Assessment Development Template

Title of Assessment Module: Grade Level:

Health Education Standard:

Health Topic (PGC): Skill(s):

Step 1: Identify Essential Learnings

At a minimum identify the behavioral outcome, what students should know and be able to do to address the identified behavioral outcomes

Behavioral Outcome: Identify the specific behavioral outcomes that you will be addressing in this unit.	What behaviors are you addressing ...
Knowledge: Refer to the standards and grade level. What knowledge or concepts are being assessed?	Students will know...
Skills: Refer to the standards and grade level. Given this information, what specific skills are being assessed? All skills should align with the behavioral outcomes.	Students should be able to...
Other Essential Learnings (e.g. Claims, Understandings, Essential Skills, Cross Cutting Concepts, Inquiry Questions)	



(Performance Assessment Toolkit)

Goals or Challenges:
Roles:
Audiences:
Situation/Setting:
Products and Performance:
Stimulus Materials:

Write your Performance Assessment Prompt in paragraph form below:

- Determine performance assessment Criteria for Success:

Concepts	Skills	Other

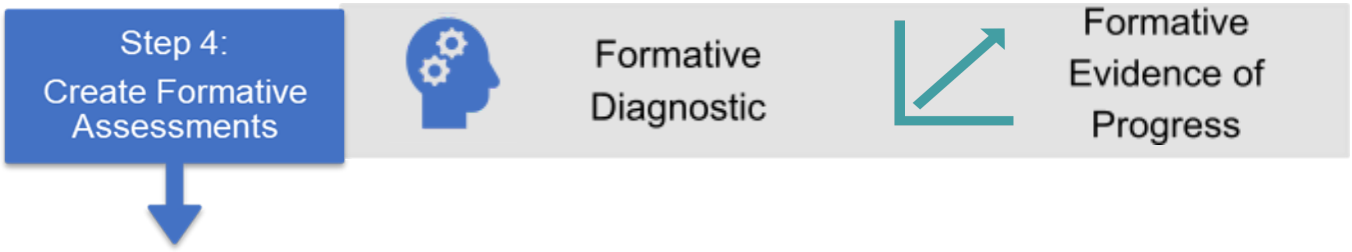
- Create the Rubric

Score	Description
4	
3	
2	
1	

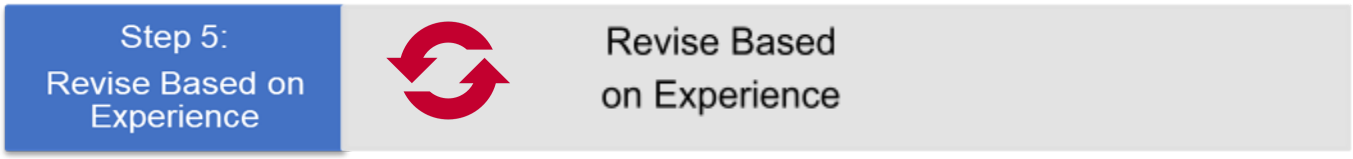




What other forms of assessment do you want to create to show evidence that learning has occurred throughout the unit? These are graded assessments to help create photo album of student learning. They might include observations / dialogue, academic prompts, graded quizzes /tests/ exams, short constructed response, extended constructed responses, skills check.



- Develop other assessments including diagnostic formative and formative checks for understanding? (Diagnostic, Informal checks, Observations, Dialogues, Quizzes, Tests, and other Academic Prompts)



- Based on results of the assessment reflect on the effectiveness of the assessments and revise as needed.

    - Based on results of the assessment(s) did it assess the identified knowledge and skills?
    - Were the assessments meaningful to students?
    - Did the assessments allow for student feedback?
    - Did the rubrics and assessments yield scores that reflected student achievement?
    - How can the assessment be improved to show greater student understanding?
    - What other experiences/instructions can I give to improve student learning?
    - What accommodations should be made for special needs students?
    - What feedback can students give concerning the assessment?