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The path to healthy schools.

Performance Assessment Toolkit

Introduction

For fifteen years, Cairn Guidance has been training and offering professional development to health educators and teachers that are tasked to teach health education. Cairn's two-day Skills Based Health Education Standards, Instruction and Assessment Training brings teachers through a journey of foundations of health education (effective practices, data, policy & standards), to development of a data-informed unit plan and well-developed, authentic performance assessment. No-cost resources, tools and templates are shared throughout the two days, and over twenty teaching strategies are modeled. This toolkit is one of the resources shared during the second day of the training to assist with writing well-developed performance assessments.

This toolkit includes a step by step process to develop K-12 performance assessments as well as resources to aid students in producing meaningful, authentic products or performances that showcase their knowledge and skill attainment. When developing performance assessments, keep the following in mind:

First, we recommend getting to know the needs of your students and your community. Use local resources such as The Centers for Disease and Control and Prevention's (CDC) 's Youth Risk Behavior Survey, local health department data, school attendance and behavior data, as well as parent and/or student surveys to determine the health needs of your students and community. Determine by grade or grade level band what data points are most concerning. Develop units, assessments and lessons based on addressing those concerning data points.

We recommend developing or purchasing a curriculum that teaches the knowledge and develops the skills to meet students' health needs. Use the determined health needs data alongside the CDC's Health Education Curriculum Analysis Tool (HECAT) and your state and national standards to formulate the health topics, functional information, and skills to include in your curriculum. A solid way to do this is to select the HECAT Health Behavior Outcomes (HBOs) that align to the concerning data points found in the needs data. Then, select the skill standards to address followed by the knowledge expectations from HECAT #1 and skills expectations from HECAT #2-8. Determine the amount of time and number of lessons to allocate for each unit and develop a pacing guide for the school year/curriculum.

We recommend designing meaningful performance assessments to measure knowledge and skill attainment. "Your assessments should be structured such that students can demonstrate learning and skill ability in a way that maintains or improves their health in realistic situations." (Benes and Alperin, The Essentials of Teaching Health Education, p 212.) Performance assessments are an effective way to do this. Grant Wiggins and Jay McTighe suggest doing this by using the GRASPS (Goal/Task, Role, Audience, Situation/Context, Product/Performance, Standards/Criteria for Success) model when designing performance assessments. This document is a step by step guide to apply these steps to health education performance assessments.

Finally, we recommend beginning with the end in mind by using the backward design method to develop skills-based units. This method is based on the work of Grant Wiggins and Jay McTighe and suggests designing assessments before lessons. Achieving mastery of the knowledge and skills within the performance assessment should direct instruction during each lesson. All parts of the lesson (objectives, mini-lesson, skill practice, formative assessment, etc.) should be designed with the intention of attaining the knowledge and skills in the performance assessment.

Step 1: STUDENT TASKS

Select a task that will allow the students to apply their knowledge and skills.
Make it meaningful, authentic, and challenging. How will the students use their knowledge and skills?

Your task is to…

Your goal is to…

Your mission is to…

Your job is…

The challenge is to…

The problem to solve is…

The obstacles to overcome are…

Analyzing/Evaluating

Advocate	Interpret
Appraise	Judge
Argue	Justify
Assess	Predict
Choose	Rate
Compare	Recommend
Conclude	Relate
Contrast	Select
Critique	Support
Defend	
Estimate	
Evaluate	

Creating

Arrange	Illustrate
Assemble	Invent
Compose	Plan
Construct	Prepare
Create	Rearrange
Design	Reconstruct
Develop	Relate
Devise	Revise
Explain	Set up
Formulate	Tell
Generate	Write
Hypothesize	

Step 2: ROLES

Select a role(s) that is relevant to the task and are meaningful for the students.
From which point of view can the students make an impact with their knowledge and skills?

