

Washington State OSPI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



Fitness Plan for Pat
Fitness Assessment for Middle School



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To Washington Teachers of Health and Fitness:

Welcome to the Health and Fitness Assessment scoring training and implementation booklet. These documents are part of the Washington Assessment System at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Health and Fitness Essential Academic Learning Requirements (EALRs). These documents have been developed for students in Grades 5, 8, and high school. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. Student work has been scored by the Health and Fitness Assessment Leadership Team to identify examples and assist teachers in understanding the assessments.

The assessments provide the following:

- Immediate information to teachers regarding how well students have acquired the knowledge and skills for health and fitness expectations.
- Information to teachers regarding the strengths and gaps in classroom instruction and learning strategies.
- Imbedded assessments as part of the learning experience for students, who can participate in measuring their achievements.
- Models for high-quality classroom assessments by including:
 - Directions for Administration
 - Scoring Rubrics
 - Student Responses
 - Glossary

In order to assist in your efforts to align curriculum, instruction, and assessment, you can access the OSPI Health and Fitness website at www.k12.wa.us/healthfitness.

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education

Fitness Plan for Pat

Directions for Administering the Washington State Fitness Assessment

Introduction

This document contains information essential to the administration of the Washington State Fitness Assessment.

Please read this information carefully **before** administering the performance assessment.

Description of the Assessment

Students will perform this assessment by responding to a prompt and executing several tasks. Performance prompts ask the students to perform according to the criteria outlined in the prompt. Student responses may vary and include oral, visual, and written products or a combination of these types of products. This assessment could be used as part of a student's grade.

“Before” Checklist

Teacher checklist before to administering *Fitness Plan for Pat*.

- ☐ Reproduce one **Student Copy** of *Fitness Plan for Pat* for each student, pages 16-18.
- ☐ Read **Rubrics**, pages 19-22.
- ☐ Read **Scoring Notes**, pages 23-24.
- ☐ Read **Exemplars & Annotations**, pages 25-55.
- ☐ Read **Glossary**, pages 56-57.
- ☐ Read **Teachers Resources**, page 58.
- ☐ Remind students to bring other materials if they finish the assessment early.
- ☐ All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- ☐ Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for



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accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments. First, students with limited writing skills may type responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the assessment should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the assessment than other students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work slowly should be assessed separately or grouped with students of similar abilities for the assessment.

Second, students should have access to any accommodations outlined in their Individualized Education Plan (IEP). For a comprehensive list of possible accommodations, please read OSPI's "Washington State's Accommodations Guidelines for Students with Disabilities".

<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>.

Third, OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future.

Finally, WAC 392.172A.03090 provides additional guidelines related to assessment procedures for students in special education.

"Day Of" Checklist

Teacher checklist for the day of administering *Fitness Plan for Pat*.

- ☐ Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- ☐ Student copies of *Fitness Plan for Pat*, pages 16-18.
- ☐ One pencil or pen for each student.

"Day After" Checklist

Teacher checklist after administering *Fitness Plan for Pat*.

- ☐ Review **Scoring Notes**, pages 23-24.
- ☐ Review **Glossary for Scoring Health and Fitness Assessments**, page 59.
- ☐ Use the **Rubrics** provided to score *Fitness Plan for Pat*, pages 19-22.



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- ☐ **Score *Fitness Plan for Pat*.** This assessment could be used as part of a student's grade.
- ☐ **Compile data as required** by school district/OSPI.
- ☐ **Provide feedback to students** (OSPI recommends teachers keep all assessments for one year, and then shred).

REQUIRED REPORTING

OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not "assessments or other strategies" have been administered in social studies (including CBAs in civics), the arts, and health and fitness. OSPI recommends that each district designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met. Reporting can occur throughout the school year as "assessments or other strategies" are administered.

OSPI plans to share the results from the required portion of the verification report on the agency website.

OPTIONAL REPORTING

In an effort to obtain a comprehensive picture of state implementation, OSPI asks that school districts complete the optional sections of the iGrants form package 408.

The optional reporting includes:

1. Which assessments or other strategies are administered to students at the elementary, middle, and high school levels.
2. The number of students that participated at the elementary, middle, and high school levels, and at what grade levels.
3. How districts are using the assessments as part of instruction and teacher professional development to assure student achievement on the state standards for social studies, the arts, and health and fitness.

OSPI has also developed teacher worksheets to facilitate the collection of data for this report. The next five pages are optional Teacher Worksheets that are also available in iGrants or on the assessment websites for social studies, the arts, and health and fitness. These forms have been useful in collecting the necessary data as well as for providing professional development opportunities focused on student progress and achievement.

Results from the optional portion of the verification report **will not** be posted for public review; however, they will be used by OSPI to provide future support to districts for implementation.



Teacher Worksheet

Elementary Health and Fitness Assessments

This form can be used to collect data required by RCW 28A.230.095. Upon completion, please consider submitting it to your school or district contact person so that the data can be submitted via OSPI's iGrants reporting system. Please note that specific information for individual teachers and schools will not be collected by OSPI. State law requires district-level information only.

Please fill in the number of students who participated in the assessments or other strategies listed below.

Example:

Assessments or Other Strategies	Grade 3	Grade 4	Grade 5	Grade 6
Get Fit Summer	0	0	24	0

Fitness				
Assessments or Other Strategies	Grade 3	Grade 4	Grade 5	Grade 6
Concepts of Health and Fitness				
Get Fit Summer				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				

Fitness Performance Assessments (mile, push-ups, etc.)				
Which of these fitness performance assessments are administered in your elementary schools? Check the box or boxes that are appropriate. <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				

Health				
Assessments or Other Strategies	Grade 3	Grade 4	Grade 5	Grade 6
A Cartoon Role Model				
Mrs. Trimble's Muffins				
New Kid on the Block				
Stomp Out Second-Hand Smoke				
Welcome to Our School				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



Teacher Worksheet

Middle School Health and Fitness Assessments

This form can be used to collect data required by RCW 28A.230.095. Upon completion, please consider submitting it to your school or district contact person so that the data can be submitted via OSPI's iGrants reporting system. Please note that specific information for individual teachers and schools will not be collected by OSPI. State law requires district-level information only.

Please fill in the number of students who participated in the assessments or other strategies listed below.

Example

Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness	0	0	28	0

Fitness

Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness				
Fitness Plan for Pat				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				

Fitness Performance Assessments (mile, push-ups, etc.)

Which of these fitness performance assessments are administered in your middle schools?

Check the box or boxes that are appropriate.

- ☐ FitnessGram
☐ President's Challenge
☐ OSPI Fitness Performance Assessments
☐ District Approved Fitness Performance Assessments
☐ Other. Explain:

Health

Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Acme Advertising				
Sara's Story				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Tobacco Times				
Touring the Systems				
True Media Message				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



Teacher Worksheet

High School Health and Fitness Assessments

This form can be used to collect data required by RCW 28A.230.095. Upon completion, please consider submitting it to your school or district contact person so that the data can be submitted via OSPI's iGrants reporting system. Please note that specific information for individual teachers and schools will not be collected by OSPI. State law requires district-level information only.

Please fill in the number of students who participated in the assessments or other strategies listed below.

Example:

Assessments or Other Strategies	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Health and Fitness	18	12	2	0

Fitness				
Assessments or Other Strategies	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Health and Fitness				
Fitness Planning				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
Which of these fitness performance assessments are administered in your high schools? Check the box or boxes that are appropriate. <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				
Health				
Assessments or Other Strategies	Grade 9	Grade 10	Grade 11	Grade 12
A Letter to the Publisher				
Cafeteria Choices				
Cut Out Conflict				
Dear "Stressed and Depressed"				
Defending Jamie (KNOW Curriculum)				
New Student Orientation				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



Reporting on Assessments and/or Other Strategies for Social Studies, The Arts, and Health and Fitness – Optional Survey

Please comment on how your district is supporting Social Studies, The Arts, and Health and Fitness.

1. Opportunities to Meet Standards

What opportunities do students have to meet state standards in the following areas and at the following levels? Please check all that apply.

