

# Health

## Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.



This work, Health Graduation Proficiencies, is a derivative work of national health standards and unlicensed materials which is licensed under [CC-A-NC-SA-4.0](#) by ARSU. If you use it in full or part, you must give appropriate credit.

Graduation Proficiency #1- <b>Core concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>				
Elementary K-2				
Performance Indicators: a. Describe ways to prevent common childhood injuries and health problems.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Describe ways to prevent common childhood injuries and health problems.</b>	Students (I) can identify ways to prevent common childhood injuries and health problems with prompting.	Students (I) can recall ways to prevent common childhood injuries and health problems with prompting.	Students (I) can describe ways to prevent common childhood injuries and health problems.	Students (I) can describe the relationship between preventing common childhood injuries and health problem and their own personal health

Graduation Proficiency #1- <b>Core concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>				
Elementary 3-5				
Performance Indicators: a. Describe the relationship between healthy behaviors and personal health. b. Describe ways to reduce or prevent common childhood injuries and other health problems.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Describe the relationship between</b>	Students (I) can identify healthy behaviors.	Students (I) can describe the relationship	Students (I) can describe the relationship between	Students (I) can compare the relationship between



<b>healthy behaviors and personal health.</b>		between healthy behaviors and personal health with support.	healthy behaviors and personal health.	healthy behaviors and personal health.
<b>b. Describe ways to reduce or prevent common childhood injuries and other health problems.</b>	Students (I) can identify ways to reduce or prevent common childhood injuries and other health problems	Students (I) can describe ways to reduce or prevent common childhood injuries and other health problems with support.	Students (I) can describe ways to reduce or prevent common childhood injuries and other health problems.	Students (I) can describe and examine ways to reduce or prevent injuries and other health problems.

<b>Graduation Proficiency #1- Core concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.</b>				
<b>Middle school 6-8</b>				
Performance indicators: a. Analyze the relationship between healthy behaviors and personal health. (V.S.A. 131) b. Describe and examine ways to reduce or prevent injuries and other adolescent health problems.				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Analyze the relationship between healthy behaviors and personal health.</b>	Students (I) can describe the relationship between healthy behaviors and personal health with support.	Students (I) can describe the relationship between healthy behaviors and personal health.	Students (I) can analyze the relationship between healthy behaviors and personal health.	Students (I) can analyze the relationship between healthy behaviors and personal health and identify the barriers to practicing healthy behaviors
<b>b. Describe and examine ways to reduce or prevent injuries and other adolescent health</b>	Students (I) can describe or examine ways to reduce and/or other adolescent health problems.	Students (I) can describe and examine ways to reduce or prevent injuries and	Students (I) can describe and examine ways to reduce or prevent injuries	Students (I) can describe and examine ways to reduce or prevent injuries and other adolescent health problems



problems.		other adolescent health problems with prompting.	and other adolescent health problems.	and identify possible barriers.
-----------	--	--	---------------------------------------	---------------------------------

<b>Graduation Proficiency #1- Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>				
High School 9-12				
Performance Indicators:				
<ul style="list-style-type: none"> <li>a. Predict how healthy behaviors can affect health status. (16 V.S.A. §131)</li> <li>b. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. (16 V.S.A. §131).</li> <li>c. Identify a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (16 V.S.A. §131)</li> </ul>				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Predict how healthy behaviors can affect health status. (16 V.S.A. §131)</b>	Student (I) know how a health behavior is impacting another person's life.	Student (I) can predict how certain health behaviors will impact a person's future.	Student (I) can predict how my current behaviors will affect my social, mental and physical health this year.	Student (I) can predict how my current behaviors will affect my social, mental and physical health this year and in 5-10 years.
<b>b. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. (16 V.S.A. §131).</b>	Student (I) know that health behaviors can help prevent or cause health problems.	Student (I) can identify some risk factors that may put my health at risk	Student (I) can identify mental, physical and social risk factors that may put my health at risk	Student (I) can identify the mental, physical and social risk factors that may put my health at risk and what I can and can't change about them
<b>c. Identify a variety of healthy practices and behaviors that will maintain or improve the</b>	Student (I) know that disease are infectious	Student (I) know how various diseases are transmitted	Student (I) can identify tools used to reduce or prevent disease	Student (I) can identify interactions I can have with a person and the tools used to reduce or prevent



health of self and others. (16 V.S.A. §131)				disease in that interaction
--	--	--	--	-----------------------------

Graduation Proficiency #2: <b>Analyze Influences</b>				
Elementary K-2				
Performance Indicators: a. Identify how family can influence health behaviors.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Identify how family can influence health behaviors</b>	Identify how family can influence behaviors	Identify how family can influence health behaviors with support	Identify how family can influence health behaviors.	Describe ways family can influence health behaviors.

