

## Module: Supporting Decisions with Assessment

### Exercise for Unit/Module Assessment

#### Example Prompt Response and Commentary

To ground my response to this prompt, I chose to situate the assessment results in a recently completed project on nutrition in an 8<sup>th</sup> grade Health and Fitness course. Remaining units in the schoolyear address sexual health, social emotional health, and substance use and abuse. The four state learning standards addressed by the project are listed below.

**Recently completed unit:** Nutrition

**Upcoming units:** Sexual Health  
Social Emotional Health  
Substance Use and Abuse

HE-2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE-3: Students will demonstrate the ability to access valid information and products and services to enhance health.

HE-4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE-6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Our first step in summarizing student achievement within the unit is to get a picture of performance across the learning standards. Below is a fancy graph, but hand-drawn representations or even simple counts can work. The graph shows the number of students by rubric score (1-4) for each standard.



From this graph, it looks like students performed the best in relation to HE-2. That learning standard had the most students achieving the highest level of proficiency and few students placing in the lowest level of proficiency. HE-3 showed the opposite pattern. It seems a lot of students are still progressing in this area. HE-4 and HE-6 were a mixed bag. On HE-4, many of the students scored in the middle of the grading scale, whereas HE-6 saw even performance across the score range.

While I will continue to address each of the learning standards as they are relevant in the remaining units, including standards that were not addressed by the nutrition project, it seems some additional emphasis on HE-3, HE-4, and HE-6 is warranted. (If this pattern has been shown in previous coursework, then the evidence is stronger.) The state provides additional guidance and articulation of these standards by content area.

HE-3 shows up in each of the remaining units through expectations that students will be able to 1) identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy; 2) identify valid and reliable emotional and mental and behavioral health supports and services; 3) compare and contrast sources of information on substance use, and 4) investigate local services for those affected by substance abuse. I will be looking through my unit and lesson plans to make sure that I am giving students sufficient developmental opportunities related to these learning goals, maybe shifting the plans to give a little more emphasis.

HE-4 only appears in the social emotional health unit, with an expectation that students demonstrate ways to manage or resolve interpersonal conflict. Since student performance on the project suggested that many students are right around the boundary of proficiency (i.e., levels 2 and 3), I might think about ways to involve the students in some higher-order thinking around conflict resolution, to draw them up toward level 4.

Turning focus to HE-6, I see that in sexual health, students should be able to develop a plan to communicate and maintain personal boundaries and values. In the substance use and abuse unit, students will be expected to describe short- and long-term legal consequences of substance use and the effects on personal goals. Since the project grades showed larger numbers of students doing poorly or doing very well, I will look at my lesson plans to see if there are opportunities to pair students for collaborative learning.

Another way of representing the classroom results would be to look at students individually, and identify students who only earned scores of 1 or 2 across all standards. I could do the same for students who only earned 3s and 4s. These identifications could guide differentiated instruction strategies.

The project from the nutrition unit gives me a guide for planning my remaining units. Through those units, I will be sure to leverage periodic check-ins and in-the-moment assessment opportunities so that I have frequent and rich data to tailor my instructional approaches.