Performance Assessment Aligned with Skills-Based Health Education

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What will your students DEMONSTRATE to SHOW you their SKILL?

https://flipgrid.com/p9jh87
What does the planning process look like to ensure alignment?
UNIT PLANNING

Unit Goals

Unit Objectives (PIs/SLOs)

Lesson Lesson

Unit Assessment
Planning an Aligned and Skills-Based Unit

1. Plan unit goals and unit objectives.
   Link to example here:
   https://docs.google.com/document/d/1MShWx7lIQ0FPBrQWFaw9qbdUyQEcpxIV7Ld0Tc8Lgdng/edit?usp=sharing

1. Create unit assessment plan.
   Link to example here:
   https://docs.google.com/document/d/16d3rG3p1hjUVo57vj1KH8Vf0S-TgO-WJ3Jk2HUIfHoU/edit?usp=sharing

1. Design unit block plan.
   Link to example here:
   https://docs.google.com/document/d/15VBDUqtLu5XHPK6pcWHLd7DaFhFcEvrdQ-_qQLnjUU/edit?usp=sharing

1. Design lessons for the unit. Within each lesson there is alignment and performance assessment. Example next slide....
<table>
<thead>
<tr>
<th>SET INDUCTION</th>
<th>LESSON OBJECTIVE (S)</th>
<th>LESSON ASSESSMENT(s)</th>
<th>LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way I will get students interested in the relationship abuse lesson is...</td>
<td>When the students walk out the classroom door at the end of the lesson, what I want them to know, feel and be able to do is...</td>
<td>The evidence I will have of how well they learned is...</td>
<td>The way(s) in which students will learn and practice are...</td>
</tr>
</tbody>
</table>

**Animated Video**

- Speak assertively
- Pre Assessment = Unit pre-test
- Formative Assessment = Assertiveness Worksheet
- Summative Assessment = Assertive Flipgrid Assessment

**Note-taking from slideshow.**

- Slideshow includes analyzing vignettes which include types of communication
- Studying class handouts w/critical thinking discussion and Q’s
- Identifying assertive components using worksheet
Section 2: Assessments
Anatomical Model Assessment*
NHES 1
Objective – Through design of a model, the students will accurately construct a reproductive system.
Objective – Students will accurately explain the physiology of a reproductive system.

*This assessment can be used for all body systems and all grades.
Name(s): ____________________________________________  _____ / 20 pts.
Male or Female Model? ___________________

Model Assignment:
Anatomy AND Physiology of the Male and Female External and Internal Reproductive Systems
You will construct an accurate representation of the male or female external and internal
reproductive system. Included in your model will be the following structures:

Male Model: sperm germ cells, epididymus, scrotum, testicle (testes), vas deferens, seminal
vesicle, prostate gland, cowper’s gland, urethra, penis (shaft and glans), rectum

Female Model: Ovary(ies), follicles (ovum), fallopian tube(s), uterus, cervix, vagina, labia
minora, labia majora, urethra, rectum, clitoris

All structures must be identified/labeled in writing attached to model. You will also be expected to
explain the physiological aspects of the structures.

Use your ingenuity and creativity. You are encouraged to use a variety of materials. Accuracy is
important. The model should be 3-Dimensional. It can be mounted, but does not have to be.
None of the structures can be drawn, rather you must use materials best representing the
structures. Organize ahead of time who is responsible for which materials. Please be a helpful and
accessible team member.
This is due on ___________________. 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Labeling &amp; Placement</td>
<td>All structures accurately labeled and accurately placed</td>
<td>Most structures accurately labeled and most accurately placed</td>
<td>Some structures accurately labeled and/or some accurately placed</td>
<td>Few structures accurately labeled or accurately placed</td>
</tr>
<tr>
<td>Ingenuity</td>
<td>Ingenious – most would not have thought of doing that!</td>
<td>Mostly demonstrated unique and thoughtful ideas</td>
<td>Somewhat interesting design</td>
<td>Design was not particularly unique or catchy</td>
</tr>
<tr>
<td>Materials</td>
<td>Many materials used and choices enhanced the model</td>
<td>A variety of materials used, but some overused or not the best choice to represent the structure</td>
<td>A small variety of materials used and/or materials used were not the best choice to represent the structure</td>
<td>Variety of materials was minimal and choices were not best choice for structure representation</td>
</tr>
<tr>
<td>3-D</td>
<td>Unmounted</td>
<td>Mounted but protrudes off base with varying depth</td>
<td>Mounted by somewhat flat</td>
<td>Mounted and does not stick out from page much at all</td>
</tr>
<tr>
<td>Presentation</td>
<td>Smoothly and accurately discussed model structures</td>
<td>Model was discussed with accuracy and smoothness most of the time</td>
<td>Model was discussed in an incorrect or unsure manner</td>
<td>Model was discussed in and incorrect and unsure manner</td>
</tr>
</tbody>
</table>
Affirmation

