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ADMINISTRATIVE LAW DIVISION

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(s) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W.Va. Code §§29A-3B-1, et seq.; *W.Va. Board of Education v. Hechler*, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO ___

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44H

TITLE OF RULE BEING AMENDED: 21st Century Driver Education Content Standards and Objectives for West Virginia Schools (2520.8)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS July 1, 2008.

Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.8
21ST CENTURY DRIVER EDUCATION CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS

Policy Number and Title: West Virginia Board of Education Policy 2520.8: *21st Century Driver Education Content Standards and Objectives for West Virginia Schools.*

Background: Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such.

- The original effective date of the policy was July, 1997.
- In October, 2001, a revision of the Policy incorporating the Content Standards and Objectives (CSOs) for Mathematics, Reading and English Language Arts, Science, Social Studies and Technology was presented to the West Virginia Board of Education.
- Policy 2520.8 was placed on public comment and was approved by the Board on June 13, 2003 and became affective on July 13, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.8 is being recommended due to the format changes. The format of the driver educations CSOs has been redesigned to facilitate easier use by West Virginia educators.

The driver education CSOs have been revised to

- reorganize the driver education content under six standards,
- incorporate higher levels of critical thinking skills and problem solving skills,
- establish an improved alignment with WVDOT driver requirements, and
- incorporate 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century.

Impact:

- Students will be better prepared for success on the state assessment and in the workplace of the 21st century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

126CSR44H

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44H

21st CENTURY DRIVER EDUCATION CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.8)

§126-44H-1. General.

1.1. Scope. – W. Va. §126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education, Regulations for Educations for Education Programs, provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.8 defines the content standards (or instructional goals) and objectives for driver education as required by Policy 2510 and Policy 2422.2.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-6-1, et seq., and 18-9A-22.

1.3. Filing Date. - March 19, 2007.

1.4. Effective Date. - July 1, 2008

1.5. Repeal of a Former Rule. This legislative rule repeals and replaces W. Va. 126CSR44H, West Virginia Board of Education Policy 2520.8, "Driver Education Content Standards and Objectives for West Virginia Schools" filed June 13, 2003 and effective July 13, 2003.

§126-44H-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 and W. Va. §126CSR22, West Virginia Board of Education Policy 2422.2, Driver Education Regulations.

§126-44H-3. Incorporation by Reference.

3.1. A copy of 21st Century Driver Education Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44H-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for driver education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy 2520.8

21st Century Driver Education Content Standards and Objectives for West Virginia Schools

Steven L. Paine
State Superintendent

Foreword

A 21st century driver education curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.8, 21st Century Driver Education Content Standards and Objectives for West Virginia Schools. The West Virginia Driver Education Standards for 21st Century Learning includes 21st century *content* standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of driver education curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging driver education curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of driver education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.8 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant driver education curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards
The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., DE for Driver Education);
- The letter S, for Standard; and
- The standard number.

Illustration: DE.S.1 refers to Driver Education content standard #1

Numbering of Objectives
The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code;
- The grade level (an exception is driver education, which uses no grade level since it offered only in high school).
- The number of the content standard addressed; and
- The objective number.

Illustration: DE.2.3 refers to a Driver Education objective that addresses standard #2 in Driver Education and that is the third objective listed under that standard.

Numbering of Performance Descriptors
The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: DE.PD.2 refers to Driver Education performance descriptors for, content standard 2.

Unique Electronic Numbers (UENs)
Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.8 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.8 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.8 is approved by the State Board of Education.
The prefix for the UENs for each content area in Policy 2520.8 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.8 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for secondary driver education, standard #2 will be "200602.DE.2".

Abbreviations

Content Area	DE	Driver Education
Other Abbreviations		
	PD	Performance Descriptors
	S	Standard (Content Standard)

DRIVER EDUCATION – POLICY 2520.8

The goals of the Driver Education Program of Study are to provide students with the knowledge and skills to safely and efficiently operate a motor vehicle on our nation's streets and highways, to equip students with the knowledge to enable them to make wise decisions as drivers, and to assist students to become responsible users of the highway transportation system. West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Standard 1: Vehicle Familiarization (DE.S.1)

The vehicles we drive are complex machines made up of many systems and parts. All vehicles need preventive maintenance and periodic repairs to help reduce operating costs. This standard provides students an understanding of the systems and the basic operation of a vehicle; and use safety equipment while operating a vehicle.

