

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 JUN 13 P 12:19

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 _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44H

TITLE OF RULE BEING PROPOSED: Driver Education Content Standards and
Objectives for West Virginia Schools (2520.8)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 13, 2003.



David Stewart
State Superintendent of Schools

\$6.00

EXECUTIVE SUMMARY

POLICY 2520.8 DRIVER EDUCATION CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS

Date to become effective: July 1, 2003

Background:

Policy 2520 defines the content standards and objectives (CSOs) for the programs of study required by Policy 2510 and establishes a standardized format for such. A team of distinguished driver education teachers developed content standards and objectives for West Virginia based upon National Standards for Driver Education. On March 27, 2003 during the West Virginia Driver Education Association annual conference, the new driver education CSOs were presented to the members for comment.

Proposed Revisions:

- Establishes a separate policy for the content standards, objectives and performance descriptors for driver education.
- Defines five levels of performance for each content standard.
- Changes the format from instructional goals and objectives to that of content standards.

SUMMARY OF COMMENTS:

No comments were received during the comment period.

I respectfully requested approval of Policy 2520.8 – Driver Education Content Standards and Objectives for West Virginia Schools

200306

126CSR44H

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44H

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

FILED

2003 JUN 13 P 12:18

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§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.

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

1.3. Filing Date. - June 13, 2003.

1.4. Effective Date. - July 13, 2003.

1.5. Repeal of a Former Rule. This is a new rule.

§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 in driver education.

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

3.1. A copy of 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 Instructional Services.

§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.

Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.8: Driver Education Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.8 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there – curriculum committees worked very hard to consolidate, delete, sequence, and clarify them as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.

**David Stewart
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. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

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 "200304.DE.PD.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)

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.

Standard 2: Basic Vehicle Maneuvers (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.

Standard 3: Driver Fitness Tasks (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.

Standard 4: Intermediate and Advanced Control Tasks (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.

Standard 5: Legal (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 the rights and responsibilities of other roadway users (e.g., trucks, pedestrians, bicyclists, and motorcyclists) while operating a vehicle.

Standard 6: The Vehicle (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.

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 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) for all driving and driving related activities.

Standard 1: Vehicle Familiarization (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.

Vehicle Familiarization Objectives

Students will:

- DE.1.1 demonstrate basic procedures for pre- and post-driving checks.
- DE.1.2 demonstrate procedures for starting the engine under normal and abnormal conditions.
- DE.1.3 demonstrate the ability to smoothly accelerate, maintain control, and stop the vehicle with conventional and anti-lock braking systems.
- DE.1.4 utilize the safety equipment and restraint devices within the vehicle.
- DE.1.5 identify functions of instruments and control devices within the vehicle.

Performance Descriptors (DE.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. 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.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Driver Education. 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. 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.

Standard 2: Basic Vehicle Maneuvers (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.

Basic Vehicle Maneuvers Objectives

- DE.2.1 identify the relationship of the human, environmental, and vehicular aspects of the highway transportation system.
- DE.2.2 execute steering adjustments and control vehicles speed while driving along straight and curved paths of travel.
- DE.2.3 control speed and direction while backing the vehicle along straight and curved paths.
- DE.2.4 stop and secure the vehicle on level and hilly terrain.
- DE.2.5 perform the driving skills necessary to interact with other highway users in rural, urban, residential, limited access, and general highway environments.
- DE.2.6 demonstrate skills necessary to safely enter and exit from the flow of traffic.
- DE.2.7 perform driving techniques that will maintain a safe separation/space around the vehicle.

- DE.2.8 demonstrate skills needed to safely perform lane-changing maneuvers.
- DE.2.9 demonstrate skills necessary for safely overtaking and passing other vehicles.
- DE.2.10 demonstrate safe lane usage under varying traffic conditions.
- DE.2.11 perform intersection-turning maneuvers legally, safely, and efficiently.
- DE.2.12 perform turnabout maneuvers, which will allow the vehicle to safely proceed in the opposite direction.
- DE.2.13 recognize and apply driving techniques that result in increased fuel/energy conservation.

