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# Healthy Living Performance Standards



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## What we know about performance standards...

The BC Performance Standards have been developed for voluntary use in BC schools. They describe the professional judgments of a significant number of BC educators about standards and expectations for the following key areas of learning:

- Reading
- Writing
- Numeracy
- Social Responsibility
- Information and communications technology integration



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The BC Performance Standards are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to:

- Monitor, evaluate and report on individual student performance
- Identify students who may benefit from intervention
- Develop a profile of a class or group of students to support instructional decision-making
- Prompt discussions with parents, students, and other teachers about student performance
- Inform professional development activities
- Collaboratively set goals for individuals, classes and schools
- Develop evidence for school goals
- Provide models for designing performance tasks



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## Using the Performance Standards...

Performance standards describe levels of achievement in key areas of learning. Performance standards answer the questions:

- “How good is good enough?”
- “What does it look like when a student’s work has met the expectations at grade level?”

The BC Performance Standards describe and illustrate four levels of student performance in terms of the prescribed learning outcomes relevant to the key areas of curriculum.

- Not Yet Within Expectations
- Minimally Meets Expectations
- Fully Meets Expectation
- Exceeds Expectations



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Schools that have been most successful in using the standards to improve student learning use a combination of methods. These include:

- embedding the standards school-wide and cross-curriculum
- providing students with samples of good work or behaviours
- using performance quick scales for peer assessment as well as self-assessment
- using standards that are written in child-friendly language that all students can understand



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## Where we're headed....

The development and use of the Healthy Schools Performance Standards will be consistent with the existing standards and will provide teachers, parents and students with a valuable resource to determine areas of students' strength and areas requiring focused instruction.



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## How do we get there?....

- create the framework
- develop performance tasks
- teachers and students 'test drive' the tasks in the field
- collect the performance task student samples and sort into the 4 performance levels
- publish, circulate and use the draft standards
- refine the draft, and publish the BC Healthy Living Performance Standards



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## Starting with the Health-Literacy connection....

- Literacy is more than the ability to read or write.
- To participate effectively in daily life, people require communication skills, that is, the combination of thinking skills and social skills.
- The term **critical literacy** has been used to describe the more advanced set of cognitive skills which, together with social skills, are needed to critically analyze and use information to exert greater control over life events and situations.
- At some time, most of us have probably felt limited in our knowledge or understanding of information or issues related to our health. Health-related information can be difficult to read or not written in plain language, and we may not always understand what health professionals tell us.



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## Health literacy...

- A concept that links our level of literacy with our ability to act upon health information and ultimately take control of our health.
- It builds on the idea that both health and literacy are critical resources for everyday living.



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## Health Literacy...

- People with limited literacy skills face difficulties in their daily lives
- Addressing health literacy means breaking down the barriers to health that low literacy creates
- We're hearing daily about the number of Canadians who lack the basic literacy skills required to deal with the demands of everyday living:
  - 22% of Canadians have serious difficulties with any type of printed material
  - another 26% have difficulties with all but the simplest tasks requiring reading and writing
  - over a million British Columbians are functionally illiterate



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## **Narrowing the focus...**

Nutbeams' model of Health Literacy classifies learning into what it is that literacy enables us to do:

- Functional Health Literacy builds knowledge of one's body, nutrition, hygiene, the teaching and learning component
- Interactive Health Literacy involves interpersonal relationships, critical thinking and decision-making skills, the social environment component, regarding health issues
- Critical Health Literacy promotes skills in advocacy (social action) and personal empowerment, benefiting the individual and the community with respect to health issues

Health Literacy Standards		Not Yet Within Expectations 1	Meets Expectations (Minimal Level) 2	Fully Meets Expectations 3	Exceeds Expectations 4
Functional Health Literacy	<b>SEARCHING</b> <ul style="list-style-type: none"> <li>•Accessing<sup>[1]</sup></li> <li>•Understanding<sup>[2]</sup></li> <li>•Evaluating<sup>[3]</sup></li> </ul>				
Interactive Health Literacy	<b>DECIDING</b> <ul style="list-style-type: none"> <li>•Decision Making<sup>[4]</sup></li> <li>•Goal Setting<sup>[5]</sup></li> <li>•Communicating<sup>[6]</sup></li> </ul>				
	<b>ACTION</b> <ul style="list-style-type: none"> <li>•Practicing<sup>[7]</sup></li> </ul>				
Critical Health Literacy	<b>VALUING</b> <ul style="list-style-type: none"> <li>•Respecting<sup>[8]</sup></li> <li>•Advocating<sup>[9]</sup></li> </ul>				



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- Students will demonstrate the ability to *access* information, products and services to enhance health
- Students will *understand* concepts related to health promotion and prevention of disease, disability and injury to enhance health.
- Students will be able to *evaluate* information about health and analyse the influence of family, peers, culture, technology and other social and environmental factors on health and health behaviours.
- Students will demonstrate the ability to use *decision-making* skills to enhance health.



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- Students will demonstrate the ability to use *goal-setting* skills to enhance health.
- Students will demonstrate the ability to *communicate* about health issues and use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to *practice* health-enhancing behaviors and avoid or reduce health risks.
- Students will be able to understand and to *respect* different cultural, racial and religious beliefs in respect to health.
- Students will demonstrate the ability to *advocate* for personal, family, and community change that enhances health.