Standard 2: Basic Vehicle Maneuvers (DE.S.2)

Lane changing, passing, following, entering and exiting traffic, driving in cities/towns, rural and urban roads and freeways are some of many of the basic maneuvers needed for driving. Physical, as well as psychomotor skills, are required for basic control of the vehicle,

Standard 3: Driver Fitness Tasks (DE.S.3)

Students need to demonstrate knowledge of physical, psychological, and emotional factors and their relationship to the safe operation of a vehicle; and explain how emotional state, level of maturity, and use of alcohol and/or drugs affect driver performance, decision-making, and overall safe operation of a vehicle.

Standard 4: Intermediate and Advanced Control Tasks (DE.S.4)

Extreme situations will raise many questions on how to drive safely. Skills required for the safe and efficient operation of a vehicle as well as the relationship of driver actions to environmental factors are necessary for efficient operation of a motor vehicle. Natural laws, road and weather conditions, vehicle characteristics, and the safe operation of a vehicle are included in this standard.

Standard 5: Legal (DE.S.5)

This standard introduces students to driving and the responsibilities that go along with it, including the use of the highway transportation system, legal requirements for licensing and owning a vehicle, traffic laws, and ordinances regulating the operation of a vehicle on the nation's streets and highways. The respect for the rights and responsibilities of other roadway users is emphasized.

Standard 6: The Vehicle (DE.S.6)

The various aspects of owning and operating a vehicle includes identifying procedures for the purchase, ownership, and use of a vehicle. Preventive maintenance checks for the safe and efficient operation of the vehicle; and strategies for trip planning, map reading, and budgeting of money for vehicular- related costs are included.

Driver Education Content Standards and Objectives

The program of study includes cognitive development relating to traffic laws and ordinances, traffic signs, signals and markers, natural laws, fuel conservation and vehicle restraint systems. Also included are the physical, psychological, and legal aspects, effects, and consequences of the use of alcohol and drugs as related to the driving of a motorized vehicle. Instruction is provided to develop the perceptual and psychomotor skills required for basic control of the vehicle, lane changing, passing, following, entering and exiting from traffic, driving in cities/towns, on rural and urban roads and freeways, responding to emergencies, various road and weather conditions, defensive driving techniques, and interaction with other highway users including motorcycles, ATVs ,and trucks. The program emphasizes strategies to develop the behavior patterns known as the S.I.P.D.E. Concept (Search, Identify, Predict, Decide, and Execute). The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

(DE.S.1)	Students will: • develop an understanding of the systems and the basic operation of a vehicle; and • perform pre- and post-driving checks, perform basic procedures for operating a vehicle, and use safety equipment while operating a vehicle.

Performance Descriptors DE.S.1

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as a model for others while: performing basic procedures for pre- and post-driving checks; starting the engine under normal and abnormal conditions; smoothly accelerating, maintaining control, and stopping the vehicle with conventional and anti-lock braking systems; utilizing the safety equipment and restraint devices; identifying and explaining the instruments and control devices within the vehicle.	Students performing at the above mastery level will demonstrate, analyze and explain basic procedures for: pre- and post-driving checks; procedures for starting the engine under normal and abnormal conditions; smoothly accelerating, maintaining control, and stopping the vehicle with conventional and anti-lock braking systems; the use of safety equipment and restraint devices; and use of instruments and control devices within the vehicle.	Students performing at the mastery level will demonstrate basic procedures for: pre- and post-driving checks; starting the engine under normal and abnormal conditions; smoothly accelerating, maintaining control, and stopping the vehicle with conventional and anti-lock braking systems; the use of safety equipment and restraint devices; and use of instruments and control devices within the vehicle.	Students performing at the partial mastery level will need encouragement to: demonstrate basic procedures for pre- and post-driving checks; starting the engine under normal and abnormal conditions; smoothly accelerating, maintaining control, and stopping the vehicle with conventional and anti-lock braking systems; the use of safety equipment and restraint devices; and use of instruments and control devices within the vehicle.	Students performing at the novice level will need assistance to: demonstrate basic procedures for pre- and post-driving checks; starting the engine under normal and abnormal conditions; smoothly accelerating, maintaining control, and stopping the vehicle with conventional and anti-lock braking systems; the use of safety equipment and restraint devices; and use of instruments and control devices within the vehicle.

