

## HE 340 Health Fair Rubric

Rating Scale Used to Guide a Grade Decision:

Target (3), Acceptable (2), Unacceptable (1)

Corresponds to most often demonstrates, sometimes demonstrates, rarely demonstrates

AAHE Standards: IA, IIA, IIC, IIIA, IIIB, IIIC, IVB, IVC, IVD, VB, VIB, VIC, VID, VIIC, & VIID

### **Planning**

List potential topics

Unacceptable: Candidates are unable to identify any appropriate content topics.

Acceptable: Candidates are able to identify 1-2 appropriate content topics.

Target: Candidates are able to identify 3 or more appropriate content topics.

List potential agencies (II,A)

Unacceptable: Candidates are unable to identify individuals and/or groups who work in health-related programs.

Acceptable: Candidates identify individuals and/or groups whose cooperation and support will be essential to program success; integrate other school and community resources.

Target: Candidates identify individuals and/or groups whose cooperation and support will be essential to program success; integrate other school and community resources; involve key decision makers, resource people, representatives from community organizations, and potential participants as advisors in the planning process.

Make one agency phone call (II,A; VB)

Unacceptable: Candidates are unable to communicate with individuals and/or groups who work in health-related programs; are unable to identify potential relationships with health education staff; use limited range of established communication channels.

Acceptable: Candidates are able to communicate with individuals and/or groups whose cooperation and support will be essential to program success and may be able to obtain commitments to participate from them. Candidates identify formal and informal channels of communication; demonstrate disposition and skill to facilitate cooperation among campus and community partners.

Target: Candidates use persuasive communication skills to communicate with individuals and/or groups whose cooperation and support will be essential to program success and are able to obtain commitments to participate from them. Candidates establish effective communication networks; facilitate cooperation between campus and community partners; appropriately apply a variety of negotiation, mediation, and conflict resolution skills.

Make one donation solicitation phone call (II,A)

Unacceptable: Candidates are unable to communicate with individuals and/or groups who might be willing to donate items.

Acceptable: Candidates are able to communicate with individuals and/or groups who might be willing to donate items and may be able to obtain commitments to participate from them.

Target: Candidates are able to communicate with individuals and/or groups who might be willing to donate items and are able to obtain commitments to participate from them.

Meet with class partner to develop table on assigned topic

Unacceptable: Candidates fail to meet or arrive late for meetings.

Acceptable: Candidates arrive on time for meetings or inform their class partner of schedule changes; actively participate in planning; complete work agreed upon.

Target: Candidates arrive on time for meetings; actively participate in planning; complete work agreed upon.

Help develop mixed-methods evaluation form (I, A; IV, B)

Unacceptable: Candidates use inappropriate data-gathering instruments and procedures. Candidates are unable to create an evaluation plan that includes both formative and summative evaluation strategies; cannot articulate the relationship between formative evaluations and summative evaluations.

Acceptable: Candidates identify appropriate data-gathering instruments; apply various methods to collect health-related data and information. Candidates develop standards of performance as criteria for assessing impact; devise a realistic and feasible evaluation plan.

Target: Candidates design valid and reliable instruments to assess baseline knowledge, attitudes, perceptions, and skills. Help develop targets and standards for evaluation. Candidates select measures matched with designated evaluation purposes; apply appropriate qualitative and quantitative evaluation designs and methods.

Writes appropriate and measurable learner objectives (IIC)

Unacceptable: Candidates are unable to designate developmentally-appropriate performance indicators; cannot design learner objectives addressing multiple domains.

Acceptable: Candidates designate performance indicators that describe functional health concepts and essential student skills; design measurable cognitive, affective, and skills-based learner objectives that are developmentally-appropriate.

Target: Candidates formulate measurable learner objectives to address functional health concepts and essential student skills; design measurable cognitive, affective, and skills-based learner objectives that are developmentally-appropriate; identify health education performance indicators and learner objectives can be addressed and supported within other disciplines and tables.

