

# Performance Descriptors and Classroom Assessments



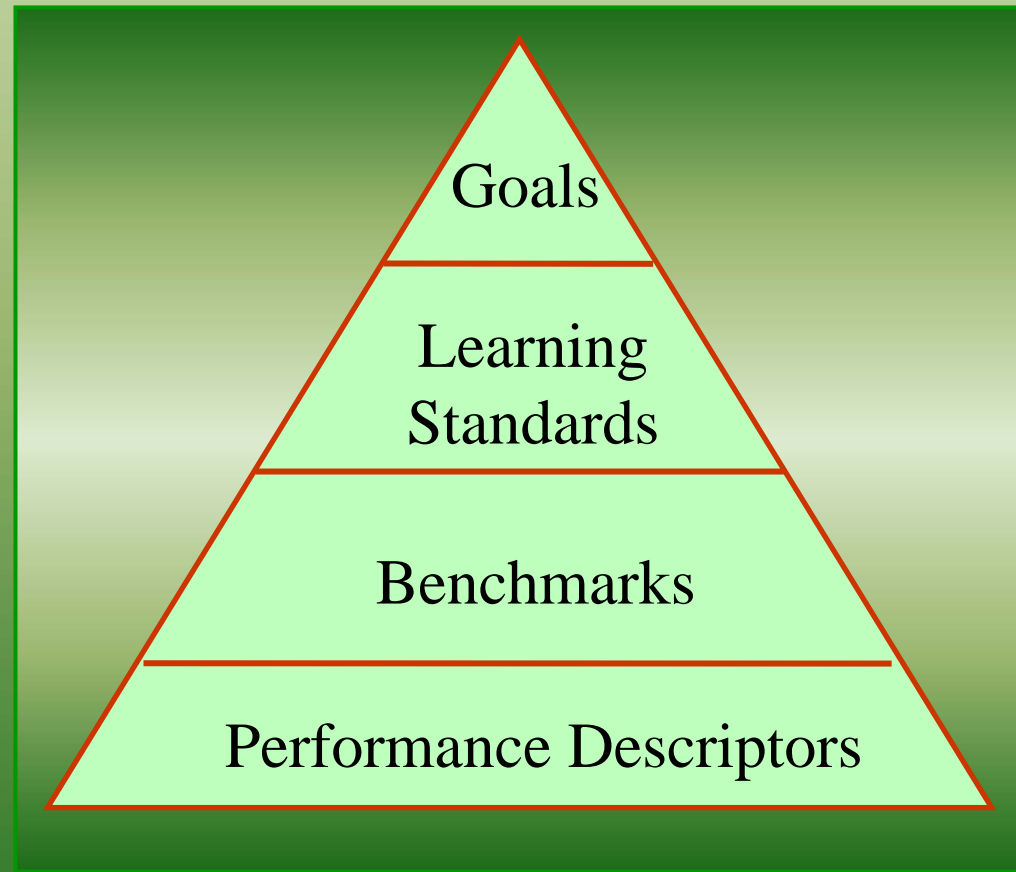
# Performance Descriptors and Classroom Assessments

This presentation is designed to help groups of teachers use the Performance Descriptors and the Classroom Assessments. Before using this with groups of teachers review the presentation and print some of the items found on the website or CD to facilitate the group activities.

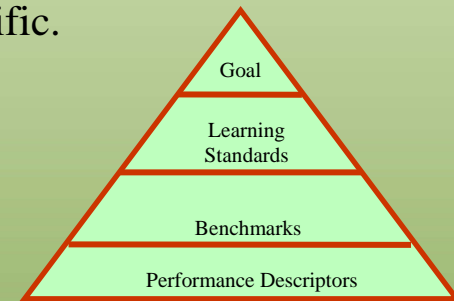
# Topics In This Presentation

- Standards as Achievement Targets
  - Performance Descriptors
  - Classroom Assessments
  - Student Work Samples
- Activities for Staff Development
- Use [www.isbe.net](http://www.isbe.net) to find resources

# Standards Are Achievement Targets



- **Goals** are the most general of the statements about learning. There are 30 state goals over seven learning areas.
- **Learning Standards** are aligned under each goal area. The Illinois Learning Standards in some learning areas such as Social Science are still broad statements. However, most of the process standards in Reading and Math are more specific.
- **Benchmarks** further describe learning at 5 levels:
  - Early Elementary
  - Late Elementary
  - Middle/Junior High
  - Early High School
  - Late High School
- **Performance Descriptors** are resources that help to make the standards and benchmarks more specific. They evolved from the State Goals and Standards with each layer adding more detail and specificity.
  1. The primary purpose of the Performance Descriptors is to provide educators with clear descriptions of the performance expectations for the ILS stage by stage (grade by grade).
  2. Performance Descriptors supplement the ILS. The descriptors are not required, nor are they an exhaustive listing of all expectations.
  3. Performance Descriptors are classroom resources to help teachers plan their own curriculum.
  4. The current Performance Descriptors are available on the ISBE web-site ([www.isbe.net](http://www.isbe.net))



# Illinois Learning Standards

Goal

Standards

Benchmark Levels

Benchmark Statements

PHYSICAL DEVELOPMENT & HEALTH

**PHYSICAL DEVELOPMENT AND HEALTH**

**STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

*As a result of their schooling students will be able to*

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
<p><b>A. Know and apply the principles and components of health-related fitness.</b></p>	<p><b>20.A.1a</b> Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).</p> <p><b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.</p>	<p><b>20.A.2a</b> Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p><b>20.A.2b</b> Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p>
<p><b>B. Assess individual fitness levels.</b></p>	<p><b>20.B.1</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).</p>	<p><b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.</p> <p><b>20.B.2b</b> Match recognized assessments of health-related fitness (e.g., ANVPERED, AAL) to corresponding components of fitness.</p>
<p><b>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</b></p>	<p><b>20.C.1</b> Identify a realistic health-related goal.</p>	<p><b>20.C.2a</b> Set a personal health-related fitness goal.</p> <p><b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., rheologic/cardiorespiratory, lag of wear strength).</p>

Note: Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

66 - Adopted 7/25/97

PHYSICAL DEVELOPMENT & HEALTH

**WHY THIS GOAL IS IMPORTANT:**

Regular physical activity is necessary to sustain fitness and health. Students need to apply learning principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
<p><b>20.A.3a</b> Identify the principles of training frequency, intensity, time and type (FITT).</p> <p><b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.</p>	<p><b>20.A.4a</b> Interpret the effects of exercise/physical activity on the level of health-related fitness.</p> <p><b>20.A.4b</b> Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.</p>	<p><b>20.A.5</b> Implement an individualized health-related fitness plan which includes the principles of training.</p>
<p><b>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.</p> <p><b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.</p>	<p><b>20.B.4a</b> Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.</p> <p><b>20.B.4b</b> Prepare an individual health-related fitness profile and evaluate fitness level on each component.</p>	<p><b>20.B.5a</b> Collect and interpret health-related fitness data over a period of time, with and without the use of technology.</p> <p><b>20.B.5b</b> Evaluate the effects of fitness choices and heredity on wellness.</p>
<p><b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.</p> <p><b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.</p> <p><b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.</p>	<p><b>20.C.4a</b> Set realistic, short-term, health-related fitness goals based on individual profiles.</p> <p><b>20.C.4b</b> Evaluate physical fitness services, products and advertising.</p> <p><b>20.C.4c</b> Design and implement a personal fitness program.</p>	<p><b>20.C.5a</b> Set realistic, long-term, health-related fitness goals based on an individual profile.</p> <p><b>20.C.5b</b> Understand how aging, stress and injury affect physical activity.</p> <p><b>20.C.5c</b> Use profile data to monitor an individual wellness/fitness plan.</p>