NHES 4 IC, NHES 7 PHB

Objective – Students will demonstrate positive self-talk through development of a personal positive affirmation.

Objective – Students will apply the concepts of positive affirmations to a personalized affirmation.
Affirmations

1. Write a present negative feeling about self
2. Turn it around to be positive and present
3. Design it
4. Use it
5. Reflect
<table>
<thead>
<tr>
<th></th>
<th>Above and Beyond</th>
<th>On Target</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tense</strong></td>
<td></td>
<td>Present tense is strong and clear</td>
<td>Tone of or use of future tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Extra effort and/or creativity beyond target</td>
<td>Colorful, and appealing, and inviting to view. Message stood out prominently. Neat</td>
<td>Needed more color and/or effort. Message needed to be more apparent</td>
</tr>
<tr>
<td></td>
<td>5-6 points</td>
<td>2-3 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td><strong>Tone</strong></td>
<td></td>
<td>Positive</td>
<td>Negatives or negative connotation used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td>Used it more than twice every day and reflection included</td>
<td>Used it twice a day and reflection included</td>
<td>Used it less than twice a day or reflection was not included</td>
</tr>
<tr>
<td></td>
<td>1 point</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
</tbody>
</table>
Stress Management Plan Assessment

NHES 1 CC, NHES 5 DM, NHES 6 GS

Objective – Students will design a proactive and preventative personal stress management plan.
Stress Management Plan

Directions: You will design a visual representation of your stress and stress management techniques. It must include the following elements, and include reflection. Try to limit paper/poster size to 14 x 14. Staple this to your drawing and reflection.

Part One:
1. Draw ten objects that represent your specific stressors, and identify them.
2. Draw ten objects that represent your positive stress management strategies, and identify them.
3. Draw you in a protected/take-control/powerful manner.
4. Make the drawing very colorful.

(Example of above to be given in class.)

Part Two:
Type (using 12 font & double spacing) the relationship between your stressor and stress management connections in the following manner:

How will each one of the elements in your stress management plan directly affect or prevent your stressors? Write no more than one to two sentences for each of the 10 making this connection. You should make a list and number them 1-10. Make the stressor and the technique stand out. For example, use bolding or underlining. Although a stress management technique can help more than one stressor, please match up the stress management technique with the stressor it is primarily targeting.

At least 7 of your stress management tactics must be preventative, pro-active, and/or cognitive restructuring or behavior modifying. For example, if one of your stressors is arguing with your parent, come up with a tactic that
a. reduces the occurrence
b. prevents events from happening
c. changes the relationship
d. de-escalates the intensity

A-D above are examples of preventative and pro-active change tactics. Avoid overuse of tactics such as the following:

a. listen to music
b. exercise
c. punch something
d. go hang with friends

If you have designed a drawing other than the “umbrella” model, please explain it in a few sentences. It must include all the elements from the directions (above).