## **Implementation**

Show up early for set-up

Unacceptable: Candidates are late for set-up by 5 minutes or more.

Acceptable: Candidates are on-time or late for set-up by 5 minutes or more with a valid excuse.

Target: Candidates are on-time.

Help set up tables, skirts, etc. as needed

Unacceptable: Candidates are unable to help set up.

Acceptable: Candidates help set up.

Target: Candidates help set up and assist others in setting up.

Set up your table on assigned topic (III,B; III, C)

Unacceptable: Candidates are unable to identify factors that influence choices of strategies and materials. Candidates use limited range of educational methods that are passive rather than experiential; fail to distinguish appropriateness and timeliness of individual and group strategies; use limited instructional resources or media; make few, if any, connections with previous learning, other subject areas, or existing programs/services.

Acceptable: Candidates analyze diverse learner characteristics and other factors when choosing appropriate materials, technology, and media. Candidates employ “best practice” experiential methods that impact cognitive, affective, and skill domains; apply pedagogically sound learning strategies for diverse groups; use developmentally-appropriate and culturally-sensitive instructional strategies; manage logistics and maintain order; effectively use a variety of resources and media.

Target: Candidates create educational media that engage all students in meaningful learning experiences. Candidates apply diverse innovative instructional strategies; demonstrate dispositions and skills to facilitate large and small group discussions; implement health-related skill-building strategies within other subject areas; appropriately apply group management skills; coordinate the health education instructional program with other disciplines and groups.

Spend 10-15 minutes handing out and collecting evaluation forms (IV, B)

Unacceptable: Candidates are unable to administer assessment measures related to the evaluation plan.

Acceptable: Candidates delineate steps to implement evaluation plans; administer measurement instruments as specified in evaluation plan; use appropriate data collection methods to assess impact; use computer technology and basic statistical procedures to input and analyze evaluation data.

Target: Candidates utilize authentic assessment strategies to determine impact on student knowledge and skill; identify and address common barriers to implementation of evaluation plans; appropriately use both qualitative and quantitative measurement instruments and data collection methods to implement a comprehensive evaluation plan; use various software programs designed for statistical analysis of evaluation data; determine effectiveness of strategies.

Assist other classmates and community agencies by staffing their table for a few minutes as necessary

Unacceptable: Candidate does not assist.

Acceptable: Candidate offers assistance.

Target: Candidate offers assistance and has the opportunity to help peers and other professionals with their tables.

Stay for entire health fair

Unacceptable: Candidate arrives late or leaves early.

Acceptable: Candidate is present for the entire health fair or has a written excuse for an early arrival or late departure.

Target: Candidate is present for the entire health fair and assists with set-up and tear-down.

Be personable and knowledgeable about your assigned topic (I, B; VI, B; VI, C; VII, C; VII, D)

Unacceptable: Candidates do not recognize or cannot describe ways to build communication skills for consultative activities; are unaware of ethical and professional obligations in consultative situations; cannot match student needs with available services. Candidates have limited verbal and written communication skills; cannot identify ways to convey health information, develop ineffective communication campaigns related to current health issues; lack skills to facilitate group discussions. Candidates cannot delineate factors affecting processing of health information; are unable to express scientific concepts in terms understandable by consumers. Candidates are unable to identify individual, family, school, peer group, and community factors that influence health-related choices; describe how personal behaviors affect personal health and well-being; explain how personal experiences affect health-related decisions cannot identify resources for students in need.

