

HEALTHY LIVING PERFORMANCE STANDARDS (HLPS)

What are the BC Healthy Living Performance Standards (HLPS)?

The [Healthy Living Performance Standards](#) (HLPS) have been developed as an assessment resource for voluntary use in BC schools. They are designed to support and align with several required areas of study within the BC provincial curriculum.

The HLPS describe the professional judgments of a number of BC educators about cross-curricular expectations for healthy living, and they provide a context within which teachers, students, and families can examine student learning in these areas. The HLPS provide educators, students, and families with a common set of expectations for student development in four categories, which align with the four aspects of the Healthy Schools Assessment Tool: Healthy Eating, Active Living, Healthy Relationships, and Healthy Practices. They are available for all grade levels.

How are the HLPS used?

The HLPS are intended to support instructional decision-making with regard to healthy living. Teachers use a variety of methods to gather the information they need to assess, evaluate, and report on student learning. Possible methods include observations, student work portfolios, conferences, self- and peer assessment, classroom and standardized tests, and performance tasks.

The HLPS give teachers one way to assess students' abilities to apply their healthy living learning in realistic performance tasks. Used with other methods, they can be an important part of a comprehensive assessment and evaluation system.

The HLPS:

- Should be used as part of regular classroom learning activities, within the context of ongoing classroom instruction.
- Provide resources for assessing and evaluating the quality of a specific piece or a collection of student work from various subject areas. They can help to develop a profile of student achievement, typically based on three to seven pieces of work.
- Assume that in most cases teachers are observing students as they work. Often, some evidence needed to make decisions comes from observations and conversations with students.
- Allow for teachers to intervene where students are unable to complete a task independently. The level of assistance required is often one of the criteria for determining whether or not a student's work falls within grade-level expectations.
- May be adapted as needed. For example, this might include creating class-developed rating scales in age-appropriate language, developing IEPs or other tailored evaluation, or adjusting expectations for different times of the year.

How can the HLPS be incorporated into our Healthy Schools Plan?

Once you have completed your assessment and have chosen an area of focus, consider selecting some corresponding performance tasks from the HLPS to help assess and evaluate student learning. You will notice the language of “emerging, developing, acquired, and accomplished” to measure progression along a continuum. See below for more information on these categories:

Emerging – not yet within expectations <ul style="list-style-type: none">the learning does not meet grade-level expectationsthere is little evidence of progress toward the relevant prescribed learning outcomesthe situation needs intervention	Developing – meets expectations – minimal level <ul style="list-style-type: none">the learning may be inconsistent, but meets grade-level expectations at a minimal levelthere is evidence of progress toward relevant prescribed learning outcomesthe student needs support in some areas
Acquired – fully meets expectations <ul style="list-style-type: none">the learning meets grade-level expectationsthere is evidence that relevant prescribed learning outcomes have been accomplished	Accomplished – exceeds expectations <ul style="list-style-type: none">the learning exceeds grade-level expectations in significant waysthe student may benefit from extra challenges

So **as an example**, consider an elementary school that, after completing their healthy schools assessment, discovers that the “Healthy Eating” aspect was the area that could use the most improvement. The team decides to focus their attention on healthy eating for the school year, by enlisting the help of the BC Fruit and Vegetable Nutrition Program (to increase student access to healthy eating options and address the CSH Pillars Social and Physical Environment and Partnerships and Services), by following the Guidelines for Food and Beverage Sale in BC (CSH Pillar School Policy), and by actively using Action Schools! BC’s Classroom Healthy Eating Action Resource (CHEAR) as part of classroom learning around healthy living (CSH Pillar Teaching and Learning).

By carrying out their Healthy Schools Plan, this school is actively becoming a Healthy School. But how will they measure student progress, or how will they know that students are learning and benefiting from all of these actions? More importantly, how will they know what is going well and what they need to change in order to better inform their practice? This is where the HLPS become a very valuable resource for BC educators. For this school, using the following HLPS may help consolidate student learning around healthy eating:

Healthy Eating Grade Level: 4 to 6

Emerging	Developing	Acquired	Accomplished
Snapshots The student requires assistance to access and understand what constitutes a balanced, healthy diet according to <i>Canada's Food Guide</i> ; needs support to identify influences on eating habits and understanding the link between nutrition and physical activity	The student can access and demonstrate some understanding of a balanced, healthy diet according to <i>Canada's Food Guide</i> ; identify some influences on eating habits; understand some of the links between nutrition and physical activity	The student can access, evaluate and demonstrate an understanding of a balanced, healthy diet according to <i>Canada's Food Guide</i> ; identify influences on eating habits; understand the link between nutrition and physical activity	The student can access, understand, evaluate and advocate for a balanced, healthy diet according to <i>Canada's Food Guide</i> , with an awareness of various influences on eating habits; clearly understand the link between nutrition and physical activity
With assistance, the student will: <ul style="list-style-type: none"> access information in <i>Canada's Food Guide</i> about food groups and total servings that enhance health for their age group evaluate information from the <i>Guide</i> to develop their personal dietary plan for a full day, including snacks communicate minimal information to others about what a daily, healthy, balanced food plan looks like and why it's important communicate to others the importance of healthy eating identify some food marketing practices identify a variety of influences on eating habits participate in healthy eating and physical activity sometimes participate in healthy eating and physical activity with reluctance 	The student will: <ul style="list-style-type: none"> access some information in <i>Canada's Food Guide</i> about food groups and total servings that enhance health for their age group evaluate some information in the <i>Guide</i> to develop their personal dietary plan for a full day, including snacks communicate partial information to others about what a healthy and balanced daily food plan looks like and why it's important recognize that healthy eating choices differ according to different cultural, racial, religious beliefs identify some food marketing practices identify and describe some influences that family, peers, media and marketing have on eating habits understand that these influences affect their own personal eating habits understand some 	The student will: <ul style="list-style-type: none"> access information <i>Canada's Food Guide</i> about food groups and total servings that enhance health for their age group evaluate information in the <i>Guide</i> to develop their personal dietary plan for a full day, including snacks describe and demonstrate healthy eating choices actively make healthy eating a personal choice recognize and communicate that healthy eating choices differ according to different cultural, racial, religious beliefs identify and describe food marketing practices identify and describe the influences that family, peer, media and marketing have on eating habits understand which influences affect their own personal eating habits understand and communicate the relationship between healthy eating and physical activity actively demonstrate 	The student will: <ul style="list-style-type: none"> confidently access, evaluate and communicate information in <i>Canada's Food Guide</i> about food groups and total servings that enhance health for their age group evaluate, plan and fulfil their dietary goals based on information in the <i>Guide</i> and be able to give reasons for their choices advocate for personal, family and community change that enhances daily healthy eating actively make healthy eating a personal choice advocate for healthy eating choices with respect to different cultural, racial, religious beliefs recognize and evaluate the influences of family, peers, media and marketing practices on their eating habits and make appropriate healthy choices understand, communicate and promote to others the relationship and benefits of healthy eating and physical

	of the connections between healthy eating and physical activity <ul style="list-style-type: none"> participate in healthy eating and physical activity occasionally 	daily healthy eating and physical activity	activity to overall healthy living <ul style="list-style-type: none"> actively demonstrate daily healthy eating and physical activity
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Using the rubric above, classroom teachers have a means of gauging student learning progressions. The HLPS are also a tool for students, helping them see where their learning is currently, as well as where they need to go in order to move across the continuum of learning.

For more information about the HLPS, including links to all HLPS Quick and Elaborate Scales, visit the BC Ministry of Education website at:
http://www.bced.gov.bc.ca/perf_stands/healthy_living/welcome.htm.