great way for students and caregivers to work together so nutritional snacks are available. Students will create recipes for after school snacks that pass the MyPyramid stamp of approval. Students will be able to identify areas that their diet may be lacking, such as veggies or fruits, and then demonstrate their ability to use snack time

as a means of fulfilling the daily recommended amounts for that food group. Finally, students will be able to name three healthy snacks they can enjoy after school.

The poem “Variety, the More the Merrier” is a fun writing assignment in which the children have creative freedom to write about why a variety of food is good. This serves to highlight knowledge of several different foods within the same food group as a means of identifying the importance of different nutrients in maintaining good health.

#2 Portfolio Assessment Continued: A cover page will serve as a means for me to assess the students. For example:

MyPyramid Health Portfolio

Name/Date _____

Items to Include	Student check	Teacher check
Reflective questioning writing assignment from the beginning of the unit		
Reflective questioning writing assignment from the end of the unit		
3 Day food log		
My Favorite Foods		
I Can Help		
Poem: Variety, the More the Merrier		
Health benefit writing assignment (from poster)		
Student Comments:		
Teacher Comments: The contents of this portfolio gave a good example of the students overall growth and understanding of a healthy diet. All required elements of the portfolio have been provided and neatly organized. If portfolio is complete, the student will receive 10 points (1 point/required item, 2 points for name/date, and 1 point for comment)		

#3

Rubric Assessment:

Using their new knowledge of the health benefits that come from eating a healthy diet, students will design a poster. This assessment will serve as an advertising campaign poster designed to educate students in the cafeteria. Students will choose a health benefit that is meaningful to them. They will illustrate the health benefit, the food group, foods within that group, and the nutrient/mineral responsible. Labeling is required, as is a title; grammar and mechanics will be assessed. For example: Jenny has a beautiful smile, and she's always smiling. Jenny makes a poster about teeth. She draws a picture of herself smiling. She might write or illustrate what strong teeth are needed for. She draws foods from the milk group and specifically labels the poster with calcium and vitamin D. She provides a brief written description using with the sentence starter "If you want strong teeth, then you should have 2 – 3 servings from the milk group every day. Strong teeth help you".

Students demonstrate their knowledge of health benefits that come from a nutritious diet. Furthermore, they demonstrate the ability to recognize that different foods offer different nutrients and minerals. This assessment is authentic; it allows the children to connect on a personal level with class information.

Students will be given a rubric to guide them through the pictorial assessment. (See next page for the poster rubric)

Total possible points available = 28

#4

Hands On Assessment

I will set up a table with play food and pictures of food (cut out from grocery store circular/magazines etc). I will provide paper plates, bowls, and cups for students to display their meals. I will create the following scenario in my classroom.

“You are head chef at a popular kid’s breakfast restaurant. Your customers are very health conscience and they are looking for a menu with variety. Using your pantry and kitchen items, you will need to create 4 healthy breakfast items. Three items are dine in, one of which must be hot. The remaining item is a “to go” or “on the go” breakfast. Please apply what you know about serving sizes. Think about what kind of breakfast you can create for yourself following the MyPyramid guidelines.”

A good breakfast is very important. Educators and physicians alike have examined the relationship between school performance and eating breakfast. According to the State of Minnesota Breakfast Study, (“Kids and breakfast, n.d.) “students who ate breakfast before starting school had a general increase in math grades and reading scores, increased student attention, reduced nurse visits, and improved student behaviors”. Students will demonstrate their ability to choose healthy breakfast foods and accurately state daily servings. Nine year olds can get their own breakfasts if they need to. For some children, if they do not get their own breakfast, they may end up coming to school without having eaten breakfast. This activity will provide students with the opportunity to apply the food guide pyramid to their morning choices. Furthermore, it may provide them with the confidence to make a healthy breakfast once they see how easy it can be.

I will assess students using the following criteria.

Criteria	4	3	2	1
Indicated servings for each item	For each item and each meal	Most of the time	Some of the time	None of the time
Food groups used	most groups used	Several food groups used	A couple food groups used	1 food group used
Met the menu guidelines	4 meals (at least 1 hot and 1 “to go”	Most of the meals	Some of the meals	1 meal
Bonus: are there vegetables in your breakfasts?	n/a	In 2 meals	In 1 meal	None
Will you prepare and enjoy any of these breakfasts at your house?				
What do you think about eating and making yourself a healthy breakfast now that you’ve just made 4 in class?				

12 Total points + 3 possible bonus points

#5

Pictorial Assessment

Students will fill in a blank copy of MyPyramid, thus indicating their ability to identify the 5 food groups and examples of food within each group. This assessment will become part of their portfolio and will act as a graphic organizer.

A completed copy of the MyPyramid is included with this assessment. Students will earn 5 points if all food groups are filled in and are correct. Ten points will be given if 2 examples are given for each food group. The total number of points possible is 15.

Point/Grade breakdown for this health unit:

Points	Grade
59-65	A
52-58	B
46-51	C
39-45	D
34-38	E
<34	F