

Sample Performance Assessment

Content Area: Comprehensive Health

Grade Level: Second (2)

Instructional Unit Sample: Be A “Buddy” Not A “Bully”

Colorado Academic Standard(s): CH09-GR.2-S.4 – Prevention and Risk Management

Concepts and skills students’ master: Healthy, Relationships, Point of View (Perspective), Responsibility, Acceptance, Communication, Well-being, Respect, Safety, Understanding, Empathy, Behaviors

Unit Description

This unit, [Be A Buddy, Not A Bully](#), uses friendship relationships to help students develop their understanding of healthy interpersonal relationships as well as unhealthy bullying relationships. Through the examination of effective communication skills (speaking and listening) and perspective-comprehension strategies, students will actively explore proactive anti bullying and empathy-building activities. The unit culminates with students creating (audience) interactive skits to share their perspective on bullying prevention. The ongoing learning experiences center around role-playing as a means to scaffold and prepare students for the creation of their own skits.

Performance Assessment Description

As a group of student actors you will create and perform a scene with the goal of identifying and differentiating bullying and teasing. As part of your performance you will be responsible for engaging the audience in analyzing acts of bullying and teasing; your scene will contain teasing and bullying and you will ask the audience to differentiate between the two. In addition, you will provide the audience with two alternative endings (prevention strategies) to the bullying in the scene, and allow the audience to decide the best prevention strategy.



RUBRIC: Be a Buddy Not a Bully

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Presentation: Demonstrates Bullying vs. Teasing	The skit accurately demonstrates four teasing and bullying behaviors.	The skit accurately demonstrates three teasing and bullying behaviors.	The skit accurately demonstrates two teasing and bullying behaviors.	The skit accurately demonstrates one teasing and bullying behavior.	30%
Presentation: Demonstrates Preventions Strategies	Skit accurately demonstrates one negative and one positive way to resolve the situation <u>and</u> is presented to students in a lower grade level.	Skit accurately demonstrates one negative and one positive prevention strategy to resolve the situation.	Skit accurately demonstrates one negative or positive prevention strategy to resolve the situation.	Skit does not demonstrate any effective prevention strategies to resolve the situation.	30%
Placard: Identification of teasing vs. bullying strategies	The student correctly identifies all of the bullying and teasing behaviors demonstrated in the skits.	The student correctly identifies the majority of the bullying and teasing behaviors demonstrated in the skits.	The student correctly identifies some of the bullying and teasing behaviors demonstrated in the skits.	The student cannot identify the bullying and teasing behaviors demonstrated in the skits.	25%
Exit slip: Identification of prevention strategies	The student correctly identifies the best prevention strategy demonstrated in all the performances.	The student identifies the best prevention strategy demonstrated in the majority of the performances.	The student identifies the best prevention strategy demonstrated in some of the performances.	The student cannot identify the best prevention strategy demonstrated in some of the performances.	15%
				TOTAL	100%



Performance Assessment Development Template

Who is developing this performance assessment?	
Name: Colorado Content Collaborative in Comprehensive Health	Position/Affiliation: Colorado Content Collaborative in Comprehensive Health

I. CONTENT STANDARDS	
Content Area: Comprehensive Health	
Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	CH09-GR.2-S.4 Prevention and Risk Management
Grade Level(s)	Grade 2
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4
What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."	<p>Students may be teased and/or bullied in school and need to know how to respond appropriately.</p> <p>Students can differentiate between teasing and bullying thus helping them to resolve possible conflicts before they escalate.</p> <p>A number of professionals can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults.</p>
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
"Don't be a Bully" skit	Student actors will create and perform a scene that identifies and differentiates between bullying and teasing. The audience will distinguish between bullying and teasing. In addition, the performers will provide two endings (prevention strategies) to the bullying in the scene. The audience will decide which prevention strategy is best



II. Claims, Skills, Knowledge & Evidence	
Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i>	Successful completion of this task would indicate... <ul style="list-style-type: none"> ➤ Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others
Skills. <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i>	Student should be able to... <ul style="list-style-type: none"> ➤ Intervene and respond appropriately if self or others are being teased or bullied ➤ Differentiate between bullying and teasing ➤ Show support to someone who has been harmed by bullying ➤ Identify helpful caring and trusted professionals and or adults in a bullying situation
Knowledge. <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</i>	Student should know/understand... <ul style="list-style-type: none"> ➤ The signs of bullying ➤ The difference between teasing and bullying ➤ The effects of bullying and teasing ➤ Appropriate anti-bullying strategies ➤ Different perspectives of people
Evidence. <i>What can the student do/produce to show evidence of the above knowledge and skills?</i>	Student will show evidence of skills and knowledge by... <p>Students may work in purposeful heterogeneous groups to produce:</p> <ul style="list-style-type: none"> ➤ Script for their skit ➤ Placards for the audience (to be used to allow the audience to display their “votes” about acts of bullying vs. acts of playful teasing) http://rfclipart.com/hand-with-blank-placard-1487-vector-clipart.html (Placard template) ➤ Exit cards (for the audience to choose the ending that would best prevent bullying)