You are…

You have been asked to…

Your career is…

A/A or N/A Sponsor	Expert	Politician
Advocate	Eyewitness	Public Relations
Artist	Forensic Scientist	Researcher
Architect	Gamer	Sales Rep
Athlete	Health Department Director	Social Worker
Biographer	Health Inspector	Social Media Manager
Blogger	Inventor	Spokesperson
Candidate	Lawyer	Student
Caregiver	Literary Critic	Tattoo Artist
Coach	Marketing Specialist	Teacher
Constituent	Medical Examiner	Tour Guide
Counselor/Therapist	Movie Director	Travel Agent
Cruise Ship Captain	News Reporter	TV/Movie Character
Cybersecurity	Nutritionist	Uber Driver
Dentist	Paramedic	Victim
Detective	Personal Trainer	Virtual Reality Designer
Doctor	Pharmacist	Writer
Elected Official	Physical Therapist	Youtuber
Engineer	Poet	

Step 3: AUDIENCES

Select an audience that is relevant to the task and inspirational to the students. With whom can the students make a difference with their knowledge and skills?

Your clients are…

The target audience is…

You need to convince…

A/A or N/A Sponsor	Eyewitness	Poet
Advertiser	Forensic Scientist	Politician
Advocate	Gamer	Public Relations
Artist	General Public	Readers
Architect	Health Department Director	Researcher
Athlete	Health Inspector	Sales Rep
Biographer	Inventor	School Board
Blogger	Lawyer	Social Worker
Candidate	Literary Critic	Social Media Manager
Caregiver	Marketing Specialist	Social Media Followers
Client	Media	Spokesperson
Coach	Medical Examiner	Student
Congress	Movie/TV Producer	Tattoo Artist
Constituent	Movie-Goer	Teacher
Counselor/Therapist	News Reporter	Tour Guide
Cruise Ship Captain	Nutritionist	Travel Agent
Cybersecurity	Paramedic	TV/Movie Character
Dentist	Patient	Victim
Detective	Peer	Virtual Reality Designer
Doctor	Personal Trainer	Writer
Elected Official	Person with substance use disorder	Youtuber
Engineer	Pharmacist	
Expert	Physical Therapist	

Step 4: SITUATIONS/CONTEXT

Create a setting/situation that is real, relevant, and right for your students.
Use familiar places, businesses, local settings, and real situations. Consider what community events, celebrations, or activities students can relate to. In which setting would your students feel authentic when performing this task?

The context you find yourself in is…

The challenge involves…

Your opportunity is to…

Step 5: PRODUCTS AND PERFORMANCES

Select a product or performance in which students best demonstrate their learning.
Consider differentiating products/performances and allowing students choice in products/performances.
Which products/performances will give ALL students the opportunity to perform their best?

You will create a _____ in order to _____.

You need to develop _____ so that _____.

Written	Oral	Visual
Article	Conversations	Advertisement
Biography	Debate	Banner
Blog	Dialogue	Bumper Sticker
Book/Story	Dramatization	Cartoon/Comic
Brochure	Editorial	Collage
Critique	Interview	Collection
Essay	Oral Presentation	Construction
Experiment	Peer Teaching	Data
Fitness Plan	Play	Design
Game	Poetry Reading	Diagram
Journal	Radio Ad	Diorama
Lab Report	Rap	Display
Law	Role Play	Drawing/Painting
Letter	Skit	Graph
Menus	Speech	Map
Poem	Song	Model
Questionnaire	Podcast	Photograph
Script	Proposal	Scrapbook
Social Media Post	Voice Memo	Sculpture
Survey		Storybook
Text Message		T-Shirt
Wellness Plan		Video
		Word Cloud/Wall

Step 6: SUCCESS CRITERIA

Select success criteria in student-friendly terms that measures knowledge and skill attainment.
Consider the rubric or performance checklist for feedback on their assessment.
How will your students know if they are successful?
What will give them effective feedback to improve their knowledge and skill?

Your performance needs to _____.

Your work will be reviewed by _____.

Your product must meet the following criteria: _____.

A successful result _____.

An exemplar looks like _____.

1. Identify concepts, skills, and other criteria to be assessed.

Concepts	Skills	Other
• Identify 3-5 health concepts	• Identify one to two health skill(s)	• Identify other criteria
These may be taken from state/local content standards, the Health Education Curriculum Analysis Tool (knowledge expectations), the National Sexuality Education Standards, the National Health Education Standards to name a few resources.	These may be taken from state/local content standards, the Health Education Curriculum Analysis Tool (skill expectations), the National Sexuality Education Standards, the National Health Education Standards to name a few resources.	For example, other content or skill standards (art, science, ELA, etc.)