Acceptable: Candidates reflect on need for communication skills in effective consultative relationships; demonstrate dispositions and skills to interact and communicate with other school staff, students, and community stakeholders; discuss ethical and professional dispositions related to student disclosure and confidentiality and sensitive issues; identify specialists and services available for students in crisis. Candidates deliver health-promoting messages clearly and concisely; identify a range of strategies for communicating health information to individuals, small groups, and large groups; facilitate small and large group discussions by modeling appropriate dispositions and skills. Candidates identify factors influencing students' understanding of health information and acceptance of health services; translate scientific concepts for understanding by students and staff; act as a liaison between health care providers and diverse students, parents, and staff. Candidates identify physical, social, emotional, intellectual, and other factors that influence one or more health-related behaviors of school-aged youth; distinguish between risk and protective factors within the family, school, peer group, and community; identify individual behaviors that promote and/or compromise personal health and well-being; articulate how cognitive, affective, and skill-based learning and other experiences impact patterns of health behavior help all students locate current, reliable, and credible sources of information; identify health and safety youth-serving organizations, agencies, and associations..

Target: Candidates demonstrate dispositions and skills for effective communication (e.g., listening, empathizing, being approachable, problem solving,

mediating, negotiating) with other school staff, students, and community stakeholders; engage in professional and ethical practices when consulting and handling sensitive issues related to student disclosure and confidentiality; reflect on limits of professional training; use appropriate referral systems. Candidates use multiple strategies to communicate health information to diverse consumers; effectively use multiple channels (e.g., oral written, graphic, electronic) to deliver health-promoting messages. Candidates discuss the inter-relatedness of personal, family, community, and societal factors on access to health information; apply communication and marketing theory to advocate for health and health education. Candidates compare and contrast the potential impact of diverse factors on health-related behaviors of school-aged youth; analyze the relationship between family, school, peer, and community risk and protective factors and specified health-related behaviors; predict immediate and long-range effects of health-related behaviors; examine inter-relatedness of cognitive, affective, and skill-based learning experiences; use research data, laws, and professional recommendations as resources and evidence to advocate for youth; contact youth-serving organizations, agencies, and associations for information concerning health and safety.

Have 2-3 handouts on your topic at your table (VI, D)

Unacceptable: Candidates cannot evaluate health information materials for accuracy or validity; cannot determine the credibility of community agency/organization resources and services; do not recognize and/or use health resources provided by professional agencies and associations. Candidates have fewer than 2 handouts at their table.

Acceptable: Candidates select, assemble, and distribute valid and reliable health information related to diverse college-aged youth; formulate criteria for selection of instructional materials. Candidates have 2 or 3 handouts at their table.

Target: Candidates are aware of national, state, and local organizations/associations that support youth health initiatives and use publications disseminated by them; based on criteria for effectiveness, select appropriate health and safety materials from professional organizations, agencies, and associations for educational programming; create and disseminate accurate and valid health materials for diverse audiences. Candidates have more than 3 handouts at their table.

Include at least 1 interactive activity at your table (such as a behavioral inventory, quiz, game, model, demonstration items, etc.) (III, B; VII, D)

Unacceptable: Candidates are unable to identify factors that influence choices of curricula, strategies, and materials; are unaware of alternative methods to help students meet proposed learner objectives; are unable to assess availability of resources related to topic. Candidates do not have any interactive activity at their table. Candidates cannot delineate factors affecting processing of health information; are unable to express scientific concepts in terms understandable by consumers.

Acceptable: Candidates analyze diverse learner characteristics and other factors when choosing appropriate materials, technology, and media; access and use state-of-the-art resources, educational media, and instructional technology and equipment; develop criteria for choosing most promising instructional resources to match objectives for

diverse learners. Candidates have 1 interactive activity at their table. Candidates identify factors influencing students' and parents' understanding of health information and acceptance of health services; translate scientific concepts for understanding by students, parents, and staff; act as a liaison between health care providers and diverse students, parents, and staff.

Target: Candidates create educational media that engage all students in meaningful learning experiences; as appropriate, vary learner objectives with different instructional groups; evaluate efficacy of alternative resources and materials to help diverse students meet proposed objectives. Candidates have at least 2 interactive activities at their tables. Candidates discuss the inter-relatedness of personal, family, community, and societal factors on access to health information; apply communication and marketing theory to advocate for health and health education.

