



Level 1: LST Classroom Assessment Tool

The Life Skills Training Classroom Assessment Tool is designed to assist teachers in evaluating students' knowledge and skill comprehension in each of the Level 1 Life Skills Training Units. It is provided as a suggested approach and teachers' should feel free to adapt the tool for their students' learning abilities and needs.

The first section evaluates homework completion and the quality or breadth of understanding of the concepts of the homework assignments.

Homework Completion Assessment: Average of Quantity and Quality of Completion (4 points)

Quantity of Completion

1 No components	2 Some components	3 Most Components	4 All Components
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Quality of Completion

1 Poor	2 Fair	3 Good	4 Excellent
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Participation Assessment (1 point)

Students may earn one point per session for classroom participation in facilitated discussions.

Unit Assessments

Unit assessments include short answer questions to assess cognitive learning. Skill assessments measure the extent to which the learners demonstrated the key components of the skill during coaching or behavioral rehearsal practice.

UNIT 1: Self-Image

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of self-image? (1)

A1. Self-Image is the mental picture that we have of ourselves

Q2. Name two places where self-image comes from? (2)

A2. Friends, Family, and our own successes, failures, and experiences in life.

Responses that identify other significant external image references. I.e. media

Q3. What are the four steps for setting a goal? (4)

A3. Make sure it is Realistic, Manageable, Measurable, and Meaningful

Q4. What are two important tips for achieving goals? (2)

A4. Any response found in the LST Level 1 Student Guide 2000, page 14

Q5. Why is goal setting important? (1)

A5. Any response that reflects the connection between how we see our selves and how we behave and the capacity to change or accomplish objectives.

Skill Acquisition Assessment (5 points)

- 1 Collect LST Level 1 Student Guide 2000, Worksheet # 3 Recording My Progress, page 15.
- 2 Evaluate whether the overall goal and each sub-goal meets the Realistic, Manageable, Measurable, and Meaningful standards defined in the unit.
- 3 Apply the four point rubric for quality and quantity of demonstration of the skill of goal setting.
- 4 An additional point may be given for evidenced completion of each sub-goal.

UNIT 2: Decision-Making

Cognition Assessment: Short Answer (10 Points)

Q1. Give one example of an everyday decision that you make.

A1. What to wear, what to eat, etc.

Q2. Describe the difference between simple choices and a major decision.

A2. Simple choices can be decided on what we like. Major decisions require more thought.

Q3. What does influence mean?

A3. To be persuaded or pressured by other people or other factors when making choices or decisions.

Q4. Name three people or things around you that can influence your decisions.

A4. Parents, friends, media, etc.

Q5. What are the 3 C's of Decision-Making?

A5. Clarify, Consider (collect information and consequences), and Choose.

Skill Acquisition Assessment (5 points)

1. Collect Worksheet # 6 My Decision-Making Planner, LST Level 1 Student Guide 2000, pg. 20 and review for application and understanding of the 3 C's.

UNIT 3: Smoking Myths and Realities

Cognition Assessment: Short Answer (10 Points)

For each of the following myths, write a reality statement. Use the facts you learned in this unit.

1. Cigarette smoking is not as dangerous as some people say.
2. It's easy to quit smoking.
3. Smoking is not something I have to worry about until I get old.
4. Most people smoke cigarettes.
5. Smoking is cool and sophisticated.

Answers: Any responses provided in LST Level 1 Student Guide 2000, pgs. 23 - 26 and Teacher's Manual Unit 3.

Skill Acquisition Assessment (5 points)

1. Worksheet #8 My Reasons for Not Smoking, LST Level 1 Student Guide 2000, pg. 27. Assign points for the application of smoking realities and other factors learned in previous units.