		Elementary School Level		Middle School Level		High School Level	
		Stand-alone course	Integrated into other content areas	Stand-alone course	Integrated into other content areas	Stand-alone course	Integrated into other content areas
The Arts	Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & Fitness	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	Civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Successes

Please comment on how the OSPI-developed assessments or other strategies have supported teaching and learning in Social Studies, The Arts, and Health and Fitness in your district.

3. Leadership/Coordination

Please describe the monitoring process on OSPI-developed assessments or other strategies in your district.

4. Storage of Information

How does your district store information related to the assessments (such as student scores, student work, lesson plans, portfolios, eFolios, photographs, video, DVD, CD, thumb drive, etc.)?

5. Data Analysis

Beyond meeting the requirements of the law, how does your school district analyze the information in order to improve student achievement?

6. Needs

Please comment on what assistance OSPI can provide to your district to ensure the implementation of OSPI-developed assessments or other strategies.

7. Model Programs

Do you feel your school district assessment process would be a strong model for others to follow? ☐ Yes ☐ No
If yes, may OSPI contact you for more information? ☐ Yes ☐ No



Optional Survey – Continued

The following are questions about how districts are supporting Social Studies, The Arts, and Health and Fitness. Districts are encouraged to collect school-level data and submit the averages below. If school-level data is not available please provide answers to the best of your knowledge. For each of these questions, please enter a number that corresponds with the following Likert scale:

- 4 = Strongly Agree
 - 3 = Agree
 - 2 = Disagree
 - 1 = Strongly Disagree
 - NA = Don't Know
-

8. Opportunities for OSPI-Developed Assessment Training

The district has provided teachers with opportunities to attend OSPI-sponsored training on the OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:

9. Planning for OSPI-Developed Assessments

The district has provided teachers with support/opportunity to develop lesson and unit plans in alignment with OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:

10. Workshops and Conferences

The district has provided teachers with opportunities to attend workshops and conferences that would help them with implementing the OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:

11. Scoring of the OSPI-Developed Assessments

The district has provided teachers with support/opportunity to score student responses to the OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:

12. Curricular Alignment with OSPI-Developed Assessments

The district has aligned its curriculum to the standards included in the OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:

13. District-Developed Instructional Resources

The district has developed instructional resources to support the implementation of the OSPI-developed assessments in:

- Social Studies:
- The Arts:
- Health and Fitness:



Fitness Plan for Pat

Recommendation for Time Management

Teachers may administer the assessment in the way that is most practical for their classroom and the allotted time periods. The assessment should be administered in one or two days. A two-day model may follow these suggested guidelines on the following page.

Day One:

- **15 minutes:** The teacher provides the class with the **Student Copy** of the assessment and reads it aloud. The students may ask any questions needed. The teacher answers any questions asked.
Reminder: This is not a time for teaching or re-teaching. This is an individual assessment not a group assessment.
- **35 minutes:** The students work toward completing the assessment.
Please walk around the classroom and monitor student progress.
- **5 minutes:** The teacher collects all materials at the end of Day 1.
If students complete the assessment early, please have them work on other materials quietly.

Day Two:

- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The students continue to write their response to the prompt.
- **5 minutes:** The teacher collects all materials at the end of Day 2.
If students complete the assessment early, please have them work on other materials quietly.

OSPI recommends that teachers keep all assessments for one year, then shred



Fitness Plan for Pat

Assessment Administration

Below you will find the teacher copy of the prompt. Read the teacher copy of the assessment aloud to the students. Have them follow along as you read the instructions. Answer any questions the students may have before you instruct them to begin.

Teacher Copy

Say: **Today you will take the Washington State Fitness Assessment, *Fitness Plan for Pat*. Write your name, period, date, classroom teacher and school at the top of the paper. Please follow along as I read the prompt aloud.**

Your best friend Pat has asked you for help. Pat has made a commitment to reach a healthy level of body composition and needs you to design a fitness and nutrition plan that can be implemented over the summer.

Pat is 14 years old and has 43% body fat, well above the healthy range. Pat consumes an average of 4,000 calories per day and has a diet that includes four cans of cola, two candy bars, one large serving of fries, five slices of cheese pizza, a bag of chips, and one large ice cream cone every day. Pat walks the dog for 20 minutes three times a week, and burns an average of 100 calories during each walk.

Say: **Are there any questions about the prompt?** (pause for questions) **There are three parts to this assessment and each part is worth four points. Follow along as I read Part 1.**



Fitness Plan for Pat

Teacher Copy

Part 1: FITT Principle

To explain the FITT Principle, complete the table below:

1. Define each component of the FITT Principle.
2. Provide a recommendation for **cardiorespiratory endurance**.

Frequency	Definition:
	Recommendation:
Intensity	Definition:
	Recommendation:
Time	Definition:
	Recommendation:
Type	Definition:
	Recommendation:

Say: **Are there any questions about Part 1?** (pause for questions) **Follow along as I read Part 2.**



Fitness Plan for Pat

Teacher Copy

Part 2:

Fitness Plan

Use your understanding of the FITT Principle to create a fitness plan for Pat.

Complete the table below:

1. Identify **two** changes in physical activity that you will recommend to Pat.
2. Explain how your recommended change will help Pat reach a higher level of fitness.

First change in physical activity: _____
How change will increase level of fitness:
Second change in physical activity: _____
How change will increase level of fitness:

Say: **Are there any questions about Part 2?** (pause for questions) **Follow along as I read Part 3.**



Fitness Plan for Pat

Teacher Copy

Part 3:

Nutrition

Based upon Pat's current nutritional habits, create a nutrition plan.

Complete the table below:

1. Identify **two** changes in nutrition that you will recommend to Pat.
2. Explain how your recommended change will help Pat reach a lower percentage of body fat.

First change in nutrition: _____
How change will lower percentage of body fat:
Second change in nutrition: _____
How change will lower percentage of body fat:

Say: **Are there any questions about Part 3?** (pause for questions) **You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.**



Student Copy



Fitness Plan for Pat

Student Copy

Name _____ Period _____

Date _____ Teacher _____

School _____

Total Score _____ / 12

Your best friend Pat has asked you for help. Pat has made a commitment to reach a healthy level of body composition and needs you to design a fitness and nutrition plan that can be implemented over the summer.

Pat is 14 years old and has 43% body fat, well above the healthy range. Pat consumes an average of 4,000 calories per day and has a diet that includes four cans of cola, two candy bars, one large serving of fries, five slices of cheese pizza, a bag of chips, and one large ice cream cone every day. Pat walks the dog for 20 minutes three times a week, and burns an average of 100 calories during each walk.

Part 1: FITT Principle

To explain the FITT Principle, complete the table below:

1. Define each component of the FITT Principle.
2. Provide a recommendation for **cardiorespiratory endurance**.

Frequency	Definition:
	Recommendation:
Intensity	Definition:
	Recommendation:
Time	Definition:
	Recommendation:
Type	Definition:
	Recommendation:

Score _____ / 4



Fitness Plan for Pat

Student Copy

Part 2: Fitness Plan

Use your understanding of the FITT Principle to create a fitness plan for Pat.

Complete the table below:

1. Identify **two** changes in physical activity that you will recommend to Pat.
2. Explain how your recommended change will help Pat reach a higher level of fitness.

First change in physical activity: _____
How change will increase level of fitness:
Second change in physical activity: _____
How change will increase level of fitness:

Score / 4



Fitness Plan for Pat

Student Copy

Part 3: Nutrition

Based upon Pat's current nutritional habits, create a nutrition plan.

Complete the table below:

1. Identify **two** changes in nutrition that you will recommend to Pat.
2. Explain how your recommended change will help Pat reach a lower percentage of body fat.

