

Summative Assessment 2 for Wellness Wonders



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Assessment Title: Summative Assessment 2
Assessment Form: Summative
Type of Assessment: Performance Assessment

Note: Due to the nature of the standards addressed in this assessment and the active involvement of the students, the assessment is spread out over a period of eight days. However, class time is only necessary for five of those days. The daily steps of the assessment build upon each other. It is recommended that activities for Days 9 and 10 of the assessment occur during “math” time.

Duration: 5 days, 20-30 minutes of class time per day; three additional days for students to independently use their strategies and record them on their checklists.

Standard (s) Assessed: HE.B.1.2.4, HE.C.1.2.4, HE.C.2.2.6, LA.B.2.2.6.3.1, LA.B.2.2.6.3.6, MA.E.3.2.1.3.1, Information Managers, and Critical and Creative Thinkers

Description of Assessment Activity: Students create a survey, take the survey, and reflect upon how they practice wellness strategies in their own lives. Students then decide upon two topics they need to work on and create an action plan to improve or maintain personal health. They tell how they will enlist help from others. Students practice the strategies listed in the personalized action plans and record use of the strategies on a daily checklist.

Teacher Directions:

Day 9 (MA.E.3.2.1.3.1)

1. See student directions.
2. Allow time for students to complete this part of the assessment.
3. Take up papers.
4. After this part of the assessment:
5. Use a checklist to assess the questions as to whether or not each student has designed appropriate questions for a survey (MA.E.3.2.1.3.1).
6. List student generated questions for each topic on separate sheets of paper.
7. Make copies of the lists, one per student in each topic group.

Day 10 (MA.E.3.2.1.3.1)

Materials Needed:

Lists of student generated questions for each topic.

1. See student directions.
2. Take up the recorded questions and use them to create a Class Survey.
3. Make copies of the Class Survey, one per student, prior to Day 11.

Day 11 (Leads to HE.C.1.2.4)

Materials Needed:

Copies of the Class Survey, one per student

Chart paper (3-4 sheets)

Markers

Summative Assessment 2 Checklist, one copy

1. Distribute copies of the Class Survey to students.

2. See student directions.
3. Allow time for students to respond to the survey questions.
4. Take up Class Surveys.
5. Tally the data from student responses for each question. Record the survey results for each question on chart paper. Students will use this data later to create pictographs during the Math Summative on Day 12.

Day 12 (HE.C.1.2.4, HE.C.2.2.6, LA.B.2.2.6.3.1, and LA.B.2.2.6.3.6)

Materials Needed:

Student Class Surveys

Action Plan Rubric, one per student

Highlighters, one per student

1. Return Class Surveys to students.
2. Distribute copies of the Action Plan Rubric, one per student.
3. Lead students in discussing the survey questions and establishing ideal responses to them based on information recorded on the class charts previously during the unit.
4. See student directions.
5. Allow ample time for students to create action plans.
6. Collect student papers.

Day 13 (HE.B.1.2.4)

Materials Needed:

Sample Action Plan

Student Action Plans

Action Plan Checklist, one per student

1. Tell students today they will create an Action Plan Checklist to record how often they perform the steps outlined in their personal action plans.
2. Distribute student action plans from the previous day and the Action Plan Checklist, one per student.
3. Model how to personalize a checklist using the steps listed in the Sample Action Plan.
4. Facilitate students in personalizing their checklists according to the steps outlined in the student directions.
5. After allowing three days for the students to record use of strategies on their checklists:
6. Take up the Action Plan Checklists.
7. Assess the Action Plan Checklists to determine if students used strategies for improving or maintaining personal health (HE.B.1.2.4).

Student Directions:

Day 9

1. You have learned about how personal health behaviors influence individual well-being (relaxation and sleep, nutrition and the nutritional value of foods, physical fitness, and personal health care).
2. Now we will use what we have learned to identify personal health behaviors each of us needs to work on.
3. Think about questions that could be asked to determine how well you practice the health behaviors for each of the listed topics (relaxation and sleep, nutrition and the nutritional value of foods, physical fitness, and personal health care). For example: Do you get enough sleep each night? Do you eat 4-6 servings of fruits and vegetables each day?
4. Write four questions that would be appropriate for the survey, one for each topic we have studied (relaxation and sleep, nutrition and nutritional value of foods, physical fitness, personal health care). Remember, the purpose of the survey is to identify the personal health behaviors each of us needs to work on.
5. You will receive a grade on this assignment. I will assess your questions to see if your questions are appropriate for a survey about health practices.
6. Are there any questions?
7. Take out a piece of notebook paper.
8. Write your name and today's date at the top of your paper.
9. You may begin.

