



Chapter 4

APPLYING PERFORMANCE ASSESSMENTS AND PERFORMANCE TOOLS

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Chapter 4



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Introduction

Performance assessments and assessment tools assist teacher candidates in measuring the knowledge and skills of their students. This chapter addresses what teacher candidates need to know and be able to do in order to understand performance assessments and assessment tools in relationship to standards-based learning.

Before beginning a discussion about assessments and assessment tools, it is important to understand the changes that have taken place not only in health education, but in all subject areas as students are challenged to demonstrate that their knowledge results in increased use in their everyday lives as productive citizens. As a result, there has been a major shift in emphasis from the learning of knowledge to the learning of skills. Health educators also have changed their focus from learning for its own sake, to learning within the context of its relation to life skills such as personal health skills, inquiry, technology, and social and historical perspectives. This shift in focus is referred to as contextualized knowledge. “Contextualized knowledge implies knowledge gained in the performance of meaningful tasks as opposed to isolated knowledge.” (Helm, J., Beneke, S., Steinheimer, K., 1998, p. 203) As a result, we also see a shift in emphasis to performance as opposed to cognitive learning. Integration of health into other disciplines is encouraged as well as an emphasis on activities that promote health skills over an extended period of time.

Teacher candidates in health education will find this contextual learning both useful and challenging. Useful, because much of what is done in health education incorporates activities that promote skills as demonstrated in Chapter 2, and challenging because it is more difficult to assess performance than knowledge. When students are asked to perform the skills that they have learned, the question becomes: “How can we document that students are, in fact, performing at levels that meet the intent of the learning standards, and demonstrate competency?”

Traditionally, assessments in health and other disciplines have consisted mainly of written tests. More recently, assessments have begun to focus on performance within the context of real-life experiences. Terms such as performance assessments, authentic assessments and alternative assessments simply mean measuring performance in as close to a real-life situation as possible as an alternative to written tests. (See Glossary) For the purposes of this chapter, performance assessment means not only assessing or measuring performance, but also as an authentic alternative to written tests.



Performance assessments also relate directly to assessing the performance of skills to meet one of the Health Education Learning Standards. Instruments that delineate degrees of acceptable performance assess or measure how well students perform these skills. Examples of such instruments may include various assessment tools, such as a rubric, or a specific criteria list.

This chapter will address performance assessments and assessment tools as they relate to standards-based learning. Chapter 2, related to skills-based learning explains how the development of skills relates to the learning standards. In Chapter 3, skills are presented as part of a learning experience where students are expected to perform or demonstrate that learning has taken place within an experiential framework. In this chapter, the concept of performance assessments and a description of some assessment tools will be presented.

Performance Assessments

The purpose of performance assessments is to aid in the planning and evaluation of future instruction, as well as to demonstrate mastery of skills previously taught. It also serves to motivate students, enhance learning, and measure achievement (New York State Education Department, 1997, Part 111.1, p. 3). This approach is not new to experienced educators who have always used assessment as a tool to measure what has been taught as a framework for what future instruction should be. What is changing however, are the ways in which instruction is evaluated and the assessment of achievement is demonstrated. Although written tests can serve as fair indicators of cognitive knowledge, educational reform is demanding documentation of proven efficacy and actual skills learned.

The Assessment Process

Performance assessments are designed to determine whether students have met the New York State Learning Standards based on instruction and experiences in the classroom. Assessments may be completed in the classroom in a single lesson, or on a larger scale, in a unit. A performance event is an assessment of learning in single class period; whereas a performance task is an assessment of learning over a longer period of time, perhaps the length of a unit or to measure learning that has taken place over several days.

In a performance event, teachers may choose to assess individual learning through written self-reflections or questionnaires, for example. Performance tasks are generally more involved because of the duration of time. As a result, more is at stake. Performance tasks require that instructors focus on the objective(s) and skills to be assessed. The lessons must then be tailored to teach those skills, and a performance task must be designed to measure attainment. Performance tasks assess both health knowledge and health skills. Ultimately, they assess not only what students know, but also what they are able to do. Performance task development is further defined in this chapter.

Assessing Throughout the Learning Process

Learning that take place over a period of time can be assessed at different points throughout the learning process. Because assessment can take the form of either a product or a performance as the instructor is assessing skills, the assessment tool(s) used for evaluation can vary as a student progresses through the learning process.