First change in nutrition: _____
How change will lower percentage of body fat:
Second change in nutrition: _____
How change will lower percentage of body fat:

Score ____ / 4



Rubrics



Fitness Plan for Pat

RUBRIC 1 – Used to score Part 1 of *Fitness Plan for Pat*

Grade Level Expectations (GLEs)

1.3.1 Applies the components of health-related fitness.

4.1.1 Analyzes daily health and fitness habits.

4	<p>4-point response: The student accumulates a total of 7-8 value points.</p> <p>The student:</p> <ul style="list-style-type: none">• Defines each component of the FITT Principle (1 point per definition—4 possible value points).• Provides the recommendation for cardiorespiratory endurance (1 point per recommendation—4 possible value points). <p>Example:</p> <table><tr><td rowspan="2">Frequency</td><td>Definition: <i>How often you work out</i></td><td>+1</td></tr><tr><td>Recommendation: <i>3-5 times a week</i></td><td>+1</td></tr><tr><td rowspan="2">Intensity</td><td>Definition: <i>How hard you work out</i></td><td>+1</td></tr><tr><td>Recommendation: <i>Increase the level of intensity; work in the target heart rate zone</i></td><td>+1</td></tr><tr><td rowspan="2">Time</td><td>Definition: <i>How long you work out</i></td><td>+1</td></tr><tr><td>Recommendation: <i>20-60 minutes</i></td><td>+1</td></tr><tr><td rowspan="2">Type</td><td>Definition: <i>What type of exercise or activity</i></td><td>+1</td></tr><tr><td>Recommendation: <i>The type of activity or exercise performed (running, swimming)</i></td><td>+1</td></tr></table>	Frequency	Definition: <i>How often you work out</i>	+1	Recommendation: <i>3-5 times a week</i>	+1	Intensity	Definition: <i>How hard you work out</i>	+1	Recommendation: <i>Increase the level of intensity; work in the target heart rate zone</i>	+1	Time	Definition: <i>How long you work out</i>	+1	Recommendation: <i>20-60 minutes</i>	+1	Type	Definition: <i>What type of exercise or activity</i>	+1	Recommendation: <i>The type of activity or exercise performed (running, swimming)</i>	+1
Frequency	Definition: <i>How often you work out</i>		+1																		
	Recommendation: <i>3-5 times a week</i>	+1																			
Intensity	Definition: <i>How hard you work out</i>	+1																			
	Recommendation: <i>Increase the level of intensity; work in the target heart rate zone</i>	+1																			
Time	Definition: <i>How long you work out</i>	+1																			
	Recommendation: <i>20-60 minutes</i>	+1																			
Type	Definition: <i>What type of exercise or activity</i>	+1																			
	Recommendation: <i>The type of activity or exercise performed (running, swimming)</i>	+1																			
3	3-point response: The student accumulates a total of 5-6 value points.																				
2	2-point response: The student accumulates a total of 3-4 value points.																				
1	1-point response: The student accumulates a total of 1-2 value points.																				
0	0-point response: The student accumulates a total of 0 value points. The student shows little or no understanding of the task.																				



Fitness Plan for Pat

RUBRIC 2 – Used to score Part 2 of *Fitness Plan for Pat*

Grade Level Expectations (GLEs)

1.4.2 Explains how movement skills contribute to active living for lifetime health.

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Creates personal health and fitness data and sets goals.

4	<p>4-point response:</p> <p>The student:</p> <ul style="list-style-type: none"> Identifies two changes in physical activity. Explains how the recommended change will help reach a higher level of fitness. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> First change in physical activity: <i>Pat needs to walk more than 3 times a week.</i> </td><td style="text-align: right; padding: 5px;">+1</td></tr> <tr> <td colspan="2" style="padding: 5px;"> How change will increase level of fitness: </td></tr> <tr> <td colspan="2" style="padding: 5px;"> <i>If Pat walks more than three times a week, he will increase his</i> </td></tr> <tr> <td colspan="2" style="padding: 5px;"> <i>cardiorespiratory endurance.</i> </td></tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">+1</td></tr> <tr> <td colspan="2" style="padding: 5px;"> Second change in physical activity: <i>Pat needs to add different exercises.</i> </td></tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">+1</td></tr> <tr> <td colspan="2" style="padding: 5px;"> How change will increase level of fitness: </td></tr> <tr> <td colspan="2" style="padding: 5px;"> <i>Pat can walk up hills or run to increase his stamina.</i> </td></tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">+1</td></tr> </table>	First change in physical activity: <i>Pat needs to walk more than 3 times a week.</i>	+1	How change will increase level of fitness:		<i>If Pat walks more than three times a week, he will increase his</i>		<i>cardiorespiratory endurance.</i>		+1		Second change in physical activity: <i>Pat needs to add different exercises.</i>		+1		How change will increase level of fitness:		<i>Pat can walk up hills or run to increase his stamina.</i>		+1	
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+1																					
3	3-point response: The student provides three of the four components.																				
2	2-point response: The student provides two of the four components.																				
1	1-point response: The student provides one of the four components.																				
0	0-point response: The student provides zero of the four components. The student shows little or no understanding of the task.																				



Fitness Plan for Pat

RUBRIC 3 – Used to score Part 3 of *Fitness Plan for Pat*

Grade Level Expectations (GLEs)

- 1.4.2 Explains how movement skills contribute to active living for lifetime health.
- 1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.
- 1.5.2 Creates a plan to improve performance based on nutritional practices.
- 4.1.1 Analyzes daily health and fitness habits.
- 4.2.1 Creates personal health and fitness data and sets goals.

4	<p>4-point response:</p> <p>The student:</p> <ul style="list-style-type: none">• Identifies two changes in nutrition.• Explains how the recommended change will help reach a lower percentage of body fat. <p>Example:</p> <table><tr><td>First change in nutrition: <u>Pat needs to cut down on serving sizes.</u></td></tr><tr><td>+1</td></tr><tr><td>How change will lower percentage of body fat:</td></tr><tr><td><i>Pat takes in too many calories each day and needs to limit the number of</i></td></tr><tr><td><i>servings found in fats and sweets group.</i></td></tr><tr><td>+1</td></tr><tr><td>Second change in nutrition: <u>Pat needs to make healthier food choices.</u></td></tr><tr><td>+1</td></tr><tr><td>How change will lower percentage of body fat:</td></tr><tr><td><i>Pat takes in too many calories each day and needs to understand the way</i></td></tr><tr><td><i>foods are prepared makes a difference in the amount of calories it provides.</i></td></tr><tr><td>+1</td></tr></table>	First change in nutrition: <u>Pat needs to cut down on serving sizes.</u>	+1	How change will lower percentage of body fat:	<i>Pat takes in too many calories each day and needs to limit the number of</i>	<i>servings found in fats and sweets group.</i>	+1	Second change in nutrition: <u>Pat needs to make healthier food choices.</u>	+1	How change will lower percentage of body fat:	<i>Pat takes in too many calories each day and needs to understand the way</i>	<i>foods are prepared makes a difference in the amount of calories it provides.</i>	+1
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Scoring Notes



Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Fitness Plan for Pat*.

Minimum state standards (what is passing?) – A student must earn a “three” or “four” to “pass” or meet minimum state standards.

Passing score on *Fitness Plan for Pat* – A **total** score on all three rubrics of nine points or more meets standard.

$$\begin{array}{r} 11 - 12 = 4 \\ 9 - 10 = 3 \text{ meets standard ("proficient")} \\ \hline 6 - 8 = 2 \\ 1 - 5 = 1 \\ 0 = 0 \end{array}$$

1. Use of the terminology “other” to describe the “fats, oils and sweets” food group is acceptable.
2. The affect of the change must relate to the area of change identified to be credited, for example, **affect of change** “takes in too many calories needs to limit the number of servings” must relate to the **area of change** “to change the number of servings.”
3. If a student makes a suggested change in the areas of nutrition or physical activity that is too vague to be credited (for example, “eat good” or “exercise”), it is still possible to earn the points for the effect of that change.
4. A student that identifies a similar area of change more than once should receive credit for each instance, for example, if “running more” is used twice but the change is different but correct then both are acceptable.
5. “Burning calories” is an acceptable response because it leads to improvement in body composition.
6. On rubrics 2 & 3, if the student does not adequately identify a healthy area to change they cannot get any points in the next box concerning the affect of that change.
7. To be accepted, the student response must be in the correct spaces.

Value point—if there are more than 4 answers, then “value points” are awarded. For example, if there are eight answers, this would equate to a four on a 4-point rubric.