2. Identify the most effective way to review/grade the assessment.
Usually rubrics or performance checklists are used.

Analytic Rubrics	Holistic Rubrics	Performance Checklist
• Performance is judged separately or each trait • Discriminates by degree of understanding or proficiency • Provide opportunities of more specific feedback	• A judgment of how well someone has performed on a task considers all the criteria together • Focuses on overall impressions • Limited opportunity for providing specific feedback	• Uses specific traits that are checked if present in assessment • Can be used to identify specific strategies or steps on a process • May be weighted or not

Incorporating Technology

*Adobe Spark: create graphics, videos, web pages.

Apple Keynote: presentation software

*Book Creator: create books and add them to the teacher's library.

*Canva: create various types of graphic design projects.

*Flipgrid: teachers can assign video assignments, students can share videos with teachers, create class community, class discussion, present and share health advocacy projects, exit ticket reflections, development of classroom norms/agreements, follow #flipgridfeverhealthed #flipgridfever

*GiphyCam: create GIFs

*iMovie for iOS: iMovie is a video editing software application developed by Apple Inc. for macOS and iOS devices. May be used as a product that is turned in.

Piktochart: Design infographics, presentations, prints.

*Powtoon: create short movie presentations.

Prezi: presentation software

*QR Code Generator: In education, QR Codes can be used to hold URLs of online applications commonly used in the classroom, thus saving time logging in.

Rocketbook Orbit: The Orbit is a reusable legal pad that's equipped with removable page packs, water-erasable paper, and custom page designs to make your note-taking experience convenient, sustainable, and personalized.

*Slides: create slide presentations.

*Storybird: A creative writing platform for use in classrooms.

*StoryBoardThat: digital storytelling. Create stories, comic books, etc. Create two, six-board comics for free.

*Symbaloo: Symbaloo is a cloud-based application that allows users to organize and categorize web links in the form of buttons. Symbaloo works from a web browser and can be configured as a homepage, allowing users to create a personalized virtual desktop accessible from any device with an Internet connection. May be used by students to create a page that has accessible resources, services, products and people related to a specific health topic.

*WeVideo: Includes project templates, collaboration tools, a built-in media library with licensed and royalty-free images, video and music clips, and secure access and storage in the cloud. Teachers and students can create green screen videos, podcasts, screencasts, personal narratives, portfolios, and school announcements.

*Zeoob: fake social media post generator.

*Free

Performance Assessment Template

Title:

Grade:	**Unit:**
Step 1: Identify Concepts and Skills	

Concepts:
HECAT Knowledge Expectations and/or NHES #1

Skill(s):
HECAT Skill Expectations and/or NHES #2-8

Step 2: Develop Assessment Prompt (Include Task, Role, Audience, Context, Product, and Link)

Step 3: Develop Success Criteria

Concepts: Criteria

Skills: Criteria

Performance Assessment Example: Elementary School

Title: *Confict Resolution*

Grade: 5th	Unit: Consent
Step 1: Identify Concepts and Skills	

Concepts:
V1.5.2
Describe the benefits of using non-violent means to solve interpersonal conflict.

Skill(s):
4.5.2
Demonstrate refusal skills that avoid or reduce health risks.
4.5.3
Demonstrate nonviolent strategies to manage or resolve conflict.

Step 2: Develop Assessment Prompt
(Include Task, Role, Audience, Context, Product, and Link)

You are in your classroom and another student sees your backpack slightly open on the floor. They seem to be curious about something in your bag, and you figure it's your baseball mitt. This other student goes to grab your mitt without permission. You haven't given consent for this other student to reach into something that belongs to you. Complete the graphic organizer and describe what you will say and do in this situation. Make sure to use the steps we have learned in class about defusing conflict:

1. Identify the conflict: Is the situation safe?
   What is the conflict about? Who is involved in this conflict?

2. Defuse the conflict: What will you do?
   - State your position
   - Present the options
   - Reflect

Step 3: Develop Success Criteria

Concepts: Criteria

Performance Assessment Example:

I answered all 5 steps of defusing conflict

My answers supported health-enhancing decisions and communication

Skills: Criteria

Performance Assessment Example:

My action/communication strategies might effectively defuse the situation

I used healthy communication techniques

Performance Assessment Example: Middle School

Title: *Chef's Creation*

Grade: 7th	Unit:
	Promotion of Healthy Eating
Step 1: Identify Concepts and Skills	

Concepts:
HECAT Knowledge Expectations and/or NHES #1

Access the Dietary Guidelines for menu development.