Graduation Proficiency #2: <b>Analyze Influences</b>				
Elementary 3-5				
Performance Indicators: a. Describe how culture, peers, technology and family can influence healthy and unhealthy behaviors.				



<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Identify how culture, peers, technology and family can influence healthy and unhealthy behaviors.</b>	Students (I) can identify how culture, peers, technology and family influence behavior.	Students (I) can identify how culture, peers, technology and family influence health behaviors.	Students (I) can describe how culture, peers, technology and family can influence healthy and unhealthy behaviors.	Students (I) can describe how culture, peers, technology and family can influence healthy and unhealthy behaviors and describe ways I influence others.

<b>Graduation Proficiency #2: Analyze Influence</b>				
Middle school 6-8				
Performance Indicators: a. Analyze the influence of culture, peers and technology on health beliefs, practices, and behaviors.				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Analyze the influence of culture, peers and technology on health beliefs, practices, and behaviors.</b>	Students (I) can identify some of the influences (culture, peers and technology) on health beliefs, practices, and behaviors.	Students (I) can describe the influence of culture, peers and technology on health beliefs, practices, and behaviors .	Students (I) can analyze the influence of culture, peers and technology on my health beliefs, practices, and behaviors.	Describe how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.

<b>Graduation Proficiency #2: Analyze Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>				
High School 9-12				



**Performance Indicators:**

- a. Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.
- b. Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.</b>	Student (I) can understand that my social environment impacts me	Student (I) can identify what my social environment is composed of	Student (I) can identify how my social environment can influence my health decisions	Student (I) can identify how my social environment can influence my health decisions and what I can and cannot change about my environment
<b>b. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</b>	Student (I) can understand that my thoughts influence my decisions	Student (I) can identify what my values and beliefs are	Student (I) can identify how my values and beliefs influence my daily health	Student (I) can identify how my values and beliefs influence my daily and long term health
<b>c. Analyze how public health policies and government regulations can influence health promotion and disease prevention</b>	Student (I) understand there are policies and organizations out there that support a positive health state	Student (I) can identify organizations that support a positive health state	Student (I) can identify government policies & organizations that can influence my health and how they influence my health	Student (I) can identify government policies & organizations that can influence my health and how I can best use them to support a positive health state

**Graduation Proficiency #3: Access Information**



This work, Health Graduation Proficiencies, is a derivative work of national health standards and unlicensed materials which is licensed under [CC-A-NC-SA-4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) by ARSU. If you use it in full or part, you must give appropriate credit.

## Elementary K-2

Performance Indicators:

- a. Identify trusted adults, school and community helpers who can help promote health

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Identify resources from home, school, and community that provide valid health information.</b>	Students (I) can identify resources from home that provide valid health information	Students (I) can identify resources from home and school that provide valid health information	Students (I) can identify resources from home, school, and community that provide valid health information	Students (I) can identify characteristics of valid health information, products, and services

### Graduation Proficiency #3: **Access Information**

## Elementary 3-5

Performance Indicators:

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



<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Locate valid resources from home, school, and community that provide valid health information.</b>	Students (I) can identify resources from home, school, and community that provide valid health information	Students (I) can locate resources from home, school, and community that provide health information	Students (I) can locate resources from home, school, and community that provide valid health information.	Students (I) can compare the validity of health resources

<b>Graduation Proficiency #3: Access Information</b>				
Middle school 6-8				
Performance Indicators: a. Analyze the validity of health information, products, and services.				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Analyze the validity of health information, products, and services.</b>	Students (I) can locate resources from home, school, and community that provide valid health information.	Students (I) can compare the validity of health resources	Students (I) can analyze the validity of health information, products, and services.	Students (I) can analyze and draw conclusions on the validity of health information, products, and services.

<b>Graduation Proficiency #3: Access Information</b>				
High School 9-12				



Performance Indicators: a. Evaluate the validity of health information, products, and services. b. Determine the accessibility of products and services that enhance health.				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Evaluate the validity of health information, products, and services.</b>	Students (I) can compare the validity of health resources	Students (I) can analyze the validity of health information, products, and services.	Students (I) can evaluate the validity of health information, products, and services.	Students (I) can evaluate the validity of health information, products, and connect the information to a health topic.
<b>b. Determine the accessibility of products and services that enhance health.</b>	Student (I) understand there are resources out there that can help me positively influence my health	Student (I) can identify which areas of my health can benefits from resources	Student (I) can identify several resources that can improve my health	Student (I) can identify resources that can improve my physical, mental and social health

