

Missouri Assessment Program

Health/P.E. Achievement Level Descriptors

In July 2000, a five-step scale of achievement levels was established to classify students' performance in the area of Health/P.E. The levels were **“Step 1”** (lowest), **“Progressing,”** **“Nearing Proficiency,”** **“Proficient,”** and **“Advanced.”** Each level, beginning with Step 1, identifies a progression of students' skills, knowledge, and abilities; that is, each level is inclusive of the skills identified in the preceding level(s). Associated with each level is a specific range of numerical scores that determines students' rankings. These five levels have been approved by the State Board of Education.

The Missouri Assessment Program (MAP) was designed to measure students' progress in meeting the Show-Me Standards, a set of academic goals adopted by the State Board of Education in January 1996, as part of the board's goal to raise the bar for academic achievement and student performance in Missouri's public schools. Throughout the process of developing the Show-Me Standards and the MAP assessments in which teachers, business leaders, and parents have strongly supported the need for high academic standards and for students are able to apply their knowledge and skills.

Teachers, parents, legislators, and business leaders across the state met to determine what students should be expected to know and be able to do, at grade levels 5 and 9 in order to be considered “proficient” in Health/P.E. The “proficient” category, which is the cornerstone of the Health/P.E. achievement levels, reflects this emphasis. Although rigorous levels were established, educators and citizens believe proficiency can be achieved through hard work by teachers, students, and parents.

The achievement levels represent what teachers, parents, and employers should expect students to know and be able to do at each grade level. Perhaps most importantly, the levels represent what Missouri teachers and citizens think should be demanded from students today. Missouri teachers, parents, legislators, and business leaders carefully drafted descriptors for the Health/P.E. achievement levels to help educators understand what each level represents and what additional skills are required by students to improve their levels of performance. The descriptors should be studied carefully because they illustrate the connection of the Missouri Show-Me Standards to the MAP by specifying the skills, knowledge, and abilities that students should have at each achievement level.

The following are descriptors for each of the Health/P.E. achievement levels at grades 5 and 9.

MAP HEALTH/P.E. ACHIEVEMENT LEVEL DESCRIPTORS

GRADE 5

Step 1:

Students

- possess limited knowledge of body systems and their functions and life management skills (e.g., reacting appropriately to strangers, weapons at school, and peer pressure)
- show little understanding of healthy personal habits, nutritious foods, and the food groups
- have difficulty identifying common diseases and illnesses and how to treat them
- possess minimal knowledge of elements of movement, health-related physical fitness, and the function of rules
- possess limited knowledge of the effects of tobacco, alcohol, and other drugs
- possess minimal knowledge of how to locate information from consumer products and how to identify advertising techniques
- possess minimal knowledge of emergency situations and how to respond to them

Progressing:

Students

- possess some knowledge of the structure and functions of body systems
- recognize how to react appropriately to some real-life situations regarding friendships, peer pressure, and problem solving
- recall some information about basic health habits
- identify and record some information obtained from food labels and identify some nutritious foods
- use some knowledge of diseases and illnesses to manage personal health
- choose activities that demonstrate a basic knowledge of health-related physical fitness and show a basic understanding of cooperation in group activities
- recognize some risk factors of tobacco, alcohol, and other drugs
- locate some information from consumer products and identify some advertising techniques
- recognize a few emergency situations and appropriate ways to respond to them

Nearing Proficiency:

Students

- use charts and illustrations to recognize and label some parts of the anatomy
- identify some strategies to manage anger/stress, enhance personal relationships, make decisions, and react appropriately to peer pressure
- interpret some concepts of physical and mental health that apply to personal health habits

- understand how some food groups contribute to a nutritious diet, demonstrate some knowledge of the Food Pyramid, and understand how some nutrients contribute to a healthy body
- recognize some symptoms, causes, and effects of common diseases and illnesses
- demonstrate an understanding of basic injury prevention and identify and understand some components of health-related physical fitness
- recognize some differences in types of drugs and recognize some roles of health care professionals
- identify some advertising techniques and use some consumer information to make choices
- recognize some emergency situations and have some knowledge about responding appropriately

Proficient:

Students

- identify body systems, differentiate among functions of the body systems, and apply knowledge of these systems
- apply the basic steps involved in making decisions about engaging in high-risk behaviors, maintaining personal relationships, responding to peer pressure, and managing stress
- analyze positive and negative consequences of personal health habits
- apply knowledge of the Food Pyramid and nutrition principles to select a balanced diet that promotes a healthy body
- compare and contrast characteristics of communicable and noncommunicable diseases and recognize their prevention and control
- determine practices that promote injury prevention, identify the effects and benefits of exercise, recognize the necessity of cooperation and rules during group activities, and evaluate fitness plans
- explain how and why high-risk behaviors associated with tobacco, alcohol, and other drugs should be avoided
- recognize advertising techniques that influence consumer choices, read labels, and apply consumer information to make wise choices
- recognize when and know how to respond appropriately to many environmental and medical emergency situations and explain basic first aid

Advanced:

Students

- interpret charts and illustrations to differentiate between parts of the anatomy
- evaluate the processes used in recognizing and solving problems and apply these processes to real-life situations

