

Level 3: LST Classroom Assessment Tool

The *LifeSkills Training* Classroom Assessment Tool is designed to assist teachers in evaluating students' knowledge and skill comprehension in each of the Level 3 *LifeSkills Training* Units. It is provided as a suggested approach, and teachers should feel free to adapt the tool to 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 demonstrate the key components of the skill during coaching, behavioral rehearsal practice, and completion of skill practice worksheets in the Student Guide.

Drug Abuse: Causes and Effects

Cognition Assessment: Short Answer (10 Points)

- Q1. Discuss the process by which people become drug abusers. Include information about why people begin to use, the steps leading to drug abuse, and examples of risk factors that are associated with drug use and abuse.
- A1. Any of the information provided in LST Level 3 Teacher's Manual, pp. 3.4 - 3.7.
- Q2. List three things that you can do to lower your risk for becoming a drug abuser.
- A2. Any answers generated by students that reflect the ideas and concepts stated in LST Level 3 Teacher's Manual, p. 3.8.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 2, What's My Risk, LST Level 3 Student Guide, p. 11.
2. Collect and review Worksheet 3, Lowering My Risk, LST Level 3 Student Guide, p. 12.

Making Decisions

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. Assign students scenarios from LST Level 3 Teacher's Manual, Appendix 1, pp. 4.6 - 4.7, and ask them to apply the Three Cs Decision-Making process.

Media Influences

Cognition Assessment: Short Answer (10 Points)

Q1. Define the term *media*.

A1. Media is a form of communication that carries advertising and is a mode of artistic expression or communication.

Q2. Discuss the types of media and why they can be a powerful influence to use drugs.

A2. Responses should reflect the points made in LST Level 3 Teacher's Manual, pp. 5.2 - 5.5.

Q3. What is a positive way the media influence us?

A3. They can be a great educational tool. Also any appropriate response generated by the brainstorm on LST Level 3 Teacher's Manual, p. 5.3.

Q4. What technique can be used to protect ourselves from negative media influences?

A4. Think critically about the messages received from the media and develop a resistance response to their messages promoting drug use.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 5, Looking at Media Influences, LST Level 3 Student Guide, p. 20.

2. Collect and review Worksheet 6, Resisting Media Influences to Use Drugs, LST Level 3 Student Guide, p. 21.

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: Body relaxation exercise, preparation and practice, mental Rehearsal, deep breathing, hand warming, 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, Anxiety Self -Assessment, p. 24

Coping With Anger

Cognition Assessment: Short Answer (10 Points)

- Q1. Discuss situations that may make people angry. For each situation, name two responses that you think would be most appropriate for controlling anger. What are the possible outcomes for each of the responses you have described?
- A1. All responses that reflect the concepts in the LST Level 3, Unit 5 Teacher's Manual and Student Guide.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 9, That Makes Me Mad, LST Level 3 Student Guide, p. 29.
2. Collect and review and Worksheet 10, Reframe These Pictures, LST Level 3 Student Guide, p. 31.

Social Skills

Cognition Assessment: Short Answer (10 Points)

Q1. Why is it important to have good social skills?

A1. Any of the reasons developed by students during the facilitated discussion from LST Level 3 Teacher's Manual, p. 8.2

Q2. Describe what you would do to start, maintain, and end a conversation. Give specific examples for each part of the conversation.

A2. Any of the options listed in LST Level 3 Teacher's Manual, p. 8.6 - 8.9, and Student Guide, p. 33.

Q3. Discuss the differences between a superficial and a deep conversation. Give one example of a topic for each.

A3. Any of the points generated in facilitation of Superficial vs. "Deep" Conversations, LST Level 3 Teacher's Manual, pp. 8.10 - 8.11, and Level 3 Student Guide, p. 35.

Skill Acquisition Assessment (5 points)

1. Assess student performance and assign points based on their behavioral rehearsals demonstrating the parts of a conversation.

2. Collect and review Worksheet 12, Practicing Social Skills, LST Level 3 Student Guide, p. 36.

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. Describe one verbal and one non-verbal behavior of a passive response.
A2. Any response from the passive column in LST Level 3 Student Guide, p. 42.
- Q3. Describe one verbal and one non-verbal behavior of an aggressive response.
A3. Any response from the aggressive column in LST Level 3 Student Guide, p. 42.
- Q4. Describe one verbal and one non-verbal behavior of an assertive response.
A5. Any response from the assertive column in LST Level 3 Student Guide, p. 42.
- Q5. Name two benefits of being assertive.
A5. Any listed in LST Level 3 Student Guide, p. 39.

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:
 - Worksheet 13, Saying No, LST Level 3 Student Guide, p. 40 - 41
 - Worksheet 14, Making Requests and Asserting Rights, LST Level 3 Student Guide, p. 44
 - Worksheet 15, Expressing My Feelings, LST Level 3 Student Guide, p. 45

Resolving Conflicts

Cognition Assessment: Short Answer (10 Points)

Q1. Discuss how conflicts develop and the consequences of not resolving them.

A1. All ideas generated from facilitated discussion in LST Level 3 Teacher's Manual, p. 10.2.

Q2. Name the three strategies for resolving conflicts and discuss the pros and cons of each.

A2. All ideas generated from facilitated discussion in LST Level 3 Teacher's Manual, p. 10.2 - 10.3.

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 16, Conflict Styles, LST Level 3 Student Guide, p. 47

Worksheet 17, Let's Compromise, LST Level 3 Student Guide, p. 48

Worksheet 18, What Would You Do? LST Level 3 Student Guide, p. 49

Resisting Peer Pressure

Cognition Assessment: Short Answer (10 Points)

The teacher will develop a peer pressure scenario or use 1 scenario from LST level 3 Teacher's Manual, Appendix 1, p. 11.6

Q1: Using the scenario provided, identify the following:

What is the situation?

What decision does the person have to make?

Describe how this person is being influenced or persuaded in making their choice.

How can this person respond to the situation?

A1: Evaluate for identification of appropriate assessment of situation and responses learned in unit activities.

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 either or both:

Worksheet 19, More Ways to Say “No,” LST Level 3 Student Guide, p. 52

Worksheet 20, Action Plans for Resisting Peer Pressure, LST Level 3 Student Guide, p. 54