



## **EXECUTIVE SUMMARY**

### **WEST VIRGINIA DEPARTMENT OF EDUCATION**

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#### **Policy 2520.8 – Next Generation 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. Policy 2520.8 defines the content standards and objectives for driver education. The original effective date of Policy 2520.8: *21<sup>st</sup> Century Driver Education Content Standards and Objectives for West Virginia Schools* was July 13, 2003. Policy 2520.8 underwent revisions in order to make the standard objectives more “rigorous”. The effective date that these revisions became effective was July 1, 2008.

**Proposals:** During the West Virginia Safety and Driver Education Conference held March 23-26, 2011, the attending driver education teachers worked on revising Policy 2520.8-Driver Education Content Standards and Objectives. The main reason for this revision work was to include distractive driving objectives. The use of cell phones, GPS, and other technologies while driving has made distractive driving an issue soon to surpass driving under the influence as the major cause of car crashes by adolescents. This has necessitated adding specific objectives to Policy 2520.8 to address this risky behavior. The driver education teachers also took the opportunity to add more specification and rigor to selected objectives.

#### **Impact:**

- By including distractive driving objectives to Policy 2520.8, educators will place a greater emphasis on this risky behavior. Thus, producing safer drivers and saving lives.
- The desired outcome of adding more specification and rigor to Policy 2520.8 is to have educators improve their driver education curricular design. Thus, producing safer drivers and saving lives.

#### **Response to Comments:**

**Policy 2520.8 – Next Generation Driver Education Content Standards and Objectives  
Revision  
Stakeholders**

Betty Newsome	Tygarts Valley High School	Randolph County
Rick Vass	Independence High School	Raleigh County
Catharine Wolfe	Braxton County High School	Braxton County
Kay Wiley	Pocahontas County High School	Pocahontas County
Kim Batten	Calhoun County High School	Calhoun County
Tim McCormick	Wheeling Park High School	Ohio County
Kenneth Parker	Parkersburg High School	Wood County
Porter Braniff	Grafton High School	Taylor County
Larry Cunningham	Roane County High School (Retired)	Roane County
Don Chapman	West Virginia Department of Education	Healthy Schools

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

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OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

SERIES 44H  
NEXT GENERATION 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~~ March 19, 2007 and effective ~~July 13, 2003~~ July 1, 2008.

**§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 21<sup>st</sup> 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.

## 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

<b>Content Area</b>	DE	Driver Education
<b>Other Abbreviations</b>	PD S	Performance Descriptors 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 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Driver Education		Performance Descriptors DE.S.1			
Standard:1 (DE.S.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.	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.

<b>Objectives</b>	<b>Students will</b>
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 explain functions of instruments and control devices within the vehicle.

<b>Driver Education</b>			
<b>Standard:2</b>			
<b>(DE.S.2)</b>			
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.			
<b>Performance Descriptors DE.S.2</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
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	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, 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	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, 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	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, 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

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.	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.	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.	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.	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.
<b>Students will</b>				
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.			

<b>Driver Education</b>	
Standard.3	Driver Fitness Tasks (DE.S.3)

(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
<p>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 impact 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 and explaining the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels; describing and explaining the effects of alcohol and/or drugs on the individual in relation to driving task; ; describing the effects-of-alcohol-and-or-drugs-on-the individual in relation to driving task; ; describing the effects-of-alcohol-and-or-drugs-on-the individual in relation to driving task and-pedestrian functions</p>	<p>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 impact 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; 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</p>	<p>Students performing at the mastery level will identify: methods utilized by drivers to counteract drowsiness, fatigue, and exposure to carbon monoxide poisoning; the impact 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; 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,</p>	<p>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 impact 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; 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,</p>	<p>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 impact 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; 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,</p>

consequences of driving under the influence of alcohol and/or drugs; 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; list characteristics of a courteous driver.	rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; characteristics of a courteous driver.	consumed may affect one's driving ability in different ways at different times; characteristics of a courteous driver.	rest, and amount of alcohol consumed may affect one's driving ability in different ways at different times; characteristics of a courteous driver.
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<b>Objectives</b>	<b>Students will</b>
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 impact 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 need/importance for correcting and/or compensation for driver disabilities.
DE.03.04	describe and assess the need/importance for correcting and/or compensating for driver disabilities identify and explain the magnitude of alcohol-related traffic collisions involving motor vehicle operators and pedestrians at the local, state, and national levels.
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 describe and explain the effects of alcohol and/or drugs on the individual in relation to driving task.
DE.03.06	describe and explain the effects of alcohol and/or drugs on the individual in relation to driving task and pedestrian functions identify state laws and consequences of driving under the influence of alcohol and/or drugs.
DE.03.07	identify and justify state laws dealing with driving under the influence of alcohol and/or drugs 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.03.08	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 explain and perform characteristics of a courteous driver.
DE.03.09	explain and perform characteristics of a courteous driver.

<b>Driver Education</b>	
<b>Standard 4</b> (DE.S.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.

Performance Descriptors DE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>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; 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; procedures for coping with emergency driving situations; the principles and procedures for safely towing a trailer and/or other vehicles; and driving in a mindful and observant fashion.</p>	<p>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; the principles and procedures for safely towing a trailer and/or other vehicles; and the consequences of distracted driving.</p>	<p>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; and the consequences of distracted driving.</p>	<p>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; and the consequences of distracted driving.</p>	<p>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; and the consequences of distracted driving.</p>

<b>Objectives</b>	<b>Students will</b>
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 and/or explain skills required for city, urban, rural, and limited access highways.
DE.04.03	execute angle, parallel, and perpendicular parking.
DE.04.04	Demonstrate identify and describe the driving adjustments needed to cope with various road surface conditions and roadway obstructions.
DE.04.05	Identify and justify explain safe driving practices at railroad crossings.
DE.04.06	identify and justify explain safe practices for operating a vehicle under adverse conditions such as snow, rain, ice, fog, and darkness.
DE.04.07	identify and justify explain the natural laws of physics as they apply to safe and efficient driving.
DE.04.08	identify and justify explain 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.04.10	Identify and explain driving behaviors that are distracting to the driver and the consequences.

