Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART III.1

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Health, Physical Education, and Family and Consumer Sciences Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

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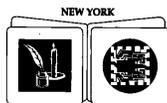
Principles of Assessment

The National Forum on Assessment, in *Principles and Indicators for Student Assessment Systems,* has developed the following indicators which provide a useful launchpad for the consideration of measurement tools.

The primary purpose of assessment is to improve student learning.

Assessment systems are organized around the primary purpose of improving student learning, including classroom and large-scale assessment.

1. Assessments are based on curriculum and desired learning outcomes that are clearly understood by students, educators, and parents.
2. Assessment practices are compatible with current knowledge about how learning takes place and allow for variety in how students learn.
3. Assessment systems enable a process of continuous feedback for the student.
4. Most assessments allow students to demonstrate understanding by thoughtfully applying knowledge and constructing responses.
5. Assessment systems allow students multiple ways to demonstrate their learning.
6. Assessment systems include opportunities for individual and group work.
7. Classroom assessments are integrated with curriculum and instruction.
8. Teachers employ a variety of assessment methods and obtain multiple forms of evidence about student learning for planning, implementing instruction, evaluating, and working with and making decisions about students.
9. Teachers can explain how their assessment practices and instruments help improve teaching and how they provide useful information for working with students.
10. Student self-reflection and evaluation are part of the assessment system.
11. Schools establish procedures for enabling classroom-based student assessment information to follow each student from year to year.
12. Assessment methods, samples of assessments, scoring guides or rubrics, and examples of work of varying kinds and quality are discussed and understood by students.
13. Scoring guides (rubrics) state in positive terms what students can do and enable users to analyze student strengths and needs in order to plan further instruction.
14. Educators make clear to students the uses and consequences of each assessment.
15. Teachers use current principles and technical concepts of assessment, particularly validity and reliability, in developing and analyzing their classroom assessments.
16. Multiple-choice and short-answer methods are a limited part, in time or impact, of the total assessment system.
17. Assessments intended to rank order students or compare students with each other are not a significant part, in time or impact, of the total assessment system.
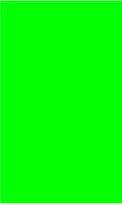
Assessment Techniques

General purposes of assessment:

- *To Plan Instruction* - If achievement is assessed before instruction, instruction can be tailored to meet the needs of students. In addition, the students will better understand the specific objectives for instruction.

- *To Motivate Students* - Most students will exert a greater effort to learn if they know how their achievement will be measured.

- *To Evaluate Instruction* - The extent to which students attain an objective is one indication of the effectiveness of instruction.

- *To Assist Learning* - Some assessment techniques provide opportunities for students to apply what they have learned, thereby reinforcing instruction.

- *To Measure Achievement* - Perhaps the most obvious reason for measuring achievement is to determine whether students have met the learning standards.

Choosing an appropriate assessment technique:

The more purposes an assessment technique can fulfill the more efficient it becomes. The method or technique chosen by the teacher should always be targeted toward the objective of instruction. Key words such as *know* and *demonstrate* or *apply* in learning objectives may call for different assessment techniques.

Alternative Assessment Techniques:

The on-demand paper and pencil test remains a basic component of assessment at both the state and local levels. Since the learning standards for health, physical education, and family and consumer sciences lend themselves to assessments that are performance-based, the emphasis in this section will be placed on alternatives to the written exam.

Some general guidelines to consider when using any type of alternative assessment are listed below:
- Make students aware of the entire assessment process before it begins.
- Provide a model of quality work which students can use as a guide.
- Include the student, peers, and others in the assessment process.
- Provide timelines and deadlines when appropriate.

Source: Adapted from *Assessing Achievement in Home Economics Education*, 1991, The New York State Education Department, Albany, NY.

Types of Alternative Assessments

1. Projects

■ careful, systematic observation/evaluation of procedures used by students in creating a product (product assessment); performing a task (process assessment); or combining process and product (project assessment).

Product Assessment = Efficiency

▲ teacher does not need to observe each student individually
▲ teacher does not need to observe products during class time
▲ less teacher time required

Process Assessment = Less Efficiency

▲ teacher must observe each student individually
▲ teacher unable to determine individual student efficiency during task by observing only product
▲ more teacher time required

Project Assessment = Opportunities and Challenges

Opportunities for Students
▲ work cooperatively in less formal environment
▲ apply decision-making and problem-solving skills to real-life situations
▲ utilize individual resources
▲ appreciate individual differences

Challenges to Students
▲ dominance by certain group members
▲ absenteeism
▲ personality conflicts
▲ objectivity/fairness of "group" grading

2. Logs/Journals

Opportunities

• to record information about student activities, needs, feelings, and attitudes not obtained by more objective assessment procedures
• to serve as a basis for evaluating student achievement
• to plan future instruction
• to serve as basis for discussion during student/teacher conferences
• to encourage students to think about their learning
• to provide teachers opportunities to learn more about individual students

Source: *Assessing Student Achievement in Home Economics Education*, **1991, The New York State Education Department, Albany, NY.**

Challenges

- student unwillingness to reveal personal feelings and data
- limited student insight into behavior
- limited student ability to document behavior
- teacher difficulty in verifying accuracy of student entries
- teacher time involved in evaluating logs/journals

3. Observations

Opportunities

- teacher observes and records what students do without immediate judgment or interpretation
- observations serve as cross-check on student's logs/journals

Challenges

- limited number of subjects can be observed at once
- observations may be based on inaccurate or subjective perceptions
- invalid conclusions may occur

4. Profiles

Opportunities

- record student skills and tasks over a period of time
- document long-term student achievement/growth
- indicate student readiness for employment or further education
- use as tool for student self-assessment and goal setting

Challenges

- limited ability to reflect individual student creativity

5. Portfolios

Opportunities

- document student performance
- provide basis for evaluation of student achievement
- provide opportunities for teacher and student to determine together which pieces of student work will be included in the portfolio

Challenges

- careful consideration must be given to the content and storage of collected materials

6. Scenario Assessments/Presentations

Opportunities

- showcase student's ability to present an idea or perform a procedure for others
- provide students opportunity to practice and apply information as they develop information skills
- provide opportunity to observe level of competence of individual students
- provide students opportunity to learn from each other
- places skills and knowledge in the context where mastering can be demonstrated

Challenges

- student anxiety may influence performance during demonstrations/presentations

7. Questionnaires/Inventories

Opportunities

- gather information about opinions, interests, needs, and skill levels of students
- obtain factual information about students' backgrounds
- obtain information from the students' peers, parents, and other adults

Challenges

- unreliability of some information gathered, partly because interests, attitudes, and values of students are constantly changing, particularly during adolescence
- unreliability of information because of lack student awareness and/or willingness to share personal information, values, and attitudes.
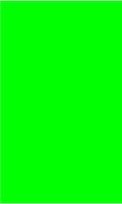
Taxonomy of Learning Levels

By reviewing the Health, Physical Education, and Family and Consumer Sciences standards, performance indicators, and specific learning objectives of curriculum to deliver these skills, teachers can determine the learning level which is called for. The taxonomy of learning is a suggested tool for teachers to use in planning assessments that will fit local instruction.

Taxonomy of Learning Levels		
Learning Level	**The Student Is Expected To:**	**Descriptive Words Often Used**
# 1: Knowledge **Knowledge of:** • specifics • ways or means of dealing with specifics • the universals and abstractions in a field	✔ Remember an idea, phenomenon, or fact in somewhat the same form in which he/she learned them.	list match choose name find show label identify select define
#2: Comprehension **Comprehension through:** • translation • interpretation • extrapolation	✔ Communicate an idea or thing (event) in a new or different form (translation) ✔ See relationship among things. It may also mean qualifying ideas in relation to one's own experiences. (interpretation) ✔ Project the effect of things. (extrapolation)	reword propose describe calculate explain change outline
#3: Application **Application through:** • the use of abstract forms in concrete situations • abstractions in the form of general ideas, rules, or procedures	✔ Use what he/she knows (data) from a variety of areas to find solutions to problems. ✔ Relate or apply ideas to new or unusual situations.	relate manipulate utilize apply solve illustrate operate investigate demonstrate

Source: *Assessing Student Achievement in Home Economics Education,* **1991, The New York State Education Department, Albany, NY.**