Visit all tables

Unacceptable: Candidate visits no tables other than her/his own.

Acceptable: Candidate visits at least 80% of other tables at the fair.

Target: Candidate visits all tables.

Assist, as needed, with raffles or prize give-aways

Unacceptable: Candidate refuses to assist with raffles and prizes.

Acceptable: Candidate assists, when asked, with raffles and prizes.

Target: Candidate offers to assist with raffles and prizes.

Help break down tables after the fair ends

Unacceptable: Candidate does not assist in tear-down at all.

Acceptable: Candidate assist in tear-down of his/her table.

Target: Candidate assist in tear-down of his/her table and offers assistance to others.

Wear professional attire

Unacceptable: Jeans, shorts, baseball caps, clothes that are torn, and athletic apparel.

Acceptable: Khakis or trousers, skirts, button-down shirts, and sweaters.

Target: Dress clothes.

Have fun!

Unacceptable: Candidate has a poor attitude.

Acceptable: Candidate smiles often.

Target: Candidate is enthusiastic and energetic.

## **Evaluation**

Participate in content analysis of evaluation form form (IV, A)

Unacceptable: Candidates use inappropriate data-gathering instruments and procedures

Acceptable: Candidates identify appropriate data-gathering instruments; apply various methods to collect health-related data and information

Target: Candidates design valid and reliable instruments to assess baseline knowledge, attitudes, perceptions, and skills form; organize obtained data to facilitate analysis

Participate in quantitative analysis of evaluation form (IV, C)

Unacceptable: Candidates are unable to connect evaluation results with stated student outcomes; incorrectly summarize and interpret evaluation results for students, school personnel, and community members; are unable to propose changes based on evaluation results.

Acceptable: Candidates use evaluation results to determine impact of instruction on student learning and group progress based on criteria stated in performance indicators; interpret evaluation results; demonstrate dispositions and skills to present findings to students, school personnel, and community members; identify limitations of evaluation design; use aggregate data to recommend changes in health instruction.

Target: Candidates use multiple methods for analyzing qualitative (e.g., content analysis) and quantitative (e.g., univariate and bivariate statistical analyses) evaluation data; compare evaluation results to findings of similar programs; use aggregate data to recommend changes in program components.

Identify limitations to and biases of the evaluation

Unacceptable: Candidates cannot identify limitations to and biases of the evaluation.

Acceptable: Candidates can identify 1-2 limitations to and 1-2 biases of the evaluation.

Target: Candidates can identify more than 2 limitations to and more than 2 biases of the evaluation.

Organize evaluation data in charts and tables (IV, C)

Unacceptable: Candidates do not organize evaluation data in a table or a graph.

Acceptable: Candidates organize evaluation data in a table or a graph.

Target: Candidates organize evaluation data in attractive and appropriate tables and graphs.

Recommend changes to health fair and evaluation form based on evaluation results (IV, D; III, A)

Unacceptable: Candidates are unable to determine or recommend program changes based on evaluation results; cannot relate evaluation results to student outcomes, teaching/learning strategies and/or other CSHP strategies; are unaware of potential bias and/or uncontrolled variables in evaluation results; make inappropriate recommendations for program changes; fail to delineate facilitators and barriers to implementation of health education curriculum

Acceptable: Candidates interpret evaluation results to draw inferences about future program efforts; describe relationships among student outcomes, candidate

dispositions and skills, and evaluation strategies; explore possible explanations for evaluation findings; provide explanations for bias in evaluation results; use results to determine and recommend modifications of instructional program; identify supports and barriers to successful implementation of health education and strategies to overcome barriers.

Target: Candidates make multiple recommendations for instructional programs and/or CSHP based on evaluation results; prepare an objective evaluation report; refine evaluation plan and/or process based on analysis and interpretation of results; identify strategies to enhance and expand supports for health education efforts.

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