<b>Driver Education</b>	
<b>Standard: 5</b>	<b>Legal (DE.S.5)</b>
(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.

<b>Performance Descriptors DE.S.5</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
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	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	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	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	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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Objective</b> <b>Students will</b></p>			
DE.05.01	<p>identify and explain the legal requirement for owning and operating a vehicle, i.e., registration, titling, licensing, insuring, and legally equipping a vehicle.</p>		
DE.05.02	<p>identify the knowledge of traffic laws and recognize the importance and necessity for supporting and observing laws.</p>		
DE.05.03	<p>identify and comply to all highway signs, signals, and roadway markings.</p>		
DE.05.04	<p>explain the rights and responsibilities of other roadway users, e.g., pedestrians, bicyclists, motorcyclists and ATVs.</p>		
DE.05.05	<p>explain the roles of engineering, enforcement, and education in the highway transportation system.</p>		
DE.05.06	<p>Debate identify and discuss safety problems and data concerning the highway transportation system.</p>		
DE.05.07	<p>explain the Good Samaritan Law.</p>		
DE.05.08	<p>explain the legal requirements pertaining to the reporting of traffic collisions.</p>		
DE.05.09	<p>Describe and explain the requirements described in the West Virginia Driver Licensing Handbook.</p>		
<p><b>Driver Education</b></p>			
<p><b>Standard:6</b> <b>(DE.S.6)</b></p>			
<p>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;          identify strategies for trip planning, map reading, and budgeting of money for vehicular-related costs; and          explain behaviors that are distracting to the driver and their potential consequences.</p>			

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 demonstrate the process of trip planning, i.e., budget, route, and map reading and navigation systems; 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, comparing insurance and maintenance cost, etc.	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 and navigation systems; 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, comparing insurance and maintenance cost, etc.	Students performing at the mastery level will identify: technology used to explain the process of trip planning, i.e., budget, route, and map reading and navigation systems; 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, comparing insurance and maintenance cost, etc.	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 and navigation systems; 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, comparing insurance and maintenance cost, etc.	Students performing at the novice level will need assistance to identify: technology used to explain the process of trip planning, i.e., budget, route, and map reading and navigation systems; 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, comparing insurance and maintenance cost, etc.
<b>Objectives</b>	<b>Students will</b>			
DE.06.01	use technology to explain demonstrate the process of trip planning, i.e., budget, route, and map reading and navigation systems.			
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 i.e., Kelly blue book and car fax, etc.			
DE.06.05	use technological tools to demonstrate the financial implications of owning, purchasing, or leasing vehicles, comparing insurance and maintenance cost, etc.			

## FISCAL NOTE FOR PROPOSED RULES

Rule Title: Policy 2520.8 – 21<sup>st</sup> Century Drivers Education Content Standards and Objectives for West Virginia Schools

Type of Rule:    Legislative    Interpretive    Procedural

Agency:           West Virginia Department of Education

Address:           1900 Kanawha Boulevard, East Building 6, Room 309  
Charleston, WV 25305-0330

Phone Number: 304.558.8830 x53245 Email: dchapman@access.k12.wv.us

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### **Fiscal Note Summary**

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

There will be no cost.

### **Fiscal Note Detail**

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

<b>FISCAL YEAR</b>			
Effect of Proposal	Current Increase/Decrease (use "-" )	Next Increase/Decrease (use "-" )	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
<b>2. Estimated Total Revenues</b>	0	0	0

Rule Title: Revised Policy 2520.8 - Driver Education Content Standards and Objectives for West Virginia

3. **Explanation of above estimates (including long-range effect);**  
Please include any increase or decrease in fees in your estimated total revenues.

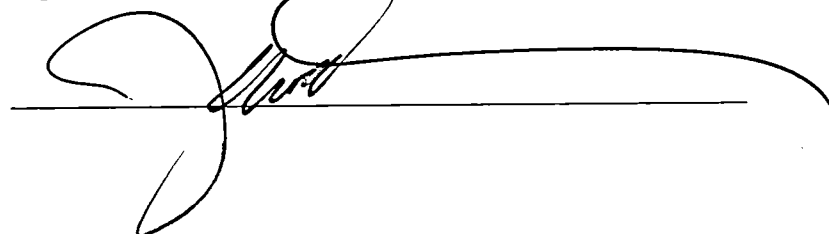
There is no cost.

**MEMORANDUM**

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

There is no cost.

Signature of Agency Head or Authorized Representative



Date

4-25-11

126CSR51

**POLICY 2520.8: Next Generation Driver Education Content Standards and Objectives for West Virginia Schools.**

**COMMENT PERIOD ENDS: June 13, 2011**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2520.8: 21<sup>st</sup> Century Driver Education Content Standards and Objectives for West Virginia Schools. Additional sheets may be attached, if necessary.

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

**COMMENTS/SUGGESTIONS**

**§126-44H-4. Driver Education Content Standards and Objective Performance Descriptors.**

**(Please identify standard for each comment.)**

Please direct all comments to:

Don Chapman, Assistant Director  
Office of Healthy Schools  
West Virginia Department of Education  
Capitol Building 6, Room 309  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330

E-Mail Addresses: [dchapman@access.k12.wv.us](mailto:dchapman@access.k12.wv.us) Fax No.: (304) 558-3787