Taxonomy of Learning Levels

Learning Level	The Student Is Expected To:	Descriptive Words Often Used
#4: Analysis *Analysis focuses on:* • elements • relationships • organizational principles	✔ Break "things" down into their component parts. ✔ Uncover the unique characteristics of a "thing."	examine assess analyze contrast compare differentiate
#5: Synthesis *Synthesis through:* • communication in a unique way • the development of a plan or proposition of a set of operations • the development of a set of abstract relations (to hypothesize)	✔ Think creatively. (divergently) ✔ Make or create new or original "things." ✔ Take "things" and pattern them in a new way.	create construct reorganize generate develop predict
#6 Evaluation *Evaluation in terms of:* • internal standards • external criteria	✔ Make judgments about "things" based on either external or internal conditions or criteria. ✔ Rate ideas, conditions, objects, etc. ✔ Accept or reject "things" based on standards.	rate evaluate prioritize critique determine classify

Rubric: Assessment

Definition of a Rubric

Arubric is an assessment tool that describes levels of student achievement on performance tasks. Grant Wiggins defines it as a printed set of guidelines for distinguishing between performances or products of different quality. Rubrics are based on standards for achievement, provide criteria understandable to students, and contain scores arranged on a scale. Other characteristics of rubrics are:

- the points (scores) of the scale are equidistant on a continuum

- descriptors are provided for each level of student performance

- descriptors are valid (meaningful) and scores are reliable (consistent)

- the highest point (level) indicates exemplary (professional) performance

- scores relate to actual levels of student performance (empirically validated)

- the scale includes 4 or more rating levels (points)

- types include holistic (overall student performance) and analytic (dimensions): the assessment of a student performance should include both types

- they make explicit to students, parents, and administrators the criteria for student achievement

- they can be used by students to assess their own performance and the performance of other students.

Why Use Rubric Assessment

- ## Why use rubrics?

  - teacher's expectations are made clear
  - students are asked to reflect on the quality of their work
  - rubrics accommodate a variety of student abilities
  - the levels of accountability increase student understanding and knowledge
  - students are involved in their own development
  - rubrics will help students develop internal sets of criteria

- ## When do we use rubrics?

  - when a learning experience involves a series of tasks
  - when there is more than one way to complete a task
  - when scoring needs explanation
  - when a task is significant

- ## What makes using rubrics effective?

  - they are task-specific
  - they use *power verbs* which help to define results

define	describe	identify	list	name
explain	select	categorize	change	compute
demonstrate	prepare	solve	estimate	relate
outline	combine	design	construct	analyze
contrast	interpret	differentiate	distinguish	illustrate
discuss	rewrite	defend	predict	criticize
justify	support	conclude	translate	summarize
decide	critique	debate	memorize	repeat
label	record	recall	restate	locate
review	recognize	identify	dramatize	apply
practice	interview	question	inventory	experiment
examine	diagram	compose	propose	formulate
plan	assemble	create	collect	gather

Source: Used with permission: Siebold, Janice. Parkdale Elementary School, East Aurora Central School District.

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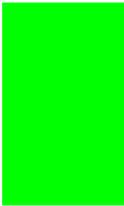
RUBRICS

Arubric is a specific tool which clearly outlines for both the teacher and learner the expectations and performance standards for a given aspect of student performance or behavior (Wiggins, 1993).

Arubric is composed of "descriptors" for each level of performance or behavior, typically on a four, five, or six point scale. Rubrics are meant to yield criterion-referenced, not norm-referenced results. This means an unpredictable range of scores (Wiggins, 1993).

Rubric Guidelines

Rubrics can be simple or elaborate, based upon our needs. In designing a rubric, take into consideration:

- **WHAT** you want to measure
- what **STANDARDS** you are expecting to be met, and
- **CRITERIA** to evaluate student work or performance

Consider the following guidelines when creating a rubric (Schiemer, 1995):

- Prepare rubric prior to the beginning of instruction
- Provide a level for exemplary work or performance beyond basic expectations
- Keep it specific, accurate, observable, and simple. If you find yourself with too much information, perhaps you are looking at two different rubrics. Design the rubric so it initially fits into your existing assessment procedures. If you presently use descriptors such as "Excellent, Good, Competent, Needs Practice," design your rubric to reflect those four levels. Allow for ranges of performance. Distinguish evenly from level to level. Provide for even increments of improvement.
- Include descriptors which demonstrate quality in addition to quantity of content.

Descriptor Choices

Listed below are a variety of sample descriptors using a variety of point scales. The title possibilities are limitless. Terms like fair, poor, below average, unacceptable, and not competent should be avoided whenever possible, particularly in the middle category levels and particularly in the psychomotor area. Such terms may cause controversy because of the lack of clarity, however, they can diminish the student's motivation to work toward the next level.

3	2	1
Mastery	Competence	Needs Practice

4	3	2	1
Exemplary Proficiency Level	Proficient Utilization Level	Needs Control Level	Beginner Pre-control Level

5	4	3	2	1
Distinguishing Ideas Behavior Always Caring Wicked-Awesome	Proficient Acceptable Usually Self Direction Beyond Competent	Competent Tolerable Sometimes Participation Competent	Apprentice Unacceptable Rarely Respect Below Competent	Novice Need for Intervention Never Irresponsibility Downright Frightening

Rubrics can be designed to illustrate levels of competency in the psychomotor, affective, and/or the cognitive domains. Appendix B is an all inclusive rubric which demonstrates the use of all three domains.

Benefits

*Students, teachers, parents, and administrators have a clearer picture of what quality work should look like. This creates a better opportunity to produce quality work.

Promotes consistent evaluation between teachers and departments.

Rubrics

• Cue desirable behaviors

• Provide concrete feedback to students

• Can be used as a tool for self-assessment

• Provide defensibility and justification for learning in the class, program, and curriculum.

Interdisciplinary Areas of Study for Health, Physical Education, and Family and Consumer Sciences

The disciplines of Health, Physical Education, and Family and Consumer Sciences intersect across nine areas of study. These areas are described below to encourage coordination of the three disciplines at the local level.

1. Nutrition and Diet

- choosing and preparing healthy foods
- life stages/nutrition throughout the life cycle
- weight control
- assessing personal risk
- diet and disease, e.g., eating disorders, osteoporosis, deficiency diseases

2. Disease Prevention

- chronic, e.g., cardiovascular, cancer
- communicable, e.g., TB, hepatitis, influenza
- sexually transmitted diseases, e.g., HIV, herpes
- dependencies/addictions, e.g., alcohol, drugs, tobacco

3. Mental and Emotional Health

- stress management
- balancing work and family
- coping skills
- anger management

4. Community Resources

- accessing health and social services
- service project

5. Safety

- personal safety, e.g., violence prevention
- home and workplace safety
- environmental safety

6. Personal Living Skills

- consumer skills, using technology, analyzing media
- communication, conflict resolution, negotiation skills
- decision making, problem solving, goal setting
- acountablity
- leadership/followership
- collaboration/cooperstion/trust

7. Parenting and Care-Giving (Family Life)

- life planning
- human growth and development
- responsible caregiving
- interpersonal relationships
- providing a safe environment
- family support systems

8. Physical Fitness

- cardio-respiratory endurance
- flexibility
- muscular strength
- muscular endurance
- body composition

9. Motor/Movement Skill Development

- locomotor
- non-locomotor
- manipulative skills
- balance, coordination, agility, reaction time, speed, and power

PHYSICAL WELLNESS
SOCIAL WELLNESS
OPTIMUM WELLNESS
MENTAL & EMOTIONAL WELLNESS
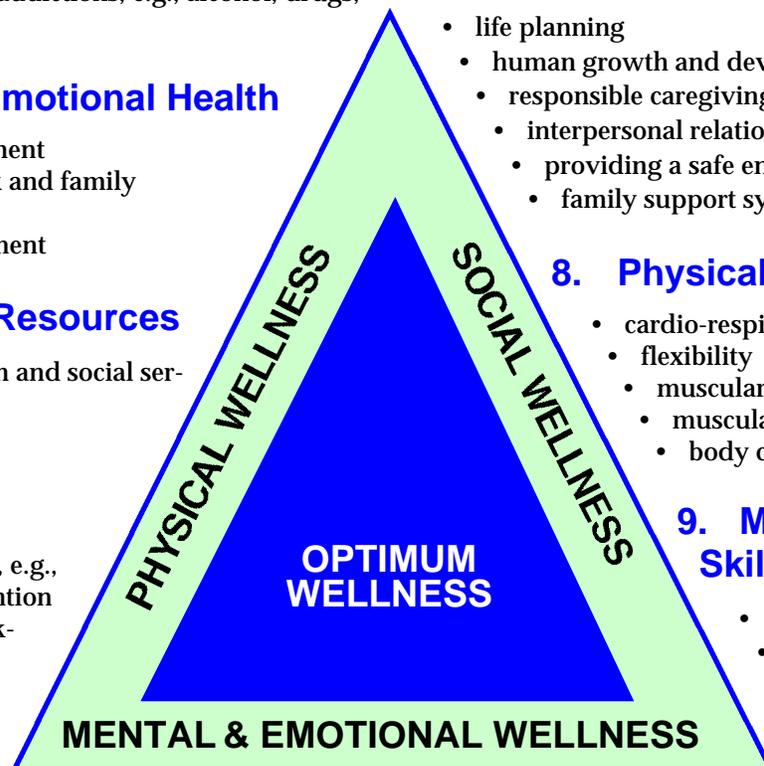
SCASS Health Education Assessment Project*

What is SCASS?