Day 10

1. Yesterday you each wrote four questions about the health behaviors we have been studying. I have grouped the questions you wrote according to topic.
2. We have learned that health information can be communicated in several ways. Today we will share health ideas orally and in writing.
3. First, we will divide into small groups. Each group will receive a list of questions for one of the health topics. (Divide students into small groups and designate areas in the rooms for them to congregate. Distribute lists.)
4. At my signal, your group will read the questions on the list. Think about the topic and determine if the questions are appropriate questions for a survey.
5. Discuss the questions. Share your ideas orally.
6. Then select two questions your group thinks are most appropriate for a survey.
7. A group member needs to record the two questions on notebook paper.
8. Finally, one group member will report the two questions that were selected for the class survey. Choose this person before it is time to present.
9. The papers with the two selected questions should be turned in to me.
10. I will use each group's selected questions to create a Class Survey to help each of you determine which health behaviors you need to work on.
11. Are there any questions?
12. You may begin.

Day 11

1. Today you will take the Class Survey to determine which health behaviors you might need to work on. You will not receive a grade on the survey. We will use the results to write personal action plans.
2. Put your name and today's date on your paper.
3. Complete the survey by answering each question honestly.

Day 12

1. Look at your Class Survey responses.
2. Think about what we know about the topics. Identify two health topics you need to work on to improve or maintain your personal health.
3. Highlight the two topics you feel you need to work on most. (Students can use crayons and draw rings around them or underline them if highlighters are not available.)
4. Next, write an action plan telling steps you can take to improve or maintain personal wellness for each of the topics you chose.
5. Write your plan in expository paragraph format.
6. Include in your action plan a way to enlist your family, school, or community helpers to aid in achieving your health goal.
7. The Action Plan Rubric will be used to assess your written work. (The teacher and students discuss the criteria on the rubric.)
8. Are there any questions?
9. Take out a piece of notebook paper.
10. Write your name and today's date on it.
11. Write your action plans to improve or maintain personal wellness for the two topics you selected.

Day 13

1. Now it is your turn to create an Action Plan Checklist. It will be used to record how often you actually perform the steps you outlined in your action plan.
2. Write each step of your action plan on the checklist under the Action column.
3. During the next three days, you will put a check in the box for that day every time you use the step.
4. You may take the checklist home at night and add more checks. Just remember to bring it back to school on the following day.
5. On _____ (teacher supplies the name of the day of the week according to her plan) you will return the checklists to me. I will use them to determine if you used the strategies for improving or maintaining personal health.

Scoring Method and Criteria:

A Summative Assessment 2 Checklist will be used to assess the six standards of this assessment:

MA.E.3.2.1.3.1 The student designs appropriate questions for a survey.

HE.B.1.2.4 The student uses strategies for improving or maintaining personal health.

HE.C.1.2.4 The student knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness)

HE.C.2.2.6 The student knows how to enlist family, school, and community helpers to aid in achieving health goals.

LA.B.2.2.6.3.1 The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.

Sample Action Plan

My goals are to eat healthier foods and get more sleep. I will take some important steps to reach my goals. First, I will eat a fruit or vegetable at every meal. Next, I will try new foods more often. Finally, I will try to go to bed at a regular time. I might need some help with this step. I will ask my mom to remind me when it's bedtime. Following these steps will make me healthier and happier.

Name _____ Date _____

Action Plan Checklist

Action	Day 1	Day 2	Day 3
Totals			

Sign _____

Action Plan Rubric

	Great Job	You're Getting There	Let's Work More
<p>HE.C.1.2.4 The student knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness plan)</p>	<ul style="list-style-type: none"> • You decided upon a health goal. • You wrote steps you could take to help you reach your goal. 	<ul style="list-style-type: none"> • You decided upon a health goal, but some of the steps you wrote do not match your goal. 	<ul style="list-style-type: none"> • Your plan lacks a goal or the steps to help you reach your goal.
<p>HE.C.2.2.6 The student knows how to enlist family, school, and community helpers to aid in achieving health goals</p>	<ul style="list-style-type: none"> • You included a reasonable way to get your family, school, or community to help you reach your goal. 	<ul style="list-style-type: none"> • You included a way to get your family, school, or community to help you reach your goal, but your idea may not be workable. 	<ul style="list-style-type: none"> • You did not include a way to get your family, school, or community to help you reach your goal.
<p>LA.B.2.2.6.3.1 The student attempts to focus on an expository topic with little or no irrelevant or repetitious information</p>	<ul style="list-style-type: none"> • Your writing focuses on the topic. • Your writing has little or no unrelated or repeated information. 	<ul style="list-style-type: none"> • Your writing mostly focuses on the topic. • Your writing has some unrelated and/or repeated information. 	<ul style="list-style-type: none"> • Your writing is not focused. • Your writing has unrelated and/or repeated information.
<p>LA.B.2.2.6.3.6 The student attempts to use appropriate expository transitions to relate ideas.</p>	<ul style="list-style-type: none"> • You used two or more transitions (words that connect) and they all seem to fit. 	<ul style="list-style-type: none"> • You used one transition (words that connect) and it seems to fit. 	<ul style="list-style-type: none"> • You did not use transitions (words that connect).