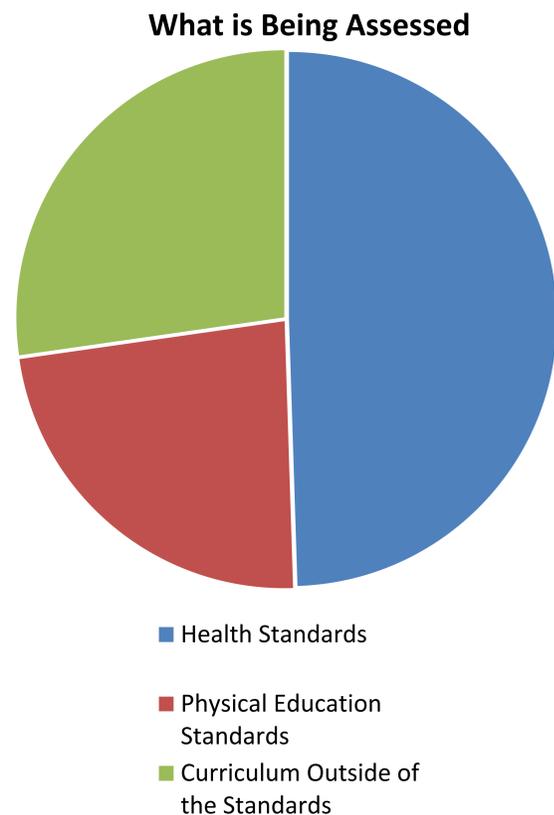


Descriptive Study of 2011-2012 Grades in Healthful Living Students

Do Student Grades Reflect the Standard Course of Study?

North Carolina Standard Course of Study

- Mental and Emotional Health
- Personal and Consumer Health
- Interpersonal Communication and Relationships
- Nutrition and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Motor Skills
- Health Related Fitness
- Personal and Social Responsibility



ABSTRACT

Healthful Living teachers use multiple methods to assess their students' achievement. The objective of my study is to determine if, we are truly assessing our Healthful Living students' mastery of the North Carolina Standard Course of Study. Due to a lack of information in the literature regarding participation and proficiency and the manner in which the participation impacts the grade we need to know how the students are being graded. This study will examine existing data sets in the form of student grades at Currituck County High School from the 2011-2012 school year.

PURPOSE

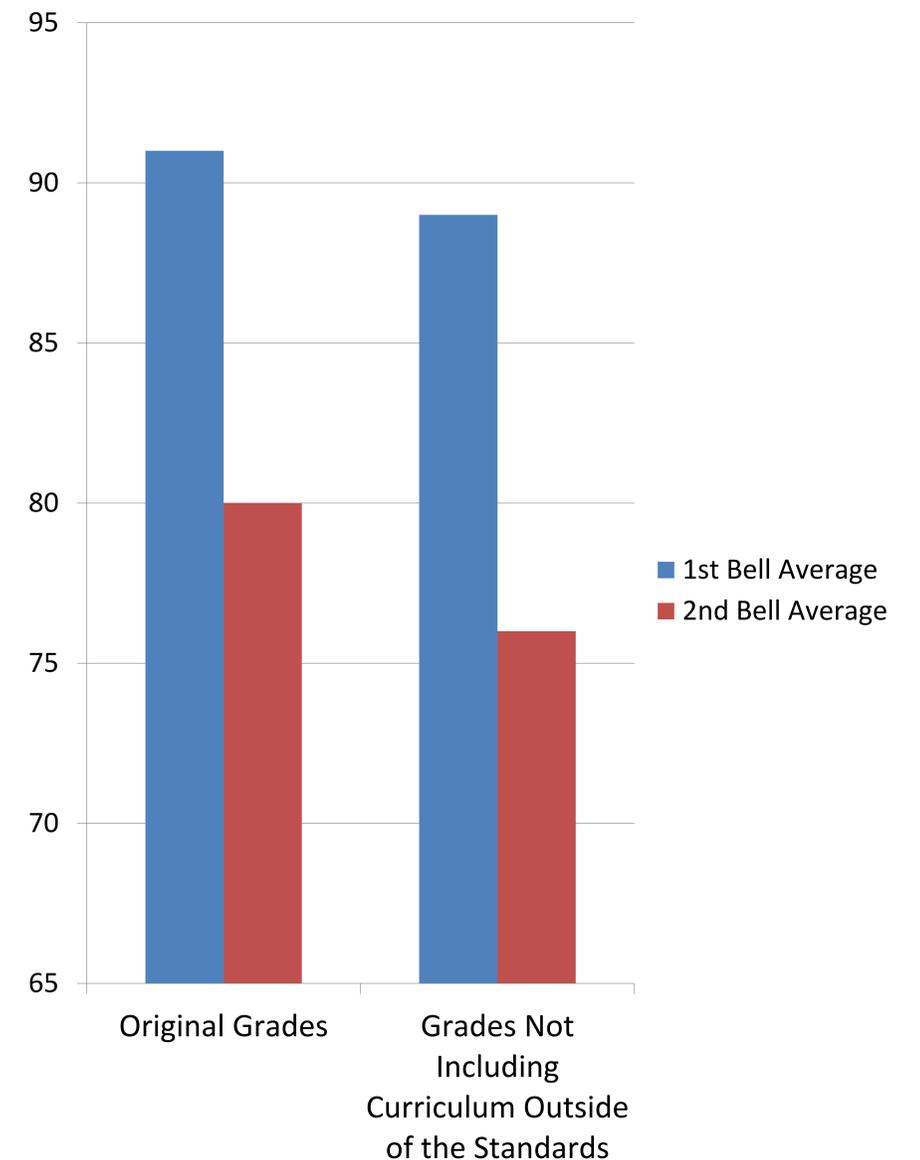
The purpose of this study is to evaluate what is being assessed in my classroom. North Carolina provides a Standard Course of Study to guide classroom instruction; however there are several items that teachers assess and assign grade value to that are not included in the standard course of study*. Not only does this create an inconsistent method of evaluation but also, my hypothesis is that by assessing items that are not a part of the standard course of study students' grades are being impacted in a negative way.

LITERATURE

Finding current research on the field of Health Education is difficult; finding current research on how Health Education is evaluated is even more difficult because it is inconsistent and untested nationally. However, I reviewed: seven original investigations pertaining to: teacher preparedness, use of text books, the economic impact of health on our national budget, the effectiveness of the use of object lessons in health education, and the rationale for reproductive education. I also reviewed seven popular articles from scholarly journals such as the American Journal for Health Education, The American Physiological Society, and the Journal of School Health; as well as the New York Times. Finally I reviewed the Center for Disease Control website, National Health Education Standards, The National Board for Professional Teaching Standards for Health Education, as well as our nation's health goals outlined in Healthy People 2020. Compiling data from all of these sources unequivocally demonstrates a need for quality, consistent health education teaching in our schools and my research study has demonstrated the need for consistent evaluation of the Health Education program.

RESULTS

By breaking down the grades of individual students in two separate classes, I discovered that because I was assessing items that are not a part of the standard course of study I was actually padding my students' grades. In my original grades 73% of my students were not only "passing" the class but had also demonstrated "proficiency" in the standard course of study by having a grade higher than a 77%. In order to truly evaluate the standards I recalculated students' grades excluding all grades that did not reflect the standard course of study; in my recalculated grades only 63% of students demonstrated proficiency in the standards. Based on this information my department is developing a new system of evaluation that will more efficiently and consistently assess students performance in relation to the standard course of study.



*Other items assessed: participation, dressing-out for physical education, making home-connections, fitness testing.