DE.01.01	demonstrate and explain basic procedures for pre- and post-driving checks.
DE.01.02	demonstrate and evaluate the procedures for starting the engine under normal and abnormal conditions.
DE.01.03	demonstrate the ability to smoothly accelerate, maintain control, and stop the vehicle with conventional and anti-lock braking systems.
DE.01.04	utilize and explain the safety equipment and restraint devices within the vehicle.
DE.01.05	identify and justify functions of instruments and control devices within the vehicle.

(DE.S.2)	Students will demonstrate psychomotor skills required for basic control of the vehicle, lane changing, passing, following, entering and exiting traffic, driving in cities/towns, rural and urban roads and freeways.

Performance Descriptors DE.S.2

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as model for others while: identifying the relationship of the human, environmental, and vehicular aspects of the highway transportation system; executing steering adjustments and controlling vehicles speed while driving along straight and curved paths of travel; controlling speed and direction while backing the vehicle along straight and curved paths; stopping and securing the vehicle on level and hilly terrain; performing the driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments; demonstrating skills	Students performing at the above mastery level will demonstrate, analyze, and explain: the relationship of human, environmental, and vehicular aspects of the highway transportation system; steering adjustments and control of vehicle speed while driving along straight and curved paths of travel; control of speed and direction while backing the vehicle along straight and curved paths; stopping and securing the vehicle on level and hilly terrain; driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments; skills necessary to safely enter and exit from the flow of traffic; driving techniques	Students performing at the mastery level will identify and/or demonstrate: the relationship of human, environmental, and vehicular aspects of the highway transportation system; steering adjustments and control of vehicle speed while driving along straight and curved paths of travel; control of speed and direction while backing the vehicle along straight and curved paths; stopping and securing the vehicle on level and hilly terrain; driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments; skills necessary to safely enter and exit from the flow of traffic; driving techniques	Students performing at the partial mastery level will need encouragement to identify and/or demonstrate: the relationship of human, environmental, and vehicular aspects of the highway transportation system; steering adjustments and control of vehicle speed while driving along straight and curved paths of travel; control of speed and direction while backing the vehicle along straight and curved paths; stopping and securing the vehicle on level and hilly terrain; driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments; skills necessary to safely enter and exit from the flow	Students performing at the novice level will need assistance to identify and/or demonstrate: the relationship of human, environmental, and vehicular aspects of the highway transportation system; steering adjustments and control of vehicle speed while driving along straight and curved paths of travel; control of speed and direction while backing the vehicle along straight and curved paths; stopping and securing the vehicle on level and hilly terrain; driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments; skills necessary to safely enter and exit from the flow

necessary to safely enter and exit from the flow of traffic; performing driving techniques that will maintain a safe separation/space around the vehicle; demonstrating skills needed to safely perform lane-changing maneuvers; demonstrating skills necessary for safely overtaking and passing other vehicles; demonstrating safe lane usage under varying traffic conditions; performing intersection-turning maneuvers legally, safely, and efficiently; performing turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction; and recognizing and applying driving techniques that result in increased fuel/energy conservation.	that will maintain a safe separation/space around the vehicle; skills needed to safely perform lane-changing maneuvers; skills necessary for safely overtaking and passing other vehicles; safe lane usage under varying traffic conditions; intersection-turning maneuvers legally, safely, and efficiently; turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction; and driving techniques that result in increased fuel/energy conservation.	that will maintain a safe separation/space around the vehicle; skills needed to safely perform lane-changing maneuvers; skills necessary for safely overtaking and passing other vehicles; safe lane usage under varying traffic conditions; intersection-turning maneuvers legally, safely, and efficiently; turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction; and driving techniques that result in increased fuel/energy conservation.	of traffic; driving techniques that will maintain a safe separation/space around the vehicle; skills needed to safely perform lane-changing maneuvers; skills necessary for safely overtaking and passing other vehicles; safe lane usage under varying traffic conditions; intersection-turning maneuvers legally, safely, and efficiently; turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction; and driving techniques that result in increased fuel/energy conservation.	of traffic; driving techniques that will maintain a safe separation/space around the vehicle; skills needed to safely perform lane-changing maneuvers; skills necessary for safely overtaking and passing other vehicles; safe lane usage under varying traffic conditions; intersection-turning maneuvers legally, safely, and efficiently; turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction; and driving techniques that result in increased fuel/energy conservation.

