

# Sample Performance Assessment

**Content Area:** Comprehensive Health

**Grade Level:** High School

**Instructional Unit Sample:** Happy is the New Healthy

**Colorado Academic Standard(s):**

CH09-GR.HS-S.3 – Emotional and Social Wellness

CH09-GR.HS-S.4 – Prevention and Risk Management

**Concepts and skills students' master:** Credible Resources, Goal Setting, Self-advocacy, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Respect, Diversity

## Unit Description

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This unit, [Happy is the New Healthy](#), focuses on mental/emotional wellness with an emphasis on advocacy. Across the unit's 3-4 week duration, students will define various issues of mental/emotional health (depression, anxiety and self-harm), in order to familiarize themselves with a multitude of resources to support mental/emotional health, and improve communication skills to meaningfully advocate for mental/emotional health on behalf of themselves and others. Additionally, students will leave with an understanding of the impact diversity and respect play in creating a more positive environment within their school.

## Performance Assessment Description

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Students as peer advocates will work collaboratively with classmates to create action plans and advocacy projects that will help Juan or Sarah (characters in a given scenario), effectively seek help for mental, emotional and physical challenges/issues. The goal is to develop effective advocacy skills and utilize credible resources students by synthesizing a project that advocates for the student in the chosen scenario.



### RUBRIC: Happy is the New Healthy

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
<u>Scoring Criteria</u>	4	3	2	1	Weight
<b>Analyzing mental health</b>	Includes 5 symptoms of a potential mental health concern. Analyzes potential long term consequences	Includes 5 symptoms of a potential mental health concern.	Includes at least 4 symptoms of a potential mental health concern.	Includes at least 3 symptoms of a potential mental health concern.	10%
<b>Evaluating credible resources</b>	Provides 5 or more credible resources with justifications for each	Provides 4 credible resources with justifications for each	Provides 3 credible resources with justifications for each	Provides 2 or fewer credible resources with no justifications for each	10%
<b>Goal Setting</b>	Includes all 5 components of the SMART goal and provides additional SMART goals related to their personal well-being.	Includes all 5 components of the SMART goal	Includes at least 4 components of the SMART goal	Includes at least 3 components of the SMART goal	10%
<b>Action Plan</b>	All 4 steps of the Action Plan are complete and evident in the final product	All 4 steps of the Action Plan are complete	3 steps of the Action Plan are complete	2 or less steps of the Action Plan are complete	20%
<b>Advocacy Product</b>	Public presentation of project to a source outside the classroom. Presentation demonstrates a clear health-enhancing position toward mental health and is supported through facts, data, and evidence.	Public presentation shows a clear health-enhancing position towards mental health, which is supported through facts, data, and evidence.	Public presentation shows a clear health-enhancing position towards mental health but is not supported by facts, data, and evidence.	Public presentation is unclear or conflicting position toward mental health is given and has lack of support through limited information, irrelevant facts or data.	50%
				<b>TOTAL</b>	100%



## Performance Assessment Development Template

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

I. CONTENT STANDARDS	
<b>Content Area: Comprehensive Health</b>	
<b>Colorado Academic Standards</b> Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. <a href="#">Colorado Academic Standards Online</a> (hold CTRL and click to visit the website)	<b>CH09-GR.HS-S.3</b> Emotional and Social Wellness  <b>CH09-GR.HS-S.4</b> Prevention and Risk Management
<b>Grade Level(s)</b>	High School
<b>Indicate the intended Depth of Knowledge (DOK) for this performance assessment.</b>	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4
<b>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."</b>	Individual, family, school, peer, and community factors can affect physical, mental, emotional, and social health.  Setting goals can influence a person's health  Specialized support groups and resources offer respectful assistance to those experiencing medical, mental, emotional, or addiction related challenges.
<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b>	<b>Brief Description of the Task</b>
"Action Plan for Mental Health" (similar to <a href="#">Learning Experience #10 in the Happy is the New Healthy Instructional Unit Sample</a> )	Students as peer advocates will work collaboratively with classmates to create action plans that will help Juan or Sarah (characters in a given scenario), effectively seek help for mental, emotional and physical challenges/issues. The goal is to develop effective advocacy skills and utilize credible resources students by synthesizing a project that advocates for the student in the chosen scenario.