Adopted 7/25/97 - 67

PHYSICAL DEVELOPMENT & HEALTH

# Performance Descriptors for Illinois Learning Standards

Early Elementary Grades 1-3			Late Elementary Grades 4 - 5	
Stage A	Stage B	Stage C	Stage D	Stage E
Grades 1-2	Grades 1-2-3	Grades 2-3-4	Grades 3-4-5	Grades 4-5-6

Middle/Junior High School Grades 6 - 8			Early High School Grades 9-10	Late High School Grades 11-12
Stage F	Stage G	Stage H	Stage I	Stage J
Grades 5-6-7	Grades 6-7-8	Grades 7-8-9	Grades 8-9-10	Grades 10-11-12

# Performance Descriptors

- **The design of the Performance Descriptors** is to show increased performance incrementally through 10 stages of educational development.
- This means the content, skills and reasoning get more in depth as the continuum is followed through stage J.
- This does not mean that the students in 1<sup>st</sup> grade or 2<sup>nd</sup> grade don't reason- rather they reason like 1<sup>st</sup> or 2<sup>nd</sup> graders.
- There are 10 stages for each standard.
- The stages can correspond to grade levels. Stage A is for 1<sup>st</sup> grade, Stage J is for the late high school level.
- However, a range of grades could be part of each stage, because students in your class are not all at the same place at the same time.

## Example

- If a 10<sup>nd</sup> grade teacher working on curriculum wanted to know where to begin, it is suggested to start with stage I but also look back at Stage H and ahead to Stage J.
- Schools also have different curricula and may have items from one stage at a different grade level from another school.

## **Stage I: Goals, Standards and Performance Descriptors**

**Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Standard 19B: Analyze various movement concepts and applications.**

**Benchmark 19B.4 Analyze various movement patterns for efficiency and effectiveness.**

### **Performance Descriptors**

- Analyze the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form (typically, moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) of a variety of manipulative skills within a game or performance setting.
- Observe classmates or a self-video and evaluate a variety of skills based on the application of biomechanical principles (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).

# Specificity of Statements

The previous slide shows an example of the hierarchy from Goal to Performance Descriptors for Stage I, which could be the 9<sup>th</sup> or 10<sup>th</sup> grade level.

- **Goal 19** is a very broad statement. Basically, it says we want students to be healthy and physically fit.
- **19B** is the standard. It is the first breakdown and the initial target for learning. It would be repeated in many lessons.
- **19B.4** is the Benchmark statement. It helps to define the standard further. This statement is more specific than the standard.
- **Descriptors** are listed at the bottom of the slide. These are very specific and help to clarify the standard. Notice the grain size of the statement. These statements are more at the level for teaching and assessing in the classroom. Several of these statements could be put together in the same unit of study and even combined with descriptors from other Physical Development/Health Standards or those from a different learning area.

# Performance Standards

## Performance Standards

include all of the following:

- Performance Descriptor
- Assessment Task
- Performance Levels (based on a Rubric) with Student Work Samples

The performance descriptors and assessment tasks were written by teachers. Teachers will field test each assessment and score the student work samples.

# Classroom Assessments

Each assessment is organized in the following manner:

Performance Standard

Procedures for Instruction, Assessment, and Evaluation

Time Frame

Resources

Exemplars at Meets and Exceeds levels

See Teacher's Guide to Classroom Assessments on CD or [www.isbe.net](http://www.isbe.net) for more information

# RUBRIC: Continuum of Evidence

## From Present/Correct to Absent/Incorrect

### Evidence is Present and Correct

<p><b>Exceeds</b></p> <p><u>All or almost all</u> evidence is present and correct</p>	<p><u>Little</u> evidence is absent or incorrect</p>
<p><b>Meets</b></p> <p><u>Most</u> evidence is present and correct</p>	<p><u>Some</u> evidence is absent or incorrect</p>
<p><b>Approaches</b></p> <p><u>Some</u> evidence is present and correct</p>	<p><u>Most</u> evidence is absent or incorrect</p>
<p><b>Begins</b></p> <p><u>Little</u> evidence is present and correct</p>	<p><u>All or almost all</u> evidence is absent or incorrect</p>

### Evidence is Absent or Incorrect

## PHYSICAL DEVELOPMENT RUBRIC (Goals 19 and 20)

When all dimensions of this rubric are used, the following criteria should be used to determine the performance levels:

- Exceeds - no more than one 3 and all other 4s on the dimensions
- Meets - no more than one 2 and all others 3s and 4s
- Approaches - no more than one 1 and all others 2s, 3s, or 4s
- Begins - at least a 1 all 3 areas of the rubric

If all dimensions of this rubric are not used, see the assessment, itself, to determine how to score the student work and determine the performance levels.

Score	KNOWLEDGE	PERFORMANCE	EXPLANATION
	Knows and can distinguish between physical education terms, facts, concepts, principles, theories or methods	Demonstrates skill in execution of movement, creation of movement and analysis of movement	Explains what was done and why and judges the quality of the product
4	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are complete and correct.	Demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Explanation is organized, effective and correct; evaluation of quality is complete and accurate.
3	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are mostly complete and correct.	Most of the demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Most of the explanation is organized, effective and correct; most of the evaluation of quality is complete and accurate.
2	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are somewhat complete and correct.	Demonstration of skill, fitness, strategies, game or dance is somewhat, appropriate, and accurate.	Some of the explanation is organized, effective and correct; some of the evaluation of quality is complete and accurate.
1	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are minimally present or correct	Demonstration of skill, fitness, strategies, game or dance is minimally appropriate and accurate.	Little of the explanation is organized, effective and correct; little of the evaluation of quality is complete and accurate.
0	All descriptions identification of physical education terms, facts, concepts, principles, theories or methods are missing and/or incorrect.	All demonstration of skill, fitness, strategies, game or dance is missing and/or incorrect.	All of the explanation is missing and/or lacks organization; all of the evaluation of quality is missing and/or lacks organization.

See Physical Development/Health assessments on [www.isbe.net](http://www.isbe.net) for task specific RUBRIC's

# Group Activity One



In your group:

- Choose one of the following four examples given in this power point (Stage A – Identifying Body Parts, Stage F – Team Sport Skills’-Critical Cues Identification, Stage H – Dangerous Situations, Stage I – Team Building);
- read the task;
- review the rubric and identify the dimensions used in this task. Look at the evaluation procedure (last step) in the assessment;
- evaluate the two student work samples using the rubric provided with the assessment item; and
- determine which sample meets the criteria and which sample exceeds the criteria.

# Identifying Body Parts

## Performance Standard 23A.A

Locate and position basic body parts on an outline of a human being accordingly:

- *Knowledge*: Identify head, legs, arms, chest, feet, hands, eyes, ears and nose on an outline of a human body.
- *Application*: Position eyes, ears and nose on an outline of a human body.
- *Communication*: Name the body part.

# Identifying Body Parts

## Procedures

1. *In order to describe and explain the structure and function of the human body systems and how they interrelate(23A)*, students should experience sufficient learning opportunities to develop the following:
  - Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose).
  - Position the eyes, ears and nose correctly on a human being.
2. Give each student a drawing depicting the outline of a human being.
3. Direct students to draw the eyes, ears and nose correctly on the outline of the human body.
4. Print the name of a body part on the board as well as saying the name aloud.
5. Have the students print the body part name next to the appropriate structure (part).
6. Monitor the students to be sure they understand what to do.
7. Evaluate each student's performance using the "Identifying Body Parts" Rubric as follows:
  - *Knowledge*: Labeled all nine basic body parts correctly.
  - *Application*: Positioned the eyes, ears and nose in the correct place.
  - *Communication*: Named all nine basic body parts correctly.