Select a variety of high fiber, whole grain, fruits and vegetables when creating a menu.

Skill(s):
HE3.8.1 Analyze the validity and reliability of nutrition information.

HE3.8.6 Access valid and reliable nutrition information from home, school, or community.

Step 2: Develop Assessment Prompt
(Include Task, Role, Audience, Context, Product, and Link)

You are a chef who would like to develop special meals for a variety of holidays for elderly adults in a nursing home. Plan three nutrient-rich meals for each event (there are three). Choose foods within the given nutrition requirements below. Make sure to list your foods with their nutritional information. With each meal, share what resource you used to find the nutritional information. Explain how you know each resource was valid and reliable. Create a decorative menu for the event using Canva or Docs, or freehand drawing. Be creative in order to appeal to the adults. You will turn in a folder that will include: 3 decorative menus, a document that includes the nutritional information for each menu and an explanation of where you found the nutritional information (list resource). Finally, include a description of how you know if the resource is valid and reliable. You will be scored using the performance checklist criteria below.

The three events are: Halloween Bash, Thanksgiving Meal, Birthday Celebration

List 3-5 food Items – Totals include:

Under 620 total calories	Under 6 g of added sugar
Under 7 g of saturated fat	Under 644 mg of sodium

Step 3: Develop Success Criteria

Concepts: Criteria

Performance Assessment Example:

I have included 3 meals/menus in my folder

I have included a description of the nutritional information for each item on the menu

Each menu fits within the nutrition requirements

I have described the resources I used to find the nutritional information.

Skills: Criteria

Performance Assessment Example:

For each menu/meal, I included an explanation of the resource I used to find the nutritional information.

For each resource, I explained how this resource is both valid and reliable.

Performance Assessment Example: High School

Title: *Victim Empathy, Consent and Sexual Violence*

Grade: 11th	Unit: Sexual Violence Prevention

Step 1: Identify Concepts and Skills

Concepts: HECAT Knowledge Expectations and/or NHES #1

SH1.12.29 : Analyze techniques that are used to coerce or pressure someone to have sex.

SH1.12.30: Explain why it is an individual's responsibility to verify that all sexual contact is consensual.

SH1.12.31: Summarize why individuals have the right to refuse sexual contact.

Skill(s): HECAT Skill Expectations and/or NHES #2-8

Advocacy:

SH8.12.1: Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about avoiding or reducing risky sexual behaviors.

SH8.12.6: Adapt sexual health messages and communication techniques for reach a specific target audience.

Step 2: Develop Assessment Prompt (Include Task, Role, Audience, Context, Product, and Link)

You have been hired by YouTube to create a Powtoon Commercial that will air during certain YouTube videos that your peers typically watch. You will create a brief script (60-90 seconds) for an advertising spot that portrays the truth about Sexual Violence. The scripts should serve as a positive influence on teenagers. They must grab the viewer's attention and be direct with the information. The Commercial must include:

- 3 facts about sexual violence, including techniques used to coerce or pressure someone
- Define consent and explain why individuals have the right to refuse sexual contact
- The link between gender stereotypes and sexual violence
- How intervention can decrease sexual violence.
- How victim empathy can decrease sexual violence.
- A slogan that will educate teens about the risks.

Step 3: Develop Success Criteria

Concepts: Criteria

Performance Assessment Example:
I have included at least 3 facts about sexual violence, including one technique used to coerce or pressure someone.
I have defined consent and explained why individuals have the right to refuse sexual contact.
I have described the link between gender stereotypes & sexual violence.
I have explained how intervention can decrease sexual violence.
I have defined & explained how victim empathy can decrease sexual violence.
I have included a relevant slogan that will educate teens about the risks.
I have listed a local or regional resource or place to go for help including their contact information.

Skills: Criteria

Performance Assessment Example:
My Powtoon is clearly directed to peers my age (audience awareness)
My Powtoon has a clear, health-enhancing position.