DE.02.01	identify the relationship of the human, environmental, and vehicular aspects of the highway transportation system.
DE.02.02	execute steering adjustments and control vehicles speed while driving along straight and curved paths of travel.
DE.02.03	control speed and direction while backing the vehicle along straight and curved paths.
DE.02.04	stop and secure the vehicle on level and hilly terrain.
DE.02.05	perform the driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments.
DE.02.06	demonstrate and explain skills necessary to safely enter and exit from the flow of traffic.
DE.02.07	perform driving techniques that will maintain a safe separation/space around the vehicle.
DE.02.08	demonstrate and explain skills needed to safely perform lane-changing maneuvers.
DE.02.09	demonstrate and explain skills necessary for safely overtaking and passing other vehicles.
DE.02.10	demonstrate and explain safe lane usage under varying traffic conditions.
DE.02.11	perform intersection-turning maneuvers legally, safely, and efficiently.

DE.02.12	perform turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction.
DE.02.13	recognize and apply driving techniques that result in increased fuel/energy conservation.

(DE.S.3)	Students will • demonstrate knowledge of physical, psychological, and emotional factors and their relationship to the safe operation of a vehicle; and • explain how emotional state, level of maturity, and use of alcohol and/or drugs affect driver performance, decision-making, and overall safe operation of a vehicle.

Performance Descriptors DE.S.3

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as a model for others while: describing methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; describing the affect of emotions on driving performance; describing the relationship between an individual's level of maturity and collision prevention or involvement; describing the need/importance for correcting and/or compensating for driver disabilities; identifying the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; describing the effects of alcohol and/or drugs on the individual in relation to driving task and	Students performing at the above mastery level will identify, analyze, and explain: methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; the affect of emotions on driving performance; the relationship between an individual's level of maturity and collision prevention or involvement; the need/importance for correcting and/or compensating for driver disabilities; the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions; state laws dealing with driving	Students performing at the mastery level will identify: methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; the affect of emotions on driving performance; the relationship between an individual's level of maturity and collision prevention or involvement; the need/importance for correcting and/or compensating for driver disabilities; the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions; state laws dealing with driving under the influence of alcohol and/or drugs; how	Students performing at the partial mastery level will need encouragement to identify: methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; the affect of emotions on driving performance; the relationship between an individual's level of maturity and collision prevention or involvement; the need/importance for correcting and/or compensating for driver disabilities; the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions; state laws dealing with driving	Students performing at the novice level will need assistance to identify: methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; the affect of emotions on driving performance; the relationship between an individual's level of maturity and collision prevention or involvement; the need/importance for correcting and/or compensating for driver disabilities; the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions; state laws dealing with driving under the influence of

pedestrian functions; identifying state laws dealing with driving under the influence of alcohol and/or drugs; explaining how body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; and list characteristics of a courteous driver.	under the influence of alcohol and/or drugs; how body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; and characteristics of a courteous driver.	body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; and characteristics of a courteous driver.	under the influence of alcohol and/or drugs; how body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; and characteristics of a courteous driver.	alcohol and/or drugs; how body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; and characteristics of a courteous driver.

DE.03.01	describe and assess methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning.
DE.03.02	describe and assess the affect of emotions on driving performance.
DE.03.03	describe and assess the relationship between an individual's level of maturity and collision prevention or involvement.
DE.03.04	describe and assess the need/importance for correcting and/or compensating for driver disabilities.
DE.03.05	identify and justify the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels.
DE.03.06	describe and explain the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions.
DE.03.07	identify and justify state laws dealing with driving under the influence of alcohol and/or drugs.
DE.03.08	explain how body weight, quantity and type of food, rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times.
DE.03.09	explain and perform characteristics of a courteous driver.

(DE.S.4)	Students will • demonstrate intermediate and advanced skills required for the safe and efficient operation of a vehicle; and • identify the relationship of driver actions to: environmental factors, natural laws, road and weather conditions, vehicle characteristics, and the safe operation of a vehicle.