UNIT 4: Smoking and Biofeedback

Cognition Assessment: Short Answer (10 Points)

- Q1. Name two things that happen to your body within seconds of smoking?
A1. Heart beats faster, hand steadiness decreases, carbon monoxide in lung increases, temperature of the skin drops, the pattern of brain waves changes.
- Q2. What is one reason that smoking makes your heart beat faster?
A2. Nicotine causes the adrenal glands to release chemicals that make the heart beat harder and faster; **or** inhaled carbon monoxide takes oxygen from the blood forcing the heart to beat harder to get more oxygen to the body; **or** Physical activity requires more oxygen so a smoker's heart has to work harder than it does normally would.
- Q3. Rather than calming you down, smoking makes you more nervous. Why is this true?
A3. Nicotine, the main chemical found in tobacco smoke, is a stimulant.
- Q4. Name two long-term effects of smoking.
A4. Cancers, lung diseases, heart disease.
- Q5. What does taking our pulse tell us about our heart?
A5. How slow or fast it is beating.

Skill Acquisition Assessment (5 points)

1. Home Smoking Experiment LST Level 1 Student Guide 2000, pg. 33.
2. Students who do not have access to a smoker or who are unable to get the cooperation of a smoker may take resting pulse rate recordings and compare with rates after exercise or after stressful events or other activities that would change heart rate. Self, parents, friends, or other adults may be used for the non-smoker exercise.

UNIT 5: Alcohol Myths and Realities

Cognition Assessment: Short Answer (10 Points)

For each of the following myths, write a reality statement. Use the facts you learned in this unit.

1. Small amounts of alcohol have no effect on the body.
2. Being able to drink a lot of alcohol is a sign of toughness.
3. Drinking beer or wine isn't as bad as drinking "hard" liquor.
4. Most people drink alcohol.
5. Drinking alcohol will help relieve stress and help you sleep better.

Answers: Any responses provided in LST Level 1 Student Guide 2000, pgs. 36 - 39 and Teacher's Manual Unit 5.

Skill Acquisition Assessment (5 points)

1. Worksheet #9 My Reasons for Not Drinking, LST Level 1 Student Guide 2000, pg. Assign points for the application of alcohol realities and other factors learned in previous units.

UNIT 6: Marijuana Myths and Realities

Cognition Assessment: Short Answer (10 Points)

For each of the following myths, write a reality statement. Use the facts you learned in this unit.

1. Marijuana isn't as harmful as other drugs.
2. Smoking marijuana doesn't have any lasting effects on the body.
3. Marijuana helps memory and concentration.
4. Most teenagers smoke marijuana.
5. Marijuana improves eyesight.

Answers: Any responses provided in LST Level 1 Student Guide 2000, pgs. 42 - 43 and Teacher's Manual Unit 6.

Skill Acquisition Assessment (5 points)

1. Worksheet #10 My Reasons for Not Smoking Marijuana, LST Level 1 Student Guide 2000, pg. 44. Assign points for the application of marijuana realities and other factors learned in previous units.

UNIT 7: Advertising

Cognition Assessment: Short Answer (10 Points)

Q1. Why do advertisers advertise?

A1. To sell their products, to make money, to get new customers, etc.

Q2. Name three common advertising techniques?

A2. Any responses listed in LST Level 1 Student Guide 2000. pgs. 48 -49.

Q3. Define what a "target" means and give an example of a "target".

A3. A group of people that an advertiser aims his advertising at in order to get them to buy the product. (e.g.) parents, kids, teens, etc.

Q4. What does the term "stated message" mean?

A4. What the advertisement actually says.

Q5. What does the term "implied message" mean?

A5. The hidden message conveyed by the look or the sound of the ad.

Skill Acquisition Assessment (5 points)

1. Students select an advertisement and complete Worksheet # 11 Practicing Analyzing Ads or #12 Practice Analyzing Tobacco and Alcohol Ads, LST Student Guide Level 1 2000, page 50 -51.

UNIT 8: Violence and the Media

Cognition Assessment: Short Answer (10 Points)

Q1. What is a violent act?