XC possible for extra effort and creativity. See attached scoring rubric.
<table>
<thead>
<tr>
<th>Stress Management Drawing - Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| **Presentation**                          |
| Extra effort and/or creativity beyond par. | Colorful, and appealing, and inviting to view. Message was clear. Neat. | Drawn in pencil or one to two colors and/or message not clear, and/or not neat. |
| (must at least reach par)                 |                                            | Up to 4 points |
|                                            | 6-7 points                                | 5 points       |

| **Reflection and Presentation Details**    |
| Detailed and clear connections. Nine to ten tactics were preventative, pro-active, restructuring and assertive. AND Presentation details followed | 7-8 tactics were preventative, restructuring, and assertive. Clear and effective connections made. AND presentation details followed | Disconnection between stress and strategy and/or fewer than 7 tactics were preventative, pro-active, restructuring or assertive or presentation details not completely followed |
|                                            | 11-12 points                              | 8-10 points   |

|                                            |                                            | Up to 5 points |
Accessing Valid Internet Health Information

NHES 3
Objective – Students will locate a “Great” health resource
Objective – Students will evaluate a health resource
Objective – Students will summarize and cite an internet resource
### Rubric for Accessing, Evaluating and Summarizing Valid Information

<table>
<thead>
<tr>
<th></th>
<th>Great 6</th>
<th>Good 4-5</th>
<th>OK 2-3</th>
<th>NOT 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citation</strong></td>
<td>All information is in the correct sequence, punctuated and complete</td>
<td>Most of the information is in the correct sequence, punctuated and complete</td>
<td>Some of the information is in the correct sequence, punctuated and complete</td>
<td>Little or none of the information is in the correct sequence, punctuated and complete</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Written in your own words, correct length and captures the important points</td>
<td>Mostly written in your own words and correct length and captures important points</td>
<td>Some of it was written in your own words or almost the correct length and/or captures some important points</td>
<td>Little or none of it was written in your own words or it was not the correct length or did not capture important points</td>
</tr>
<tr>
<td><strong>Resource Author</strong></td>
<td>Stated, credentials stated, and contact info available</td>
<td>Stated but credentials or contact info is missing</td>
<td>Missing two of the following: Author, credentials, contact info</td>
<td>Missing author, credentials and contact info</td>
</tr>
<tr>
<td><strong>Resource Purpose</strong></td>
<td>Clearly stated purpose and any bias revealed</td>
<td>Purpose hard to find or questionably bias</td>
<td>Purpose unclear and bias suspected</td>
<td>Clearly bias and purpose was missing</td>
</tr>
<tr>
<td><strong>Resource Content and Currency</strong></td>
<td>Accurate, updated regularly, easy to read, and Informative</td>
<td>Accurate, easy to read, and informative. Needs updating</td>
<td>Needs updating and questionable accuracy. Easy to read and somewhat informative</td>
<td>Inaccurate</td>
</tr>
<tr>
<td><strong>Resource Technical Aspects</strong></td>
<td>Easy to navigate, free, links provided, visually appealing, limited ads and free of errors</td>
<td>4 or 5 of the qualities of a Great site included.</td>
<td>2-3 of the qualities of a Great site included</td>
<td>0-1 of the qualities of a Great site included</td>
</tr>
<tr>
<td><strong>Highlighting</strong></td>
<td>Is Good and chose most relevant aspects of article</td>
<td>Highlighted areas seem to match annotation and amount of highlighting is sufficient</td>
<td>Highlighted areas seem to match annotation and amount of highlighting is sufficient</td>
<td>No highlighting or too much highlighting or highlighting did not match annotation</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Earned at least a 3 in Summary and written with no errors in grammar, spelling and punctuation; And, attention to detail followed</td>
<td>Earned at least a 3 in Summary and written with few errors in grammar, spelling and punctuation; and, attention to detail followed</td>
<td>Earned at least a 3 in Summary and written with some errors in grammar, spelling and punctuation; or, attention to detail followed somewhat followed</td>
<td>Earned at least a 3 in Summary and written with several errors in grammar, spelling and punctuation; or, attention to detail not followed</td>
</tr>
</tbody>
</table>
Speed Match Assessment*
NHES 1 CC, NHES 5 DM

Objective – After the unit on relationships, the students will demonstrate healthy relationship choices.
* Can be adapted for PK-12 units on friendships, and name it “Find a Friend”
Speed Match

BEFORE....
• Tell students: “After the unit on relationships, here is your chance to SHOW you can recognize healthy relationship qualities and avoid forming relationships with people who would create an unhealthy one!”

