**Formative Assessments**

**Step 1: Choose your grade level(s), health-literacy skill(s) or physical literacy component(s), and topic(s)**

|  |  |  |
| --- | --- | --- |
| **Grade Level(s)** | **Health-Literacy Skill(s)** | **Topic(s)** |
| 4th Grade | Analyzing Influences  Advocacy | Violence Prevention – Bullying Prevention |

**Step 2: Choose your HPED Outcomes – Choose at least two core concepts and two health-literacy skill outcomes.**

|  |  |
| --- | --- |
| **Core Concepts: Health Education Outcomes** | **Health-Literacy Skill Outcomes** |
| Explains the difference between tattling and reporting aggression, bullying or violence. | INF: Practices the role of bystanders in bullying situations. |
| Identifies helpful and unhelpful strategies when someone is being bullied. | ADV: Provides factual information to others to prevent violence. |

**Step 3: Create a prompt/activity.**

|  |  |
| --- | --- |
| **Activity Name** | **Activity Description** |
| Role-Play | Create a story where someone is being bullied and students create a solution. Have students identify the bully, victim, and bystander. Students will role play the story. |

**Step 4: Create a performance task or performance-based assessment.**

|  |  |
| --- | --- |
| **Performance Task/Performance-Based Assessment Name** | **Description** |
| Poster | Create a poster to prevent bullying |

**Step 5: Create a checklist or rubric for assessment.**

**Rubric/Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **3** | **2** | **1** |
| Helpful and Unhelpful Strategies | Identify **at least one** helpful and unhelpful strategy when someone is being bullied. | Identify **one** helpful or unhelpful strategy when someone is being bullied. | Incorrectly identified a strategy when someone is being bullied. |
| Facts to Prevent Violence | Provides **at least two** facts to others to prevent bullying. | Provides **at least one** fact to others to prevent bullying. | Incorrectly provided facts to others to prevent bullying. |