- evaluate and integrate available health information in order to develop new behaviors that enhance personal health
- describe how the body uses nutrients, understand how nutrients contribute to a healthy body, and plan healthy meals
- evaluate environmental, scientific, and public health issues as to their effect on personal growth and wellness plans
- apply knowledge of health-related physical fitness concepts and recognize levels of cooperation in different activities
- comprehend many risk factors associated with tobacco, alcohol, and other drugs and their negative effects on health, behavior, and decision making
- analyze advertisements and their messages and make informed decisions about health-related and other kinds of products
- analyze and respond appropriately to most kinds of environmental and medical emergency situations

MAP HEALTH/P.E. ACHIEVEMENT LEVEL DESCRIPTORS

GRADE 9

Step 1:

Students

have minimal knowledge of the body systems, their functions, and their interrelationships
show little understanding of behaviors that enhance personal health, decision making, and
resistance to peer pressure

can identify a few nutritious foods but have limited knowledge of food groups and the
Food Pyramid

have difficulty identifying communicable and noncommunicable diseases, their
prevention, and control

possess minimal knowledge of activities that enhance fitness, strategies to avoid injury,
and the effects of using tobacco, alcohol, and other drugs

possess minimal knowledge of the ways advertising affects consumer choices and have
limited knowledge of reporting emergency situations

Progressing:

Students

- recognize some body systems and demonstrate limited understanding of their functions and interrelationships
- possess limited understanding of conflict-resolution strategies, peer-pressure resistance, and stress reduction and identify some appropriate and inappropriate behaviors
- identify some behaviors that enhance personal health, identify nutritious foods and balanced meals, know the symptoms of some eating disorders, and locate some information from food labels
- identify some communicable and noncommunicable diseases, their prevention, and control and identify some practices and activities that improve physical fitness and health
- show some understanding of the ways tobacco, alcohol, and other drugs affect the body's health
- have limited understanding of the ways advertising affects consumer choices
- distinguish between some life-threatening and non-life-threatening injuries, know when to seek medical attention, and describe some appropriate responses to emergency situations (e.g., first aid, life-saving techniques, water safety, and heat-related illness)

Nearing Proficiency:

Students

- identify and explain some specific roles and interrelationships of the body systems

- identify some strategies for managing stress and resolving peer conflict and distinguish between some healthy and unhealthy choices
- interpret some concepts of physical and mental health that apply to personal health habits
- understand the need for a balanced diet, identify information found in nutrition facts labels, and identify symptoms of eating disorders
- recognize symptoms and causes of some communicable and noncommunicable diseases
- identify some components of personal fitness and recognize some effects of responsible personal and social skills in physical activity settings
- demonstrate an understanding of drug interactions (tobacco, alcohol, prescription drugs, over-the-counter drugs, and other drugs) and the effects of drugs on health and behavior
- explain and apply some advertising and marketing techniques that influence consumer choices
- demonstrate some understanding of personal safety, injury prevention, and response skills (e.g., CPR and rescue breathing) needed in emergency situations (e.g., choking and bleeding)

Proficient:

Students

- classify components of the body systems and identify relationships between the systems
- describe and apply strategies for time management, stress management, peer resistance, and group-problem solving that preserve and improve one's health and safety
- apply their knowledge and understanding of physical and mental health to demonstrate and explain healthy life situations
- apply knowledge of nutrition to plan a healthy diet that includes ongoing weight management and prevention of eating disorders
- demonstrate knowledge of and prevention of communicable and noncommunicable diseases, identify risk behaviors that lead to diseases, and locate available health resources
- analyze health-related fitness activities for lifetime wellness and apply practices to develop responsible personal and social behaviors in physical activity settings
- demonstrate knowledge of the effects of tobacco, alcohol, and other drugs on body systems and explain how high-risk behaviors cause health problems and can be avoided
- evaluate advertising and marketing techniques in order to make informed decisions regarding health services and products
- apply appropriate strategies for first aid, injury prevention, emergency situations, and avoidance of high-risk behaviors

Advanced:

Students:

- students apply their knowledge to evaluate specific actions and functions of the body in a given scenario
- analyze situations that require problem-solving and conflict-resolution skills and provide multiple solutions
- evaluate personal and social concerns and develop strategies to resolve conflicts, set goals, make reasoned decisions, and work collaboratively
- analyze and evaluate personal behaviors in order to enhance physical and mental health
- assess and design nutritional plans that provide a healthy diet, control weight, and prevent eating disorders
- interpret and analyze the causes and effects of communicable and noncommunicable diseases in relation to healthy lifestyles and assess risky behaviors that lead to diseases
- evaluate and apply activities that improve lifetime wellness, assess practices in order to develop personal and social behaviors in physical activity settings, and analyze fitness-related injuries
- analyze and describe appropriate decision-making strategies that reflect understanding of the effects of tobacco, alcohol, and other drugs on body systems
- analyze consumer health issues and develop consumer strategies that lead to healthy behavior
- analyze the relationships between behaviors and health and evaluate emergency responses and first-aid procedures