

*Early Adolescence Through  
Young Adulthood/Health*

**Component 1:  
Content Knowledge**

**SAMPLE ITEMS**

**AND SCORING RUBRICS**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

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# Overview

This document provides information about the Early Adolescence Through Young Adulthood/Health Education (EAYA/Health Education) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

## Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

## EAYA/Health Education Component 1 Computer-Based Assessment

In the EAYA/Health Education Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

### EAYA/Health Education Standards Measured by Selected Response Items

The EAYA/Health Education selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p><b>Knowledge of Subject Matter/Personal Health (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Nutrition</li> <li>• Prevention and Control of Disease</li> <li>• Mental and Emotional Health</li> <li>• Substance Use and Abuse</li> </ul>	25%
<p><b>Knowledge of Subject Matter/Environmental and Consumer Health (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Injury Prevention and Safety</li> <li>• Consumer Health</li> <li>• Environmental Health</li> <li>• Dynamic, Relevant, and Practical Knowledge for Teaching Health Education</li> </ul>	20%
<p><b>Skills-based Learning/The Individual (Standard III)</b></p> <ul style="list-style-type: none"> <li>• Goal-setting</li> <li>• Decision-making</li> <li>• Problem-solving skills</li> <li>• Stress management</li> </ul>	25%

<ul style="list-style-type: none"> <li>• Identification and evaluation of and access to health information and health-promoting products and services</li> </ul>	
<p><b>Skills-based Learning/Interacting with Others (Standard III)</b></p> <ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Strategies to resolve conflicts</li> <li>• Effective ways to influence and support others in making positive health choices</li> <li>• Refusal skills</li> <li>• Assertiveness</li> <li>• Negotiation and collaboration techniques</li> <li>• Influence of various factors such as peers, cultural beliefs, the media, and technology on health</li> </ul>	30%

\* These percentages are an approximation only.

For the complete EAYA/Health Education Standards, refer to [www.nbpts.org/certification/candidate-center/](http://www.nbpts.org/certification/candidate-center/).

### EAYA/Health Education Constructed Response Exercises

The EAYA/Health Education constructed response exercises assess the following:

- **Exercise 1: Risk Behaviors**  
In this exercise, you will show an understanding of the impact of risk behaviors (e.g., alcohol, tobacco, and other drug use; poor nutrition; sedentary lifestyle; intentional and unintentional injuries; sexual risk behaviors) on personal health and wellness. You will be asked to respond to one prompt.
- **Exercise 2: Relationships and Family Life**  
In this exercise, you will demonstrate the content knowledge and skills necessary to manage healthy and unhealthy relationships. You will be asked to respond to one prompt.
- **Exercise 3: Components of Health**  
In this exercise, you will display knowledge of the interrelationships of the components of health (physical, mental, emotional, social, and spiritual) and the application of life skills pertaining to these components. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/Health Education Component 1 scoring rubric is derived from the EAYA/Health Education Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: "[Sample Selected Response Items and Answer Key for EAYA/Health Education Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Health Education Component 1](#)."

### Selected Response Section

This section includes the following:

- sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

## Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

# Sample Selected Response Items and Answer Key for EAYA/Health Education Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- an **answer key**.

## Sample Selected Response Items

Standard II. Knowledge of Subject Matter (Personal Health)

1. Consuming which of the following foods on a regular basis is most likely to help promote bone density and skeletal health?
  - A. oranges, lemons, bell peppers, and tomatoes
  - B. spinach, kale, broccoli, and sardines
  - C. turkey, chicken, pork, and beef
  - D. potatoes, carrots, cabbage, and blueberries

## Standard II. Knowledge of Subject Matter (Personal Health)

2. After completing a unit on healthy eating, a health education teacher would like to provide students with a general rule for preparing a healthy evening meal. Which of the following guidelines would be most appropriate for the teacher to use for this purpose?
  - A. An evening meal should always include at least one serving of fresh, frozen, or canned fruit or fruit juice.
  - B. Calories from animal protein should be limited to less than 60 percent of the total calories in an evening meal.
  - C. At least half the plate in an evening meal should be covered with vegetables rather than meats or starches.
  - D. Carbohydrates such as bread, pasta, potatoes, and rice should be strictly limited at evening meals.