Performance Descriptors DE.S.4

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as a model for others when: describing the relationship between driver actions,	Students performing at the above mastery level will identify, analyze and explain: the relationship between driver actions,	Students performing at the mastery level will demonstrate and/or identify: the relationship between driver actions,	Students performing at the partial mastery level will need encouragement to demonstrate and /or identify: the relationship	Students performing at the novice level will need assistance to demonstrate and /or identify: the relationship between driver

environmental factors, vehicle characteristics, and roadway conditions through all three types of skids; demonstrating skills required for city, urban, rural, and limited access highways; executing angle, parallel, and perpendicular parking; demonstrating the driving adjustments needed to cope with various road surface conditions and roadway obstructions; identifying safe driving practices at railroad crossings; identifying safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness; identifying the natural laws of physics as they apply to safe and efficient driving; identifying procedures for coping with emergency driving situations; and identifying the principles and procedures for safely towing a trailer and/or other vehicles.	environmental factors, vehicle characteristics, and roadway conditions through all three types of skids; skills required for city, urban, rural, and limited access highways; skills needed to angle, parallel, and perpendicular parking; driving adjustments needed to cope with various road surface conditions and roadway obstructions; safe driving practices at railroad crossings; safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness; the natural laws of physics as they apply to safe and efficient driving; procedures for coping with emergency driving situations; and the principles and procedures for safely towing a trailer and/or other vehicles.	environmental factors, vehicle characteristics, and roadway conditions through all three types of skids; skills required for city, urban, rural, and limited access highways; skills needed to angle, parallel, and perpendicular parking; driving adjustments needed to cope with various road surface conditions and roadway obstructions; safe driving practices at railroad crossings; safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness; the natural laws of physics as they apply to safe and efficient driving; procedures for coping with emergency driving situations; and the principles and procedures for safely towing a trailer and/or other vehicles.	between driver actions, environmental factors, vehicle characteristics, and roadway conditions through all three types of skids; skills required for city, urban, rural, and limited access highways; skills needed to angle, parallel, and perpendicular parking; driving adjustments needed to cope with various road surface conditions and roadway obstructions; safe driving practices at railroad crossings; safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness; the natural laws of physics as they apply to safe and efficient driving; procedures for coping with emergency driving situations; and the principles and procedures for safely towing a trailer and/or other vehicles.	actions, environmental factors, vehicle characteristics, and roadway conditions through all three types of skids; skills required for city, urban, rural, and limited access highways; skills needed to angle, parallel, and perpendicular parking; driving adjustments needed to cope with various road surface conditions and roadway obstructions; safe driving practices at railroad crossings; safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness; the natural laws of physics as they apply to safe and efficient driving; procedures for coping with emergency driving situations; and the principles and procedures for safely towing a trailer and/or other vehicles.

DE.04.01	Explain the relationship between driver actions, environmental factors, vehicle characteristics, and roadway conditions through all three types of skids.
DE.04.02	demonstrate skills required for city, urban, rural, and limited access highways.
DE.04.03	execute angle, parallel, and perpendicular parking.
DE.04.04	demonstrate the driving adjustments needed to cope with various road surface conditions and roadway obstructions.
DE.04.05	Identify and justify safe driving practices at railroad crossings.
DE.04.06	identify and justify safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness.
DE.04.07	identify and justify the natural laws of physics as they apply to safe and efficient driving.

DE.04.08	identify and justify procedures for coping with emergency driving situations.
DE.04.09	identify and justify the principles and procedures for safely towing a trailer and/or other vehicles.

(DE.S.5)	Students will • identify characteristics for responsible use of the highway transportation system; • list: the legal requirements for licensing and owning a vehicle; traffic laws; and ordinances regulating the operation of a vehicle on the nation's streets and highways; and • demonstrate respect for of the rights and responsibilities of other roadway users (e.g., trucks, pedestrians, bicyclists, and motorcyclists) while operating a vehicle.

Performance Descriptors DE.S.5

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as a model for others while: identifying the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle; identifying knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws; identifying all highway signs, signals, and roadway markings; listing rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists; identifying the roles of engineering, enforcement, and education in the highway transportation system;	Students performing at the above mastery level will demonstrate/identify, analyze, and explain: the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle; knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws; all highway signs, signals, and roadway markings; rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists; the roles of engineering, enforcement, and education in the highway transportation system; safety problems and data concerning the highway transportation	Students performing at the mastery level will demonstrate/ identify: the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle; knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws; all highway signs, signals, and roadway markings; rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists; the roles of engineering, enforcement, and education in the highway transportation system; safety problems and data concerning the highway transportation system; the Good Samaritan Law; legal	Students performing at the partial mastery level will need encouragement to demonstrate/identify: the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle; knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws; all highway signs, signals, and roadway markings; rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists; the roles of engineering, enforcement, and education in the highway transportation system; safety problems and data concerning the highway transportation	Students performing at the novice level will need assistance to demonstrate/identify: the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle; knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws; all highway signs, signals, and roadway markings; rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists; the roles of engineering, enforcement, and education in the highway transportation system; safety problems and data concerning the highway transportation system; the Good