- State Collaborative on Assessment and Student Standards
- Coordinated by the Council of Chief State School Officers

Who is Involved?

- Harcourt Brace Education Measurement
- Member states, including New York State

Objectives of Project

- To help member states develop innovative materials to use in assessing student performance, K-12 in Health Education
- To identify new assessment strategies for aligning curriculum, instruction, and assessment
- To model exemplary classroom instruction, including higher order thinking and problem-solving, inquiry-based approaches, and hands-on instruction
- To pool resources and expertise in development of expensive new assessments

Products of SCASS

- Four types of assessment items:

  Performance Tasks

  Curriculum embedded projects completed by students outside of class over an extended period of time. They are intended to assess thinking and skills, including decision making, problem identification/solving, communication, and stress management. Activities may include community or library research, brainstorming and other group work, report or journal writing, role-play simulation, and creating art work (posters, brochures, buttons). Tasks are grounded in authentic student experiences which involve perceptions, beliefs, aspirations, and interpersonal interactions.

  Performance Events

  Performance Events, like Performance Tasks, are mainly intended to assess thinking and skills, including decision making, problem identification and problem solving, communication (including resistance/refusal skills), and stress management. They are curriculum-embedded activities that students complete within a single class period. A

*Although this was a national assessment project in health education, the work is applicable to physical education and family and consumer sciences.

Adapted from: SCASS Health Education Assessment.

Performance Event could include some limited group work, but the emphasis is on an individual written response to a problem situation. This response could take the form of short sentence answers, extended responses, charts or graphs, timelines, public service announcement scripts, advertising copy, schematic diagrams, or any other form of writing that the student could reasonably be expected to do. Performance Events are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations, and interpersonal interactions which are genuine for children and adolescents in their social and physical contexts, such as peer, family, and school environments.

Constructed Response

Constructed Response items, together with Selected Response (multiple-choice) items, are intended to assess a larger range of knowledge and concepts than can be addressed by a Performance Task or Event. Most Constructed Response items are designed to elicit a response of one or two sentences to one or two paragraphs. They could also prompt the student to complete or draw a chart, graph, or schematic diagram, or respond in some other written form in the limited time available for answering this item type.

Selected Response

Selected Response (multiple-choice) items, together with Constructed Response items, are intended to assess a larger range of knowledge and concepts than can be addressed by a Performance Task or Event. Each Selected Response item consists of a direct question or an incomplete question stem, followed by four answer options. Students are asked to select the correct answer option.

Examples of each of these types of assessment items in health education follow:
- performance task
- performance event
- constructed response
- selected response

Teacher Information:
Tobacco Use Prevention

1 Performance Task: *A Smoking Body*

Teacher Information

Overview:

In this activity, students will write and perform a skit in which they play parts of the body affected by tobacco. This activity is an opportunity for students to synthesize what they have learned about the effects of tobacco. By working together, students practice interpersonal communication skills. The exercise also provides students with the opportunity to apply the knowledge they have gained in an *enjoyable* and *instructive* way.

Requirements:

Organize students into small groups of five to seven students. Each group will write a skit that portrays some of the effects of tobacco on the human body. Each skit must include the effects of using tobacco products on the brain, heart, and lungs. The skit must also include the effects of tobacco use on additional organs or body parts (i.e. liver, kidneys, throat, mouth, etc.) chosen by the group. In addition, each student will write a short paragraph summarizing the group's skit and identifying some of the differences between the group's skit and the skits performed by other groups.

Time:

Students will need at least one class period to write the skit. Additional class time should be provided if students need to research the effects of tobacco. Each skit should be three to five minutes in length. The skits may be presented over two days but may take more time depending on the size of the class.

Materials:

Students should have access to written materials about the effects of tobacco on the body. Students will also need paper and writing instruments.

Instruction:

Students should be able to identify the effects of tobacco on different parts of the body. Some students may be familiar with the general effects of smoking but may need help remembering the effects on particular body parts. An effective introduction to this activity is a review of the health effects of tobacco use on the body or a reminder about where to find this information.

Assessment Criteria:

An acceptable student performance on this task would include writing and performing a three to five minute skit on the harmful effects of tobacco use on various parts of the body. The student must include the effects on the brain, heart, lungs, and additional body parts. Further, the student should write a paragraph explaining the focus of the skit and identifying the differences between his/her skit and the skits performed by other groups.

Student Instructions

Your group is going to write a short skit about the effects tobacco use has on the body. Each person in your group will play the role of a separate organ or body part. To write the skit, your group will have to remember how tobacco affects the different parts of the body. Include information you already know or use resources found in your classroom or school library. Your skit must include the effects of tobacco on the brain, heart, and lungs. You must also include the effects of tobacco on additional organs or body parts. Tobacco use affects every part of the body, so don't forget about the skin, gums, stomach, liver, kidneys, mouth, and other parts of the body. Your group will perform the skit for the class.

Working individually, each person in the group must also write a short paragraph explaining the main idea of your group's skit. Then, after watching the other groups perform their skits, answer this question at the end of your paragraph:

- What information about the effects of tobacco use on the body was included in other skits but not included in yours?

You will be assessed on:

- having a beginning, middle, and ending to your skit
- writing and performing a skit three to five minutes in length
- making sure that each member of the group has one speaking part
- including the harmful effects of tobacco use on the brain, heart, and lungs
- including the harmful health effects of tobacco use on the additional body parts your group has chosen
- writing a paragraph explaining what your skit is about
- identifying the differences between your skit and the skits preformed by the other groups.

Write your summary paragraph here:

_____

_____

_____

_____

_____

_____

Identify the differences between skits here:

_____

_____

_____

_____

_____

_____

2 Performance Event: *Tobacco as a Gateway Drug*

Performance Events, like Performance Tasks, are mainly intended to assess thinking and behavioral skills, including decision-making, problem identification and problem-solving, communication (including resistance/refusal skills), and stress management. They are curriculum-embedded activities that students complete within a single class period. APerformance Event could include some limited group work but the emphasis is on an individual written response to a problem situation. This response could take the form of short sentence answers, extended responses, charts or graphs, timelines, public service announcement scripts, advertising copy, schematic diagrams, or any other form of writing that the student could reasonably be expected to do. Performance Events are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations, and interpersonal interactions which are genuine for children and adolescents in their social and physical contexts, such as peer, family, and school environments.

Overview:

For this performance event, students will create a concept map showing how tobacco use may lead to the use of alcohol and other drugs. The concept map will focus on the issue of tobacco as a **"gateway"** drug.

Requirements:

Students will be given a set of instructions explaining what a concept map is and listing the characteristics of a good concept map. (An example drawn on the board may help to illustrate what a concept map looks like.) Then the students will create their own concept maps showing how tobacco use may lead to the use of alcohol and other drugs.

Time:

The assignment can be completed in one class period.

Materials:

Students will need access to informational resources about tobacco use and tobacco as a gateway drug.

Instruction:

Students should be introduced to instructional materials on tobacco use and tobacco's designation as a gateway drug. The students should be familiar with the concept of gateway drugs.

Assessment Criteria:

An acceptable student performance in constructing this concept map consists of two parts. First, the student should address the concept of tobacco use as a gateway drug that may lead to the use of alcohol and other drugs. Second, the concept map should identify the relationships between concepts in a clear and coherent way.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.

Student Instructions

Tobacco is often called a "gateway" drug. This means that tobacco use may lead to the use of alcohol and other drugs. Your task is to build a "concept map" connecting the ideas or concepts relating to tobacco as a gateway drug.

