

*This performance-based assessment activity was developed by Michigan Model Coordinators from a Michigan Model lesson.*

## **MICHIGAN MODEL ASSESSMENT ACTIVITY**

### **Grade Two: Social Skills**

- 1. List the grade level, lesson and specific activity you will be demonstrating:** Grade 2, Phase III, Lesson 5, Integration Activity
  
- 2. List the Standard(s) and Benchmark(s) this activity addresses:** Demonstrate effective interpersonal communication and other social skills, which enhance health (Standard 6); Demonstrate refusal and negotiation skills to enhance health (Benchmark 6).
  
- 3. Student Learning Objective:** Students will say no to drugs.
  
- 4. Student Product:** Written story.
  
- 5. Teacher Suggestions:** a) Ensure that students have an understanding of alcohol, tobacco and other drugs, and how they affect the body (Lessons 1-4). b) Ensure that practice has occurred in “saying no” (Lesson 5, Activity 2). c) Ensure that the students have an opportunity to review what they have learned about drugs (Lesson 5, Activity 3). d) Use a different rubric to score how well the student met the applicable Language Arts standards for your grade level.

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**6. Develop your rubric.** Indicate below the specific criteria you will use to score. Score point #3 should include all the criteria that need to be met in order to meet the standard. An example:

<b>4</b> Yes, and	<b>3**</b> Yes	<b>2</b> Yes, but	<b>1</b> No
<p>1. Demonstrates all of the elements that meet the standard, AND</p> <p>2. tells why it is important to say no.</p>	<p>1. Story should demonstrate at least one clear and effective way to "say no," such as:</p> <ul style="list-style-type: none"> <li>◆ A simple no</li> <li>◆ "No thanks."</li> <li>◆ "I'm not interested."</li> <li>◆ "No way."</li> <li>◆ "Not for me."</li> <li>◆ "See you around." (And walk away.)</li> </ul> <p>2. Identify the drug that the student is saying "no" to.</p>	<p>Student demonstrates one of the two elements for a response that meets the standard.</p>	<p>Student attempts task, but is unable to demonstrate either of the two elements for a response that meets the standard.</p>

*\*\* Start building your rubric with the criteria for score point #3, which indicates that the standard has been met.*