7-8 value points	= 4
5-6 value points	= 3
3-4 value points	= 2
1-2 value points	= 1
0 value points	= 0



Exemplars & Annotations

*Words in *italics* are literal student responses taken directly from assessment pilots, thus spelling errors are inherent, and spelling is not scored.

Purpose of Set

This set of responses is made up of exemplars – examples of student responses at each score point. Each exemplar response has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.



Fitness Plan for Pat

Rubric #1:

Each definition = one value point.

Each recommendation = one value point.

Example: four definitions + one recommendation = 5 value points = 3-point response

4	4-point response: The student earns 7-8 value points.
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

RUBRIC 1

Exemplar #1

Part 1: FITT Principle

Frequency	Definition: <i>How often you work out</i>
	Recommendation: <i>2-5 times a week</i>
Intensity	Definition: <i>How hard you work out</i>
	Recommendation: <i>Your heart rate should be 65%-85% (of target heart rate zone)</i>
Time	Definition: <i>How long you work out</i>
	Recommendation: <i>20-60 minutes when you workout</i>
Type	Definition: <i>What kind of workout</i>
	Recommendation: <i>Anything that gets your heart rate up.</i>



Fitness Plan for Pat

Continued from Rubric #1

Annotation:

This response earns a 4 on Rubric 1 for accumulating eight value points. First, it earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *often* one works out), Intensity (how *hard* one works out), Time (how *long* the workout is), and Type (what *kind* of workout). Additionally, the response earns four more value points for describing the recommendation of each element: Frequency (2-5 times a week), Intensity (65%-85% of Target Heart Rate Zone), Time (20-60 minutes a workout), and Type (anything that gets your heart rate up.)

Score 4 / 4

Exemplar #2

Part 1: FITT Principle

Frequency	Definition: <i>How often you work out</i>
	Recommendation: <i>2-5 times a week</i>
Intensity	Definition: <i>How hard you work out</i>
	Recommendation: <i>A higher level of intensity, when it's hard to talk</i>
Time	Definition: <i>How long you work out</i>
	Recommendation: <i>20-60 minutes when you workout</i>
Type	Definition: <i>A variety of cardioresperatory activities</i>
	Recommendation: <i>Running, kickboxing, aerobics, skating</i>

Annotation:

This response earns a 4 on Rubric 1 for accumulating eight value points. First, it earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *often* one works out), Intensity (how *hard* one works out), Time (how *long* the workout is), and Type (a “variety of cardio-respiratory activities”). Additionally, the response earns four more value points for describing the recommendation of each element: Frequency (2-5 times a week), Intensity (a higher level), Time (20-60 minutes a workout), and Type (Running, kickboxing, aerobics, skating).

Score 4 / 4



Fitness Plan for Pat

Exemplar #3

Part 1: FITT Principle

Frequency	Definition: <i>How many times you do it.</i>
	Recommendation: <i>3-5 times a week</i>
Intensity	Definition: <i>How hard you do it.</i>
	Recommendation:
Time	Definition: <i>How long you do it</i>
	Recommendation: <i>20-60 minutes</i>
Type	Definition: <i>What kind of exercise you do</i>
	Recommendation: <i>Exercise</i>

Annotation:

This response earns a 3 on Rubric 1 for accumulating six value points. First, it earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *many times*), Intensity (how *hard*), Time (how *long*), and Type (what kind of exercise). Additionally, the response earns two more value points for describing how two more of those elements are applied: Frequency (3-5 times a week), Time (20-60 minutes a workout). Not accepted are the recommendations for Intensity or Type as neither provides a specific recommendation related to health maintenance or improvement.

Score 3 / 4



Fitness Plan for Pat

Exemplar #4

Part 1: FITT Principle

Frequency	Definition: <i>How OFTEN someone works out</i>
	Recommendation: <i>three times a day</i>
Intensity	Definition: <i>How HARD someone works out</i>
	Recommendation: <i>Into Target Heart Rate Zone</i>
Time	Definition: <i>How LONG someone works out</i>
	Recommendation: <i>20-60 minutes</i>
Type	Definition: <i>What activity is done for a workout</i>
	Recommendation: <i>What the teacher tells you to do</i>

Annotation:

This response earns a 3 on Rubric 1 for accumulating six value points. First, it earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *often*), Intensity (how *hard*), Time (how *long*), and Type (what activity is done for a workout). Additionally, the response earns two more value points for describing how two more of those elements are applied: Intensity (into Target Heart Rate Zone), and Time (20-60 minutes.) Not accepted is “three times a day” for Frequency as that is not recommended, nor is “what the teacher tell you to do” for Type, as it does not show comprehension.

Score 3 / 4



Fitness Plan for Pat

Exemplar #5

Part 1: FITT Principle

Frequency	Definition: <i>How often the works out</i>
	Recommendation: <i>During the week</i>
Intensity	Definition: <i>How hard the works out</i>
	Recommendation:
Time	Definition: <i>How long the works out</i>
	Recommendation: <i>20-60 minutes</i>
Type	Definition: <i>what exercise it is</i>
	Recommendation:

Annotation:

This response earns a 3 on Rubric 1 for accumulating five value points. First, it earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *often*), Intensity (how *hard*), Time (how *long*), and Type (what exercise it is). Additionally, the response earns one more value point for describing how one more of those elements are applied: Time (20-60 minutes.) Not accepted are the recommendations for Frequency, Intensity, or Type as they do not provide a specific recommendation related to health maintenance or improvement, or was left blank.

Score 3 / 4



Fitness Plan for Pat

Exemplar #6

Part 1: FITT Principle

Frequency	Definition: <i>How many times per week</i>
	Recommendation: <i>how often</i>
Intensity	Definition: <i>How hard</i>
	Recommendation: <i>what intensity</i>
Time	Definition: <i>For how long you work</i>
	Recommendation: <i>how long</i>
Type	Definition: <i>What kind of activity</i>
	Recommendation: <i>what type of activity</i>

Annotation:

This response earns a 2 on Rubric 1 for accumulating four value points. It earns four value points for defining the meaning of the letters in the acronym FITT: Frequency (how *many times per week*), Intensity (how *hard*), Time (how *long*), and Type (what type of activity). No other points can be awarded for the recommendations because they are actually definitions.

Score 2 / 4



Fitness Plan for Pat

Exemplar #7

Part 1: FITT Principle

Frequency	Definition: <i>for a long time</i>
	Recommendation: <i>3-5 times a week</i>
Intensity	Definition: <i>How hard you work</i>
	Recommendation: <i>40</i>
Time	Definition: <i>how long you work</i>
	Recommendation: <i>20-60 min</i>
Type	Definition: <i>How fit you are</i>
	Recommendation: <i>165-185 beats per minute</i>

Annotation:

This response earns a 2 on Rubric 1 for accumulating four value points. First, it earns two value points for defining the meaning of the letters in the acronym FITT: Intensity (*how hard*), Time (*how long*). Frequency and Type, however, are not credited, as “for a long time” and “how fit you are” are incorrect. Additionally, the response earns two more value points for describing how one more of those elements are applied: Frequency (*3-5 times a week*) AND Time (*20-60 mins*). Not accepted are the recommendations for Intensity or Type as they are incorrect.

Score 2 / 4



Fitness Plan for Pat

Exemplar #8

Part 1: FITT Principle

Frequency	Definition:
	Recommendation:
Intensity	Definition:
	Recommendation:
Time	Definition:
	Recommendation:
Type	Definition: <i>what kind</i>
	Recommendation:

Annotation:

This response earns a 1 on Rubric 1 for accumulating one value point. It earns only one value point for defining the meaning of the letters in the acronym FITT: Type (what kind). No further points can be awarded because the rest of the document is blank.

Score 1 / 4



Fitness Plan for Pat

Exemplar #9

Part 1: FITT Principle

Frequency	Definition: <i>Do sometimes</i>
	Recommendation: <i>once in a while</i>
Intensity	Definition: <i>intense</i>
	Recommendation: <i>Intensity</i>
Time	Definition: <i>how long</i>
	Recommendation: <i>20-60 min</i>
Type	Definition: <i>Fitness</i>
	Recommendation:

Annotation:

This response earns a 1 on Rubric 1 for accumulating two value points. First, it earns one value point for defining the meaning of the letters in the acronym FITT: Time (how *long*). Frequency is not credited because it is not clear. Intensity cannot be credited because there is no definition and Type is not credited, as “fitness” is incorrect. Additionally, the response earns one more value point for describing how one of those elements is applied: Time (20-60 mins). Not accepted are the recommendations for Frequency, Intensity or Type as they are incorrect.