When learning is centered on the knowledge and skills of individual students, the timing of the assessment may be a determinant in the selection of assessment techniques. There are three approaches to timing assessment to reflect different phases of the learning process. Teacher candidates will need to review proposed lessons or learning experiences and determine when assessment should take place for that particular instruction.

Diagnostic Assessment

When the instructor is unsure of the student's knowledge base or skill level, a diagnostic tool can be used to assess where students are in the learning process. Since this occurs in the introductory stage, a diagnostic tool can be used as a gauge to determine what students already know. At this stage of the learning process, there are few, if any, consequences for the students. For example, reflecting upon how anger management relates to violence prevention or demonstrating knowledge about how the media influences the sale of sex and drugs could be used as diagnostic tools prior to actual instruction. The teacher candidate can then assess current knowledge, attitudes, and beliefs and plan for instruction based on what students know.

Formative Assessment

A formative assessment is ongoing and occurs throughout the learning process. A formative assessment can assist a teacher candidate in determining whether learning is taking place, and gives the student an opportunity to self-correct before a final product or performance takes place. For example, preliminary sketches for an anti-smoking campaign or assessment of student refusal skills relating to alcohol during health lessons could be used as formative assessments.

Summative Assessment

Summative assessment is a culminating evaluation used to determine how well students have achieved the predetermined objectives or skills. In traditional terms, it is a test or final exam. In standards-based learning, summative assessments can include a performance task or project to demonstrate student skill development in real-life situations. Examples such as a video production for prevention of steroid drug use among athletes, a media campaign against drug advertising targeted for a school sports event, or development of a radio announcement for conserving water could be used as summative products.

Types of Assessment

To document the learning process, the teacher should have a variety of assessment instruments to choose included in their selection. Depending upon the availability of instructional time, and the level of documentation needed to prove instructional efficacy, some forms of assessment may be preferred over others.

Learning experiences and opportunities that focus on both knowledge and skills of individual students are referred to as Learner Centered Initiatives. This term refers to products, performances, and processes that result when learning takes place. Higher-level performance tasks usually result in a product or performance. The lower-level performance of skills during a lesson can be part of a more complex or detailed process that leads to a product or performance. The preliminary steps taken toward a task or project can also be part of the same process. Following are some examples of learner-centered initiatives.



Product: Items that are physical and can be collected or retained, such as a video, a self-reflection essay, a poem, or a portfolio. A product is the tangible and stable residue of a performance and the processes that led to it.

Performance: Something acted upon and brought to completion. To perform in the cognitive context involves demonstrating one's knowledge to bring to fruition a complex product in which one's knowledge and expertise are revealed. In health education, presenting the results of a survey, engaging in a debate, or participating in a skit showing decision making skills can be a performance. Similarly, music recitals and oral exams are performances.

Process: In the context of assessment, the process refers to the intermediate steps the student takes in reaching the end product specified by the assessment. Process thus includes all strategies, decisions, sub-skills, rough drafts, discussions, debates, role playing and rehearsals used in completing the given task. Preliminary discussions and input about media influences on alcohol abuse, for example, can be part of the process toward an end product (i.e., video or community presentation).

Teacher candidates need to understand and practice performance assessments. This chapter provides further direction regarding performance assessment with a review of three components: the performance event, the performance task, and the rubric.

Performance Event

Performance events are designed to assess health skills performed in a single lesson. Teacher candidates must determine whether students learned the skills relating to the learning standards reflected in this lesson. A performance assessment during a lesson could include a general observation of skills or questioning to see if skills were learned. This is not new to education. A performance event, however, is an assessment developed to document that learning took place. The need to document that learning has taken place is the critical change for teacher candidates to understand. How do we document that participating in health education is having a positive effect on the physical well-being of students and their behavior?

Performance events are usually presented in a written format. For example, a self-reflection before, during and at the end of a lesson could compile the elements of a performance event. Teacher candidates can get the necessary practice in developing performance events by designing lessons that use performance events to assess performance of skills. Following are examples of two ways that reflection can be incorporated into different topics to assess the effectiveness of learning in a classroom setting.

- ***Develop a set of key questions that could stimulate thinking and reflection in a classroom regarding relationships and sexuality education***

Skill: Self Esteem

- Question: What qualities would you bring to a relationship?
 What are the qualities you would look for in a relationship?
 What qualities in a relationship would make you uncomfortable?