<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<p><b>Claims.</b> <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></p>	<p><b>Successful completion of this task would indicate...</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>➤ Analyze the causes, symptoms, and effects of mental, social, emotional health</li> <li>➤ Create a SMART Goal and an action plan</li> <li>➤ Advocate for self and others</li> <li>➤ Effectively communicate mental, social, emotional health needs</li> <li>➤ Identify and analyze the credibility of mental health resources</li> </ul>
<p><b>Skills.</b> <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></p>	<p><b>Student should be able to...</b></p> <ul style="list-style-type: none"> <li>➤ Describe self-advocacy skills to maintain and improve overall health and wellness</li> <li>➤ Identify credible resources and support systems for mental and emotional problems and violent behavior</li> <li>➤ Set positive personal goals for improved overall mental and emotional health</li> <li>➤ Analyze the causes, systems and effects of depression and anxiety</li> <li>➤ Discuss signs and symptoms of self-harm or harm to others</li> </ul>
<p><b>Knowledge.</b> <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></p>	<p><b>Student should know/understand...</b></p> <ul style="list-style-type: none"> <li>➤ Self-advocating skills for overall health and wellness</li> <li>➤ Credible resources and support systems for mental and emotional problems and violent behavior</li> <li>➤ Positive goal setting techniques</li> <li>➤ Causes, symptoms and effects of depression and anxiety</li> <li>➤ Signs and symptoms of self-harm or harm to others</li> </ul>
<p><b>Evidence.</b> <i>What can the student do/produce to show evidence of the above knowledge and skills?</i></p>	<p><b>Student will show evidence of skills and knowledge by...</b></p> <p>Based on a scenario, the student will produce an action plan and an advocacy project that:</p> <ul style="list-style-type: none"> <li>➤ Analyzes the mental health of the individuals in the scenario</li> <li>➤ Evaluates 4 resources available for the individuals in the scenario to seek support</li> <li>➤ Creates a SMART goal that will include strategies to reduce stress</li> <li>➤ Outlines steps to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues</li> </ul>



### 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.***

Based on a scenario, the student will produce an *action plan* that:

1. Analyze the mental health of the individuals in the scenario
  - a. Cite specific indicators of a potential mental health concern
  - b. Cite possible physical, mental, and social short and long-term consequences of these behaviors or symptoms
2. Evaluate resources available for the individuals in the scenario to seek support
  - a. Locate 4 specific sources
  - b. Accurately explain using the evaluative criteria why each source is credible
3. Create a SMART goal that will include strategies to address mental health concerns
4. Outline steps to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues
  - a. Extremely clear health enhancing position toward mental health is given and supported through facts, data and evidence.
  - b. The action plan shows understanding of the target audience through word choice, tone of voice and age appropriate language.
5. Present your Action Plan using a PowerPoint, Prezi, 90-second video, written speech or letter, website, MovieMaker or iMovie, pamphlet or Glogster, etc.

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

Students as peer advocates will work collaboratively with classmates to create action plans that will help Juan or Sarah (characters in a given scenario), effectively seek help for mental, emotional and physical challenges/issues. The goal is to develop effective advocacy skills and utilize credible resources students by synthesizing a project that advocates for the student in the chosen scenario.

Students will create action plans for both scenarios. Their responses will address the following questions:

- What does the scenario tell you about Juan or Sarah's mental health?
- What are 4 resources available for Juan or Sarah to seek support?
- What is a SMART goal that would help Juan or Sarah improve his/her situation, and what are the steps needed to reach that goal? Include a strategy to reduce stress?
- What could they do as a classmate to help reduce the occurrence of this happening in the future?

***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.***

Scenarios:

Juan is being harassed in the locker room by a group of older boys. He isn't completing assignments. He



isn't doing the things he used to. He quit the basketball team that he used to love. His attendance at school is quickly dropping.

Sarah has been shunned for no reason by a group of popular girls. She sits by herself at lunch and has stopped attending key club meetings. She looks like she has been crying daily and has no interest in her appearance. Other girls have been posting negative comments on social network sites. You notice cuts on her arm, and that she often wears long sleeves, even though it is warm outside.