Score 1 / 4



Fitness Plan for Pat

Exemplar #10

Part 1: FITT Principle

Frequency	Definition: <i>Do alot</i>
	Recommendation: <i>alot</i>
Intensity	Definition: <i>How hard</i>
	Recommendation: <i>Until it hurts</i>
Time	Definition: <i>a long time</i>
	Recommendation: <i>til we're told to stop</i>
Type	Definition: <i>cardio</i>
	Recommendation:

Annotation:

This response earns a 1 on Rubric 1 for accumulating one value point. First, this earns one value point for defining the meaning of the letter in the acronym FITT: Intensity (how hard). Frequency and Time are not credited because they are too vague. Type is not credited, as "cardio" is incorrect. Not accepted are the recommendations for all components because they are not correct.

Score 1 / 4



Fitness Plan for Pat

RUBRIC 2

Exemplar #1

Part 2: Fitness Plan

First change in physical activity: <i>Instead of walking the dog, jog with it- intensity</i>
How change will increase level of fitness:
<i>Your heart rate would be closer to 65% to 85%. This would mean that you would have</i>
<i>more intensity. You then could burn more than 100 calories each workout.</i>
Second change in physical activity: <i>Workout more often and make workout longer.</i>
How change will increase level of fitness:
<i>By working out more often for a longer period of time your body composition will get</i>
<i>better and you will burn more calories. If you workout more often you will be more fit.</i>

Annotation:

This response earns a 4 on Rubric 2 for providing all four of the required components. First, the response provides two areas of physical activity that Pat should change, by noting that “instead of walking the dog,” he should “jog it with intensity” AND he should workout out longer and more often. Additionally, the response explains the effects of both intensity (he will burn more calories) and frequency and time (with more workouts that are longer he will burn more calories and change his body composition).

Score 4 / 4



Fitness Plan for Pat

Exemplar #2

Part 2: Fitness Plan

First change in physical activity:	<i>Workout more often</i>
How change will increase level of fitness:	
	<i>Pat needs to workout more than just walking the dog so he should add more days (or frequency) to his workout.</i>
Second change in physical activity:	<i>Add variety to the workouts</i>
How change will increase level of fitness:	
	<i>To go with what I said above, now Pat needs to do something more than just walk the dog. He participate in an aerobics class or go skating to burn more calories and get in shape.</i>

Annotation:

This response earns a 4 on Rubric 2 for providing all four of the required components. First, the response provides two areas of physical activity that Pat should change, by noting he that should “workout more” AND add variety to his workouts. Additionally, the response explains the effects of both frequency (add more days to workout) AND type (adding variety by doing aerobics or skating).

Score 4 / 4



Fitness Plan for Pat

Exemplar #3

Part 2: Fitness Plan

First change in physical activity:	<i>50 push-ups a day after walking dog.</i>
How change will increase level of fitness:	
	<i>Get muscular arm strength up and change body comp.</i>
Second change in physical activity:	<i>add more cardio, like jogging with the dog</i>
How change will increase level of fitness:	
	<i>Adds intensity to the workout, making his heart beat faster into his workout zone.</i>

Annotation:

This response earns a 4 on Rubric 2 for providing all four of the required components. First, the response provides two areas of physical activity that Pat should change, by noting he that should add “push-ups after walking his dog” AND “add cardio to his workout by jogging.” Additionally, the response explains the effects of both type (push-ups will strengthen his muscles) and intensity “making his heart beat faster into his workout zone.”

Score 4 / 4



Fitness Plan for Pat

Exemplar #4

Part 2: Fitness Plan

First change in physical activity:	<i>jog with the dog instead of walking</i>
How change will increase level of fitness:	
	<i>Brings the heart rate up and burns more calories</i>
Second change in physical activity:	<i>join an after school sport</i>
How change will increase level of fitness:	
	<i>adds intensity</i>

Annotation:

This response earns a 3 on Rubric 2 for providing three of the required components. First, the response provides two areas of physical activity that Pat should change, by noting he that should “jog with the dog instead of walking” AND “join an after school sport.” Additionally, the response explains the effects of jogging with the dog (brings the heart rate up and burns more calories). A fourth point cannot be awarded because “adds intensity” is too vague.

Score 3 / 4



Fitness Plan for Pat

Exemplar #5

Part 2: Fitness Plan

First change in physical activity: <i>Begin lifting weights.</i>
How change will increase level of fitness:
<i>Body composition changes because you build some muscles.</i>
Second change in physical activity: <i>Start to walk more and jog</i>
How change will increase level of fitness:

Annotation:

This response earns a 3 on Rubric 2 for providing three of the four required components. First, the response provides two areas of physical activity that Pat should change, by noting he should “begin lifting weights” AND “start to walk more and jog.” Additionally, the response earns a third point for explaining the effects of changing body composition by lifting the weights. A fourth point cannot be awarded because the area was left blank

Score 3 / 4



Fitness Plan for Pat

Exemplar #6

Part 2: Fitness Plan

First change in physical activity:	<i>Walk the dog every day.</i>
How change will increase level of fitness:	
	<i>Stop being Lazy.</i>
Second change in physical activity:	<i>Walk the dog longer.</i>
How change will increase level of fitness:	
	<i>Won't be so lazy.</i>

Annotation:

This response earns a 2 on Rubric 2 for providing two of the four required components. The response provides two areas of physical activity that Pat should change, by noting that he should “walk the dog everyday” AND “walk the dog for longer.” While each of those is credited, the effects of making those two changes are not because they are too vague: “won’t be lazy” is not specific enough to be credited.

Score 2 / 4



Fitness Plan for Pat

Exemplar #7

Part 2: Fitness Plan

First change in physical activity: <i>Add some cardio</i>
How change will increase level of fitness:
<i>It makes the heart and lungs work together.</i>
Second change in physical activity: <i>Get involved with some after school sports.</i>
How change will increase level of fitness:
<i>You'll make more friends who aren't fat.</i>

Annotation:

This response earns a 2 on Rubric 2 for providing two of the four required components. The response provides two areas of physical activity that Pat should change, by noting that he should “add cardio” AND “get involved with after school sports.” While each of those is credited, the effects of making those two changes are not because they do not explain the effects of the changes in physical fitness. Having the heart and lungs work together already happens to everyone, while meeting new people is not the health-related effects that the students needs to discuss in this response.

Score 2 / 4



Fitness Plan for Pat

Exemplar #8

Part 2: Fitness Plan

First change in physical activity: <i>Eat beter</i>
How change will increase level of fitness:
<i>You will not put so much calries in your body</i>
Second change in physical activity: <i>Exercise more often</i>
How change will increase level of fitness:
<i>Burn more</i>

Annotation:

This response earns a 1 on Rubric 2 for providing one of the four required components. The response provides one area of physical activity that Pat should change, by noting that he should “exercise more often.” The other suggested change is not credited because “eat beter” is a nutritional change. The effects of making those two changes are not credited because they do not explain the effects of the changes in physical fitness and “burn more” is too vague.

Score 1 / 4



Fitness Plan for Pat

Exemplar #9

Part 2: Fitness Plan

First change in physical activity: <i>Walk the dog more</i>
How change will increase level of fitness:
<i>Then he walks more</i>
Second change in physical activity: <i>Eat your food faster</i>
How change will increase level of fitness:
<i>Burns more calories</i>

Annotation:

This response earns a 1 on Rubric 2 for providing one of the four required components. The response provides one area of physical activity that Pat should change, by noting that he should “walk the dog more,” indicating more physical exercise. The other suggested change is not credited because “eat your food faster” is not correct, unsafe, and based on nutrition. The effects of making those two changes are not credited because they do not explain the effects of the changes in physical fitness.