1. Seat half your Ss in a line of desks facing the other half of the class.
2. Hand each student a character card. The instructor has created these cards to describe a person’s characteristics and values. There is only one correct match in the group. There are a couple cards that describe qualities of a person that should not be in a relationship at this time (they have abuser red flags). Allow for diversity in your cards.
3. Background music is played.
4. Each student takes a turn reading his/her character card to the person across from him/her. Each considers this person for a match. Stop music when asking students to move.
5. One line of students moves a desk down until all students have had a chance to read his/her card to each potential match.
6. After all students have introduced themselves to each other, Ss are asked to find their match. The abusers should not be chosen as a match.
7. Discussion.
AFTER SPEED MATCH…..

Spend time asking students:

• **How** were decisions reached?
  – Considered values and characteristics and type of relationship they were looking for.

• **Why** did they think they were a good match for chosen partner?
  – Looking for answers such as chose person w/ shared values, interests and type of relationship they were both looking for.

• What qualities on their card and qualities of their partner would make a **good match**?
  – Looking for healthy relationship qualities.

• What qualities in people would be **red flags**?
  – Looking for unhealthy relationship qualities and signs of a potential abuser.

• **For Instructor:** What percentage of matches were correct? How well were students able to answer the questions?
Time Management Assessment

NHES 1 CC, NHES 2 AI, NHES 3 AVI, NHES 5 DM, NHES 6 GS

Objective – After analyzing their time, the students will evaluate their time management

OR

Objective - After analysis and self-evaluation of time spent, TSW apply learned TM strategies to align values to time spent. (PHB)

https://docs.google.com/document/d/1Pupwr5wGGCS_kzxRSxohQDnpcdjkfalYuWBn6aqNwA4/edit?usp=sharing
Don’t Forget The Affective Domain

• You can and should measure Ss feelings, opinions, attitudes to avoid cognitive dissonance
• Write affective objectives. How do you want them to feel by end of lesson/unit?
• They ARE measurable
• [https://goo.gl/forms/k57dp1pm2kWHUxUS2](https://goo.gl/forms/k57dp1pm2kWHUxUS2)
My Drug Free Life

NHES 2, 6, 8

- List short/long-term goals
- Explain feelings associated with goal achievement
- Discuss how drugs impact goal achievement
- List risk/influencing factors
- List strategies to negative risks

- Create fortune teller
Fortune Teller Assessment
(Coutie Catcher)
NHES 2 Analyzing Influences, NHES PHB, NHES 8 Advocating for self

Objective – The students will acknowledge drug-taking influences
Objective – The students will choose strategies to prevent, reduce or eliminate risks of ATOD use
Stress

Family Fights

Grandma's 60th

Friends

7

 otra vez

8

1 or 2 drinks at a time

No drinking on team outings

Stress

2

organizing her if she does not decrease the amount she drinks.
<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td>Several unique and insightful ideas to remain drug-free</td>
<td>8 Risks and 8 Realistic Strategies to remain drug free</td>
<td>Elements missing or unclear. Ineffective or unrealistic ideas.</td>
</tr>
<tr>
<td></td>
<td>6-7 points</td>
<td>4-5 points</td>
<td>0-3 points</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Extra effort and/or creativity beyond standard (must at least reach standard)</td>
<td>Three or more colors, Numbered, Illustrated or visually represented, Neat, and Error Free</td>
<td>Drawn in pencil or one to two colors messy, and contained spelling errors or missing numbers or no illustrations or visual representations</td>
</tr>
<tr>
<td></td>
<td>6-7 points</td>
<td>4-5 points</td>
<td>0-3 points</td>
</tr>
</tbody>
</table>
Goal Setting - Short/Simple

NHES 6 Setting Goals to enhance health & NHES 7 Practice health-enhancing behaviors

Objective - Students will apply a personal health goal to the SMART goal setting model.
Goal Setting

• Ss learn how to set and reach goals
• Apply SMART model
• Design and utilize a (computerized) journal tracking a behavior change
• Students reflect on process and outcome
Decision Making
NHES 5, NHES 2
Objective – Students will apply the steps of the decision-making model to an authentic personal decision
THANK YOU

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Bibliography