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

[https://docs.google.com/document/d/1zol90ua0eS370\\_nkxRIUI8W8sZHPZXIYMtIASPo3NC0/edit?pli=1](https://docs.google.com/document/d/1zol90ua0eS370_nkxRIUI8W8sZHPZXIYMtIASPo3NC0/edit?pli=1)

(Action plan template)

[http://pages.turnitin.com/rs/iparadigms/images/Turnitin\\_SEER\\_Rubric.pdf](http://pages.turnitin.com/rs/iparadigms/images/Turnitin_SEER_Rubric.pdf) (Credible resources evaluation rubric)

<http://student.aahanet.org/eweb/dynamicpage.aspx?site=student&webcode=itsmartgoals> (SMART goal interactive development tool)

<http://teachingselfadvocacy.wordpress.com/additional-resources/role-playing-scenarios-for-practicing-self/> (Self Advocacy & Communication Strategies)

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

N/A

**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.).**

Check in with teacher after each section is completed

1. Analyze the mental health of the individuals in the scenario
  - a. Give specific evidence of a potential mental health concern
  - b. Cite possible physical, mental, and social short and long-term consequences of these behaviors or symptoms
2. Evaluate resources available for the individuals in the scenario to seek support
  - a. Locate 4 specific sources
  - b. Accurately explain using the evaluative criteria why each source is credible
3. Create a SMART goal that will include strategies to reduce stress
4. Outline steps to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues
  - a. Extremely clear health enhancing position toward mental health is given and supported through facts, data and evidence.
  - b. The action plan shows understanding of the target audience through word choice, tone of voice and age appropriate language.

A suggestion is to use a Gantt Chart to stay on deadline (see resources)



**Provide any other relevant information for the students' instructions.**

Please refer to the rubric often!

Reminder: Each team member will self-assess and peer assess their role and contribution in the group setting

### 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.**

#### 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.**

- Create a student instruction sheet that includes the scenarios, directions, check in dates, rubric, and member roles/responsibilities.
- Use tools and templates provided
  - Make links available to students or provide hard copies
  - It is suggested that you use the attached Action Plan Template or create one of your own. The template links directly to the rubric section labeled "Action Plan."
- A Gantt Chart can help organize time and project components
- Give careful thought to selection of groups
  - Ensure individual accountability for work
  - Be mindful of accommodation/differentiation
- Offer a variety of presentation formats such as:
  - PowerPoint, Prezi, 90-second video, written speech or letter, MovieMaker or iMovie, pamphlet or Glogster, etc.

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

- Instructions
- Rubric
- Templates from links (Action Plan, SMART Goal, Credible Sources, Self-Advocacy Strategies)
- Access to Internet and media technology

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

- Notes from previous Learning Experiences
- Access to technology





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

N/A

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

Student work may be submitted in a variety of hard-copy or electronic formats (ie. Edmodo, Moodle, eBackpack, Google Drive, Dropbox, email, etc.).

Teacher may want to ensure student accountability by using Self and Peer-assessments of contribution to collaborative work

### 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.)**

The Action Plan template has been provided for students to use and is linked directly to the rubric. The final Advocacy Product can be created and submitted in a variety of forms and formats, however, "Above Mastery" requires the student to publicly present the Advocacy Product

**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.**

Teachers may want to build their own Gantt Chart or other tool for project scheduling

### 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
- Final Advocacy Product choice of media format (PowerPoint, Prezi, 90-second video, written speech or letter, MovieMaker or iMovie, pamphlet or Glogster, etc.)



#### 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 knowledge
- Access to exemplars
- Technology proficiency



**Action Plan Template:**

Group Member's Names: \_\_\_\_\_

ACTION PLAN				
<b>GOAL:</b>				
Today's date:		Goal completion date:		
Objective (What needs to be done)	Resources needed (money/time/people)	Measurement of task completion	Target date	Status
1				
2				
3				
4				
Possible difficulties:				

**Student Checklist:**

- Fill in your SMART goal for your scenario
- Fill in the current date
- Fill in when (hypothetically) each action step would be completed
- Four Objectives/steps identified for action plan
- Resources needed/identified for each step
- How will you measure completion of task? Complete these boxes!
- What is the projected date/timeframe for each step to be complete?
- Are there any barriers or difficulties to completing this action plan? Be sure to include them!

\*If everything is completed you are ready to check in this portion of your project with your teacher and begin working on your final project/product



### **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](#) 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.