# Identifying Body Parts

## Examples of Student Work

- Meets
- Exceeds

## Time Requirements

- One class period

## Resources

- Drawing of the outline of a human being for each student
- Pencil with eraser for each student
- Picture of the human body
- Identifying Body Parts Checklist

# Identifying Body Parts

NAME \_\_\_\_\_

DATE \_\_\_\_\_

- Exceeds 11 - 12 total points
- Meets 9 - 10 total points
- Approaches 6 - 8 total points
- Begins 1 - 5 total points

Checklist for rating

## **LABELED and NAMED CORRECTLY**

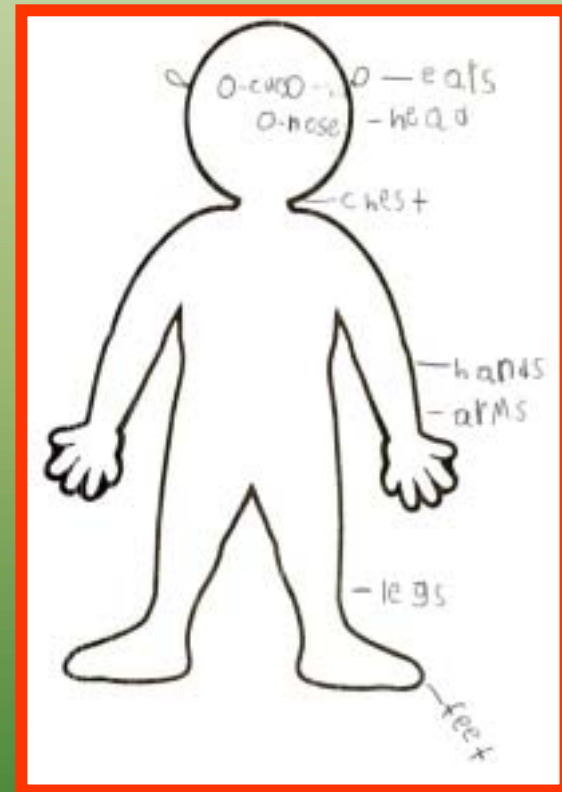
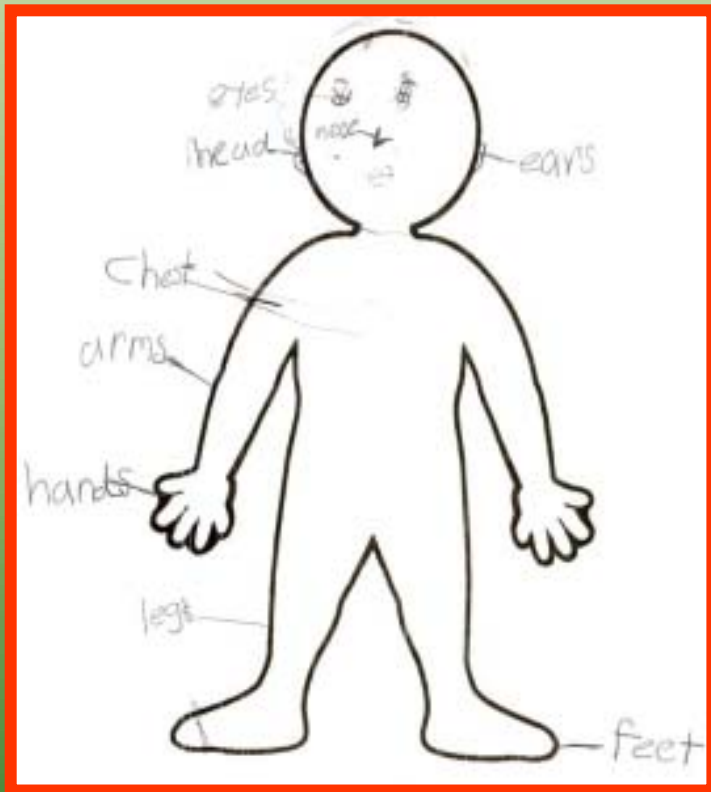
\_\_\_\_\_ head  
\_\_\_\_\_ legs  
\_\_\_\_\_ arms  
\_\_\_\_\_ chest  
\_\_\_\_\_ feet  
\_\_\_\_\_ hands  
\_\_\_\_\_ eyes  
\_\_\_\_\_ ears  
\_\_\_\_\_ nose

## **POSITIONED CORRECTLY**

\_\_\_\_\_ eyes  
\_\_\_\_\_ ears  
\_\_\_\_\_ nose

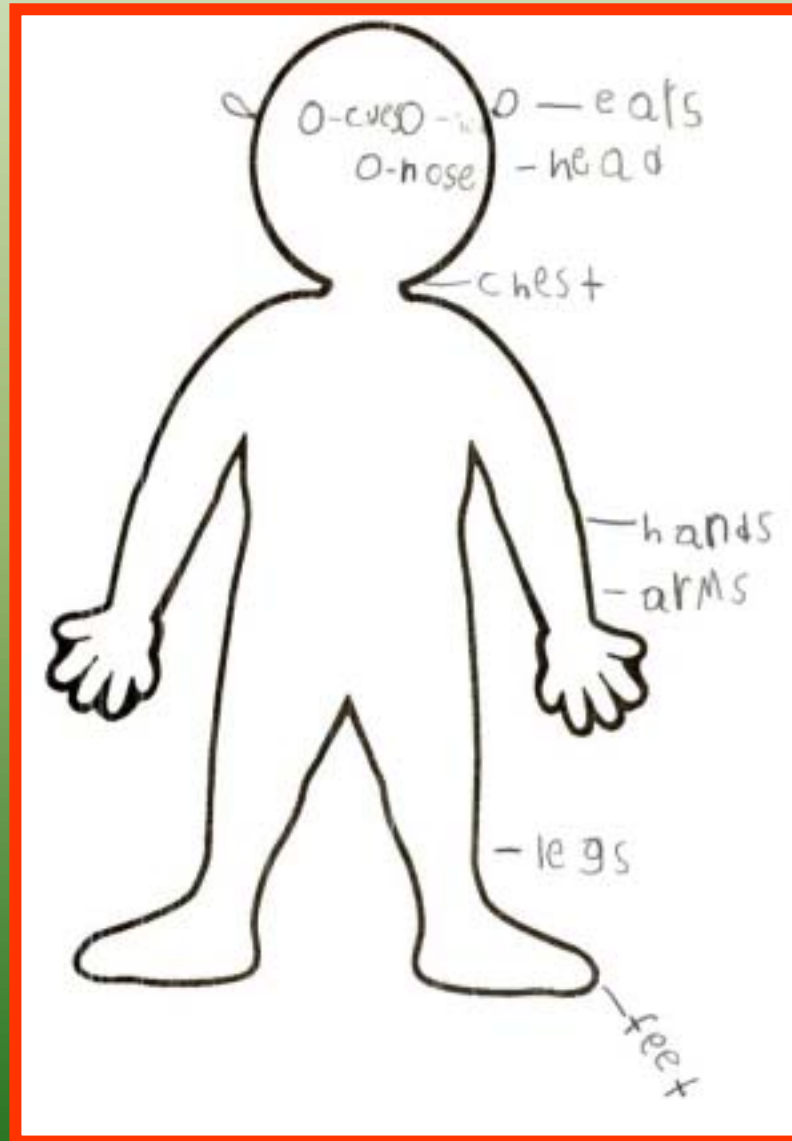
# Identifying Body Parts

## Student Work Samples

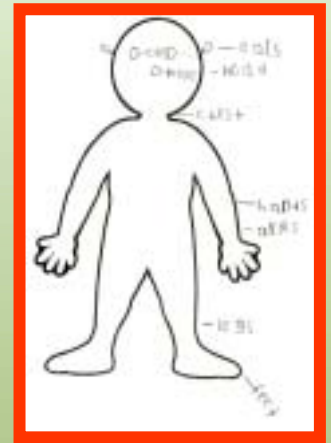


Wait until the activity is finished before moving to the next slide.