identifying safety problems and data concerning the highway transportation system; identifying of the Good Samaritan Law; identifying legal requirements pertaining to the reporting of traffic collisions; identifying requirements described in the West Virginia Driver Licensing Handbook.	system; the Good Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.	requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.	system; the Good Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.	Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.

DE.05.01	identify and explain the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle.
DE.05.02	identify the knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws.
DE.05.03	identify and comply to all highway signs, signals, and roadway markings.
DE.05.04	explain the rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, motorcyclists and ATVs.
DE.05.05	explain the roles of engineering, enforcement, and education in the highway transportation system.
DE.05.06	debate safety problems and data concerning the highway transportation system.
DE.05.07	explain the Good Samaritan Law .
DE.05.08	explain the legal requirements pertaining to the reporting of traffic collisions.
DE.05.09	explain the requirements described in the West Virginia Driver Licensing Handbook.

(DE.S.6)	Students will • identify procedures for the purchase, ownership, and use of a vehicle; • identify preventive maintenance checks for the safe and efficient operation of the vehicle; and • identify strategies for trip planning, map reading, and budgeting of money for vehicular-related costs.

Performance Descriptors DE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the distinguished level will serve as a model for others when: using technology to explain the process of trip planning, i.e., budget, route,	Students performing at the above mastery level will identify, analyze and explain: technology used to explain the process of trip planning, i.e., budget, route,	Students performing at the mastery level will identify: technology used to explain the process of trip planning, i.e., budget, route, and map reading; preventive	Students performing at the partial mastery level will need encouragement to identify: technology used to explain the process of trip planning, i.e., budget, route,	Students performing at the novice level will need assistance to identify: technology used to explain the process of trip planning, e.g., budget, route, and map

and map reading; identifying preventive maintenance checks for keeping a vehicle operating efficiently; identifying the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.; describing the process of evaluating new/used vehicles; and using technological tools to demonstrate the financial implications of owning, purchasing, or leasing vehicles.	and map reading; preventive maintenance checks for keeping a vehicle operating efficiently; the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.; the process of evaluating new/used vehicles; and technological tools used to demonstrate the financial implications of owning, purchasing, or leasing vehicles.	maintenance checks for keeping a vehicle operating efficiently; the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.; the process of evaluating new/used vehicles; and technological tools used to demonstrate the financial implications of owning, purchasing, or leasing vehicles.	and map reading; preventive maintenance checks for keeping a vehicle operating efficiently; the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.; the process of evaluating new/used vehicles; and technological tools used to demonstrate the financial implications of owning, purchasing, or leasing vehicles.	reading; preventive maintenance checks for keeping a vehicle operating efficiently; the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.; the process of evaluating new/used vehicles; and technological tools used to demonstrate the financial implications of owning, purchasing, or leasing vehicles.

DE.06.01	use technology to explain the process of trip planning, i.e., budget, route, and map reading.
DE.06.02	identify and explain preventive maintenance checks for keeping a vehicle operating efficiently
DE.06.03	Identify and explain the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.
DE.06.04	describe the process of evaluating new/used vehicles.
DE.06.05	use technological tools to demonstrate the financial implications of owning, purchasing, or leasing vehicles.

FORM HD 201
(10-66)

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.8: 21st Century Driver Education Content Standards and Objectives FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL INCREASE	ANNUAL DECREASE	FISCAL YEAR CURRENT	FISCAL YEAR NEXT	FISCAL YEAR THEREAFTER
1. ESTIMATED TOTAL COST	$ 0	$ 0	$ 0	$ 0	$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	$ 0	$ 0	$ 0	$ 0	$ 0
2. ESTIMATED TOTAL REVENUES	$ 0	$ 0	$ 0	$ 0	$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE	AGENCY	AUTHORIZED REPRESENTATIVE
12/8/2006	West Virginia Department of Education	Original Fiscal Note Signed by: Steven L. Paine