



Level 2: 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 2 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, behavioral rehearsal practice, and completion of skill practice worksheets in the Student Guide.

UNIT 1: Drug Abuse and Violence: Causes and Effects

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of drug abuse?

A1. Drug abuse is the compulsive (uncontrolled) use of one or more psychoactive (mind altering) drugs.

Q2. Name two causes of drug abuse.

A2. Any response given in LST Level 2 Teacher's Manual pg. 4.5. Key idea is that there is no one cause for drug abuse.

Q3. What are the four steps leading to drug abuse?

A3. Responses provided in LST Level 2 Teacher's Manual pg. 4.9

Q4. What are two immediate effects of cigarette smoking?

A4. Increased pulse rate and decreased hand steadiness.

Q5. What is the definition of violence?

A5. Violence is any act, word, or gesture that physically or emotionally harms others, including oneself.

Skill Acquisition Assessment (5 points)

1. Collect Worksheet 2, page 15, Smoking Experiment in the Student Guide and review for correct completion of the experiment.

2. Optional Activity LST Level 2 Teacher's Manual, Appendix 3, pg. 4.18

UNIT 2: Decision-Making

Cognition Assessment: Short Answer (10 Points)

Q1. What are the 3 C's of Decision-Making?

A1. Clarify, Consider (collect information and consequences), and Choose.

Q2. Why do different people in the same situation make different decisions?

A2. Different things are important to different people, we have different needs, etc. The key point is that each person should make the decision that is right for him or her.

Q3. Name three people or things around you that can influence your decisions.

A3. Parents, friends, media, etc.

Q4. Why might a person be influenced to do something by a group?

A4. To fit in, to be accepted, to avoid conflict, etc.

Q5. Name two situations where a person might have to make decisions with others.

A5. Party, sports team, study group, friendship group, etc.

Skill Acquisition Assessment (5 points)

1. Collect Worksheet 3 Putting the 3 C's Into Practice, LST Level 2 Student Guide 2000, pg. 18 and Worksheet 4 Group Decision- Making Planner, pg. 19. Review for application and understanding of the 3 C's.

UNIT 3: Media Influences

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 2 Student Guide 2000. pgs. 22 - 23.

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 or hidden message" mean?

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

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 5 Identifying Advertising Techniques, pgs. 22 - 23 and Worksheet 6 Practice Analyzing Tobacco and Alcohol Ads. Pgs. 24, 25, or 26.

UNIT 4: Coping With Anxiety

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of anxiety?

A1. Anxiety is feeling nervous, uptight, uneasy, or apprehensive.

Q2. Name three physical symptoms of anxiety.

A2. Any appropriate physical response.

Q3. List two situations that make you feel anxious.

A3. Any that the student self identifies.

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

A4. Any three of the following five. Body relaxation exercise, preparation and practice, mental Rehearsal, deep breathing, and positive thinking.

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.

2. Collect and review Worksheet 7, Rating How Anxious You Feel, pg. 7.2

UNIT 5: 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 2 2000 Teacher's Manual, pgs. 8.5 - 8.7

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 8, Anger Diary, pg 35 and Worksheet 9, Anger-Keep It In or Let It Out, pg. 36.
2. Observe students practice techniques during in-class behavioral rehearsals.

UNIT 6: Communication Skills

Cognition Assessment: Short Answer (10 Points)

Q1. What are the two communication skills"

A1. Sending Skills and Receiving skills.

Q2. Name two things that are important to sending a message.

A1. Be specific and send the same message verbally and non-verbally.

Q3. Name two things that are important to receiving a message.

A3. Pay attention and listen carefully.

Q4. Identify one non-verbal active listening skill and one verbal active listening skill.

A4. Any response from Level 2 Student Guide pg, 40.

Q5. What are the four skills for avoiding a misunderstanding?

A5. Responses listed in LST Level 2 Student Guide 2000, page 42.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 11 Action Plans for Improving My Communications, pg. 45.