A1. A violent act is an action or threat that hurts a person or object physically (e.g. hitting, kicking, shooting) or verbally (e.g. screaming, shouting)

Q2. Why do people think that there is more violence than there really is?

A2. Violence is prevalent in media images.

Q3. What are some ways in which media violence may be harmful?

A3. Any response from LST Level 1 Teacher's Manual 2000, pg. 11.6

Q4. Name two forms of media that may contain violence?

A4. Movies, television, video games, magazines, music, etc.

Q5. How does media effect your self-image?

A5. Any response that identifies role modeling.

Skill Acquisition Assessment (5 points)

1. Students complete Worksheets # 13 Watching TV and # 14 Reality Checks, LST Level 1 Student Guide 2000, pages 53, 54, and 55. Students should be advised to complete this activity with a parent or other adult.

UNIT 9: Coping With Anxiety

Cognition Assessment: Short Answer (10 Points)

Q1. What are some other words you can use to describe anxiety?

A1. Stress, uneasiness, anxious, etc.

Q2. Name three physical symptoms of anxiety.

A1. Any response listed in LST Student Guide Level 1 2000, Worksheet # 15 Dealing With Anxiety: Situations Making me Feel Anxious, page 58 or the LST Level 1 2000 Teacher's Manual or any other reasonable, physical symptom.

Q3. List two situations that make you feel anxious.

A3. Any that the student self identifies.

Q4. We learned about three healthy techniques for dealing with anxiety in the LST lesson. What are two of them?

A4. Any two of the following three. Deep breathing, mental rehearsal, and / or body relaxation.

Q5. Which of these techniques do you feel most comfortable using and describe a situation where you might use it.

A5. Any techniques or situation identified by the student.

Skill Acquisition Assessment (5 points)

1. Observe students during behavioral rehearsal of the coping techniques and evaluate participation in and application of the steps.

UNIT 10: Coping With Anger

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of anger?

A1. Anger is a strong feeling of displeasure mixed with the urge to fight back.

Q2. Name two physical effects of anger.

A2. Any appropriate response that identifies a physical symptom or effect.

Q3. Name two situations that make you angry?

A3. Any response that describes a situation.

Q4. What are two benefits of controlling anger?

A4. Any response that describes a pro-health benefit of anger management.

Q5. List one technique for controlling anger and describe where you might use it.

A5. Any techniques listed in LST Level 1 2000 Teacher's manual, pgs. 13.6 - 13.7

Skill Acquisition Assessment (5 points)

1. Student's complete Worksheet # 17 What Really Bugs Me, LST Student Guide Level 1 2000, and are asked to use one of the coping strategies during the week and describe in a written statement what strategy they used and assess the results of using that strategy.

UNIT 11: Communication Skills

Cognition Assessment: Short Answer (10 Points)

- Q1. Give one reason why communication is an important skill.
A1. Good communication helps develop healthy relationships, avoids bad feelings, prevents mis-understandings, helps get work done, etc.
- Q2. What are the two types of communication and give an example of each.
A1. Verbal as in using words and the loudness and tone of our voice. Non-verbal as in gestures, body language, or facial expressions.
- Q3. What is a misunderstanding?
A3. A misunderstanding is the result of a failure to communicate clearly. The sender communicates one message but the receiver hears another.
- Q4. What are the four skills for avoiding a misunderstanding?
A4. Responses listed in LST Level 1 Student Guide 2000, page 67.
- Q5. Describe how you might use this skill to improve your communications either at school, at home, or with friends.
A5. Any response that identifies an area to apply the skill and a benefit.

Skill Acquisition Assessment (5 points)

1. Student selects one scenario from Worksheet # 19, Practice Applying Communication Skills LST Level 1 Student Guide 2000, page 68 or a situation from their own experience and applies the Four Open Questions to resolving the misunderstanding scenario / situation. This is a written assignment using the following questions:

The Four Open Questions

- Observe:** What happened in the scenario / situation
Analyze: Why did this happen?
Prediction: What could happen next?
Alternatives: What other choices could be made?