- ***Create Dyad checks by pairing students into dyads and having them rate each other's response (using a scale such as strongly agree, agree, disagree, strongly disagree) related to substance abuse prevention***

Skill: Refusal Skills

Statement: If your boyfriend offers you a cigarette, you should smoke it.
It's cool to drink at parties when everyone else is drinking.
To go along with the crowd is the right thing to do.

There are many ways that reflection or other assessment tools can be incorporated into lessons as performance events. A lesson plan for mental health (Handout 4.1) at the conclusion of this chapter offers an opportunity to have teacher candidates practice performance events for different grade levels.

Performance Task

Performance tasks are challenging activities that can be student- or teacher-generated that are conducted over a period of time. They are designed to assess the learning of skills in a unit of study and are usually embedded in projects throughout the curriculum. Teacher candidates need to have an understanding of how to design performance tasks that assess the specific skills to be learned in the unit of study. When possible, it is desirable to integrate other academic subject material into the task. Teacher candidates are also encouraged to incorporate different learning styles into the performance tasks they choose.

Teacher candidates can practice designing a performance task

When developing units of study, teacher candidates are expected to include a specific number of skills that are related to the instructional objectives. In each lesson objectives should be given, and the health skills students are expected to perform should be clearly defined. When teacher candidates demonstrate a consistent understanding of the relationship between the skills and objectives, the foundation for the task is established.

Sample teaching ideas to practice developing a performance task

1. Ask teacher candidates to develop a four-lesson unit in one content area of health in which they will use an assessment plan.
2. Ask them to outline objectives and skills for each lesson. Teachers must be clear on what they want their students to know and be able to do.
3. Have teacher candidates select two objectives and two skills from the four-lesson unit. Select two objectives and two skills that determine what students should know and be able to do at the end of the unit.
4. Design a task or have students help design a performance task.



Example – Environmental Health-Grade Four

Lesson 1

Objectives: Students will identify the various types of pollution and their causes. Students will list two health problems associated with five areas of pollution.

Skill: Environmental knowledge (functional knowledge)

Lesson 2

Objectives: Students will differentiate between an environment with and without recycling.

Students will list five ways to recycle.

Skill: Analysis of internal and external influences on the environment

Lesson 3

Objectives: Students will identify five ways in which people pollute lakes and rivers.

Students will brainstorm five ways to solve the problem of water pollution.

Skill: Goal setting/decision making

Lesson 4

Objectives: Students will identify four ways that they can help prevent environmental pollution.

Students will identify three community agencies that help protect the environment.

Students will list one way that they can help change environmental laws.

Skill: Advocacy

Designing a performance task

A performance task assesses the performance of skills, addresses learning standards and different learning styles, integrates different subjects but is also challenging, provokes levels of learning, requires research, and simulates real-life issues.

Regardless of the age or grade level of the student, a successful task or project has certain common characteristics. According to G. Wiggins, co-author of *Understanding by Design*, teachers should ask themselves, “What content, standard, or learning goals will the task assess? What is it the student should know and be able to do?” and design backwards. In other words, think of the outcome and then design the task or project.



The five common characteristics of an effective task include the following:

1. *Authentic*: Real-life situations that you might encounter outside the classroom; simulates a job or life.
2. *Rigorous*: Student must think, reason, and problem solve to show understanding of the content.
3. *Engaging*: It cannot be just fun; it must inspire, motivate, and provoke thought and perseverance.
4. *Coherent*: It must be well linked. Why am I (teacher) doing this? It must comprise multiple performances that flow and make sense.
5. *Valid*: The product or performance must clearly relate to content or learning goal if it measures what it claims to measure.

There are other considerations as well:

- Does the task address differing learning styles? (verbal, visual, interpersonal, and others)
- Does it integrate different disciplines?
- Does it involve different research skills including technology?

It is useful to practice and brainstorm ideas for performance tasks among peers and build on each other's creativity. Through practice and successful experiences, the task should get easier. A list of potential performance tasks grouped by content areas for health is provided in Handout 4-2.

Designing a Performance Task Using Environmental Health-Grade Four

For students to be able to solve environmental water problems and be advocates for environmental health, design a task for fourth graders that is challenging, requires research, addresses different learning styles, integrates different subjects, uses real audiences and demonstrates creativity. Teacher candidates can assume the role of fourth grade students to demonstrate skills and objectives used in prior lessons. For example, a student-generated skit that shows lake plants and animals in environmental danger would assess the objectives and skills mentioned in the above four-lesson unit. Simulate the division of teacher candidates into four groups as if they are fourth graders.

