

**Sample Graduation Proficiencies & Performance Indicators**

**VT CONTENT AREA GRADUATION PROFICIENCIES & PERFORMANCE INDICATORS:**

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GES)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS’ DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER—ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

**THIS DOCUMENT IS DESIGNED TO:**

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUS IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUS FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS— ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<p><b>1. Core Concepts</b> Comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>a. Describe the relationship between healthy behaviors and personal health. (16 V.S.A. §131)</p> <p>b. Describe ways in which safe and healthy school and community environments can promote personal health. (16 V.S.A. §131)</p> <p>c. Describe ways to prevent common childhood injuries and health problems. (16 V.S.A. §131)</p>	<p>a. Analyze the relationship between healthy behaviors and personal health. (16 V.S.A. §131)</p> <p>b. Analyze how the environment affects personal health. (16 V.S.A. §131)</p> <p>c. Describe ways to reduce or prevent injuries and other adolescent health problems. (16 V.S.A. §131)</p> <p>d. Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (16 V.S.A. §131)</p>	<p>a. Predict how healthy behaviors can affect health status. (16 V.S.A. §131)</p> <p>b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)</p> <p>c. Propose ways to reduce or prevent injuries and health problems. (16 V.S.A. §131)</p> <p>d. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. (16 V.S.A. §131).</p> <p>e. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (16 V.S.A. §131)</p>

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS— ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<p><b>2. Analyze Influences</b></p> <p>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>a. Identify how culture, peers, technology and family can influence healthy and unhealthy behaviors.</p>	<p>a. Describe the influence of culture, peers and technology on health beliefs, practices, and behaviors.</p> <p>b. Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>c. Explain how school and public health policies can influence health promotion and disease prevention.</p>	<p>a. Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.</p> <p>b. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
<p><b>3. Access Information</b></p> <p>Demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>a. Identify characteristics of valid health information, products, and services.</p> <p>b. Locate resources from home, school, and community that provide valid health information.</p>	<p>a. Determine the accessibility of products that enhance health.</p> <p>b. Analyze the validity of health information, products, and services.</p>	<p>a. Evaluate the validity of health information, products, and services.</p> <p>b. Determine the accessibility of products and services that enhance health.</p>
<p><b>4. Interpersonal Communication &amp; Advocacy</b></p> <p>Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks.</p>	<p>a. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>b. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>c. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>d. Demonstrate how to ask for assistance to enhance personal health.</p> <p>e. Encourage others to make positive health choices.</p> <p>f. Express opinions and give accurate information about health issues.</p>	<p>a. Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>c. Demonstrate effective conflict management or resolution strategies.</p> <p>d. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>e. Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>f. Demonstrate how to influence and support others to make positive health choices.</p> <p>g. State a health-enhancing position on a topic and support it with accurate information.</p>	<p>a. Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>d. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>e. Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>f. Use accurate peer and societal norms to formulate a health enhancing message.</p>

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<p><b>5. Decision-making &amp; Goal Setting</b></p> <p>Demonstrate the ability to use decision-making skills and goal setting to enhance health.</p>	<ul style="list-style-type: none"> <li>a. List healthy options to health-related issues or problems.</li> <li>b. Predict the potential outcomes of each option when making a health-related decision.</li> <li>c. Choose a healthy option when making a decision and describe the outcomes of that decision.</li> <li>d. Set a personal health goal and track progress toward its achievement.</li> </ul>	<ul style="list-style-type: none"> <li>a. Distinguish when individual or collaborative decision-making is appropriate.</li> <li>b. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</li> <li>c. Choose healthy alternatives over unhealthy alternatives when making a decision.</li> <li>d. Analyze the outcomes of a health-related decision.</li> <li>e. Apply strategies and skills needed to attain a personal health goal-decision.</li> <li>f. Assess personal health practices.</li> <li>g. Develop a goal to adopt, maintain, or improve a personal health practice.</li> </ul>	<ul style="list-style-type: none"> <li>a. Justify when individual or collaborative decision making is appropriate.</li> <li>b. Generate alternatives to health-related issues or problems.</li> <li>c. Evaluate the effectiveness of health-related decisions.</li> <li>d. Defend the healthy choice when making decisions.</li> <li>e. Assess personal health practices and overall health status.</li> <li>f. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</li> <li>g. Implement strategies and monitor progress in achieving a personal health goal.</li> </ul>
<p><b>6. Self-management</b></p> <p>Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate a variety of behaviors that avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate behaviors that avoid or reduce health risks to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</li> </ul>