## Standard II. Knowledge of Subject Matter (Environmental and Consumer Health)

3. A student reads an advertisement for an acne medication that claims that the medication's active ingredient can help prevent and reduce acne. Which of the following characteristics of the claim would be most important to consider when evaluating its reliability and validity?
  - A. The claim is accompanied by personal observations and opinions by medical professionals.
  - B. The claim can be verified through sources that include peer-reviewed scientific research.
  - C. The claim is accompanied by customer testimonials and celebrity endorsements.
  - D. The claim appears in the professional literature for multiple brands of acne medications.

## Standard II. Knowledge of Subject Matter (Environmental and Consumer Health)

4. While teaching students about healthy drinking water, a middle school health education teacher will have the class participate in a debate about whether it is better to drink tap water or bottled water. The teacher divides the class into two teams, with the students on each team researching information to support their side of the argument. While circulating around the room, the teacher listens to various points being discussed by each group. Which of the following points overheard by the teacher represents a *misconception* by students that should be corrected?
  - A. Only tap water is regulated by a government agency.
  - B. Tap water is less expensive to consume than bottled water.
  - C. Billions of plastic water bottles end up in the trash each year.
  - D. Water sold in bottles often comes from a community water supply.

### Standard III. Promoting Skills-Based Learning (The Individual)

5. As part of an assignment on goal setting, a health teacher asks ninth-grade students to write down their goal for what they want to do after they graduate from high school. One student writes that he wants to attend culinary school after graduation. His plan for achieving this goal includes taking an elective culinary class in high school, getting a part-time job in a restaurant, and cooking at home for his family. Which of the following additional strategies would be most effective for strengthening the student's goal and action plan?
- A. creating a personal resource library of recipes and cookbooks
  - B. specifying the type of restaurant he wants to work in and the type of job he wants to perform
  - C. including in the goal statement the specific type of chef he wants to become in his career
  - D. establishing a tentative timeline that outlines when he would like to carry out each step in the plan

### Standard III. Promoting Skills-based Learning (The Individual)

6. A student is struggling with a high level of stress in anticipation of an upcoming social event. The use of a positive self-talk approach for dealing with this stress is likely to benefit the student most by:
- A. facilitating acceptance of the stressful situation and resultant outcomes.
  - B. helping clarify those aspects of the situation that can and cannot be readily controlled.
  - C. promoting more optimistic perceptions and attitudes about the situation.
  - D. providing a way to view the event in the context of similar but less threatening prior situations.

### Standard III. Promoting Skills-Based Learning (Interacting with Others)

7. A student receives a poor grade on a health test even though the student studied the night before. The student is very upset. The student's friend says, "I know how you feel. The same thing happened to me in history class. Let's plan on studying together for the next test. I'm sure you will get a better grade next time." Which of the following interpersonal communication skills is illustrated in the response given by the student's friend?
- A. passive listening
  - B. negotiating
  - C. problem solving
  - D. showing empathy



### Standard III. Promoting Skills-Based Learning (Interacting with Others)

8. Two statements made by an adolescent to his or her parent/guardian are shown below.

Statement 1: "You never let me do anything! You treat me like I'm still five years old!"

Statement 2: "I feel like you don't trust me because you don't let me go anywhere by myself or just with friends. I need you to let me prove to you that I can be responsible."

Compared with statement 1, statement 2 is a good illustration of a statement that is:

- A. passive.
- B. aggressive.
- C. manipulative.
- D. assertive.