Each group will be asked to do a skit. The directions will be to:

- Demonstrate problem solving/decision making skills learned in class.
- Think of ways to persuade others not to pollute.
- Develop a story line with realistic characters.
- Adopting the role of plants and animals, have students voice concerns about the water in which they live.
- Identify problems (plants and animals are in danger if humans pollute).
- Identify solutions (decide what the plants and animals should do to survive).



Each group will be graded according to how well they incorporated the directions into their skit in a creative and fun way. Fourth graders could present their skit to parents and the rest of the school. Teacher candidates can get practice in participating and designing a performance task through the above example. Art, music, and interpersonal communication skills can be incorporated into this task. It meets many of the common characteristics of a performance task.

Putting it to work in health education

Several health educators have devised a simple grid that encompasses standards, performance indicators, performance tasks and assessment tools visually on one page. It simplifies the assessment process and it helps the teacher determine what students are expected to know and be able to do, and what objectives and skills the task measures. A blank copy of the grid is available in Handout 4.3. A completed copy of the grid in Handout 4-4 demonstrates the development of a performance task related to Environmental Health at the middle school level.

Following are recommendations for using the grid (Handout 4-3) as a tool to develop performance assessments for learning experiences.

- *In the left upper grid:* Identify which State or national standards link to the skills and objectives stressed.
- *In the upper right grid:* Fill in the performance indicators that correspond to these standards.
- *In the middle grid:* Identify the skills selected from the four-lesson unit and identify the objectives selected from the four-lesson unit.
- *In the lower left grid:* Identify a task or project that addresses the skills and objectives that are stressed in the unit or lesson.
- *In the lower right grid:* Design a scoring system, rubric, or criteria list. Following is a discussion of some assessment tools.

Assessment Tools

Defining Assessment Tools

Teachers need to know what assessment tools are and how to design them. Performance assessments include both the tasks and the evaluation. Teachers need to know how to design a task or project that is authentic and embodies the curriculum, and at the same time measure learning. Also, teachers need to know how well the learning task crosses the cognitive, affective, and psychomotor domains. Teachers will also need to know when a student has a “basic understanding” versus having “mastered” a task or problem posed by the learning experience. To delineate these differences they will need a scoring device. This is difficult and subjective when we attempt to score or grade an authentic performance or product as opposed to a standardized measurement such as a written test, unless an appropriate assessment tool is developed. Assessment tools such as rubrics and criteria lists provide objectivity when measuring levels of performance.



Assessment tools are designed to measure levels of performance in standards-based learning. Scoring devices correlate to levels of performance to determine what mastery is as well as what represents poor quality. Rubrics and criteria lists (or checklists), are two of the more well known assessment tools. They are evaluative as well as instructional. Other assessment tools are available as well, and can be adapted to measure skill development.

Assessment tools evaluate student performance. When they are provided to students at the beginning of an assignment, they give the student an idea of what is expected as well as a standard for which to reach. Students do not have to guess at what the instructor wants. Additionally, rubrics and criteria lists inform the students of how they will be graded, where their strengths and weaknesses are, and how to improve their performance.

Defining Rubrics and Criteria Lists

Rubrics defined

“A rubric is a set of scoring guidelines that differentiates levels of performance and serves as a blueprint for the student to better understand current performance levels and the means to achieve excellence. A rubric may take various forms or formats.” (Learner Centered Initiatives, 1998, p. 43) Rubrics require significant thinking and are most often used for multiple tasks or significant performance tasks.

Criteria lists defined

Criteria lists are helpful in evaluations and assessments and are not as involved as rubrics. Criteria lists are checklists that teachers can use throughout the learning process. They identify the requirements that must be included in their performance to be considered high quality (CCSSO-SCASS, 1997, p. 95). Usually, criteria lists define features of particular parameters that can be considered in evaluating student performance. These features characterize the desired level of performance.