<b>Graduation Proficiency #4: Interpersonal Communication &amp; Advocacy</b>				
<b>Elementary K-2</b>				
Performance Indicators: a. Demonstrate effective strategies when in unwanted, threatening or dangerous situations b. Demonstrate healthy ways to express needs, wants, and feelings.				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate effective strategies when in unwanted,</b>	Students (I) can identify effective strategies when faced with unwanted,	Students (I) can describe effective strategies when faced with unwanted,	Students (I) can demonstrate effective strategies when faced	Students (I) can demonstrate effective strategies when someone



<b>threatening or dangerous situations</b>	threatening or dangerous situations	threatening or dangerous situations	with unwanted, threatening or dangerous situations	else is faced with unwanted, threatening or dangerous situations
<b>b. Demonstrate healthy ways to express needs, wants, and feelings.</b>	Students (I) can identify healthy ways to express needs, wants, and feelings most of the time.	Students (I) can describe healthy ways to express needs, wants, and feelings with support.	Students (I) can demonstrate healthy ways to express needs, wants, and feelings.	Students (I) can demonstrate healthy ways to express needs, wants, and feelings to promote personal health

<b>Graduation Proficiency #4: Interpersonal Communication &amp; Advocacy</b>				
<b>Elementary 3-5</b>				
Performance Indicators:				
<ul style="list-style-type: none"> <li>a. Demonstrate refusal skills that avoid or reduce health risks.</li> <li>b. Encourage others to make positive health choices.</li> </ul>				
<b>Performance Indicators</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate refusal skills that avoid or reduce health risks.</b>	Students (I) can identify refusal skills that avoid or reduce health risks most of the time.	Students (I) can describe refusal skills that avoid or reduce health risks with promptings.	Students (I) can demonstrate refusal skills that avoid or reduce health risks.	Students (I) can demonstrate refusal skills that avoid or reduce health risks and encourage others.



<b>b. Encourage others to make positive health choices.</b>	Students (I) can identify positive health choices	Students (I) can make positive health choices	Students (I) can encourage others to make positive health choices.	Students (I) can demonstrate how to influence and support others to make positive health choices
---	---	---	--	--

<b>Graduation Proficiency #4: Interpersonal Communication &amp; Advocacy</b>				
Middle school 6-8				
Performance Indicators:				
<ul style="list-style-type: none"> <li>a. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</li> <li>b. Demonstrate how to influence and support others to make positive health choices.</li> </ul>				
<b>Performance Indicators</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</b>	Students (I) can identify refusal and negotiation skills that avoid or reduce health risks.	Students (I) can describe refusal and negotiation skills that avoid or reduce health risks.	Students (I) can demonstrate refusal and negotiation skills that avoid or reduce health risks.	Students (I) can demonstrate refusal and negotiation skills that avoid or reduce health risks and support others to do the same.
<b>b. Demonstrate how to influence and support others to make positive health choices.</b>	Students (I) can identify how to influence and support others to make positive health choices.	Students (I) can describe how to influence and support others to make positive health choices.	Students (I) can demonstrate how to influence and support others to make positive health choices.	Students (I) can work cooperatively to advocate for healthy individuals, families and schools

<b>Graduation Proficiency #4: Interpersonal Communication &amp; Advocacy</b>				
High School 9-12				



This work, Health Graduation Proficiencies, is a derivative work of national health standards and unlicensed materials which is licensed under [CC-A-NC-SA-4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) by ARSU. If you use it in full or part, you must give appropriate credit.

Performance Indicators:

- a. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- b. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- c. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

<b>Performance Indicators</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</b>	Student (I) understand that communication can be an effective tool in keeping me healthy	Student (I) can effectively communicate with others	Student (I) can identify several of my health risks and can communicate these risks effectively to others	Student (I) can identify my mental, physical and social health risks and can communicate these risks effectively to others
<b>b. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</b>	Student (I) can identify reasons why healthy relationships are important	Student (I) can identify the core of healthy relationships	Student (I) can identify what creates healthy relationships versus unhealthy relationships	Student (I) can identify what creates healthy relationships versus unhealthy relationships and know what my boundaries need to be for me to be healthy
<b>c. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</b>	Student (I) can identify signs that a person is in need of help	Student (I) can identify various resources that can help people	Student (I) can identify signs that a person is in need of help and what type of resources can be of help to them.	Student (I) can identify when a person's health needs exceeds their capacity to handle it; and I can connect them to and identify resources that will help the person better handle their health situation

Graduation Proficiency #5: **Decision Making & Goal Setting**

Elementary K-2



Performance Indicators: a. List healthy options to health-related issues or problems.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. List healthy options to health-related issues or problems.</b>	Students (I) can identify a healthy options to health-related issues or problems some of the time.	Students (I) can list healthy options to health-related issues or problems with prompting.	Students (I) can choose a healthy options to health-related issues or problems.	Students (I) can choose a healthy options to health-related issues or problems and explain their decision