# Identifying Body Parts “Meets”



# Identifying Body Parts “Meets”



The field test teachers suggested the following points:

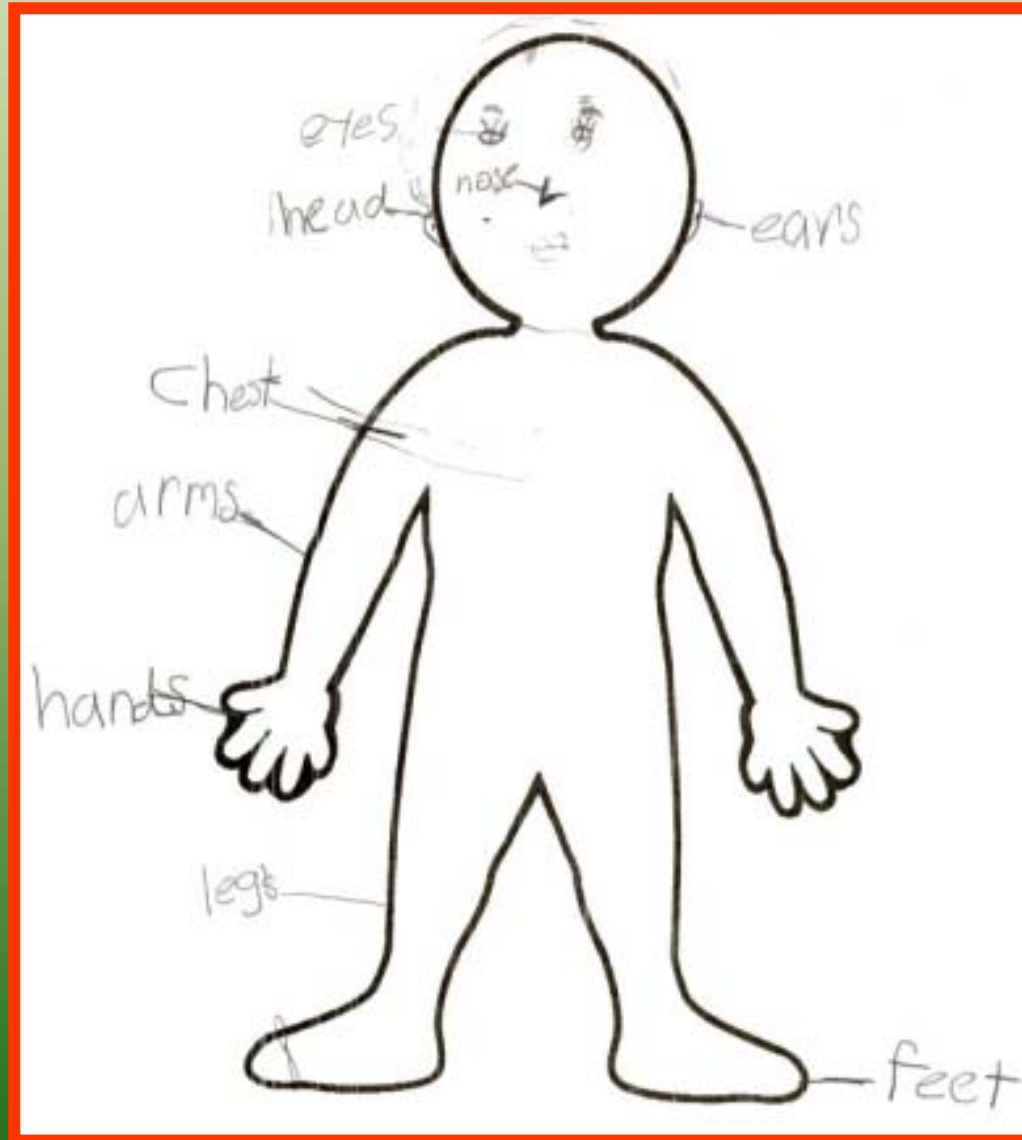
## **Labeled and Named Correctly**

Most of the parts were named but the labels were not accurate.

## **Positioned correctly**

The eyes, nose and ears were not placed in the correct positions.

# Identifying Body Parts “Exceeds”



# Identifying Body Parts “Exceeds”



The field test teachers suggested the following points:

## **Labeled and Named Correctly**

All of the body parts were named and labeled correctly

## **Positioned correctly**

The eyes, ears and nose were all in the correct position.

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION

## **Performance Standard 19B.F**

Students will describe critical cues for three team sport skills selected from: basketball dribbling, soccer dribbling, softball hitting, or volleyball volleying:

- *Knowledge and Reasoning*: Know the critical cues for selected team sport skills.
- *Performance*: List five critical cues for each of the selected sport skills.
- *Explanation and Evaluation*: Describe five critical cues for selected sport skills.

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION

## Procedures

1. *In order to analyze various movement concepts and applications (19B)*, students should experience sufficient learning opportunities to develop the following:
  - Develop movement skills that demonstrate mechanically efficient form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and , return to base).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should have been instructed in several team sports skills, and the critical cues for executing the skills.
4. Students should be familiar with each test and the scoring criteria.
5. During the unit of instruction for the sport, the teacher will distribute pencil and paper (or may create a worksheet) for students to list critical cues. Students are told which skill to describe, and spend no more than 5 minutes listing critical cues of each phase (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and , return to base).

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION

## Procedures continued

- 6 Students are seated, and told which skill to describe the critical cues, using the following categories: moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and, return to base.
- 7 Evaluate the student's performance using the attached rubric as follows and add the scores to determine the performance level:
  - *Knowledge and Reasoning:* Correctly analyzes various sport skills.
  - *Performance:* Identifies at least 2 cues for all 6 phases of a skill.
  - *Explanation and Evaluation:* The appropriate critical cues are listed on the worksheet.

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION

## Examples of Student Work

- Meets
- Exceeds

## Time Requirements

- Each skill should be described during the unit it is taught, and no more than 5 minutes for each description.

## Resources

- Fronske, H. (1997) *Teaching Cues for Sports Skills*, Allyn and Bacon: Boston
- Team Sport Skills' Critical Cues Identification Rubric

# TEAM SPORT SKILLS'

## CRITICAL CUES IDENTIFICATION

NAME \_\_\_\_\_

DATE \_\_\_\_\_

- Exceeds      must receive 4 total points
- Meets         must receive 3 total points
- Approaches    must receive 2 total points
- Begins         must receive 1 total point

<b>4</b>	<ul style="list-style-type: none"> <li>• Correctly identifies at least 2 cues for all 6 phases of a skill</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Correctly identifies one cue for all 6 phases of a skill</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Correctly identifies one cue for 4 or 5 phases of a skill</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Correctly identifies one cue for fewer than 4 phases of a skill</li> </ul>
<b>Score</b>	

# TEAM SPORT SKILLS'

## CRITICAL CUES IDENTIFICATION

### Student Work Samples

SPORT SKILL	READY POSITION	MOVEMENT	FOLLOW THROUGH
	PHASE 1,2,3	PHASE 4	PHASE 5,6
BASKETBALL DRIBBLE 127-0	1 triple threat position 2 knees bent 3 feet apart <i>Head up</i>	1 don't start the ball 2 don't dribble out and stop 3 use the ball at your finger to dribble	1 If you want follow the ball 2 If you stop 3ft apart again 3 head up <i>grab!</i>
Volley Ball PASSING	1 seat down 2 feet apart 3 knees bent	1 call for it 2 don't swing over arms 3 use legs for power	1 get back on ready position 2 face toward the target 3 shift weight forward
Soccer dribble or punt	1 knees bent 2 seat down 3 feet apart	1 top ball 2 keep it by middle of foot in later 3 keep your head up	1 tap into full kick 2 face toward target 3 end at the target