Performance Descriptors (DE.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. 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 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. 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 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.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Driver Education. 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 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. 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 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. 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 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.

Standard 3: Driver Fitness Tasks (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.

Driver Fitness Tasks Objectives

- DE.3.1 describe methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning.
- DE.3.2 describe the affect of emotions on driving performance.
- DE.3.3 describe the relationship between an individual's level of maturity and collision prevention or involvement.
- DE.3.4 describe the need/importance for correcting and/or compensating for driver disabilities.
- DE.3.5 identify the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels.
- DE.3.6 describe the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions.
- DE.3.7 identify state laws dealing with driving under the influence of alcohol and/or drugs.
- DE.3.8 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.3.9 list characteristics of a courteous driver.

Performance Descriptors (DE.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. 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 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. 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 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.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Driver Education. 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 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. 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 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. 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 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.

Standard 4: Intermediate and Advanced Control Tasks (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.

Intermediate and Advanced Control Tasks Objectives

Students will:

- DE.4.1 describe the relationship between driver actions, environmental factors, vehicle characteristics, and roadway conditions through all three types of skids.

- DE.4.2 demonstrate skills required for city, urban, rural, and limited access highways.
- DE.4.3 execute angle, parallel, and perpendicular parking.
- DE.4.4 demonstrate the driving adjustments needed to cope with various road surface conditions and roadway obstructions.
- DE.4.5 identify safe driving practices at railroad crossings.
- DE.4.6 identify safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness.
- DE.4.7 identify the natural laws of physics as they apply to safe and efficient driving.
- DE.4.8 identify procedures for coping with emergency driving situations.
- DE.4.9 identify the principles and procedures for safely towing a trailer and/or other vehicles.

Performance Descriptors (DE.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. Students performing at the distinguished level will serve as a model for others when: describing the relationship between driver actions, 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. Students performing at the above mastery level will identify, analyze and explain: the relationship 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.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Driver Education. Students performing at the mastery level will demonstrate and/or identify: the relationship 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. Students performing at the partial mastery level will need encouragement to demonstrate and /or identify: the relationship 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. Students performing at the novice level will need assistance to demonstrate and /or identify: the relationship 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.

Standard 5: Legal (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.

Legal Objectives

Students will:

- DE.5.1 identify the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle.
- DE.5.2 identify knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws.
- DE.5.3 identify all highway signs, signals, and roadway markings.
- DE.5.4 list rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, and motorcyclists.
- DE.5.5 identify the roles of engineering, enforcement, and education in the highway transportation system.
- DE.5.6 identify safety problems and data concerning the highway transportation system.
- DE.5.7 identify of the Good Samaritan Law.
- DE.5.8 identify legal requirements pertaining to the reporting of traffic collisions.
- DE.5.9 identify requirements described in the West Virginia Driver Licensing Handbook.

Performance Descriptors (DE.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. 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; 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. 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 system; the Good Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Drive Education. 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 requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. 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 system; the Good Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. 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 Samaritan Law; legal requirements pertaining to the reporting of traffic collisions; and requirements described in the West Virginia Driver Licensing Handbook.

Standard 6: The Vehicle (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.

The Vehicle Objectives

- DE.6.1 use technology to explain the process of trip planning, i.e., budget, route, and map reading.
- DE.6.2 identify preventive maintenance checks for keeping a vehicle operating efficiently.
- DE.6.3 identify the signs/symptoms which indicate vehicle malfunctions, e.g., gauges, lights, noise, etc.
- DE.6.4 describe the process of evaluating new/used vehicles.
- DE.6.5 use technological tools to demonstrate the financial implications of owning, purchasing, or leasing vehicles.

Performance Descriptors (DE.PD.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Driver Education. 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, 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Driver Education. 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, 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.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Driver Education. 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 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Driver Education. Performance needs further development. 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, 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Driver Education. Performance needs considerable development. 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 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.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

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

SUBJECT Policy 2520.8 - 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		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST		\$0.00	\$0.00		
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER		\$0.00	\$0.00		
2. ESTIMATED TOTAL REVENUES		\$0.00	\$0.00		

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

DATE
4/7/03

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE
