

Sample Performance Assessment

Content Area: Comprehensive Health

Grade Level: Six (6)

Instructional Unit Sample: Media Messages and Your Health

Colorado Academic Standard(s): CH09-GR.6-S.4 – Prevention and Risk Management

Concepts and skills students' master: Risks, Effects, Decision-making, Influences, Media, Behaviors, Information, Choice, Perception, Reality, Refusal Skills, Communication, Wellness

Unit Description

This unit, [Media Messages and Your Health](#), looks at alcohol and tobacco use through the lens of informational awareness, skill building, and positive decision making. During this 3-4 week unit, students will examine and differentiate between media/ social portrayals and the realities of alcohol, tobacco, and other drug use and abuse. Students will also reflect on how media and advertising influence their personal decisions while gaining skills to critically analyze powerful media influences.

Performance Assessment Description

As a student group of health advocates, you have been asked to create interactive performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following: health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and effective strategies for self-advocacy to refuse use/abuse. Throughout your presentation you will emphasize the need for and usefulness of accurate information and its connection to maintain healthy interpersonal relationships by allowing your peers to consider these questions:

1. Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential?
2. Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential in fostering positive peer interactions and relationships?



RUBRIC: MEDIA MESSAGES AND YOUR HEALTH

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Research (accessing information) needs template	Uses 4 credible sources to find accurate, relevant information and includes bibliography	Uses 3 credible sources to find accurate, relevant information and includes bibliography	Uses less than 3 credible sources to find accurate, relevant information and includes bibliography	Does not use credible sources to find accurate, relevant information and/or does not include bibliography	20
Presentation (presentation, skit, video, PSA) needs peer evaluation template	Demonstrates a risk behavior, its effects, and its consequences, conflict resolution and refusal skills <u>and</u> produces a presentation for use with social media	Demonstrates a risk behavior, its effects, and its consequences, conflict resolution and refusal skills in the classroom.	Is missing one of the concepts/skills below: Demonstrates a risk behavior, its effects, and its consequences, conflict resolution and refusal skills in the classroom.	Is missing two or more of the concepts/skills below: Demonstrates a risk behavior, its effects, and its consequences, conflict resolution and refusal skills in the classroom.	50
Reflection (thoughts on how they will use their learning experience to make healthy personal choices) needs template	Thoughtful and includes at least 3 of the concepts and skills listed above.	Thoughtful and includes at least 2 of the concepts and skills listed above.	Thoughtful and includes at least 1 of the concepts and skills listed above.	Not thoughtful and/or does not include concepts and skills listed above.	30
				TOTAL	100



Performance Assessment Development Template

Who is developing this performance assessment?	
Name: Colorado Content Collaborative in Comprehensive Health	Position/Affiliation: Colorado Content Collaborative in Comprehensive Health

I. CONTENT STANDARDS	
Content Area: Comprehensive Health	
Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	CH09-GR.6-S.4-GLE.1 Analyze the factors that influence a person's decision to use or not use alcohol and tobacco; GLE CH09-GR.6-S.4-GLE.2 Demonstrate the ability to avoid alcohol, tobacco, and other drugs
Grade Level(s)	Sixth Grade
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4
What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."	<ul style="list-style-type: none"> ➤ Historically, alcohol and tobacco were not considered harmful. <i>Misconceptions exist about the health impact of legal substances</i> ➤ Social networks support positive (or negative) decision making. <i>Saturation and depiction of substance use in the media sends conflicting messages</i> ➤ Marijuana is legal in some states and is sometimes used in a medical manner. ➤ Learning to respectfully and assertively communicate sets the foundation for healthy choices
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Media Messages and Your Health	The students will produce a written script and perform a live skit, recorded commercial, or Public Service Announcement (PSA). Project elements could include research notes, bibliography, script/rubric and/or evidence of assigned roles for each group member. The student will conclude with a personal reflection on how they will use their learning experience to make healthy personal choices.



II. Claims, Skills, Knowledge & Evidence	
Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i>	Successful completion of this task would indicate... <ul style="list-style-type: none"> ➤ Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills.
Skills. <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i>	Student should be able to... <ul style="list-style-type: none"> ➤ Develop positive decision-making skills ➤ Identify positive alternative to substance use ➤ Analyze skills to remain substance free ➤ Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. ➤ Use accurate information about alcohol and tobacco effects on the body.
Knowledge. <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</i>	Student should know/understand... <ul style="list-style-type: none"> ➤ Decision-making skills ➤ Positive alternatives ➤ Substance free ➤ Internal and external influences ➤ Information on tobacco, alcohol and drug use
Evidence. <i>What can the student do/produce to show evidence of the above knowledge and skills?</i>	Student will show evidence of skills and knowledge by... <p>The students will produce a written script and perform a live skit, recorded commercial, or Public Service Announcement (PSA). Project elements could include:</p> <ul style="list-style-type: none"> ➤ Research notes and bibliography, ➤ Script/rubric and/or evidence of assigned roles for each group member, and ➤ Personal reflection on how they will use their learning experience to make healthy personal choices.