UNIT 12: Social Skills A

Cognition Assessment: Short Answer (10 Points)

Q1. Describe some ways of starting a conversation with someone.

A1. Any of the "opener" responses listed in the LST Level 1 2000 Teacher's Manual PG. 15.4 - 15.5 and / or the Student Guide pg. 73.

Q2. List the three steps for giving a compliment.

A2. Steps listed in LST Level 1 Teacher's Manual 2000, pg. 15.6.

Q3. What are the two steps for receiving a compliment?

A3. Responses given in LST Level 1 Teacher's Manual 2000, pg. 15.6

Q4. What is one tip for keeping a conversation going?

A4. Any tip given in LST Level 1 2000 Student Guide, pg. 74.

Q5. What is one tip for ending a conversation?

A5. Any response given in LST Level 1 2000 Student Guide, pg. 74.

Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals of compliment giving and receiving and / or demonstrating the parts of a conversation. Points are given for demonstrating the key components of each skill.

UNIT 13: Social Skills B

Cognition Assessment: Short Answer (10 Points)

- Q1. Define the word attribute and list two examples of attributes.
A1. An attribute is a distinctive quality or characteristic. Any adjective or descriptive phrase meeting this definition is acceptable.
- Q2. Name three activities that you would enjoy doing with another person.
A2. All responses that identify one-on-one or group activities.
- Q3. What are two tips for asking someone to do something with you?
A3. Any two of the tips listed in LST Level 1 2000 Teacher's Manual, pg. 16.4 - 16.5.
- Q4. What is one response you can make when someone asks you to do something?
A4. Any of the three responses listed in LST Level 1 2000 Teacher's Manual, pgs. 16.5 - 16.6.
- Q5. What technique can you use if you feel anxious about asking someone to do something with you?
A5. Any of the coping with anxiety techniques described in Unit 9.

Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of asking someone out and responses to being asked out. Assign points based on demonstration of the components of each skill.

UNIT 14: Assertiveness

Cognition Assessment: Short Answer (10 Points)

- Q1. List three situations where it may be difficult for you or someone else to stand up for themselves.
- A1. Any response generated by the student.
- Q2. What are two reasons why someone may find it difficult to stand up for themselves?
- A2. Any response listed in LST Level 1 2000 Teacher's Manual, pg. 17.4
- Q3. List the three ways that people can respond to difficult situations.
- A3. Passive, aggressive, and assertive.
- Q4. Name three benefits of being assertive.
- A4. Any response listed in LST Level 1 2000 Teacher's Manual, pg. 17.5
- Q5. Describe one verbal assertive skill **or** one refusal technique.
- A5. Any of the verbal assertive techniques or refusal skills listed in LST Level 1 2000 Teacher's Manual pgs. 17.5 - 17.10.

Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of the verbal assertive skills and / or the refusal skills. Assign points based on demonstration of the components of each skill.

Or

Collect and review LST Level 1 2000 Student Guide Worksheet 23, Assertive Action Plans, pg. 82.

UNIT 15: Resolving Conflicts

Cognition Assessment: Short Answer (10 Points)

Q1. What is one common reaction to conflict?

A1. Striking back **or** Giving in **or** Breaking off.

Q2. Define the words compromise and negotiation?

A2. Compromise is each side gives up something to gain something

Negotiation is a technique for turning conflicts into problems to be solved by working together.

Q3. What are the benefits of compromise and / or negotiation in solving a conflict?

A3. Achieving goals and maintaining relationships. Win - win outcomes for both people.

Q4. What is one anger control technique that you can use in a conflict?

A4. Any listed in LST Level 1 2000 Unit 10.

Q5. What are three important steps for resolving conflicts?

A5. Any steps listed in LST Level 1 2000 Student Guide, pages 84 - 85, Changing You and Me to We

Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of the conflict resolution skills. Assign points based on demonstration of the components of each skill.