Developing a Rubric

Within this chapter, rubrics are further defined, as many schools are expecting teacher candidates to be proficient in the use of rubrics in the classroom. Rubrics are excellent tools that can assist teacher candidates in analyzing student performance within a standards-based learning experience. Teacher candidates need to know how to write or design an analytical rubric. Rubrics usually are designed in a grid format, with domains listed on the left side of the grid, and a scoring scale across the top. The literature describes many names for the term “task or domain attribute” (down left side of grid). Terms commonly used to describe the dimensions of a rubric include domain, task, attribute, criteria and dimensions. They all refer to the breakdown of important skills, concepts, or criteria to be measured /graded and fit into the blocks on the left of the grid.

Analytical rubrics are relatively easy to write, but involve thoughtful consideration. The process involves deciding what skills, concepts or criteria are most important when grading a student’s performance. In measuring or grading a performance task in the environmental skit, for example, the questions instinctively asked would be, “What is important? How would distinctions between each student performance be accomplished? What counts? What dimensions have to be assessed? What are the three or four most important or obvious dimensions? What skills or concepts am I assessing?”



These would be placed in the left side of the grid. Defining the dimensions is the most difficult task in designing a rubric.

Following is a step-by-step description in designing a rubric. Handout 4-5 provides an example of a completed rubric. Handout 4-6 provides a blank rubric format that can be used as a template in designing rubrics for additional learning experiences.

Step 1 Determining the Dimensions

- Brainstorm possible dimensions. Collapse the listing of dimensions into critical categories. Decide on which categories relate directly to the dimensions for the given experience.
- If, for example, using Handout 4-5, fourth grade students are asked to perform a skit for an environmental health unit, their task is to portray:
 - What happens to fish when water in lakes is polluted?
 - What can be done to prevent water pollution?
- Dimensions could then include on the left side of the grid:
 - Character credibility and development of story line.
 - Problem solving/decision making: What happens to the ecosystem, people, health? What can we do about the problem? What are possible solutions? What are possible consequences of each possible solution? Select the best possible solution.
 - Advocacy Skills: Who is the audience? Is the approach appropriate for the particular audience? Does the student take a clear, health-enhancing stand? Does she/he passionately take a stand and promote that stand?

Step 2 Rating levels

- Determine the number of rating levels. Usually there are at least four. The size of the grid is dependent upon the number of ratings selected. An even number of ratings usually eliminates the tendency to “rate in the middle”.

Step 3 Scoring scale (across top of grid)

- Assign score points to each level of performance on a continuum. A scoring scale provides the learner with a sense of what each column means in terms of performance.
- Define the scoring scales. Typical scoring scales go from excellent to needs improvement. For younger children, naming the scoring scales with colorful descriptions helps them relate to the ratings.
- Numbers, symbols or words can be used as long as they clearly rate levels of performance from highest to lowest. Students can participate in the development of rubric ratings.

Step 4 Descriptors

The fourth step in writing a rubric is describing the levels of performance within each dimension (descriptors). The descriptors can define for students whether they are meeting criteria at a higher level, and can provide immediate feedback to the stu-



dent. There are several ways of developing descriptors. One approach is to think of descriptors for the highest level (4) and lowest level (1). Once these parameters are defined, then the descriptors for level 3 and level 2 become easier to develop. Others in the field recommend beginning with the third level and then developing the other levels. Once teacher candidates gain experience, the format and where to begin the development process will differ from person to person.

- Write descriptors for each dimension. Start with the highest (4) and the lowest level (1).
- Fill in descriptors for level 3 and 2.
- For the environmental skit, under the PROBLEM, the highest level descriptor might be: Demonstrate what happens to them and their water as a result of human choices.
- The lowest level might be: Students did not demonstrate potential results of human choices.
- The total score represents the number of points earned. For example, if four levels of performance and four dimensions are assigned, the best possible score would be a total of sixteen points. A student who scored a three, a four, a one and a three, would earn eleven points.

Pulling Together the Performance Task and Rubric in Standards-Based Education

Once a performance task is designed, the ability to design a rubric to measure the quality of that task will complete the picture. A performance task then becomes a performance assessment. It is a challenging task that assesses whether students have learned certain health skills in prior lessons, units, or curriculum. An assessment tool or rubric then measures the gradations of how well the performance task was performed. Within Handout 4-5, after extrapolating skills and objectives from the environmental health unit in grade four, the skills and objectives were then narrowed down to the generic skills of problem solving/decision making and advocacy skills. In this example, the expected student behaviors are that students: 1) Will choose not to pollute; and 2) Be community advocates (educate parents and community).