III.A. PERFORMANCE TASKS: Instructions to the Student

Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

As a student group of health advocates, you have been asked to create interactive, performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following:

1. Identify health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and
2. Demonstrate effective strategies for self-advocacy to refuse use/abuse.
3. Reflect on the need for and usefulness of accurate information and its connection to maintain healthy interpersonal relationships by allowing your peers to consider these questions: *Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential? Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential in fostering positive peer interactions and relationships?*

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

The students will produce a written script and perform a live skit, recorded commercial, or Public Service Announcement (PSA). Project elements could include research notes, bibliography, script/rubric and/or evidence of assigned roles for each group member. The student will conclude with a personal reflection on how they will use their learning experience to make healthy personal choices.

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

As a student group of health advocates, you have been asked to create interactive performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following: health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and effective strategies for self-advocacy to refuse use/abuse. Throughout your presentation you will emphasize the need for and usefulness of accurate information and its connection to maintain healthy



interpersonal relationships by allowing your peers to consider these questions:

1. Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential?
2. Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential in fostering positive peer interactions and relationships?

Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

Refer to resources in learning experiences #2 and #3.

The teacher may choose to provide students with guides or worksheets for individual and group work such as:

- Research template with bibliography
- Group roles
- Self-reflection format
- Peer-assessment of presentation

Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

N/A

Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

Teacher should monitor each phase of the process:

- Research
- Presentation
- Reflection

Provide any other relevant information for the students' instructions.

- Please refer to the rubric often!
- Ensure each group member has a role in the presentation
- Each team member will peer-assess the other groups' presentation
- Each team member will self-reflect



III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Sixth grade students should have a working knowledge of the effects and dangers of tobacco, alcohol and other drugs. This is a sensitive unit however, and teachers should be aware that:

- Clear classroom norms should be established at the beginning of the unit to respect confidentiality, avoid personal questions, and maintain an open, non-judgmental environment.
- Not all students will have the same access to the same media outlets
- Some parents may openly use substances at home
- Some students may already be negatively affected by their own personal experiences
- Groupings should be carefully considered to ensure a balance of students with varying levels of exposure
- Recreational Marijuana is legal for use by adults 21 and over in the State of Colorado

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

- Adequate space for presentation
- Technology needed for presentation (projector, screen, music, speakers, computer, etc.)
- Audience arrangement (so that everyone can see and hear)

What materials should be provided to students? Be as specific as possible.

Presentation technology, ie. Cameras, iPads, presentation software, props, space to practice presentations, etc.

What materials should the student bring to the performance assessment session? Be as specific as possible.

- Completed rubric
- Research notes and bibliography
- Script
- Props

What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?

N/A



Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.

As determined by the teacher. The teacher should be monitoring student's rehearsal times so that the presentation runs in the allotted time and covers the content.

Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

Teacher discretion. If students have submitted a recorded presentation, that can be uploaded into a folder for future review.

During the Performance Assessment Session

How should the educator respond to students' questions?

- Refer students back to the assessment instructions and expectations.
- Encourage them to consult the rubric often.
- Answer clarifying questions
- Assistance with technology access should be provided on an as needed basis.

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

- Follow script provided by students
- Scoring rubric
- Keep time
- Help facilitate discussion (if that is a part of the students' presentation)
- Intervene as necessary

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

- Research notes
- Script
- Rubric
- Reflections

What information should the educator give the student at the end of the performance assessment session?

Feedback based on rubric.



**Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator?
How should the workstation be cleaned?**

Previous presenters remove their materials; Upcoming presentation has time to set up with teacher assistance

Other relevant information for the educator's instructions:

Teacher may want to ensure student accountability by using Self and Peer-assessments of contribution to collaborative work

Teacher may want to ensure audience accountability by using Peer-assessments or note-taking

III.C. PERFORMANCE TASKS: Other Considerations

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

- Research notes
- Script
- Rubric
- Reflections
- Video of presentation (optional)

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

- Peer-evaluation form for audience
- Teacher evaluation guide
- Script writing prompts <http://www.wikihow.com/Make-a-Skit>
- Research guide and/or bibliography guide (if needed)
- Collaborative group roles



III.D. PERFORMANCE TASKS: Accommodations

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

- Consult student case manager for suggestions
- Extra time
- Differentiation of tasks/roles
- Choice of presentation format

IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

- Knowledge of Comprehensive Health Standards
- Understanding of skill-based teaching strategies
- Content and skill knowledge
- Understanding of collaborative/small-group process
- Access to exemplars
- Technology proficiency



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