Score 1 / 4



Fitness Plan for Pat

Exemplar #10

Part 2: Fitness Plan

First change in physical activity: <i>Don't sit around</i>
How change will increase level of fitness:
<i>Get off the couch</i>
Second change in physical activity: <i>IDK</i>
How change will increase level of fitness:
<i>IDK</i>

Annotation:

This response earns a 0 on Rubric 2 for providing none of the four required components. "Don't sit around" is too vague. The effect of the physical activity is not explained.

Score 0 / 4



Fitness Plan for Pat

RUBRIC 3

Exemplar #1

Part 3: Nutrition Plan

First change in nutrition: <i>2000 or less calories per day.</i>
How change will lower percentage of body fat:
<i>By consuming 2000 or less calories per day, your body fat will do down because you</i>
<i>will be consuming less fattening calories.</i>
Second change in nutrition: <i>Have a balanced diet.</i>
How change will lower percentage of body fat:
<i>By having a balanced diet including all the food groups found in the Food Pryamid you</i>
<i>will be</i>
<i>able to be in better shape. Your percentage of body fat will go down because of the</i>
<i>protein,</i>
<i>vitamins, and natural substances in your diet.</i>

Annotation:

This response earns a 4 on Rubric 3 for providing all four of the required components. First, the response provides two areas of nutrition that Pat should change, by noting that he should eat “2000 or less calories a day” AND eat a “balanced” diet. Additionally, the response explains the effects of both lowering his calorie intake (Pat will be consuming less fattening calories) and eating a more balanced diet (eating the recommendations from the food pyramid while getting the protein and vitamins he needs).

Score 4 / 4



Fitness Plan for Pat

Exemplar #2

Part 3: Nutrition Plan

First change in nutrition: <i>Eat more nutritious.</i>
How change will lower percentage of body fat:
<i>Pat needs to cut the fat out of his diet and start eating vegetables and fruits, whole grains</i>
<i>and good meats like chicken and turkey to get the nutrients he needs.</i>
Second change in nutrition: <i>Cut the calories in half.</i>
How change will lower percentage of body fat:
<i>Pat also needs to cut down on his calorie intake by consuming 2000 calories instead of 4000.</i>
<i>of course, once he starts eating better foods, this will begin to happen, thus allowing him to</i>
<i>getting in to better shape and becoming more fit.</i>

Annotation:

This response earns a 4 on Rubric 3 for providing all four of the required components. First, the response provides two areas of nutrition that Pat should change, by noting that he should “eat more nutritious” AND “cut his calorie intake in half.” Additionally, the response explains the effects of both eating more nutritious diet (eating vegetables, fruits, whole grains, and meat gives him the nutrients he needs) AND lowering his calorie intake (allowing Pat to become more fit and get into shape).

Score 4 / 4



Fitness Plan for Pat

Exemplar #3

Part 3: Nutrition Plan

First change in nutrition: <i>Substitute water for soda</i>
How change will lower percentage of body fat:
<i>Water is better for Pat, as it will keep him hydrated, fill him up, and cut calories.</i>
Second change in nutrition: <i>Don't eat so many sweets and fatty foods.</i>
How change will lower percentage of body fat:
<i>He won't be fat.</i>

Annotation:

This response earns a 3 on Rubric 3 for providing three of the four required components. First, the response provides two areas of nutrition Pat should change, by noting that he should “substitute water for soda” AND by not eating as many “sweet and fatty foods.” Additionally, the response explains the effects of eliminating soda from his diet (keep him hydrated, fewer calories). Not acceptable is the effect of not eating sweet and fatty foods, because “he won’t be fat” is not specific.

Score 3 / 4



Fitness Plan for Pat

Exemplar #4

Part 3: Nutrition Plan

First change in nutrition: *Go from 5 slicers of pizza to 2.*

How change will lower percentage of body fat:

You'll eat less calories.

Second change in nutrition: *Add vegetables to your diet.*

How change will lower percentage of body fat:

Because they are good for you.

Annotation:

This response earns a 3 on Rubric 3 for providing three of the four required components. First, the response provides two areas of nutrition Pat should change, by noting that he should “go from 5 slices of pizza to 2” slices AND by “adding vegetables to his diet.” Additionally, the response explains the effects of eliminating the slices of pizza to his diet (fewer calories). Not acceptable is the effect of adding vegetables, as “they are good for you” is too vague.

Score 3 / 4



Fitness Plan for Pat

Exemplar #5

Part 3: Nutrition Plan

First change in nutrition: *Eat more veggies.*

How change will lower percentage of body fat:

They give you muscles.

Second change in nutrition: *Drink drinks that are more nutritious.*

How change will lower percentage of body fat:

The help you get more muscles too.

Annotation:

This response earns a 2 on Rubric 3 for providing two of the four required components. First, the response provides two areas of nutrition Pat should change, by noting that he should “eat more veggies” AND drink more nutritious drinks. While each of those is credited, the effects of making those two changes are not because they are incorrect: vegetables or nutritious drinks alone do not necessarily make one gain muscles.

Score 2 / 4



Fitness Plan for Pat

Exemplar #6

Part 3: Nutrition Plan

First change in nutrition:	<i>Eat less of the pizza and ice cream and chips</i>
How change will lower percentage of body fat:	
	<i>He will consume less calories each day</i>
Second change in nutrition:	<i>Work out harder.</i>
How change will lower percentage of body fat:	
	<i>You'll burn more calories.</i>

Annotation:

This response earns a 2 on Rubric 3 for providing two of the four required components. First, the response provides one area of nutrition Pat should change, by noting that he should cut down on his calorie intake. The other suggested change is not credited because “work out harder” is a physical activity change, not a nutritional change. An additional point is given for suggesting the effect of the first change by stating “he will consume less calories each day.” However, no other points are awarded as the second change is a physical change.

Score 2 / 4



Fitness Plan for Pat

Exemplar #7

Part 3: Nutrition Plan

First change in nutrition:	<i>Eat mor vegetables, less pizza</i>
How change will lower percentage of body fat:	
	<i>You probably will get less fat.</i>
Second change in nutrition:	<i>Eat meat.</i>
How change will lower percentage of body fat:	
	<i>You'll make some muscles and it has fiber in it.</i>

Annotation:

This response earns a 1 on Rubric 3 for providing one of the four required components. First, the response provides one area of nutrition Pat should change, by noting that he should “eat mor vegetables, less pizza.” The other suggested change is not credited because “eat meat,” because it is too vague and not being specific enough, may not lower percentage of body fat. Also not credited are the descriptions of the effects on those changes because they are incorrect pr too vague.

Score 1 / 4



Fitness Plan for Pat

Exemplar #8

Part 3: Nutrition Plan

First change in nutrition: <i>Eat less fattening foods</i>
How change will lower percentage of body fat:
<i>Eat less pizza</i>
Second change in nutrition: <i>Go for a jog after you eat dinner</i>
How change will lower percentage of body fat:
<i>You are adding some activity</i>

Annotation:

This response earns a 1 on Rubric 3 for providing one of the four required components. First, the response provides one area of nutrition Pat should change, by noting that he should eat “less fattening food”. The other suggested change is not credited because “go for a jog after dinner” is a physical activity change, not a nutritional change. Also not credited are the descriptions of the effects on those changes because they are incorrect or not specific enough.

Score 1 / 4



Fitness Plan for Pat

Exemplar #9

Part 3: Nutrition Plan

First change in nutrition: <i>Eat better</i>
How change will lower percentage of body fat:
Second change in nutrition: <i>Eat often</i>
How change will lower percentage of body fat:

Annotation:

This response earns a 0 on Rubric 3 for providing no correct responses. "Eat better" is too vague of a response therefore, cannot be credited. "Eat often" is incorrect as a change in nutrition. The other areas are left blank, therefore not able to be credited.

Score 0 / 4



Fitness Plan for Pat

Exemplar #10

Part 3: Nutrition Plan

First change in nutrition:
How change will lower percentage of body fat:
<i>Less intake of calories will decrease body fat</i>
Second change in nutrition:
How change will lower percentage of body fat:
<i>Moving more will decrease body fat</i>

Annotation:

This response earns a 0 on Rubric 3 for providing no required components. “Less intake of calories will decrease body fat” and “moving more will decrease body fat” cannot be credited because the response did not include changes in nutrition.