To ensure that performance tasks related directly to the national or New York State learning standards, teachers need to review those skills and objectives that have been taught to their students against the national or State standards and performance indicators. This will help ensure that design of the performance task or project for their students incorporates and/or assesses those skills. The design of a rubric that measures different levels of quality for the performance task will then provide the framework to measure whether those skills are acquired. Handout 4-3 provides a template to assist teacher candidates in linking all elements of planning together by linking the performance task to the standards and to the rubric.

Evaluation of Rubric Development in Health Education (for instructors of teacher candidates)

When teacher candidates design their rubric, a criteria list to guide them in the development of their rubric is helpful. How does the instructor assess the teacher



candidate's rubric? The need for assessment criteria for rubric development becomes evident. This is a beneficial instructional tool for the teacher candidate and an evaluative for the instructor as well. Consider the following when designing a rubric. What do you want to measure? What standards will be addressed? Will the rubric be completed prior to instruction? Included in the handouts are two types of assessment tools to measure quality rubrics, a criteria list, Handout 4-7, and a rubric designed to assist in measuring rubrics, Handout 4-8.

Conclusion

In conclusion, rubrics or criteria lists are useful evaluative and instructional tools. When used to assess a performance task, they give the student a clear idea of what is expected of him or her. Rubrics and criteria lists take the guesswork out of grading subjective performances and truly raise the standards in the educational process and finally, it gives pupils something to reach for and a stake in the learning process.

The following handouts will further assist preparation of teacher candidates who are knowledgeable about performance assessments and assessment tools.

Handout 4-1 provides a lesson plan for mental health using a performance event.

Handout 4-2 identifies a list of performance tasks by content area which can provide a starting point to determine potential tasks for performance assessment.

Handout 4-3 is a template to develop the framework for a performance assessment plan. This handout has also been provided as a transparency for use in the classroom.

Handout 4-4 gives an example of a completed performance assessment plan for a specific topic related to environmental health.

Handout 4-5 creates a rubric for assessing a performance task related to the topic of environmental health and can be used in conjunction with the previous handout.

Handout 4-6 is a template that can be used for creating rubrics to assess performance tasks. This handout has also been provided as a transparency for use in the classroom.

Handout 4-7 is a comprehensive criteria checklist for analyzing the essential components of a rubric.

Handout 4-8 illustrates the components of a rubric that can be used to assess rubric design.



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Lesson Plan for Mental Health Using a Performance Event

New York State Learning Standard # 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Performance Indicators

Know some personal and social skills that contribute to individual safety that become evident when students identify ways to show respect for themselves and others.

Skills Development: Self Esteem

Objective: Students will identify positive qualities about their classmates.

Activity: Self Esteem Booklet

1. Make cards the size of a greeting card. Give students a card and have them design and personalize it so that it is identified with them.
2. Have students sit in a circle and pass their own card to the right (two or three people) until teacher says to stop.
3. Instruct students to write on the card that they receive the positive qualities of the person. Stress that negative comments will not be accepted or addressed. The comments must be appropriate, and students should avoid overused words such as nice or cool.
4. Keep passing cards one person to the right until each student has his or her own card.
5. Discussion: Follow up with process questions. How did that make you feel? Were you surprised by some of the comments?

Performance Event: Individual Self Reflection

Younger students need more direction and guidance.

Self Reflection—Grade Nine

Write a one-page self-reflection. How did your classmates' comments affect you? Include how you felt writing about others.

Self Reflection Questionnaire—Grade Four

When you got your card and read it, how did it make you feel?
Were you surprised by any of your classmates' comments?
Is it easier to see people's good points or bad points? Explain.

Using Self-Reflection as a Performance Event

Collect and review the self reflections from each student.