*FANTASTIC!*

SPORT SKILL	READY POSITION	MOVEMENT	FOLLOW THROUGH
	PHASE 1,2,3	PHASE 4	PHASE 5,6
BASKETBALL DRIBBLE 121-6	1 feet apart 2 knees bent 3 bottom down	1 push the ball 2 watch you are going to 3 head up 4 don't stop the ball	1 watch for a open rebound 2 make sure you ready for the shot 3 follow your shot
Volley Ball PASSING	1 feet apart 2 knees bent 3 bottom down	1 head up 2 watch what you are going	1 stand with feet shoulder width apart 2 make contact with the feet 3 don't touch the ground
Soccer dribble or punt	1 feet apart 2 knees bent 3 bottom down	1 head up 2 watch what you are going 3 put the ball down	1 kick the ball to a teammate 2 don't stop until you have control 3 don't let the ball head

Wait until the activity is finished before moving to the next slide.

# TEAM SPORT SKILLS'

## CRITICAL CUES IDENTIFICATION

### “Meets”

<u>SPORT SKILL</u>	<u>READY POSITION</u> <u>PHASE 1, 2, 3</u>	<u>MOVEMENT</u> <u>PHASE 4</u>	<u>FOLLOW THROUGH</u> <u>PHASE 5, 6</u>
-21 -6 BASKETBALL DRIBBLE	1. feet apart 2. knees bend 3. bottom down	1. Push the ball when you are going to shoot. 2. Head up 3. don't stop the ball	1. watch for an open teammate 2. make sure you are ready for the pass, shot, rebound 3. follow your shot
+7 VOLLEY-BALL PASSING	1. feet apart 2. knees bend 3. bottom down	1. HEAD UP 2. watch where you are going	1. stand where you want the ball to go 2. make it over the net 3. alert to your teammates
+4 Soccer dribble OR PUNT	1. feet apart 2. knees bend 3. bottom down	1. head up 2. watch where you are going 3. hit the ball gently	1. kick the ball to a teammate 2. do not stop until you have gotten where you want to go. 3. don't hit the ball hard.

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION “Meets”



Skill	Cue	Phase	Priority
Passing	Head down	1	High
Passing	Feet apart	2	Medium
Passing	Weight on back foot	3	Low
Passing	Ball on ground	4	High
Passing	Head up	5	Medium
Passing	Feet together	6	Low

The field test teachers suggested the following points:

Level 3

- Correctly identifies one cue for all 6 phases of a skill

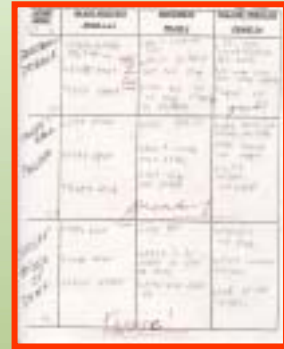
# TEAM SPORT SKILLS'

## CRITICAL CUES IDENTIFICATION

### “Exceeds”

SPORT SKILL	READY POSITION	MOVEMENT	FOLLOW THROUGH
	PHASE 1,2,3	PHASE 4	PHASE 5,6
27 - 0 BASKETBALL DRIBBLE +9	1. triple threat position — <i>gentle</i> 2. knees bent 3. feet apart	1. don't slap the ball 2. don't dribble one and stop. 3. use the end of your fingers to dribble.	1. If you shoot follow the ball. 2. If you pass get open again. 3. head up <i>gentle!</i>
VOLLEYBALL PASSING +9	1. seat down 2. feet apart 3. knees bent	1. call for it 2. don't swing your arms. 3. use legs for power. <i>gentle!</i>	1. get back into ready position. 2. face toward the target 3. shift weight forward.
Soccer dribble or punt +9	1. knees bent 2. seat down 3. feet apart	1. tap ball 2. keep it by middle of foot and laces. 3. keep your head up	1. tap, not a full kick. 2. face toward target. 3. end at the target. <i>FANTASTIC!</i>

# TEAM SPORT SKILLS' CRITICAL CUES IDENTIFICATION “Exceeds”



The field test teachers suggested the following points:

4 Level

- Correctly identifies at least 2 cues for all 6 phases of a skill

# Dangerous Situations

## Performance Standard 24C.H

Predict the consequences of dangerous situations and know where & how to find available services accordingly:

- *Knowledge*: Know what health related services are available.
- *Application*: Predict and analyze the effect of the consequences of dangerous situations
- *Communication*: Explain completely and correctly the consequences and available resources..

# Dangerous Situations

## Procedures

1. *In order to demonstrate skills essential to enhancing health and avoiding dangerous situations (24C)*, students should experience sufficient learning opportunities to develop the following:
  - Predict the outcomes of being in dangerous situations (situations that can negatively impact one of the dimensions of health).
2. Provide students with area services available from school or community including family and friends that may help in making decisions.
3. Give the students the Dangerous Situation Worksheet to complete in small groups.
4. Direct students to use available resources to predict a plausible consequence.
5. Evaluate each student's performance using the "Dangerous Situations" Rubric as follows:
  - Knowledge: Identified health related services correctly.
  - Application: Analyzed effects of consequences appropriately.
  - Communication: Explained predicted consequences and available services completely.

# Dangerous Situations

## Examples of Student Work

- Meets
- Exceeds

## Time Requirements

- Two class periods
- Sufficient time needs to be spent deciding what the outcome for each situation could be.. Students might need more time to find health-related resources and/or services in their area to help solve the problem.

## Resources

- Copies of Dangerous Situation Worksheet
- Phone Books or school directory
- Internet if accessible
- Dangerous Situations Rubric

# Dangerous Situations

## Dangerous Situations Task Sheet

**Directions:** Complete this worksheet by predicting possible outcomes for each situation. Use your decision-making skills. Be sure to include a resource that could help you in making a good choice.

1. You are at a party with no supervision and you notice the older kids are now drinking beer. You are an athlete in your high school.

**Consequences:**

**What choices do you have:**

**Resource:**

2. Your friends are all at the mall shopping and when you get ready to leave, one of them tells you she put a bracelet in your pocket from one of the stores. She wants you to walk out with it now and give it to her later.

**Consequences:**

**What choices do you have:**

**Resource:**

Continued (see assessment)

# Dangerous Situations

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds average of 4
- Meets average of 3
- Approaches average of 2
- Begins average of 1

<b>4</b>	<ul style="list-style-type: none"><li>• Completed all of the situations and included a resource.</li><li>• Can describe thoroughly the consequences of what would happen in the situation.</li><li>• Information was given in detail and with some thought.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Completed all of the situations but did not include any resource.</li><li>• Some thought was given to each question, but not much detail.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Completed only 4 of the situations and included 2 resources.</li><li>• Little thought was given to each question, and not much detail.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Completed only 2 of the situations and no resource was given.</li><li>• Short one-word answers, no thought was given to the situation.</li></ul>
<b>Score</b>	

# Dangerous Situations Student Work Samples

**Dangerous Situations Worksheet**

**Directions:** Complete this worksheet by predicting possible outcomes for each situation. Use your decision-making skills. Be sure to include a resource that could help you in making a good choice.