Good concept maps have these characteristics: They have a main concept (idea). They show how the concepts are connected/related. They make sense when you read the concepts and the descriptions of the relationships between them.

Follow these steps to build your concept map:
1. Make a list of the important concepts and/or ideas about tobacco as a gateway drug.
2. Arrange these concepts and/or ideas from the most general to the most specific. For example, drug use is a general concept. Tobacco use is more specific.
3. Before you draw your map, think about how your concepts connect or relate to each other. Your map will need to show these relationships using lines drawn between the concepts.
4. Draw the concept map on the page provided in this booklet. Try to arrange the concepts so that the lines connecting them cross other lines as little as possible.
5. Write a statement near each connecting line to explain the relationship shown by that line.

You will be assessed on:
- Creating a concept map showing how tobacco use might lead to the use of alcohol and other drugs
- Having a main idea for the concept map
- Arranging the concepts from the most general to the most specific
- Showing how the concepts are connected/related to each other
- Building a concept map that makes sense when the concepts and relationships are read together.

List your concepts in the space below.

List concepts as you think of them:	Rearrange them from general to specific:

3 Constructed Response

Constructed Response items, together with Selected Response (multiple-choice) items, are intended to assess a broader range of knowledge and concepts than can be addressed by a Task or Event. Most Constructed Response items are designed to elicit a response of one or two sentences to one or two paragraphs. They could also prompt the student to complete or draw a chart, graph, or schematic diagram, or respond in some other written form in the limited time available for answering this item type.

Constructed Response

Sample A

Using tobacco affects more than your physical health. What are some of the effects of tobacco on your appearance, mental attitude, and/or pocketbook?

_____

_____

_____

_____

Sample B

Your favorite uncle has come to live in your house for a few weeks after moving from another state. He is starting a new job and looking for a place of his own to live. However, he smokes, and your family has adopted a no-smoking rule inside your house. Your uncle is grumbling, and relationships are a little strained. What could your parents say to your uncle that would help your uncle to understand the family's no-smoking rule?

_____

_____

_____

_____

4 Selected Response

Selected Response (multiple-choice) items, together with Constructed Response items, are intended to assess a broader range of knowledge and concepts than can be addressed by a Task or Event. Each Selected Response Item consists of a direct question or an incomplete question stem, followed by four answer options. Students are asked to select the correct answer option.

Selected Response

Sample A

There has been a great deal of research about what it takes to quit smoking. Based on these research findings, which statement is correct?

    A   It is easy to quit smoking cigarettes if you have enough will power.

    B   Nicotine causes psychological as well as physical dependency.

    C   People who start smoking at a young age have less trouble quitting than people who start smoking when they are older.

    D   Most people are successful in quitting the first time they try.

Sample B

Which of these statements about nicotine is *not* true?

    A   Nicotine is both a stimulant and a depressant.

    B   Nicotine effects all parts of the central nervous system.

    C   Nicotine is the chemical in tobacco that causes lung cancer.

    D   Nicotine is absorbed through the lungs, mouth, and stomach.

Project Options

a

A letter
A lesson
Advertisement
Animated movie
Annotated
  bibliography
Art gallery

b

Block picture story
Bulletin board
Bumper sticker

c

Chart
Choral reading
Clay sculpture
Collage
Collection
Comic strip
Computer
  program
Cookbook
Crossword puzzle

d

Database
Debate
Demonstration

Detailed
  illustration
Diary
Diorama
Display

e

Editorial essay
Etching

f

Fairy tale
Family tree
Film
Filmstrip
Fitness calendar
Flip book

g

Game
Graph

i

Illustrated story
Infomercial
Interview

j

Journal

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  editor

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Model
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Oral defense
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r

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Science fiction
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Portfolio Assessment

What Is a Portfolio?

A portfolio is a collection or showcase of examples of a person's best work in a particular field. For example: Architects create portfolios that contain blueprints they have drawn. Artists' portfolios typically include collections of sketches and drawings they have made. Musicians may create portfolios using audio-tapes or videotapes of songs they have performed or composed.

People use portfolios to show others what they can do. Students use portfolios to demonstrate what they know and what they can do.

Criteria for Good Performance Assessment

Portfolios provide an excellent opportunity for performance assessment. Good performance assessment meets the following criteria:

- matches goals and objectives
- requires evaluation and synthesis of knowledge and skills
- emphasizes higher-order thinking skills
- clearly indicates what the student is asked to do but not how to do it
- is at an appropriate reading level
- has criteria that are clear to students and teachers
- is engaging and relevant to students
- links to ongoing instruction
- provides feedback to students
- provides cost-effective benefits to students
- reflects real-world situations
- emphasizes use of available skills and knowledge in relevant problem contexts
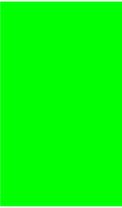
Essential Features of Portfolios

Portfolios   **P**otential realized through performance

POrtfolios   **O**pen-ended to support constructed understanding

PoR**tfolios   **R**evised and relevant

PorT**folios   **T**ailored to meet student needs

PortF**olios   **F**ree to honor individuality

PortfO**lios   **O**rganized to refine understanding

PortfoL**ios   **L**earning to mirror life skills

PortfolI**os   **I**nterdisciplinary

PortfoliO**s   **O**wnership and shared responsibility

PortfolioS   **S**elf-efficacy through successful problem solving

Essential Elements of Portfolio Assessment

Portfolios should be designed so those who read them will understand why students chose each piece of work and what each piece of work demonstrates. Students need to spend time organizing and describing the pieces they select and their reasons for selecting them.

Self-assessment is an integral part of the portfolio selected by the student and teacher. A portfolio is not a collection of everything students have done. Portfolios use samples of students' best work. Decisions about what work to include and not to include are made by teacher and student together. Only the final version of a student's best work in each category should be included.

Expert practitioners in every field realize the strategic importance of improving their work samples. In our quest to produce lifelong learners, we must encourage students to develop the habits and skills of professional learners. These skills include revision, self-reflection, and self-evaluation using clear standards of achievement. These three practices are essential elements of the portfolio process.

Revision

Throughout the course of a school year, students learn new information and develop and practice new skills. In the portfolio process, students have the opportunity to revise and restructure their work in order to document their efforts. Teachers should provide multiple opportunities to use each of the health literacy skills, so students have a wide selection of work from which to choose their best examples. In their portfolios, they will present an increasingly clearer picture of their knowledge, abilities, and understanding.

Students must be taught that revision is more than re-writing to fix mechanical mistakes and be given multiple opportunities to practice. Students should be encouraged to keep all scratch notes, rough drawings, doodling, and draft copies. An examination of these thinking tools and practice works will allow students to compare and contrast, categorize and relate, and infer and apply all essential components of revision. With increased practice, students will become more skilled at revision.

Self-Reflection

An important aspect of revision is thinking about the nature of the work the student has just completed. This process is known as self-reflection. Self-reflection is not a cultural tradition for most American students. It will require instruction, practice, and guidance. Return self-reflection pieces to students along with your comments and suggestions for improvement. Include comments on the accuracy of the health information, the importance of language and especially the depth with which the student viewed the work. Treat these as valuable documents and the students will, too.

Self-Evaluation

The reflective summary of the complete portfolio is a persuasive statement that the student writes after the finished portfolio has been compiled. It should provide evidence of the student's health literacy based on the work in the portfolio. The reflective summary introduces the portfolio to the reader and serves as a guide for interpreting it. It will help the adult who reads it to understand what the student knows and can do.

Students will need considerable time to write the reflective summary, so a few class periods should be committed to writing, reviewing, and revising it. The content of the reflective summary is based on the students' thoughts about why the pieces of work they selected as portfolio entries demonstrate their health literacy, as well as the process students used to complete the portfolio.   The reflective summary should address topics and questions such as the following:

- Referring to the health skills and definitions, explain how you have become a more health literate person.
- What evidence of your health literacy can you provide from your portfolio?
- How have your understandings about health education changed?

Working Folders, Working Portfolios, and Assessment Portfolios

A ***working folder*** is a first step toward a portfolio and may be simply a collection of work in progress or completed work. It is different from a portfolio because it does not have a stated purpose or goal or student reflections. Aworking folder includes work representing student progress during a specific assignment or in a specific content area over a period of time.

A ***working portfolio*** is a purposeful collection of student work that has a stated purpose and goals.   An assessment portfolio is compiled from the working portfolio.

The ***assessment portfolio*** is the student's opportunity to show what they consider to be their best efforts at achieving specific standards of health literacy. The selected work should demonstrate students' growth in understanding of health-related concepts and their ability to use the six health skills. It should also show students' ability to reflect upon their selections.