Potential Tasks for Performance Assessments

List of Performance Tasks by Content Area (CCSSO-SCASS)(4)

Nutrition Education - Elementary

Project Options:

- Scientific method write-up
- Video
- Role play
- Oral report
- Play
- Puppet show
- Picture book
- Pamphlet

Environmental Health - Elementary

Project Options:

- Integrated computer presentation
- Video/slide show
- Role play
- Oral presentation to service organizations, students
- Play/puppet show
- Public service announcement
- Pamphlet
- Editorial for school/local newspaper
- Organized service learning plan (e.g. clean-up day)

Fitness/Wellness Program Evaluation - Middle School

Project Options:

- Action Plan
- Video
- Power point presentation
- Infomercial
- Newspaper story or advertisement
- Photo essay
- Oral presentation
- Radio ad
- Debate
- Oral report
- Interview
- Skit
- Commercial

Tobacco, Alcohol and Other Drugs - Middle School

Project Options:

- Skit
- Role play
- Bumper stickers
- Radio advertisement
- Interview
- T-shirt
- Comic

Tobacco, Alcohol and Other Drugs - High School

Project Options:

- Skit
- Presentation to younger students
- Role play
- Interview
- Advertisements
- Songs
- Raps
- Comic strip

Stress Management - High School

Project Options:

- Journal
- Diary

Sexuality and Family Living - High School

Project Options:

- Interview
- Journal
- Action Plan
- Role play
- Scenario
- Computer presentation
- Written report
- Oral presentation with visual aids





Performance Assessment Plan

<i>Standards: State or National</i>	<i>Performance Indicators</i>
<i>Skills Development</i>	
<i>Performance Task</i>	<i>Assessment Tool</i>





Willie the Whale Performance Assessment Plan

<p style="text-align: center;"><i>Standards: State or National</i></p> <p>#1 Students will comprehend concepts related to disease prevention.</p> <p>#6 Demonstrate ability to use goal setting and decision making to enhance health.</p> <p>#7 Demonstrate ability to advocate for personal, family, and community health.</p>	<p style="text-align: center;"><i>Performance Indicators</i></p> <p>#5 Describe how physical, social and emotional environments influence health.</p> <p>#1 Describe ability to apply decision making process to health issues and problems.</p> <p>#4 Demonstrate ability to influence and support others in making positive health choices.</p>
<p><i>Skills Development</i></p> <p>1. Problem solving in prior lessons:</p> <ul style="list-style-type: none"> • Students identified environmental health problems. • Students identified five ways humans can pollute water. <p>2. Advocacy skills in prior lessons:</p> <ul style="list-style-type: none"> • Students identified community agencies for environmental health. • Students developed ideas for community advocacy for environmental health. 	
<p style="text-align: center;"><i>Performance Task</i></p> <p>Students will demonstrate above skills in a skit adopting the role of plants and animals living in an environmentally dangerous lake.</p> <ol style="list-style-type: none"> 1) Develop a story line with realistic characters. 2) Voice their concerns from the perspective of plants and animals. 3) Demonstrate problem solving skills. <ul style="list-style-type: none"> * Identify problems (plants and animals are in imminent danger because of human indifference). * Identify solutions (decide what to do to solve the problems). 4) Advocate to prevent future problems. 	<p style="text-align: center;"><i>Assessment Tool</i></p> <p style="text-align: center;">(See Rubric)</p>

*Developed by Kathy Meany and Leslie Kassel, Shaker Junior High School
Modified by Mary Barrese, Adelphi University*





Handout 4-5

Rubric for Grading Performance Task

Willie the Whale Student Skit for Environmental Health

SCORING SCALE	4★★★★ Oscar Winning	3★★★ Oscar Nominated	2★★ Two Thumbs Up	1★ One Thumb Up
DIMENSIONS	DESCRIPTORS	DESCRIPTORS	DESCRIPTORS	DESCRIPTORS
Character Creativity and Development of Story Line	There are many creative, realistic characters that have unique personalities. Novel and interesting story line.	There are many unique characters that are personable. Interesting story line. Some creativity.	Little effort in developing characters and story line.	Characters and story line have little credibility. No evident story line.
Problem Solving and Decision Making Skills	Characters identify human choices related to water pollution. Demonstrates creativity as to what happens to them and their water as a result of human choices. Characters decide what to do to solve water pollution problems. Offers well-defined realistic solutions, with possible consequences of each possible solution. Identifies two or three efficient ways to prevent future water pollution.	Characters identify human choices related to water pollution. Demonstrates what happens to them and their water as a result of human choices. Lacks creativity. Characters decide what to do to solve water pollution problems. Offers several realistic solutions. Characters identify some efficient ways to prevent water pollution.	Characters identify few human choices related to water pollution. Vaguely demonstrates what happens to them and their water as a result of human choices. Message is not clear. Characters decide what to do to solve water pollution problems. Offer some solutions, not all realistic. Characters identify one or two ways to prevent water pollution. Message vague.	Characters do not identify human choices related to water pollution. Does not demonstrate what happens to them and their water as a result of human choices. The characters mention a solution. Not clear and/or realistic. No water pollution prevention effort was mentioned.
Advocacy Skills	Characters take a clear health-enhancing stand against polluting waters. Characters think of several ways to persuade others not to pollute.	Characters take a health-enhancing stand against polluting waters. Characters think of some ways to persuade others not to pollute.	Characters' stance against water pollution is not clear. Characters take only a personal stance. Characters are weak in persuading others not to pollute.	Characters do not take any stance against water pollution. No mention of involvement of another audience outside of classroom.