- You are at a party with no supervision and you notice the older kids are now drinking beer. You are an athlete in your high school.  
**Outcomes:** I will not drink beer.  
**Details:** I will not drink beer.  
**Resource:** My friend who is a coach.
- Your friends are all at the mall shopping and when you get ready to leave, one of them tells you she got a bracelet in your pocket. She wants you to walk out with it now and give it to her later.  
**Outcomes:** I will not give it to her.  
**Details:** I will not give it to her.  
**Resource:** My friend who is a coach.
- Final exams are this week and you have been studying really hard for your biology test. One of your friends was sick and you let him borrow your notes. It has now told you that he has lost them. Your notebook has all of the review material in it and some very important problems that you need to study and run in the day of your exam. You need to do well on the exam and these problems because you are in danger of failing the class.  
**Outcomes:** I will study the problems.  
**Details:** I will study the problems.  
**Resource:** My friend who is a coach.
- One of your coaches tells you that you really need to start going to the weight room to gain strength if you plan on making the varsity soccer team. A friend tells you he started taking steroids and it is a fast and easy way to get strong. The friend says he really spent the year.  
**Outcomes:** I will not take steroids.  
**Details:** I will not take steroids.  
**Resource:** My friend who is a coach.
- Your mom and dad are constantly fighting. They have talked about getting a divorce. You know that you are going to have to go live with one of them. You love them both and don't want to hurt either one of them with your decision.  
**Outcomes:** I will live with my mom.  
**Details:** I will live with my mom.  
**Resource:** My friend who is a coach.
- You just received a text from your best friend and it said that they were going to come "visit" at school. It is not the best idea but you like the idea.  
**Outcomes:** I will not go to school.  
**Details:** I will not go to school.  
**Resource:** My friend who is a coach.
- The kids you go out with are their parents' boat without permission. The whole group of kids goes out to the lake for a "joy ride". You notice that there are not enough life jackets on the boat. Also, things are getting a little rowdy on the boat. Most of your friends are good swimmers but you are worried about the fact that someone could get hurt or drown.  
**Outcomes:** I will not go on the boat.  
**Details:** I will not go on the boat.  
**Resource:** My friend who is a coach.
- You and a bunch of friends go to a rock concert. When the concert is over, it is very late and you get lost on the way home. You know you are out in a very good neighborhood and you have no cellular phone to call anyone.  
**Outcomes:** I will call my friend.  
**Details:** I will call my friend.  
**Resource:** My friend who is a coach.

- The kids you go out with take their parents' boat without permission. The whole group of kids goes out to the lake for a "joy ride". You notice that there are not enough life jackets on the boat. Also, things are getting a little rowdy on the boat. Most of your friends are good swimmers but you are worried about the fact that someone could get hurt or drown.  
**Outcomes:** I will not go on the boat.  
**Details:** I will not go on the boat.  
**Resource:** My friend who is a coach.
- You and a bunch of friends go to a rock concert. When the concert is over, it is very late and you get lost on the way home. You know you are out in a very good neighborhood and you have no cellular phone to call anyone.  
**Outcomes:** I will call my friend.  
**Details:** I will call my friend.  
**Resource:** My friend who is a coach.

**Dangerous Situations Worksheet**

**Directions:** Complete this worksheet by predicting possible outcomes for each situation. Use your decision-making skills. Be sure to include a resource that could help you in making a good choice.

- You are at a party with no supervision and you notice the older kids are now drinking beer. You are an athlete in your high school.  
**Outcomes:** I will not drink beer.  
**Details:** I will not drink beer.  
**Resource:** My friend who is a coach.
- Your friends are all at the mall shopping and when you get ready to leave, one of them tells you she got a bracelet in your pocket from one of the stores. She wants you to walk out with it now and give it to her later.  
**Outcomes:** I will not give it to her.  
**Details:** I will not give it to her.  
**Resource:** My friend who is a coach.
- Final exams are this week and you have been studying really hard for your biology test. One of your friends was sick and you let him borrow your notes. It has now told you that he has lost them. Your notebook has all of the review material in it and some very important problems that you need to study and run in the day of your exam. You need to do well on the exam and these problems because you are in danger of failing the class.  
**Outcomes:** I will study the problems.  
**Details:** I will study the problems.  
**Resource:** My friend who is a coach.
- One of your coaches tells you that you really need to start going to the weight room to gain strength if you plan on making the varsity soccer next year. A friend tells you he started taking steroids and it is a fast and easy way to get strong. This friend made the varsity soccer this year.  
**Outcomes:** I will not take steroids.  
**Details:** I will not take steroids.  
**Resource:** My friend who is a coach.
- Your mom and dad are constantly fighting. They have talked about getting a divorce. You know that you are going to have to go live with one of them. You love them both and don't want to hurt either one of them with your decision.  
**Outcomes:** I will live with my mom.  
**Details:** I will live with my mom.  
**Resource:** My friend who is a coach.
- You just received a text from your best friend and it said that they were going to come "visit" after school. It is not the best idea but you like the idea.  
**Outcomes:** I will not go to school.  
**Details:** I will not go to school.  
**Resource:** My friend who is a coach.

Wait until the activity is finished before moving to the next slide.

# Dangerous Situations “Meets”

Meets

**Dangerous Situations Worksheet**

**Directions:** Complete this worksheet by predicting possible outcomes for each situation. Use your decision-making skills. Be sure to include a resource that could help you in making a good choice.

- You are at a party with no supervision and you notice the older kids are now drinking beer. You are an athlete in your high school.

**Outcomes:** *picked off the team, not invited, just found*

**Details:** *about 1/2 drink*

**Resource:** *responsible friends*
- Your friends are all at the mall shopping and when you get ready to leave, one of them tells you she put a bracelet (in your pocket) from one of the stores. She wants you to walk out with it now and give it to her later.

**Outcomes:** *but really it would still be your bracelet and really*

**Details:** *friend's name, how much*

**Resource:** *parents, school, counselor*
- Final exams are this week and you have been studying really hard for your biology test. One of your friends was sick and you let him borrow your notes. He has now told you that he has lost them. Your notebook has all of the review material in it and some very important problems that you need to study and turn in the day of your exam. You need to do well on the exam and these problems because you are in danger of failing the class.

**Outcomes:** *but doesn't have a friend, get notes from school etc*

**Details:** *copy out friend's, wait - make excuse*

**Resource:** *parents, other friends, teacher*
- One of your coaches tells you that you really need to start going to the weight room to gain strength if you plan on making the varsity squad next year. A friend tells you he started taking steroids and it is a fast and easy way to get strong. This friend made the varsity squad this year.

**Outcomes:** *buffer the steroids, get caught, stain your clothes*

**Details:** *tell steroids, tell on friend*

**Resource:** *parents, responsible friends, yourself*
- Your mom and dad are constantly fighting. They have talked about getting a divorce. You know that you are going to have to go live with one of them. You love them both and don't want to hurt either one of them with your decision.

**Outcomes:** *go out today, go out now, no divorce, parents share it*

**Details:** *try to stop divorce*

**Resource:** *parents, school, counselor*
- You just received a note from your best friend and it said that they were going to commit suicide after school. It is not the first time she has told you this.

**Outcomes:** *friend dies, forgetting happy, you get depressed*

**Details:** *try to help friend, get other help, talk to friend*

**Resource:** *parents, friend's parents, teacher*
- The kids you go out with take their parents' boat without permission. The whole group of kids goes out to the lake for a 'joy ride'. You notice that there are not enough life jackets on the boat. Also, things are getting a little rowdy on the boat. Most of your friends are good swimmers but you are worried about the fact that someone could get hurt or drown.