Score 0 / 4



Glossary

Fitness Plan for Pat

Balanced Diet – Eating and drinking the right amount of nutrients to make your diet healthy.

Body Fat – The percentage of body weight that is made up of fat.

Calorie – A unit of energy found in food.

Calorie Requirement for boys and girls

An active 15 year old boy needs about 3,000 Calories per day

An active 15 year old girl needs about 2,300 Calories per day

Component – That belongs to a set.

Diet – A selection of foods.

FITT Principle – A formula in which each letter represents a factor important for determining the correct amount of physical activity.

Frequency – How often you do the activity each week

Intensity – How hard you work at the activity per session

Time – How long you work out at each session

Type – Which activities you select

FITT Principle for cardiorespiratory endurance

Frequency – Exercise 3-5 times per week

Intensity – Train at 60-85% of target heart rate zone/ 70-85% of one's maximum heart rate

Time – 20-60 minutes per session

Type – Any aerobic activity that keeps heart rate within your target heart zone

FITT Principle for Flexibility:

Frequency – Daily stretching

Intensity – Stretch muscles and hold beyond its normal length at a comfortable stretch

Time – Hold stretch for 10-15 seconds with the stretching workout lasting 15-30 minutes

Type – Use stretches that allow the body to move through the full range of motion

Health-Related Fitness Components

Cardiorespiratory endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

Muscular endurance – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength – The amount of force a muscle can exert.

Flexibility – The ability to move the joints through a full range of motion.

Body composition – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.

Identify – To connect or associate closely with.

Improvement – To become better.

Nutrition – A study of foods and how they nourish the body.

Physical Activity – Movement using the larger muscles of the body; includes sports, dance and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.



Fitness Plan for Pat

Glossary (cont'd)

Skill-related Fitness – Six areas of physical fitness which are often associated with games and sports

Agility – The ability to change the position of your body quickly and to control your body's movements

Balance – The ability to keep an upright posture while standing still or moving

Coordination – The ability to use your senses together with your body parts or to use two or more body parts together

Power – The ability to move strength quickly

Reaction Time – The ability to react or respond quickly to what you hear, see, or feel

Speed – The ability to perform a movement or cover a distance in a short period of time



Teacher Resources

Fitness Plan for Pat

Centers for Disease Control and Prevention (CDC)

Statistics and Information

<http://www.cdc.gov>

Nutrition and Physical Activity

www.cdc.gov/nccdphp/dnpa

OSPI Health and Fitness

Health and Fitness Information

www.k12.wa.us/HealthFitness

P.E.Links4u

Promoting Active and Healthy Lifestyles

www.pelinks4u.org

PE Central

Premier website for Health and Physical Education

www.pecentral.org

U.S. Department of Agriculture

Nutrition Information

www.nutrition.gov

Food Pyramid

www.mypyramid.gov

U.S Department of Health and Human Services

Dietary Guidelines for Americans

www.healthierus.gov/dietaryguidelines

Washington Dairy Council

Nutrition Information

www.eatsmart.org



Glossary for Scoring Health and Fitness Assessments

OSPI-Developed Assessments – The multi-stepped tasks or projects aligned to specific Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) which require students to apply concepts and thinking skills in meaningful, authentic tasks. They can be administered after a unit plan (for example drug/alcohol unit) to assess the student knowledge in the unit. Teachers score student’s responses in an assessment. Both the student and teacher receive immediate feedback on what has been learned.

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

Minimum state standards (what is passing?) – A student must earn a “three” or “four” to “pass” or meet minimum state standards.

Passing Score on *Fitness Plan for Pat* — A **total** score on all three rubrics must be nine points or more to meet standard.

$$\begin{array}{r} 11 - 12 = 4 \\ 9 - 10 = 3 \text{ meets standard ("proficient")} \\ \hline 6 - 8 = 2 \\ 1 - 5 = 1 \\ 0 = 0 \end{array}$$

Prompt – A scenario or situation for the student to read which leads into the questions.

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

Value point – If there are more than 4 answers, then “value points” are awarded. For example, if there are eight answers, this would equate to a four on a 4-point rubric.

$$\begin{array}{rcl} 7-8 \text{ value points} & = & 4 \\ 5-6 \text{ value points} & = & 3 \\ 3-4 \text{ value points} & = & 2 \\ 1-2 \text{ value point} & = & 1 \\ 0 \text{ value points} & = & 0 \end{array}$$



Frequently Asked Questions

1. What does the law state regarding health and fitness assessments at the state level?

RCW 28A.230.095 includes two provisions. The first addresses all three subject areas: Social studies, the arts, and health and fitness. The second makes special reference to civics. (Please note the underlined text below regarding the modified civics elementary reporting requirement.)

The fully amended law now states:

(1) By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. The office of the superintendent of public instruction may not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.

(2) Beginning with the 2008-09 school year, school districts shall require students in the seventh or eighth grade, and the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. Beginning with the 2010-11 school year, school districts shall require students in the **fourth or fifth grade** to complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

(3) Verification reports shall require school districts to report only the information necessary to comply with this section.

REQUIRED REPORTING

OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not “assessments or other strategies” have been administered in social studies (including assessments in civics), the arts, and health and fitness. OSPI recommends that each district designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met. Reporting can occur throughout the school year as “assessments or other strategies” are administered.



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OSPI plans to share the results from the required portion of the verification report on the website in fall 2009.

OPTIONAL REPORTING

In an effort to obtain a comprehensive picture of state implementation, OSPI is asking that school districts consider completing the optional sections of the iGrants form package 408.

The optional reporting includes:

1. Which assessments or other strategies are administered to students at the elementary, middle, and high school levels.
2. The number of students that participated at the elementary, middle, and high school levels, and at what grade levels.
3. How districts are using the assessments as part of instruction and teacher professional development to assure student achievement on the state standards for social studies, the arts, and health and fitness.

OSPI has also developed teacher worksheets to facilitate the collection of the data for this report. The worksheets are available in iGrants or on the assessment websites for social studies, the arts, and health and fitness. These forms have been useful in collecting the necessary data as well as for providing professional development opportunities focused on student progress and achievement.

Results from the optional portion of the verification report **will not** be posted for public review; however, they will be used by OSPI to provide future support to districts for implementation.

RECOMMENDATIONS

As stated above, OSPI urges districts to use the state-developed assessments to meet the requirements of RCW 28A.230.095. These large-scale statewide assessments have been successfully piloted for validity and reliability. Further, OSPI recommends that if local assessments and/or other strategies are used, that they be reviewed for quality at the local level.

Guidance for meeting the implementation requirement is provided in the schedule below.

Grade	OSPI Recommendation
Elementary (K-5 or K-6)	At least one assessment in health AND at least one assessment in fitness by the end of 5th grade. <ul style="list-style-type: none">• 7 assessments are available at the elementary level.
Middle School (6-8 or 6-9)	At least one assessment in health AND at least one assessment in fitness by the end of 8th grade. <ul style="list-style-type: none">• 8 assessments are available at the middle school level.
High School (9-12)	At least one assessment in health AND at least one assessment in fitness by the end of high school. <ul style="list-style-type: none">• 7 assessments are available at the high school level.



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2. What are OSPI-Developed Assessments?

The Health and Fitness assessments are multi-stepped tasks or projects aligned to specific state standards which target skills and knowledge necessary for a physically active and healthy lifestyle. Completing an assessment at a proficient level requires students to demonstrate that they have met specific grade level expectations by applying their understanding of health and/or fitness knowledge, concepts, and skills to a specific context that is meant to be relevant to the lives of these students.

Assessments are designed to ensure that students employ critical thinking skills and engage in their own individual analysis of health and/or fitness.

There are 22 assessments; seven are targeted for elementary school, eight for middle school, and seven for high school.

The key component of any assessment is the rubric page which spells out how a student can reach proficiency. The scoring notes section explains the rationale for scoring and the glossary has been prepared to provide consistency for each assessment.

Assessments can be used at any time of the year although they are typically used as a culminating or summative assessment of learning that has occurred during a course unit.