Total points = Rating level x number of dimensions

Mary Barrese, Adelphi University. Adapted for use in Excellence in Teaching, A Healthy Choice





Rubric Template for Grading Performance Tasks

SCORING SCALE →	DIMENSIONS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓

Mary Barrese, Adelphi University

Total points = Rating level x number of dimensions





Rubric Criteria Checklist (Yes or No)

Yes or No	Criteria
	Do dimensions link to New York State or National Standards? (Does it assess what students know and are able to do?)
	Validity: Does it measure what it is supposed to measure: the performance or product?
	Does it contain three or more of the most important dimensions for the performance or product being assessed? (Does it measure what “counts”?)
	Does it incorporate assessment of generic health skills where indicated?
	Does it contain a scoring scale that is clearly defined? (Including total points?)
	Are descriptors clearly differentiated and do they describe each level of performance?
	Are performance levels clearly divided into a continuum?
	Are they equidistant on that continuum?
	Does it contain an exemplar? (highest quality work, something for students to strive for?)
	Does it provide dimensions and descriptors that students can understand?
	Does the scale include four or more rating levels (points)?





Handout 4-8

Rubric for Rubric Development

SCORING SCALE →	4	3	2	1
DIMENSIONS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓	DESCRIPTORS ↓
Dimensions	Dimensions assess skills, concepts, or criteria in performance task. Includes three or more of most important concepts in performance task. Dimensions are accurate, relevant, and clear. Information is geared to student level of understanding. Dimensions measure what they are supposed to measure (performance task, etc.).	Assesses skills, concepts, or criteria in performance task. Includes three or more of most important concepts. Dimensions are accurate but need some clarification. Geared to student level of understanding. Dimensions measure what they are supposed to measure.	An important skill, concept or criteria is missing. Some inaccurate dimensions. Needs clarification. Needs simplification in order for students to understand dimensions. Dimensions measure some of what they are supposed to measure.	Skills, concepts or criteria in performance task not addressed. Dimensions are inaccurate and/or not relevant. Dimensions are not clear, not easily understood by students. Dimensions do not measure what they are supposed to measure.
Rating Levels	Includes at least four levels to be assessed. Levels are equidistant to one another. Exemplar (something for student to reach for high quality) included.	Includes at least 4 levels to be assessed. Levels are not equidistant to one another. Exemplar included.	Includes less than 3 levels or more than 6 levels. Confusion to students. Exemplar not included.	Includes less than 3 or more than 6 levels. Unclear distinction between levels.
Scoring Scale	Numbers, symbols or words are assigned to each level of performance. Highest to lowest or lowest to highest levels are clear. Includes scoring scale and/or total points that are clearly defined. Creativity used in designating levels.	Numbers, symbols or words are assigned to each level of performance. Highest to lowest or lowest to highest levels are clear. Includes scoring scale and/or total points that are clearly defined.	Numbers, symbols or words are assigned to each level of performance. Highest to lowest or lowest to highest needs clarification. Total number of points not made clear.	Numbers assigned to each level of performance. Total points not included.
Descriptors	Describes levels of performance across each dimension. Is consistent with descriptors across each dimension. Provides descriptors that students can understand. Descriptors are thorough (includes enough information for clarification). Defines and differentiates levels clearly.	Describes levels of performance across each dimension. Is consistent with descriptors across each dimension. Provides descriptors that students can understand. Descriptors are thorough. Levels need more differentiation.	Describes levels of performance across only 2 or more dimensions. Is consistent with descriptors. Descriptors are not at student level. Descriptors are not thorough nor do they differentiate levels	Same descriptors apply to 2 or more levels. Descriptors are not at student level of understanding.

Mary Barrese, Adelphi University

Scale Total points=16