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	C
3	B
4	A
5	D
6	C
7	D
8	D

# Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Health Education

## Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Standard II. Knowledge of Subject Matter / Standard III. Promoting Skills-Based Learning

Exercise 1: Risk Behaviors - Candidate Name		⌚ Time Remaining 29:31
<b>Risk Behaviors</b> <b><u>Introduction</u></b>		
<p>In this exercise, you will show an understanding of the impact of risk behaviors (e.g., alcohol, tobacco, and other drug use; poor nutrition; sedentary lifestyle; intentional and unintentional injuries; sexual risk behaviors) on personal health and wellness. You will be asked to respond to one prompt.</p>		
<b><u>Criteria for Scoring</u></b>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none"><li>• an in-depth identification and a thorough explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness;</li><li>• an insightful and effective proposal with appropriate justification of prevention strategies that could be initiated to help students avoid risk behaviors; and</li><li>• an informed description of one intervention or one support system available for students who are involved in risk behaviors.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
? <a href="#">Help</a>	⦿ <a href="#">Navigator</a>	<a href="#">Next</a> →

Exercise 1: Risk Behaviors - Candidate Name		⌚ Time Remaining 29:31
<p>You must address each of the following in your response.</p>		
<ul style="list-style-type: none"><li>• Identify and explain <b>two</b> short-term and <b>two</b> long-term effects of alcohol abuse on emotional health.</li><li>• Propose <b>two</b> specific prevention strategies you would initiate to help students avoid risk behaviors associated with alcohol abuse. Be specific and justify <b>each</b> of your strategies.</li><li>• Describe either <b>one</b> intervention or <b>one</b> support system available for students who are involved in risk behaviors associated with alcohol abuse.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

#### Characteristics:

- An in-depth identification and a thorough explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness.
- An insightful and effective proposal with appropriate justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors.
- An informed description of one intervention or one support system available for students who are involved in risk behaviors.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

#### Characteristics:

- An accurate identification and an appropriate explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness.
- A logical proposal with an adequate justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors.
- An appropriate description of an intervention or support system available for students who are involved in risk behaviors.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

**Characteristics:**

- An ineffective identification and/or a weak explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness.
- A confusing proposal with simplistic justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors.
- A global or over-broad description of one intervention or one support system available for students who are involved in risk behaviors.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

**Characteristics:**


- An inaccurate identification and/or an incorrect explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness.
- An insignificant or unrelated proposal with minimal or missing justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors.
- An ambiguous or inaccurate description of one intervention or one support system available for students who are involved in risk behaviors.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard II. Knowledge of Subject Matter / Standard III. Promoting Skills-Based Learning

Exercise 2: Relationships and Family Life - Candidate Name		⌚ Time Remaining 29:31
<b>Relationships and Family Life</b>		
<b><u>Introduction</u></b>		
In this exercise, you will demonstrate the content knowledge and skills necessary to manage healthy and unhealthy relationships. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an insightful identification of the content knowledge and skills necessary for addressing a student's question and an informed explanation of the importance of the knowledge and skills;</li><li>• a detailed explanation of how the topic described in the scenario affects each component of health and wellness; and</li><li>• an identification of two possible resources to help the student described in the scenario.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
<a href="#">? Help</a>	<a href="#">⌚ Navigator</a>	<a href="#">Next →</a>

<b>Exercise 2: Relationships and Family Life - Candidate</b>		 <b>Time Remaining</b>
<b>Name</b>		<b>29:31</b>
<p>For the purpose of this exercise, the components of health and wellness include physical, mental, emotional, social, and spiritual.</p>		
<p style="text-align: center;"><b>Scenario</b></p> <p>You are teaching a unit on family relationships. You will identify and explain the content knowledge and skills necessary for advancing <b>seventh-grade</b> health education students' understanding of health and wellness as it relates to blended families.</p> <p>In a class discussion, a student asks the following question:</p> <p>"My father has just remarried and I have lots of mixed emotions. It feels strange to have a stepmother and her children in the house. It bothers me when my stepmother tells me what to do. Even worse, I have to share my room. How can I make them understand that while I'm not opposed to all of the changes, I need time to make adjustments?"</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Identify the content knowledge and skills necessary for addressing this student's question.</li><li>• Explain why the identified knowledge and skills are important in this context.</li><li>• In relation to the scenario, explain how changes in family structure affect <b>each</b> of the five components of health and wellness.</li><li>• In your response to the student, identify <b>two</b> possible resources to help the student.</li></ul>		
<a href="#">? Help</a>	<a href="#">⦿ Navigator</a>	<a href="#">Next →</a>



## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

### Characteristics:

- An insightful identification of the content knowledge and skills necessary to address a student's question and an informed explanation of the importance of this content knowledge.
- A detailed explanation of how the identified factor would affect each component of health (wellness).
- A thorough description of how to incorporate an awareness and understanding of two available resources to help a student.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

### Characteristics:

- A correct identification of the content knowledge and skills necessary to address a student's question and an appropriate explanation of the importance of this content knowledge.
- An accurate explanation of how the identified factor would affect each component of health (wellness).
- An appropriate description of how to incorporate an awareness and understanding of two available resources to help a student.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**

- An unclear identification of the content knowledge and skills necessary to address a student's question and an unclear explanation of the importance of this content knowledge.
- A sketchy explanation of how the identified factor would affect each component of health (wellness).
- A vague description of how to incorporate an awareness and understanding of two available resources to help a student.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**


- An incorrect identification of the content knowledge and skills necessary to address a student's question and/or an inappropriate explanation of the importance of this content knowledge.
- An illogical and/or incorrect explanation of how the identified factor would affect each component of health (wellness).
- An unrelated description of how to incorporate an awareness and understanding of two available resources to help a student.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard II. Knowledge of Subject Matter / Standard III. Promoting Skills-Based Learning

Exercise 3: Components of Health - Candidate Name		⌚ Time Remaining 29:31
<b>Components of Health</b>		
<b><u>Introduction</u></b>		
In this exercise, you will display knowledge of the interrelationships of the components of health (physical, mental, emotional, social, and spiritual) and the application of life skills pertaining to these components. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an accurate identification and a detailed explanation of the content knowledge necessary to address the interrelationships of the components of health related to a scenario;</li><li>• an in-depth description of the relationship between two of the components of health as they relate to the individual(s) described in the scenario; and</li><li>• an insightful description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to the scenario.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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<b>Exercise 3: Components of Health - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<p>For the purpose of this exercise, the components of health include physical, mental, emotional, social, and spiritual.</p>		
<p style="text-align: center;"><b>Scenario</b></p> <p>A <b>tenth-grade</b> health teacher is planning to present the following scenario for students to consider during a lesson.</p> <p>Several girls at a school have started taking a prescription drug to lose weight quickly. They will not reveal how they are getting the pills.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Identify and explain the content knowledge necessary to address the interrelationships of the five components of health related to this scenario.</li><li>• Provide an in-depth description of the relationship between the physical and social components of health as they relate to all individuals in this scenario.</li><li>• Describe <b>one</b> instructional strategy you would use in the lesson to incorporate the appropriate application of decision-making skills related to this scenario.</li></ul>		
<a href="#">? Help</a>	<a href="#">⦿ Navigator</a>	<a href="#">Next →</a>

### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

#### Characteristics:

- An accurate identification and detailed explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario.
- An in-depth description of the relationship between two of the components of health as they relate to the student in this scenario.
- An insightful description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

#### Characteristics:

- A logical identification and an adequate explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario.
- An accurate description of the relationship between two of the components of health as they relate to the student in this scenario.
- An appropriate description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

**Characteristics:**

- A minimal identification and/or a simplistic explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario.
- A sketchy description of the relationship between two of the components of health as they relate to the student in this scenario.
- An ambiguous description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

**Characteristics:**

- An incorrect identification and/or a confusing explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario.
- An incorrect description of the relationship between two of the components of health as they relate to the student in this scenario.
- A missing and/or inappropriate description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario.

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