**Outcomes:** *but especially people get hurt/killed, no one else*

**Details:** *you know how boat, not enough life jackets*

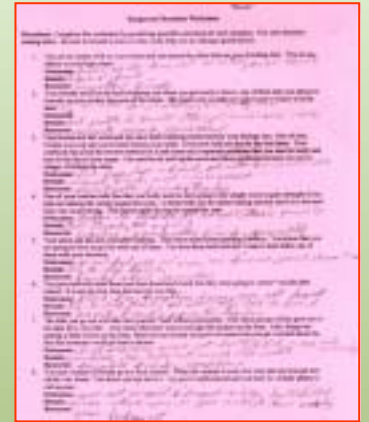
**Resource:** *responsible friends, someone*
- You and a bunch of friends go to a rock concert. When the concert is over, it is very late and you get lost on the way home. You know you are not in a very good neighborhood and you have no cellular phone to call anyone.

**Outcomes:** *you get caught/kidnapped and/or hurt/killed*

**Details:** *someone attack you or you might have nobody*

**Resource:** *your friend at*

# Dangerous Situations “Meets”



The field test teachers suggested the following points:

## Level 3

- All of the situations were completed, but did not include any resource.
- Some thought was given to each question, but details were missing.

# Dangerous Situations

## “Exceeds”

### Dangerous Situations Worksheet

“Exceeds” (page 1)

**Directions:** Complete this worksheet by predicting possible outcomes for each situation. Use your decision-making skills. Be sure to include a resource that could help you in making a good choice.

- You are at a party with no supervision and you notice the older kids are now drinking beer. You are an athlete in your high school.

**Outcomes:** leave Party, drink Beer, Dump Beer, throw it away

**Details:** say NO, Drive Home, Call Someone, *what?*

**Resource:** Friends, Police, *Adult Parents*
- Your friends are all at the mall shopping and when you get ready to leave, one of them tells you she put a bracelet in your pocket from one of the stores. She wants you to walk out with it now and give it to her later.

**Outcomes:** Get caught, Steal it

**Details:** Put back on shelf, could take it for 50¢, go back to buy it

**Resource:** Police, Friends, *store clerk*
- Final exams are this week and you have been studying really hard for your biology test. One of your friends was sick and you let him borrow your notes. He has now told you that he has lost them. Your notebook has all of the review material in it and some very important problems that you need to study and turn in the day of your exam. You need to do well on the exam and these problems because you are in danger of failing the class.

**Outcomes:** Fail, Pass *How?*

**Details:** Ask to get notes back, go to library study from book

**Resource:** Friends, teachers, Parents
- One of your coaches tells you that you really need to start going to the weight room to gain strength if you plan on making the varsity squad next year. A friend tells you he started taking steroids and it is a fast and easy way to get strong. This friend made the varsity squad this year.

**Outcomes:** Make Varsity Squad, not make it

**Details:** Go to the weight room to train

**Resource:** Parents, coaches, Parents
- Your mom and dad are constantly fighting. They have talked about getting a divorce. You know that you are going to have to go live with one of them. You love them both and don't want to hurt either one of them with your decision.

**Outcomes:** Go with mom or dad

**Details:** Run away, live with grandma, stay w/ friends 4 a while

**Resource:** Parents, Friends, Police, Grandparents
- You just received a note from your best friend and it said that they were going to commit suicide after school. It is not the first time she has told you this.

**Outcomes:** let them do it

**Details:** Talk them out of it, tell them you will not be friend unless

**Resource:** Counselor, Parents, Friend, teacher, Mental Health Ass

- The kids you go out with take their parents' boat without permission. “Exceeds” (page 2) whole group of kids goes out to the lake for a ‘joy ride’. You notice that there are not enough life jackets on the boat. Also, things are getting a little rowdy on the boat. Most of your friends are good swimmers but you are worried about the fact that someone could get hurt or drown.

**Outcomes:** drown, death

**Details:** Go back to store buy life jackets, tell friends to stop

**Resource:** Coast Guard, Friends, Police

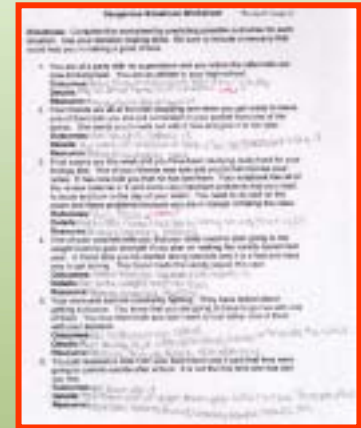
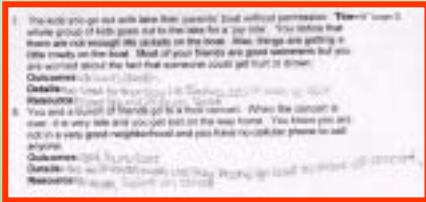
- You and a bunch of friends go to a rock concert. When the concert is over, it is very late and you get lost on the way home. You know you are not in a very good neighborhood and you have no cellular phone to call anyone

**Outcomes:** get hurt/lost

**Details:** Go to friend's house, use pay phone, go back to place of concert

**Resource:** Friends, Police on street

# Dangerous Situations “Exceeds”



The field test teachers suggested the following points:

## 4 Level

- All of the situations are completed and a resource is included for each.
- The consequences of what would happen in the situation are thoroughly described.
- Information was given in detail and with some thought.

# Team Building

## Performance Standard 21A.I

Interact in a group setting to establish safety limitations for a group physical activity accordingly:

- *Knowledge*: Knows group dynamics.
- *Process*: Interacts positively in a group setting while creating a drill strategy or new game.
- *Explanation*: Assess individual contributions to the group as well as other group members' contributions.

# Team Building

## Procedures

1. *In order to demonstrate individual responsibility during group physical activities (21A)*, students should experience sufficient learning opportunities to develop the following:
  - Establish safety limitations for a group physical activity.
  - Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.

Note: Students should have worked on decision-making and group interaction skills, have a knowledge of the activity in order to modify it to meet a particular objective, and possess developed leadership skills.
- 2 Assign students to small groups.
- 3 Define the parameters of the assignment as follows:
  - Create or modify a drill or strategy to reflect the performance level of the group, or
  - modify an existing game to meet particular objectives, or
  - create a new game to meet specific objectives.
- 4 Define time limitations to complete group assignment.

# Team Building

## Procedures continued

- 5 Ask each group to define the game, drill or strategy in paragraph form that includes a description of the safety parameters. .
- 6 During the developmental phase of the activity, each group member must communicate and make decisions in a cooperative manner.
- 7 Ask each group to teach the activity to the rest of the class utilizing the written information.
- 8 Use the rubric dimensions 1-3 on the “Teacher’s Rubric for Group Score” to evaluate the group. .
- 9 Ask each student to identify his or her contribution to the group process using the “Self and Group Evaluation Rubric”.
  1. *Knowledge*: The knowledge dimension was demonstrated in the performance.
  2. *Process*: Interacted positively in a group setting while creating a drill strategy or new game.
  3. *Explanation*: Assessed own contribution to the group as well as that of other group members.

# Team Building

## Examples of Student Work

- Meets
- Exceeds

## Time Requirements

- To be determined by task (creating a strategy will require less time than creating a game)
- Students need time to create rules, safety procedures, develop the task and to practice it. Group work is necessary. It is anticipated that the task will cover several days.
- Some parts of the assessment are done by the teacher and some by the students. No more than 5 minutes per group is necessary for the evaluation.

## Resources

- The teacher will present the objectives of the activity.
- No additional materials are necessary for the evaluation.
- Team Building Rubric

# Team Building

NAME \_\_\_\_\_

DATE \_\_\_\_\_

- Exceeds 18 - 20 total points
- Meets 15 - 17 total points
- Approaches 12 - 14 total points
- Begins 1 - 11 total points

Following the evaluations as described above, each student in a group will use the other rubric to evaluate self and group members. The group member's peer evaluation will be averaged for one score. Therefore, each student will receive a score of 3-12 on the teacher group score, a score of 1-4 on self-evaluation, and a score from 1-4 from their group members. The total possible score on this assessment is 20 points.