III.A. PERFORMANCE TASKS: Instructions to the Student

Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

As a group of student actors you will create and perform a scene with the goal of identifying and differentiating bullying and teasing. As part of your performance you will be responsible for engaging the audience in analyzing acts of bullying and teasing; your scene will contain teasing and bullying and you will ask the audience to differentiate between the two. In addition, you will provide the audience with two alternative endings (prevention strategies) to the bullying in the scene, and allow the audience to decide the best prevention strategy.

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

Students may work in purposeful heterogeneous groups to produce:

- Script for their skit
- Placards for the audience (to be used to allow the audience to display their “votes” about acts of bullying vs. acts of playful teasing) <http://rfclipart.com/hand-with-blank-placard-1487-vector-clipart.html> (Placard template)
- Exit cards (for the audience to choose the ending that would best prevent bullying)

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

Skit Scenario:

As a group of student actors you will create and perform a scene with the goal of identifying and differentiating bullying and teasing. As part of your performance you will be responsible for engaging the audience in analyzing acts of bullying and teasing; your scene will contain teasing and bullying and you will ask the audience to differentiate between the two. In addition, you will provide the audience with two alternative endings (prevention strategies) to the bullying in the scene, and allow the audience to decide the best prevention strategy.

Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

- Student designed script for skit
- Placards for the audience - <http://rfclipart.com/hand-with-blank-placard-1487-vector-clipart.html> (Placard template)
- Exit cards
- Skit props as needed



Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

Skit should not include any physical contact or profanity.

Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

Present the skit to class, school or other group. Video tape performance and share.

Provide any other relevant information for the students' instructions.

Students can decide to take on specific roles for the assessment. They can be a writer, director, set designer, performer, or a MC/Moderator



III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator’s perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

A friendship relationship represents an interpersonal connection that, developmentally and socially, will resonate with most, if not all, 2nd graders. The unit uses friendships, their attributes and demands, as a basis for students to examine how best to communicate, empathize, and problem solve with others.

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

- Adequate space for presentation
- Audience arrangement for everyone to see and hear
- Space to practice presentations

What materials should be provided to students? Be as specific as possible.

- Assessment rubric
- Script prompts
- Paper and markers and materials for placards

What materials should the student bring to the performance assessment session? Be as specific as possible.

- Completed rubric
- Script for skit
- Props for skit (if needed)

What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?

N/A

Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.

Teacher discretion. (Teacher should be monitoring the students’ rehearsal prior to the presentation so they have an idea for the time frame of each skit)



Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

Teacher discretion.

During the Performance Assessment Session

How should the educator respond to students' questions?

- Refer students back to the assessment instructions and expectations.
- Encourage them to consult the rubric often.
- Answer clarifying questions.

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

- Follow Script to identify bullying/teasing behaviors and the best ending to the situation.
- Fill in a check list of student placard responses to the bullying vs. teasing.(keep a running tally through all skits so as to be able to assess their overall ability to differentiate between the two)
- Direct students to fill in their exit slips and hand them in

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

- Script
- Exit Slips

What information should the educator give the student at the end of the performance assessment session?

Feedback from rubric on their performance.

Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator? How should the workstation be cleaned?

- Teacher collects the placards
- Students reset the scene if necessary



Other relevant information for the *educator's* instructions:

- Refer to the rubric
- Ensure each group member has a role in the presentation
- When assessing for differentiation between the bullying and teasing behaviors, use a checklist and review responses of ALL performances for one assessment grade as oppose to after each individual performances.

III.C. PERFORMANCE TASKS:**Other Considerations**

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

- Students submit their scripts
- Submission of the exit slip
- Recording of the placard responses during the class presentations

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

- Script writing prompts
- Instruction sheets for the teacher and student
- Checklist to tally the placard responses of students during the skits
- Samples of skits for kids to model from (possible exemplars)

III.D. PERFORMANCE TASKS:**Accommodations**

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

- Consult student case manager for suggestions
- Extra time
- Differentiation of tasks/roles
- Choice of presentation format



IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

- Knowledge of Comprehensive Health Standards
- Understanding of Skill Based teaching strategies
- Content and Skill Knowledge
- Understanding of Cooperative Group Process
- Access to exemplars



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](http://www.cede.ku.edu/) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