Rubrics and Scoring

Students should have a clear understanding of the standards for portfolio assessment. These standards will relate to both concepts, knowledge of health facts, and the skills for health literacy.

2 Dimensions

4 Point Scale

CCSSO-SCASS Health Education Scoring Rubric

SKILLS

4: The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

3: The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

2: The response shows some evidence of the ability to apply health skills. The response may have inaccuracies or be incomplete.

1: The response shows little or no evidence of the ability to apply health skills.

CONCEPTS

4: The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.

3: The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.

2: The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.

1: The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* **can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.**

Student Rubric—Concepts

It's a 4 if:

- I showed facts that are all correct.
- I covered everything important.
- have shown that I really understand.
- I have provided some new ideas based on what I learned.
- I see fireworks — the message is clear and bright!

It's a 3 if:

- I added lots of facts — but I am not sure if everything is absolutely true.
- I covered everything important.
- I have shown that I really understand.
- I have provided at least one new idea based on what I learned.

It's a 2 if:

- I am not sure my facts are true.
- I need more details.
- I really don't see the light.
- I had trouble thinking of ideas.
- I am still searching!

It's a 1 if:

- I did very little.
- I tried but really didn't get it.
- I didn't understand.
- I didn't include facts.
- I am glad I am done.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.

Teacher Reflection

Reflecting on the portfolio instruction and process may lead to insights that help promote student success. Think about questions such as:

- **What have I taught?**

- **How can I teach this better?**

- **What results did I expect but not find?**

- **What will I do next to build students' capacity in achieving and understanding health concepts?**

- **How can I rephrase or revise assignments to help students meet the standards?**

- **Which elements of this instruction were essential and which were non-essential?**

- **What kinds of support and resources do I and my students need to make the use of portfolios more effective?**
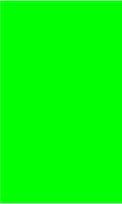
"Selling" the Portfolio

Because portfolio assessment is sometimes met with suspicion, teachers have a responsibility to dispel the myths that surround portfolio use. To inform the public and garner support of school leaders and parents, teachers might consider a number of options:

- Present a "Portfolio Night": Invite parents and other community members to attend. Display portfolios, ask students to make presentations, and be available to answer questions.

- Present students and their portfolios at board meetings: to demonstrate the success of the portfolio as an instructional and assessment tool, ask students to attend a board meeting and show what they have learned through displays and discussions of their portfolios.

- Bring students and portfolios to a faculty meeting: Other teachers are more likely to be supportive (and even buy in) if they witness your students advocating portfolios.

- Publish a newsletter on portfolios: Create a two- or four-page newsletter, asking any teachers and students using portfolios to contribute. Your newsletter might feature success stories of teachers (both in and outside health education), quotes from students, information from research studies regarding portfolios, suggestions for tasks, and questions asked by those who are not yet using portfolios. Your audience will most likely include administrators, teachers, and parents.

Model Letter to Parents

Date

Dear Parents,

Each grading period I will ask my students to bring home their health education portfolios. This will enable you to see what your son or daughter has been learning and doing in our class. I hope that this will be a more meaningful way of showing you than with a simple letter grade, teacher comment, or checklist.

The portfolio is a place where the students store and evaluate their best work. It is a place to show who they are as learners and what they have accomplished in health education. The contents are listed below, followed by a place for you to write to me. I welcome your comments.

Contents of portfolio:

- student letter to parents
- 1-5 tasks and responses
- self evaluation for this [quarter/semester]
- Optional: Journal entries written in class in response to hypothetical problem situations

Dear Mom/Dad,

This is what I've done well as a learner in health education (written by student):

Please note that this is what I'll be attempting to do better (written by student):

Please read through the portfolio's contents. What do you notice that your son/daughter is able to do well?

What could you tell me about your son/daughter as a learner that this portfolio doesn't tell me?

This is what I notice that your son/daughter does well:

Please sign this letter and return it with the portfolio. Thank you.

_____   _____

Parent Signature   **Date**

Sincerely,

(Teacher's name)[2]

_____

[2] The above letter is adapted from "Progress Letter to Parents" in Linda Rief's *Seeking Diversity: Language Arts with Adolescents* (Heinemann, 1992).

Nutrition – Elementary Level

Topic

Knowing that there is a relationship between nutrition and health and that food choices have a variety of motivations, students will investigate reasons people choose certain foods.

Key Concepts

- need for a variety of foods to maintain health and meet energy needs
- awareness of influences on food choice
- food pyramid

Skills

INF—Internal and External Influences

DMGS—Decision Making and Goal Setting

Student Directions and Assessment Criteria

Project Description

Every day we have the opportunity to choose a variety of foods to meet our energy needs. Have you ever wondered why people choose the foods that they do?

Your Challenge

Your challenge is to investigate and analyze the internal and external forces that motivate food choices. You will set a personal goal to make healthier food choices, write a plan to achieve the goal, and evaluate your progress toward the goal.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.

You will be assessed on the following skills:

- understanding a variety of influences
- knowledge of the influences and how they affect your health choices
- setting a personal goal
- writing a plan to reach the goal
- evaluating your progress toward the goal.

Your project must include the following:

- survey of at least 50 people and a method of publishing your findings (results)
- analysis of your own reasons for food choices
- personal goal for making healthier food choices
- evaluation of your progress toward your goal
- presentation of your project.

Project Options

Scientific method write-up

Video

Role play

Oral report

Written report

Play

Puppet show

Picture book

Pamphlet

Assessment Criteria

You will be assessed on the following key concepts:

- knowledge of nutrition
- need for a variety of foods to maintain health and energy needs
- food pyramid
- influences on food choices.

Fitness/Wellness Program Evaluation –Middle School Level

Topic

To maintain health, people need to participate in a regular fitness or wellness program. These programs are often offered by schools, hospitals, companies, public interest groups, and community agencies. Students will research various programs and do a presentation contrasting at least three positive aspects of three programs.

Key Concepts

Program components of fitness

- cardio-respiratory endurance (aerobic capacity)
- body composition
- flexibility
- muscular strength and endurance

Qualifications of personnel

- background
- certification

Physical site

- cleanliness
- environment
- equipment
- space/crowding

Affordability

Accessibility

- hours open
- meeting special needs

Skills

AI—Accessing Information

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.

Student Directions and Assessment Criteria

Project Description

Sometimes it seems as though a fitness gym is springing up on every corner. Fitness or wellness programs are offered by schools, hospitals, public interest groups, community agencies, and private companies. How can you tell which ones are the best or will meet your fitness needs?

Your Challenge

Your challenge is to gather information about at least three programs offered in your community and make a presentation comparing and contrasting them, showing the positive aspects of each.

Assessment Criteria

You will be assessed on the following key concepts:

- criteria used to evaluate programs, including:
  - elements of fitness offered
  - qualifications of personnel, such as if they are certified
  - facility considerations—cleanliness, equipment, environment
  - affordability (price per month)
  - accessibility (hours open)
  - meeting special needs

- organizational structure

- appeal of your presentation

You will be assessed on the following skills:

- citing sources used to gather information
- comparing and contrasting the positive aspects of each program
- identifying appropriate sources of information
- explaining the importance of your research.

Your project must include the following:

- evidence of research
- explanation of why the research is valid
- presentation
- comparison of at least three programs
- three positive aspects of each program.

Project Options

Visual Presentation

- video
- Powerpoint presentation
- poster
- display
- filmstrip
- infomercial
- mobile
- newspaper story or advertisement
- pamphlet
- photo essay
- oral presentation
- video
- radio ad
- debate
- oral report
- interview
- puppet show
- skit
- commercial

Stress Management – High School Level

Topic

Because stress has become so common in everyday life, knowledge and practice of stress management techniques have become essential to health. Students will analyze the various stressors in their lives and set a goal to manage or eliminate a specific stressor.

Key Concepts

Types of stressors:

- emotional
- family
- social
- change
- chemical
- work
- decisions
- physical
- environmental.

Productive skills to cope with stress:

- regular exercise
- talking things out
- taking things one step at a time
- not needing to win every time
- balancing work and play
- planning solitary time.

Goal setting

- long-term, short-term
- setting attainable goals
- planning rewards when goals are met
- reconsidering goals that may not be attainable.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the Americal Cancer Society.