UNIT 7: Social Skills

Cognition Assessment: Short Answer (10 Points)

- Q1. Describe two ways of overcoming shyness.
A1. Any of the strategies listed in the LST Level 2 2000 Teacher's Manual PG. 10.3 - 10.4 and / or the Student Guide pg. 47.
- Q2. What is an open-ended question and give an example of one.
A2. Any of the options listed in LST Level 2 Teacher's Manual 2000, pg. 10.9, The Value of Open-Ended Questions.
- Q3. What is one thing you can do to start a conversation?
A3. Responses given in LST Level 2 Student Guide 2000, pg. 49
- Q4. What is one tip for keeping a conversation going?
A4. Any tip given in LST Level 2 2000 Student Guide, pg. 49
- Q5. What is one tip for ending a conversation?
A5. Any response given in LST Level 2 2000 Student Guide, pg. 49

Skill Acquisition Assessment (5 points)

1. 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.
2. Collect and review Worksheet 12 My Own Social Script, pg 48 and Worksheet 13, Asking the Right Kinds of Questions, pg. 50, and Worksheet 14 Practicing Social Skills, pg. 51.

UNIT 8: 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. Define the word passive and describe one verbal and one non-verbal behavior of a passive response.

A2. Stated in LST Level 2 2000 Teacher's Manual, pg. 11.3

Q3. Define the word aggressive and describe one verbal and one non-verbal behavior of an aggressive response.

A3. Stated in LST Level 2 2000 Teacher's Manual, pg. 11.3

Q4. Define the word assertive and describe one verbal and one non-verbal behavior of an assertive response.

A4. Stated in LST Level 2 2000 Teacher's Manual, pg. 11.3

Q5. Name one verbal assertive skill and describe the steps for using it.

A5. Any of the verbal assertive techniques listed in LST Level 2 2000 Teacher's Manual pgs. 11.5 - 11.10.

Skill Acquisition Assessment (5 points)

1. 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.

2. Collect and review LST Level 2 2000 Student Guide Worksheet 15, What's Your Refusal Style, pg. 54 and Worksheet 16, Practice Saying "No", pg. 56.

UNIT 9: Resolving Conflicts

Cognition Assessment: Short Answer (10 Points)

- Q1. What word describes when two or more people in conflict each give up some of what they want in order to get some of what they want?
A1. Compromise.
- Q2. What word describes the creative process in which people in conflict come up with a solution that allows everyone to have what they want?
A2. Negotiation or "win-win".
- 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 2 2000 Teacher's Manual pg. 12.6 or LST Level 2 Student Guide Unit 5, pg. 37.
- Q5. What are three of the six basic steps for resolving conflicts?
A5. Any steps listed in LST Level 2 2000 Teacher's Manual, pg. 12.5.

Skill Acquisition Assessment (5 points)

1. 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.
2. Collect and review Worksheet 17 Spy on the Loose, pg. 59 and Worksheet 18 What Would You Do?, pg. 60.

UNIT 10: Resisting Peer Pressure

Cognition Assessment: Short Answer (10 Points)

Q1. What is a persuasive technique?

A1. The things that people may say or do to get you to do what they want

Q2. Give three examples of persuasive techniques.

A2. Any listed in LST Level 2 Student Guide 2000, pg. 63

Q3. What are two questions to ask yourself when someone is trying to persuade you to do something?

A3. Listed in LST Level 2 2000 Teacher's Manual pg. 13.6

Q4. List three ways to say "No" when you are being persuaded to do something that you don't want to do?

A4. Any listed in LST Level 2 2000 Student Guide pg. 67.

Q5. Describe two situations when you might find yourself being pressured by a group of People and you could use the saying "No" techniques?

A5. Any that the students generate.

Skill Acquisition Assessment (5 points)

1. 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.
2. Collect and review any and or all:

Worksheet 19 Dealing With peer Pressure, pg. 64

Worksheet 20 persuasive Tactics Exercise. Pg. 65

Worksheet 21 Resisting peer Pressure, pg. 68

Worksheet 22 Action Plans for Resisting Peer Pressure, pg. 69.