Graduation Proficiency #5: <b>Decision Making &amp; Goal Setting</b>				
Elementary 3-5				
Performance Indicators: a. Choose a healthy option when making a decision and describe the outcomes of that decision				
Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Identify health-related situations that might require a thoughtful decisions.</b>	Students (I) can identify healthy options to health-related issues	Students (I) can list health-related a healthy option when making a decision	Students (I) can choose a healthy option when making a decision and describe the outcomes of that decision	Students (I) can choose a healthy option when making a decision and predict the outcomes of that decision

Graduation Proficiency #5: **Decision Making & Goal Setting**



Middle school 6-8

Performance Indicators:

- a. Applies strategies and skills needed to obtain a personal health goal decision.

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Describe the outcomes of a health-related decision.</b>	Identify strategies and skills needed to obtain a personal health goal-decision.	Describe strategies and skills needed to obtain a personal health goal-decision.	Applies strategies and skills needed to obtain a personal health goal-decision.	Applies strategies and skills needed to obtain a personal health goal-decision and reflect.

Graduation Proficiency #5: **Decision Making & Goal Setting**

High School 9-12

Performance Indicators:

- a. Generate alternatives to health-related issues or problems.
- b. Evaluate the effectiveness of health-related decisions.
- c. Assess personal health practices and overall health status.

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Generate alternatives to health-related issues or problems.</b>	Student (I) can identify common health obstacles a person may face	Student (I) can identify health obstacles I may face in trying to be more healthy	Student (I) can identify obstacles I may face in trying to be more healthy and can identify multiple ways to overcome these obstacles	Student (I) can identify obstacles I face daily in trying to be more healthy and can identify multiple ways to overcome these obstacles



<b>b. Evaluate the effectiveness of health-related decisions.</b>	Student (I) can identify daily health decisions I make	Student (I) can evaluate daily health decisions I make and can determine how these decisions are impacting me	Student (I) can evaluate daily health decisions I make and have set up daily habits that encourage decisions that positively impact my health	Student (I) can evaluate daily health decisions I make and have set up daily habits that encourage decisions that positively impact my health while reducing daily habits that encourage decisions that negatively impact my health
<b>c. Assess personal health practices and overall health status.</b>	Student (I) can identify the components of SMART goals and why these components are important	Student (I) can identify healthy goals that are important to me	Student (I) have created 1 short and 1 long term goal that will encourage a healthier state in me	Student (I) have created various short and long term goals that will encourage a healthier state in me

<b>Graduation Proficiency #6: Self-Management</b>				
<b>Elementary K-2</b>				
Performance Indicators: a. List practices that maintain or improve personal health or reduce health risks				
<b>Performance Indicator</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Identify practices that reduce or prevent health risks.</b>	Students (I) can identify practices that maintain or improve personal health or reduce health risks	Students (I) can list practices that maintain or improve personal health or reduce health risks	Students (I) can list practices that maintain or improve personal health or reduce health risks	Students (I) can demonstrate practices that maintain or improve personal health or reduce health risks



Graduation Proficiency #6: <b>Self-Management</b>				
Elementary 3-5				
Performance Indicators: a. Demonstrate practices that maintain/improve personal health or reduce health risks				
Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate a variety of behaviors that avoid or reduce health risks</b>	Students (I) can identify practices that maintain/improve personal health or reduce health risks	Students (I) can describe practices that maintain/improve personal health or reduce health risks	Students (I) can demonstrate practices that maintain/improve personal health or reduce health risks	Students (I) can demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Graduation Proficiency #6: <b>Self-Management</b>				
Middle school 6-8				
Performance Indicators: a. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.				
Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate a variety of behaviors that avoid or reduce health risks.</b>	Students (I) can identify a healthy practices and behaviors that will maintain or improve the	Students (I) can describe a healthy practices and behaviors that will maintain or	Students (I) can demonstrate healthy practices and behaviors that will maintain or	Students (I) can analyze the role of individual responsibility in enhancing health.



	health of self and others.	improve the health of self and others.	improve the health of self and others.	
--	----------------------------	--	--	--

<b>Graduation Proficiency #6: Self-Management</b>				
High School 9-12				
Performance Indicators: a. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.				
<b>Performance Indicators</b>	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<b>a. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</b>	Student (I) can rank health risks a person may face in order of their severity	Student (I) can identify health risks I may face in the next year	Student (I) have created a health plan that addresses my health risks and identifies the behaviors I need to engage in to encourage a healthier state in me	Student (I) have analyzed multiple people and have created a health plan that is specific to their needs and identifies behaviors they need to engage in to encourage a healthier state

