



**Performance Assessment Toolkit**

## Introduction

For over 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 functional health knowledge and health skills. 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 I: 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

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

### Creating

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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

Advocate

Artist

Architect

Athlete

Biographer

Blogger

Caregiver

Coach

Constituent

Counselor/Therapist

Cruise Ship Captain

Cybersecurity

Dentist

Detective

Doctor

Elected Official

Engineer

Expert

Eyewitness

Forensic Scientist

Gamer

Health Department Director

Health Inspector

Inventor

Lawyer

Literary Critic

Marketing Specialist

Medical Examiner

Movie Director

News Reporter

Nutritionist

Paramedic

Personal Trainer

Pharmacist

Physical Therapist

Poet

Political Candidate

Politician

Public Relations

Researcher

Sales Rep

Social Worker

Social Media Influencer

Spokesperson

Student

Tattoo Artist

Teacher

Tour Guide

Travel Agent

TV/Movie Character

Uber Driver

Victim

Virtual Reality Designer

Writer

Youtuber



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



## 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	Interview	Collage
Critique	Oral Presentation	Collection
Editorial	Peer Teaching	Construction
Essay	Play	Data
Experiment	Poetry Reading	Design
Fitness Plan	Radio Ad	Diagram
Game	Rap	Diorama
Journal	Role Play	Display
Lab Report	Skit	Drawing/Painting
Law	Speech	Graph
Letter	Song	Map
Menus	Podcast	Model
Poem	Proposal	Photograph
Questionnaire	Voice Memo	Scrapbook
Script		Sculpture
Social Media Post		Storybook
Survey		T-Shirt
Text Message		Video
Wellness Plan		Word Cloud/Wall



## Step 5: 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 \_\_\_\_\_.

### 1. Identify functional health information, skills, and other content standards to be assessed.

Functional Health Information	Skills	Other
<ul style="list-style-type: none"><li>Identify 3-5 pieces of functional health information</li></ul> <p>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.</p>	<ul style="list-style-type: none"><li>Identify one to two health skill(s)</li></ul> <p>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.</p>	<ul style="list-style-type: none"><li>Identify other criteria</li></ul> <p>For example, other content or skill standards (art, science, ELA, etc.)</p>

### 2. Identify the most effective way to review/grade the assessment.

Usually rubrics or performance checklists are used.

Analytic Rubric	Holistic Rubric	Performance Checklist
<ul style="list-style-type: none"><li>Performance is judged separately or each trait</li><li>Discriminates by degree of understanding or proficiency</li><li>Provide opportunities of more specific feedback</li></ul>	<ul style="list-style-type: none"><li>A judgment of how well someone has performed on a task considers all the criteria together</li><li>Focuses on overall impressions</li><li>Limited opportunity for providing specific feedback</li></ul>	<ul style="list-style-type: none"><li>Uses specific traits that are checked if present in assessment</li><li>Can be used to identify specific strategies or steps on a process</li><li>May be weighted or not</li></ul>





## Incorporating Technology

**Adobe Express\***: Create graphics, videos, web pages.

**Apple Keynote**: Create slides presentations.

**Book Creator\***: Create books and add them to the teacher's library. Has a free version with limited functionality.

**Canva\***: Create various types of graphic design projects. Has a free version with limited functionality. Students need to create an account to use.

**ChatGPT\***: AI-based software. Free with log in required.

**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/agree-ments, follow #flipgridfeverhealthed #flipgridfever.

**Giphy\***: Create GIFs.

**Google Slides\***: Create slide presentations.

**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.

**PearDeck\***: An interactive lesson platform. Has a free and premium version.

**Piktochart\***: Design infographics, presentations, prints. Free version with limited functionality. Pricing page [linked here](#).

**Powtoon\***: Create short movie presentations. Paid version has additional capabilities, pricing page [linked here](#).

**Prezi\***: Presentation software with an infographic tool. Free trial option, pricing page [linked here](#).

**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.

**Storybird\***: A creative writing platform for use in classrooms. Paid version has additional capabilities, pricing page [linked here](#).

**StoryboardThat\***: Digital storytelling. Create stories, comic books, etc. Create two, six-board comics for free.

**Symbaloo\***: 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 person-alized 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. Pricing page [linked here](#).

**Zeob\***: Fake social media post generator.

*\*Free or free trial available.*



# Performance Assessment Template

Title:

Grade:

Unit:

## Step 1: Identify Functional Health Information and Skills

*Functional Health Information:*

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

*Functional Health Information: Criteria*

*Skills: Criteria*



# Performance Assessment Example: Elementary School

## Title: **Conflict Resolution**

Grade: 5th

Unit: Consent

### Step 1: Identify Functional Health Information and Skills

*Functional Health Information:*

VI.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

*Functional Health Information: 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: Promoting Healthy Eating

#### Step 1: Identify Functional Health Information and Skills

*Functional Health Information:*

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: Memorial Day, Birthday Celebration or New Year's Eve

List 3-5 food items – Totals include:

food options from at least  
3 different food groups

Under 7 g of saturated fat

Under 6 g of added sugar

Under 644 mg of sodium

#### Step 3: Develop Success Criteria

*Functional Health Information: 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 Functional Health Information and Skills

*Functional Health Information:*

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

*Functional Health Information: 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.