Long-term effects of stress on health:

- ulcers, colitis
- depression/suicide
- back and/or neck aches
- high blood pressure
- heart attack, stroke
- cancer
- anorexia, bulimia
- decreased effectiveness of immune system.

Skills

INF—Internal and External Influences

DMGS—Decision Making and Goal Setting

OS—Other Skills

Student Directions and Assessment Criteria

Project Description

Have you ever felt as if you have too much to do and not enough time to do it? Well, you are not alone. Many Americans have a fast-paced and demanding life style. While not all stressors are negative, prolonged stress can lead to negative long-term health effects.

Your Challenge

Your challenge is to identify various stressors, both positive and negative, in your life. Then choose one stressor that you would like to eliminate or manage and create a plan to make this happen. After selecting a stress reduction method, you will track your progress over a two-week period. Then write a final reflective summary to report your goal, plan, process, and progress.

Assessment Criteria

You will be assessed on the following key concepts:

- awareness of a variety of stressors
- knowledge of effective stress management techniques
- knowledge of the effects of stress on your health.

You will be assessed on the following skills:

- identifying stressors, both positive and negative, in your life
- analyzing a stressor and setting a goal to eliminate or manage it
- constructing an effective plan to meet a goal.

Your project must include the following:

- analysis of the stressors in your life
- goal and plan to eliminate or manage one stressor in your life
- journal to track your progress over a two-week period
- reflective summary that communicates the outcome of your process and progress toward your goal.

Project Options

Journal

Diary

Portfolios in Physical Education

1. Fitness diary
2. Activity log
3. Periodic skill analysis or evaluation:
   - Self-evaluation
   - Video (student in movement)
   - Rubric
   - Mastery checklist
4. Write-up and picture of project
5. Biography on favorite sports figure, with a focus on character and teamwork skills
6. Historical development of movement, sport, or dance in the United States or a foreign country that students are studying in social science
7. Report on games and recreation activities of a specific culture
8. Graph of heart rate
9. Exploration of movement activities related to or included in a work of literature

Ideas for Portfolios: Authentic Assessment in Physical Education

First Grade

- Affective preinventory and post-inventory, including how student feels about self, physical activities, academics, and getting along with others
- Drawings of what physical activities each child likes to do
- Drawings of what physical activities each child doesn't like to do
- Total school year self-portrait: fall, winter, spring
- Students illustrate an activity that demonstrates various heart rates: slow, medium, fast
- Bar graph skills
- Repetitions of certain physical skills
- Pretest and post-test of students' ability to name body parts

Second Grade

- Drawings (stick figures and self-image drawings)
- Journal writings
- Fitness testing
- Worksheets (fitness components)
- Collages
- Teacher observation
- I can . . . sheets
- Photographs
- Task sheets
- Routines: jump rope, tumbling, and movement (written and drawn)

Source: Reprinted with permission from the California School Leadership Academy, *Physical Education for Lifelong Well-Being.* Hayward, Calif.: California School Leadership Academy, 1966, pp. 4-22 through 4-25.

Third Grade

- Pretests and post-tests
- Evidence of completed projects
- Drawings of learnings
- Training cards for fitness
- Writings on physical education and related ideas, projects, and sports figures
- Task cards
- Personal goals: fitness and social skills
- Creating new games

Fourth Grade

- Videotape
- Cassette
- Journals
- Graphs
- Short-term and long-term goals
- Books
- Periodical samplings
- Activities log

Fifth Grade

- Running journal: record monthly the time for mile, weather, feelings, and so on
- Learn a bone and muscle each week and record on chart or body
- Fitness record sheet preassessment, goals, mid-year assessment, and end-of-year assessment
- Physical education journal: students record how they feel, what they are learning, and what they want to learn
- Video of skills: preskill, lesson, and post-skill to show growth and improvement
- For fifth graders going on to middle school, suitcase of learning filled with representations of what they learned in elementary school
- Square dance: create a dance and audio-tape

Sixth-Eighth Grades

- Fitness results and graphs showing results of goal setting
- Task sheets for motor skills
- Self-evaluation through writing samples
- Peer evaluations
- Exercise log for data collected on fitness testing
- Projects: personal fitness plan, fitness magazine, video self-analysis, team building, and social skills log
- Certificates
- Written tests
- Homework assignments
- Extracurricular activities
- Pretest and post-test of social skills (rubric)
- Pictures
- Journals
- "Questions of the Week": essay to reflect lesson objectives
- Create a new game
- Personal reflection card: personal information, fears, hopes, and so on, for coming year

Ninth-Twelfth Grades

- Journals
- Fitness self-assessment and goals
- Charts and pictures
- Quickwrite and quickdraw
- Letters
- Comic strip
- Student group projects
- Certificates
- Community service project
- Articles and newsletters
- Interviews
- Hypercard computer program

Physical Education Assessment and Communication with Parents

The following materials are used by physical education teachers in the Little Falls Central School District to communicate to parents student progress in the key points emphasized in their child's physical education class related to physical fitness, personal living skills, and motor/movement skills.

1996-97 SCHOOL YEAR Grade _4C_

FITNESS REPORT
FOR

_____

		1st quarter	2nd quarter	3rd quarter	4th quarter
10 sec.	Resting Heart Rate	17	15	15	
10 sec.	Exercising Heart Rate	14	23	25	
PACE TAPE	Push Ups	13	20	16	
20 sec.	Reverse Push Ups	22	20	32	
1 min.	Sit ups	24	22	32	
½ MILE, MILE or PACER TAPE (#of laps)	Running	12:26 mile	12 laps	14:00 laps	
Sit & Reach	Flexibility	25 cm.	28 cm.	27 cm.	cm.

SIT and REACH:

The health fitness standard on the flexibility test is 25 cm for all students (approximately two cm past the toes). Those students who reach 25 cm or more should be encouraged to maintain that level. Those students who fall below the 25 cm standard are at increased risk of developing lower back/hamstring disorders. These students should be encouraged to engage in activities that will improve their lower back and hamstring flexibility.

SIT-UPS:

Students scoring at or above the health fitness standard for their age and sex are considered to have sufficient abdominal muscle strength and endurance, particularly in regard to risk of low back pain. These students should be encouraged to maintain that level of abdominal muscle

Source: Nancy Blehar and Pam Munger, Little Falls Central Schools.

strength and endurance. Students whose scores fall below the health fitness standard may be at risk of developing lower back disorders. Those students should be encouraged to improve their abdominal muscle strength and endurance ultimately to attain the health fitness standard.

PUSH UPS:

The upper body and the abdominal/trunk region have been selected as areas for testing because of their perceived relationship to maintaining functional health and correct posture, thereby reducing possibilities of future lower back pain and restrictions in independent living. In others words, if students are reaching a healthy range for push-ups, they are less likely to have muscu-loskeletal injuries. The stronger a person is, the easier everyday tasks become.

RUNNING (ENDURANCE):

Coronary Heart Disease (CHD) is the greatest single cause of death in the United States. The onset of CHD is usually preceded by warning signs or risk factors such as elevated blood lipids, hypertension, and disturbances in heart rhythms. Stress, cigarette smoking, consumption of fat, and PHYSICAL INACTIVITY, are lifestyle habits that are associated with CHD.
There is strong evidence that the onset and development of CHD CAN BEGIN DURING YOUTH, and research suggests that individuals can reduce many risks of CHD by improving aerobic capacity. Therefore, it is important to encourage YOUNG people to obtain a healthy range for their aerobic capacity (cardio-respratory endurance) to decrease their risk of developing CHD.

CARDIO-RESPIRATORY FUNCTION										
	BOYS	GIRLS		BOYS	GIRLS	BOYS	GIRLS		BOYS	GIRLS
7	24	24	25	4-10	4-10	7	7	1/2 mile	7:00	6:30
8	26	26	25	5-13	5-13	7	7	1/2 mile	6:30	6:00
9	30	28	25	6-15	6-15	13	10	mile	11:00	11:00
10	34	30	25	7-20	7-15	13	10	mile	11:00	10:30
11	36	33	25	8-20	7-15	15	12	mile	10:45	10:00
12	38	33	25	10-20	7-15	17	14	mile	10:30	9:30
13	40	33	25	12-25	7-15	18	14	mile	11:00	9:00

We would like to re-emphasize the importance of our PHYSICAL EDUCATION PRO-GRAM. Physical fitness and social skills are the two main areas we concentrate on.