## Teacher's Rubric for Group Score

	<b>Paragraph defining the game/drill</b>	<b>Safety parameters</b>	<b>Cooperative planning</b>
<b>4</b>	<ul style="list-style-type: none"> <li>•All objectives of the activity are clear and rules and directions given are clear.</li> <li>•Activity is appropriate for all skill levels in the group.</li> <li>•All parameters for the activity are followed.</li> <li>•Entire class is able to participate in activity.</li> <li>•Group thoroughly accomplishes objective.</li> </ul>	<ul style="list-style-type: none"> <li>•All safety precautions/ descriptions are specific and appropriate for game/activity/drill, and also include information for psychological safety/well-being.</li> </ul>	<ul style="list-style-type: none"> <li>•All members of group worked well together because all members provided input and leadership and followership roles were used by all.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>•Most objectives of the activity are clear and rules and directions given are clear.</li> <li>•Activity is appropriate for the skill levels in the group.</li> <li>•Most parameters for the activity are followed, but activity does not work when class attempts to play.</li> </ul>	<ul style="list-style-type: none"> <li>•Most safety precautions/ descriptions are specific and appropriate for game/activity/drill.</li> </ul>	<ul style="list-style-type: none"> <li>•Most members of group worked well together because some members lead while others followed, yet all participated in discussion to formulate basic plan.</li> </ul>

# Team Building

NAME \_\_\_\_\_

DATE \_\_\_\_\_

- Exceeds 18 - 20 total points
- Meets 15 - 17 total points
- Approaches 12 - 14 total points
- Begins 1 - 11 total points

Following the evaluations as described above, each student in a group will use this rubric to evaluate self and group members. The group member's peer evaluation will be averaged for one score. Therefore, each student will receive a score of 3-12 on the teacher group score, a score of 1-4 on self-evaluation, and a score from 1-4 from their group members. The total possible score on this assessment is 20 points.

## Rubric (Evaluate Self and Group)

	<b>Individual member participation</b>	<b>Self</b>	<b>Student #2</b>	<b>Student #3</b>	<b>Student #4</b>	<b>Student #5</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• I participated in all phases of the task, and was involved in several roles (leader or follower) in different situations</li> </ul>					
<b>3</b>	<ul style="list-style-type: none"> <li>• I participated in most phases of the task, but generally was involved in only one role (leader or follower)</li> </ul>					

# Team Building

## Student Work Samples

Safety is a key element in floor hockey. To compose a safe proceeding, you must keep these elements in mind. To maintain physical safety, there should be no crosschecking, or lifting the stick over your shoulders. Also you should try to keep the puck on the ground so no one is harmed.

The drill we are modifying consists of four cones and a puck. With people on each side, you pass the puck through the cones to your partner on the other side. Do not hit the cones because it will defeat the purpose and intent of the drill.

Group

This is a passing drill. There are two lines facing one another with the group split evenly between the two lines. It starts by the first person in line one passing the puck to the first person in line two. Once the person has passed the puck he hustles to the back of the opposite line. This drill continues on until the puck reaches the last person, who shoots the puck into the net.

The safety issues of this drill are keeping people from high sticking and learning to pass while keeping the puck on the ground. Also it helps with aiming so the puck is accurately passed to a teammate.

Wait until the activity is finished before moving to the next slide.

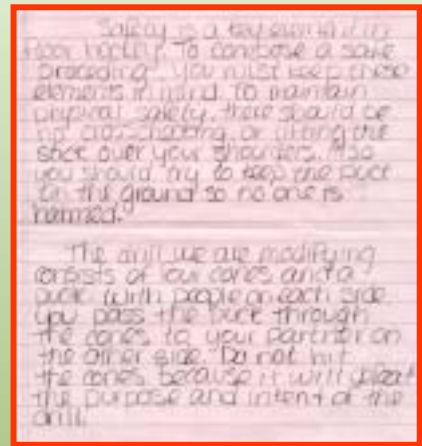
# Team Building

## “Meets”

Safety is a key element in Floor hockey. To compose a safe proceeding, you must keep these elements in mind. To maintain physical safety, there should be no crosschecking, or lifting the stick over your shoulders. Also you should try to keep the puck on the ground so no one is harmed.

The drill we are modifying consists of four cones and a puck. With people on each side, you pass the puck through the cones to your partner on the other side. Do not hit the cones because it will defeat the purpose and intent of the drill.

# Team Building “Meets”



The field test teachers suggested the following points:

## Paragraph defining the game/drill

- Most of the rules, directions and objectives for the passing activity are clear.
- The activity is appropriate for the skill levels in the group.
- Most of the parameters for the activity are followed, but activity does not work when class attempts to play.

## Safety parameters

- Most safety precautions/ descriptions are specific and appropriate for game/activity/drill.

## Cooperative planning

- Most members of group worked well together because some members lead while others followed, yet all participated in discussion to formulate the basic plan.

# Team Building

## “Exceeds”

Group 1

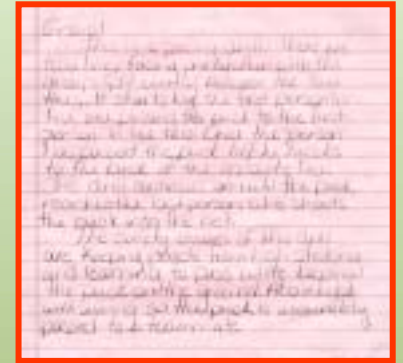
This is a passing drill. There are two lines facing one another with the group split evenly between the two lines. It starts by the first person in line one passing the puck to the first person in line two. Once the person has passed the puck he/she hustles to the back of the opposite line.

This drill continues on until the puck reaches the last person, who shoots the puck into the net.

The safety issues of this drill are keeping people from high sticking and learning to pass while keeping the puck on the ground. Also it helps with aiming so the puck is accurately passed to a teammate.

# Team Building

## “Exceeds”



The field test teachers suggested the following points:

### Paragraph defining the game/drill

- All the rules, objectives and directions are clear for the passing activity.
- The activity is appropriate for all skill levels in this group.
- All of the parameters for the activity are followed.
- The entire class is able to participate in activity.
- The group thoroughly accomplishes objective of the activity.

### Safety parameters

- The key safety precautions/descriptions are specific and clearly explained for the activity.

### Cooperative planning

- All group members worked well together because all members provided input and leadership and followership roles were used by all.

# Should You Try This At Home?

## Group Activity Two

- Organize a group of teachers who are teaching the same grade level or same content.
- Choose one of the assessments from the CD or web-site and review it carefully.
- Become familiar with the RUBRIC and see if you can use it to score the student work samples given in the assessment. Do this without knowing which one is *meets* and which one *exceeds*.
- All of teachers in the group should teach the lesson and give the same assessment.
- The teachers should bring their student work from the assessment to a meeting and practice scoring each other's work. Compare your scores to the scores of the other teachers in the group. See if you have the same score and similar reasons why the group came up with this score.
- Keep practicing until everyone can use the RUBRIC consistently and accurately.



# Resources for Group Activity Two

- Appropriate Physical Development/Health Rubrics
- An appropriate assessment
- Sample student work with the assessment
- Resources are found on [www.isbe.net](http://www.isbe.net)
- Your own students' work



If you have questions or ideas about the Classroom Assessments or Performance Descriptors please call:

- Illinois State Board of Education
- Curriculum and Instruction
- 217/557-7323