In the area of fitness, students have been taught the importance physical fitness plays in preventing injuries and reducing stress. Students are encouraged to work at their own pace and to try to reach or maintain a healthy range for strength, flexibility, and endurance. In June, medals will be awarded to students who maintain a healthy range in ALL THREE areas of fitness:

GOLD: 4 quarters of maintaining good health

SILVER: 3 quarters of maintaining good health

BRONZE: 2 quarters of maintaining good health

CERTIFICATE: 1 quarter of maintaining good health

In developing students' social skills we encourage students to become more responsible, to develop positive communication skills, and to become more tolerant of others differences:

RESPONSIBILITY

- chores
- handling equipment
- individual responsibility
- Hellison's levels of responsibility

COMMUNICATION

- partners and groups
- accepting and receiving compliments
- polite way to refuse or accept a partner
- positive and negative body language
- disagree without fighting

TOLERANCE

- accept any classmate as a partner
- conflict resolution
- disagree. . .don't hate
- communicate feelings. . .don't react
- understand differences

Student Record   This Card Belongs to _____   Red Club

Trick	⭐	Initial	Trick	⭐	Initial	Presentation	⭐	Initial
Forward Jump Double Bounce Card #1	★		Forward Jump Single Bounce Card #7	★		Jog In Place 20 Rope Turns Card #13	★	//
Forward Right Foot Double Bounce Card #2	★		Forward Right Foot Single Bounce Card #8	★		Movin' On 20 Rope Turns Card #14	☆	
Forward Left Foot Double Bounce Card #3	★		Forward Left Foot Single Bounce Card #9	★		3 Forward Tricks Double Bounce Check task card #15	★	
Backward Jump Double Bounce Card #4	★		Backward Jump Single Bounce Card #10	★	⌒	3 Forward Tricks Single Bounce Check task card #15	★	
Backward Right Foot Double Bounce Card #5	★		Backward Right Foot Single Bounce Card #11	★		3 Backward Tricks Double Bounce Check task card #16	☆	
Backward Left Foot Double Bounce Card #6	★		Backward Left Foot Single Bounce Card #12	★		3 Backward Tricks Single Bounce Check task card #16	☆	

This marking periods students have been working on fitness and communication skills through the use of fitness teams and jumping rope with partners. Attached, you will find your daughter's/son's jump roping evaluation sheet. Students evaluated themselves and/or had a partner evaluate them, and finished by being evaluated by their teacher.

Students in second grade have started working on their tumbling skills and communication skills. Every day they work with a different classmate. As partners, they develop their own plan on how to share their space and how to help each other as they learn their tumbling skills. Students in grades four and five have begun their cooperative group challenges. These challenges have been teaching students how to problem solve, communicate positively, and mediate. Your children have been working extremely hard and are exhibiting positive citizenship qualities. They have made teaching PHYSICALEDUCATION a delight!!!

Volleyball Assessment

Herricks High School has developed a series of rubricks for skill development, cognitive development, and behavioral development for different activities. We have chosen a vollyball assessment as an example.

Evaluator _____

Name: _____ Period: _____

Teacher: _____ Date: _____

SKILL DEVELOPMENT	4	3	2	1
Student is able to underhand serve the ball over the net and on the court.				
Student is able to overhead serve the ball over the net and on the court.				
Student is able to pass (bump) a volleyball to the setter position.				
Student is able to spike a volleyball over the net and on the court.				
Student is able to spike block a spiked volleyball.				

(4) = Proficiency Level   (3) = Utilization Level   (2) = Control Level   (1) = Precontrol Level

COGNITIVE DEVELOPMENT	A	B	C	D	F
Student is able to understand the scoring procedure during game play.					
Student is able to understand the rotation of players.					
Student is able to understand the defensive positioning.					
Student is able to understand offensive movement-serve return positioning.					
Student is able to understand methods of improving his/her skills. Student is able to identify the lines of the volleyball court.					
Student is able to identify positions on the court (setter, outside hitter, etc.)					
Student is able to identify legal and illegal contacts of the ball.					
Student knows the rules of the volleyball game.					

(A) = Highly Proficient   (B) = Proficient   (C) = Competent   (D) = Needs Improvement   (F) = Unsatisfactory

BEHAVIORAL DEVELOPMENT	IV	III	II	I	O
Student adheres to safety guidelines set by the teacher.					
Student is respectful of fellow students and teacher.					
Student demonstrates responsibility with regard to equipment usage. Student demonstrates effort at improving his/her skills.					
Student demonstrates leadership during class.					
Student demonstrates effort to help other students improve their skills.					
Student is able to enjoy the activity.					
Student demonstrates good sportsmanship during game play.					
Student is able to socialize and communicate effectively during game play.					

(IV) = Caring   (III) = Self-Direction   (II) = Participation   (I) = Respect   (O) = Irresponsibility

Student Comments: _____

Teacher Comments: _____

Continued on next page

Source: Herricks High School, Herricks Union Free School District.

ASSESSMENT ANALYSIS KEY

SKILL DEVELOPMENT

4 PROFICIENCY LEVEL = Skill has become almost automatic. Movement seems effortless. Movement can be performed successfully in a variety of planned and unplanned situations.

3 - UTILIZATION LEVEL = Movement becomes more automatic and can be performed successfully with concentration. Can execute the skill the same way consistently. Can use the skill in combination with other skills and still perform it appropriately.

2 - CONTROL LEVEL = Movements appear less haphazard. Movements are more consistent; repetitions are somewhat alike. Begins to perform the skill correctly more frequently.

1 - PRECONTROL LEVEL = Unable to repeat movements in succession; one attempt doesn't look like another. Seems awkward; doesn't come close to performing skill correctly.

COGNITIVE DEVELOPMENT

A - **90 - lOO point numerical average**. Excellent understanding of material.
B - **80 - 89 point numerical average**. Very good understanding of material.
C - **70 - 79 point numerical average**. Fair understanding of material.
D - **65 - 69 point numerical average**. Minimum understanding of material.
F - **Less than a 65 numerical average**. Unacceptable understanding of material.

BEHAVIORAL DEVELOPMENT

Level IV: CARING - In addition to respecting others, participating, and being self-directed, students are motivated to extend their sense of responsibility beyond themselves by giving support, showing concern, and helping.

Level III: SELF DIRECTION - Students not only show respect and participate, they are able to work without direct supervision. They can identify their own needs and carry out their physical education program.

Level II: PARTICIPATION - Students at this level not only show at least minimal respect for others, they also willingly play, accept challenges, practice motor skills, and train under a teacher's supervision.

Level I: RESPECT - Students may not participate in the day's activity or show much mastery or improvement, but they are able to control their behavior enough so they don't interfere with the other students' right to learn. They do this without prompting and without constant supervision.

Level 0: IRRESPONSIBILITY - Student who operate at Level Zero make excuses and blame others for their behavior and deny personal responsibility for what they do or fail to do.

The Rubrics below can be used for most physical education activities. They encourage understanding of the elements of health related fitness and the elements of skill related fitness.

NAME _____ TEACHER _____ GRADE _____ DATE _____

NAME OF ACTIVITY _____

Activity Analysis

(what are the health benefits and what skill elements are needed to be successful?)

HEALTH ELEMENTS	1	2	3	4
Cardiovascular				
Flexibility				
Muscular Strength - Upper Body				
- Lower Body				
Muscular Endurance - Upper Body				
- Lower Body				
Body Composition				
Stress Management				

Key

This activity:

1 - will not help me to improve my fitness in this area

2 - will help me to maintain my fitness in this area

3 - will help me to improve my fitness in this area

4 - will help me to improve my fitness a great deal in this area

SKILL ELEMENTS	1	2	3	4
Speed				
Agility				
Balance				
Power				
Coordination				
Reaction Time				

Key

This activity:

1 - is **not** required for success in this activity

2 - is **sometimes** required for success in this activity

3 - is **often** required for success in this activity

4 - is **always** required for success in this activity

Write a brief comment about how you felt about this activity.

_____

_____

_____

_____

Source: Herricks High School, Herricks Union Free School District.

Food and Nutrition Proficiency Examination

T he New York State Education Department develops a variety of Family and Consumer Sciences proficiency examinations. These achievement tests are based on State courses of study in:
- Food and Nutrition
- Human Development
- Clothing and Textiles
- Housing and Environment

Passing scores on these tests, which are given in January and June, satisfy testing requirements for Family and Consumer Sciences sequences.

Questions on the proficience examinations measure knowledge and understanding of facts and concepts in Family and Consumer Sciences core courses. Assessment blueprints are based on the amount of classroom time spent on each module in a specific course. An example of a test blueprint and questions extracted from the January 1997 Proficiency Examination for food and nutrition follow:

The University of the State of New York

Occupational Education Proficiency Examination

FOOD AND NUTRITION BLUEPRINT

Module	Percentage of Questions on Test
I **Beginning Food Preparation**	10-12%
II **Meal Management and Food Purchasing**	10-12%
III **Meal Service**	5-7%
IV **Basic Food Preparation and Nutrition**	60-62%
V **Careers in Foods and Nutrition**	10-12%

Beginning Food Preparation

1. At which temperature will bacteria grow most rapidly in cookie dough that contains raw eggs?

1   0°F
2   32°F
3   70°F
4   212°F

Meal Management

2. The chart below shows the nutrition facts for a food product.
Aserving of this food provides the highest percent daily value of:

1   niacin
2   fat
3   iron
4   potassium

Nutrition Facts

Serving size 1⅓ cups (29g)
Servings Per Container about 14

Amount Per Serving	
Calories 110	Calories from Fat 0
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 190mg	8%
Potassium 35mg	1%
Total Carbohydrate 25g	8%
Dietary Fiber 1g	3%
Sugars 11g	
Protein 2g	
Vitamin A	25%
Vitamin C	0%
Calcium	0%
Iron	15%
Vitamin D	10%
Thiamin	25%
Riboflavin	25%
Niacin	25%
Vitamin B$_6$	25%
Folate	25%
Vitamin B$_{12}$	25%
Phosphorus	2%
Magnesium	2%
Zinc	10%
Copper	2%

Meal Service

3. Giovanina is not sure if she has enough food for her guests. Which type of service will allow her to control the size of everyone's portions in the privacy of her kitchen before serving?

1   buffet
2   family
3   plate
4   English

# Basic Food Preparation and Nutrition

4. Janice is a vegetarian. She is concerned about getting enough protein in her diet. Which combination should she choose to get the equivalent of a complete protein?

1   celery and carrot sticks
2   jelly and wheat toast
3   rice and pinto beans
4   pasta and broccoli

Careers in Foods and Nutrition

5. In nursing homes and institutions, the services of dietitians are in demand because of their:

1   ability to cut up and package food
2   skill in designing new products
3   understanding of the media and food preparation
4   specialized knowledge of food and nutrition
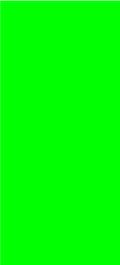
Early Childhood Education Scenario Assessment

Scenario Assessment

Ascenario assessment is an authentic situation which places skills and knowledge in the context where mastery of routine performance must be demonstrated and a problem must be solved.

Purpose

The purpose of these activities is to ensure that students understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of young children, and apply basic rules of health and safety to a variety of home and work place situations. In this scenario assessment, high school students in early childhood classes will complete the activities listed below:

1. **Video:** Students will view the video on Planning Activities for Young Children and take notes on the main points. Following the video, students compile a class list of key points on chart paper, with student volunteers serving as facilitator and recorder.

2. **Small Group Work:** Students will work in small groups to develop a proposal for an early childhood activity. The proposals must illustrate at least 50 percent of the key points compiled by the class. Each group proposal must be submitted **on the Early Childhood Education Scenario Proposal Form** provided by the teacher.

3. **Proposal Presentations and Selection:** Each will present its proposal to a panel comprised of, but not limited to, the following stakeholders:
   - Class members
   - Parent of preschooler
   - Preschool teacher
   - Classroom teacher

Proposals will be evaluated on criteria agreed upon by the panel members such as: novel ideas, learning potential for preschoolers, ease of implementation, and cost effectiveness

4. **Planning and Implementation of Activity Plan**: Students will detail the components of the activity plan, making certain each student will be responsible for a portion of the plan. The plan will be implemented as an Early Childhood scenario with a group of three- and four year-old children. The scenario could be videotaped by a student or a school media specialist.

5. **Student Assessment:** Each student will write a self-reflection essay detailing insights gained from the Early Childhood Education scenario.

6. **Teacher Assessment:** Family and Consumer Sciences teachers in collaboration with early childhood teachers will evaluate the effectiveness of the learning activities planned by the high school students in terms of appropriate creativity and other criteria.

Early Childhood Education Scenario
Student Self-Reflection Essay

Prepare an essay as a reflection and critique of the experience we have just conducted with our preschool visitors. Be sure to include information on how you helped to make this event a success.

DIRECTIONS: Write an essay including the following components:

A.   **INTRODUCTION**
Abrief description of the activity plan, the professionals, and the children with whom you had contact.

B.   **INSIGHTS**
Describe at least three specific things you learned about the professional and/or the children that you did not know before.

C.   **CRITICAL EVENT OR INCIDENT**
Describe a single event or incident that you will probably never forget from your simulated work experience. Include the reason why it stands out and what you learned from the incident.

D.   **PROFESSIONAL IMPACT**
Describe at least three things you learned about yourself that will benefit you when you have a career. Include at least one strength you discovered (or rediscovered) you have and one trait/skill you feel you need to improve upon.

E.   The thing(s) I enjoyed most about the work experience was..

F.   I found out that I do/do not want to pursue a career in this field because. . .

Rubric for Self-Reflection Essay

Content:

- Introduction
- Three insights about career, and/or clients
- Critical incident and reason why it was critical
- Professional impact: Three things learned about self
  One strength
  One area of improvement needed
- Reflection of things enjoyed
- Reflection of impact on career choice
- All answers include specific examples from the simulation
- Thoughts are expanded upon.

Mechanics:

- Correct spelling
- Correct capitalization
- Correct punctuation
- Correct grammatical construction.

Organization:

- Discernible organization
- Logical sequence of ideas.

Format:

- Consistent margins, indents, and spacing
- Clear, careful handwriting/typing.

Technique/Style:

- Precise, interesting word choice
- Correct, varied sentence structure
- Uniquely personalized.

Punctuality:

- Submitted within the contracted time.

RATING:

50-45   **EXEMPLARY JOB ON ESSAY!**
Clearly includes and demonstrates all of the above criteria.

40-35   **COMPETENT JOB ON ESSAY.**
Includes occasional lapses in some of the above criteria.

30-25   **SATISFACTORY JOB ON ESSAY.**
Includes minor flaws in many of the criteria listed above or serious flaws in some of the criteria.

20-15   **ADEQUATE JOB ON ESSAY.**
Includes serious flaws in many of the criteria listed above.

10-15   **INADEQUATE JOB ON ESSAY.**
Begins but does not complete essay.

0   **NO ATTEMPT**

Student Name _____

Early Childhood Education Scenario
Teacher Assessment Rubrics

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GENERIC CRITERIA

- **Objective is accurately stated.**
- **Complete/appropriate list of supplies is provided.**
- **Procedure is described in detailed steps.**
- **Activity is age appropriate.**
- **Allows for meaningful involvement of children.**
- **Uses colorful, bright, inviting materials.**
- **Provides for children's health and safety needs.**
- **Addresses need for physical space.**

</td>
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PROFESSIONAL =
Work is thorough and detailed. All criteria are met. Would warrant consideration for pay increase by employer.
COMPETENT =
Work is complete. All criteria are met. Would be considered average by employer.
SATISFACTORY =
Work has minor deficiencies. All criteria are met. Would need some coaching by employer.
UNSATISFACTORY =
Work has serious deficiencies. Criteria are unmet. Would consider terminating employment.

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SPECIFIC CRITERIA AND RATING SCALES

MOVEMENT/MUSIC
- Meets all generic criteria
- Enhances large motor skills
- Enhances listening skills

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

DRAMATIC PLAY
- Meets all generic criteria
- Contains thorough introduction to prepare children for pretend play
- Allows for individual expression

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

MATH
- Meets all generic criteria
- Is creative and hands-on
- Pays particular attention to time and attention span

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

FOOD/SNACK
- Meets all generic criteria
- Uses nutritious, easily eaten/digestible foods
- Is eye appealing
- Includes children in preparation and clean-up

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

LANGUAGE/STORY
- Meets all generic criteria
- Includes repetition of ideas
- Is used as an introduction to the art/craft activity

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

ARTS/CRAFTS
- Meets all generic criteria
- Enhances fine motor skills
- Favors process over product
- Is compatible with language/story activity

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY

SCIENCE
- Meets all generic criteria
- Is creative and hands-on
- Pays particular attention to time and attention span

☐ PROFESSIONAL
☐ COMPETENT
☐ SATISFACTORY
☐ UNSATISFACTORY