3. Why are OSPI-Developed Assessments being used?

Validity: Given the broad, conceptual nature of the Health and Fitness standards, the assessments are a valid way to assess the learning of these standards and to help students gain the knowledge and skills authentic to engaged, informed physically active and healthy lifestyle.

Coherence: District health and fitness programs will have a greater coherence if assessments are included in each of the health and fitness course units. The common rubrics ensure that students will be asked to meet rigorous expectations as they move from elementary school to middle school to high school as well as from district to district.

Balance: The assessments are designed to ensure accountability to the state's standards while still maintaining a local district's control over specific content in health and fitness.

Research: There is a great deal of research that indicates that having students engage regularly in rigorous, authentic, performance-based assessments, such as the assessments, increases their academic achievement in health and fitness. (e.g. the research from Cathy Taylor)

Integration: Health and Fitness assessments are another way teachers can target important reading and writing standards in their instruction.

Accountability: The assessments and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in health and fitness skills.



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4. When should assessments be used? At what grade level?

It is encouraged to adapt the assessments at grades 5, 8, and high school as they are aligned to the grade level expectations. However, it may be best to administer a health assessment in 7th grade health class because that is where learning is taking place and where the student will be most proficient. For practicality, some school districts choose to administer a health assessment in 4th grade and a fitness assessment in 5th grade; health assessment in 7th grade and fitness assessment in 8th grade; and health assessment in 9th grade and fitness assessment in 10th grade.

5. Should every teacher within a district do the same assessment if they teach the same course or at the same grade level?

OSPI believes it is a good idea for districts to adopt a plan in which all teachers teaching the same course or working with students at the same grade level would do the same assessment. This commonality would facilitate planning within the school district.

Moreover, the flexibility of the assessments still allows each teacher to tailor any one of these assessments to the interests and needs of her/his students or community. However, it is not required that teachers choose the same assessment.

6. Who is responsible for the copying costs of the assessments?

Schools will provide the copies needed per their students. The directions and prompt for each student is 1-3 pages in length. There are a few exceptions (Concepts of Health and Fitness). However, in the revised Concepts of Health and Fitness assessment, there is a student answer sheet. For most items students will provide responses on the paper that they either bring to school with them or supplied by the school. The school districts are responsible for the copying costs of the assessments.

7. Who is responsible for scoring the assessments?

Each teacher will usually serve as the primary scorer of their student's assessment responses. Therefore, it is important that teachers responsible for health and fitness teaching receive formal scoring training. In addition to this training, districts can assure that scores are more reliable if a percentage of assessment responses are scored by at least two scorers who can compare notes and resolve differences by reviewing exemplar papers. When two teachers score one assessment, this will increase reliability – however, this would be at the district's discretion rather than being a state requirement.

When teachers score their student's responses, both the student and teacher receive immediate feedback on what has been learned.



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8. Does the teacher need to score the assessment and return it to the student?

Assessments are designed to ensure that students employ critical thinking skills and assure that students are given the opportunity to learn the essential academic learning requirements in Social Studies, The Arts, and Health and Fitness.

It is the responsibility of the school district that the educator use professionalism and is held accountable to complete the following sample assessment process:

1. Deliver research-based curricula using best practices.
2. Administer district-approved OSPI-Developed Assessment or other strategy.
3. Score assessment within a reasonable time period.
4. Enter student score as a test grade in the grade book.
5. Return scored assessment to student.
6. Have assessment available for parent/guardian viewing.
7. Collect all assessments, shred in one year.
8. Submit teacher worksheet to district assessment lead.

9. What is considered a “passing” score?

Rubrics are provided in the scoring packet that indicates score points from zero to four. Students who earn a score of “3” or “4” are considered meeting minimum state standards (proficient). A score of “2” or less is considered not meeting minimum state standards.

In the scoring notes of the revised assessments, there is a minimum state standard for each assessment. For example, the passing score for *New Student Orientation* is twelve or more points which will indicate that the student has met minimum state standard. This is based on four 4-point rubrics found in *New Student Orientation*.

$$\begin{array}{rcl} 15 - 16 & = & 4 \\ 12 - 14 & = & 3 \quad \text{meets standard ("proficient")} \\ \hline 8 - 11 & = & 2 \\ 1 - 7 & = & 1 \end{array}$$

10. What happens if a student fails an assessment?

Since RCW 28A.230.095 only addresses district-level accountability, there are no consequences from the state if a student does not meet proficiency on an assessment. However, we anticipate that most teachers will assign some sort of grade or credit to the work done for the assessment. Failing an assessment would indicate a student has not met the standards for health and fitness. How that factors into a student's grade will be the decision of the classroom teacher or school district.



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11. Who is accountable for reporting results and what is the manner of reporting?

The results will be reported through iGrants at OSPI. Your school district will need to determine who is responsible for reporting. Send results to designated school district contact. The designated school district contact will submit the data to OSPI through iGrants. School districts are required to report to OSPI.

iGrants is an internet based system that contains a variety of federal and state grant applications, competitive grant request for proposals (RFPs), and end of year reports, as well as a comprehensive self-study used for compliance reviews visitations. The acronym stands for: i=internet G=Grants r=reports a=analytical n=net-based t=transaction s=system

Complete the Final Reporting Form. This requires:

- Logging onto the iGrants site and completing contact information.
- Using the data collected from teachers implementing the assessments or other strategies, fill in the data in the columns for elementary school, middle school, and high school for social studies, the arts, and health and fitness.
- Completing the assurances page through the iGrants system.
- Considering completing and collecting the Optional Survey from teachers and submitting the information in the iGrants system.

SCHEDULE/CALENDAR

September – January

- Districts and schools should develop a plan for responding to RCW 28A.230.095. The plan should include which assessments or other strategies will be used and at which grade levels to meet the requirements of the law.
- Designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met.
- Communicate with teachers responsible for providing students with assessments or other strategies in social studies, the arts, and health and fitness.

February – May

- Check in with teachers throughout the year to ensure that they are implementing the assessments to which they have committed.
- Distribute downloadable data sheets to teachers (Teacher Worksheets) responsible for implementing the assessments or other strategies in their classroom.
- Consider downloading the optional survey from iGrants or the health and fitness website. Distribute copies of these surveys to teachers, gather the information from the survey, and compile results.



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May – July

- Collect data sheets from teachers responsible for implementing the assessments or other strategies in their classroom.
- July 31: Final date for districts to submit data on the use of assessments or other strategies via the iGrants reporting system.

12. Since some assessments are classroom projects, can the students work in groups?

No, the overarching guideline for teachers administering an assessment is to ensure that each final response to an assessment is an “individual student effort.” These assessments are to be used to find out what each individual knows and is able to do; therefore, significant aspects of the performance must be done by students working independently of other students.

13. How much teacher/coaching feedback is allowed as students are completing assessment responses?

Given that assessment responses should reflect a student’s own work, there needs to be a clear distinction between providing needed clarification as opposed to inappropriate assistance which could lead to an invalid representation of what a student can independently accomplish.

14. How can the teacher accommodate the assessment for all students?

While the flexibility of the assessment already enables accommodations to be made without any formal guidelines, OSPI does have some recommendations on how to help all students reach proficiency on the assessments. First, all students are eligible for certain accommodations. For example, students may have as much time as they need to complete the task. In addition, students with limited writing skills may type their responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI’s “Washington State’s Accommodations Guidelines for Students with Disabilities” (<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>).



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Third, OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future.

Finally, WAC 392.172A.03090 provides additional guidelines related to assessment procedures for students in special education.

15.If a student is allowed to waive physical education, is she/he expected to participate in the assessment?

It should be noted that the requirements related to assessments are not a “graduation requirement” – in other words, the state is not requiring individual students to pass an assessment in order to graduate.

The high school graduation requirements specifically states that students may be waived out of the “activity” portion of fitness, but **not** out of the “knowledge” portion of fitness. It would seem that students need to take the assessment to provide evidence that they have reached proficiency in the “knowledge” portion of fitness education.

Waiver means released from the class and credit (not taking physical education at all, but still being accountable for the knowledge portion as per statute listed below).

School districts shall meet the following laws and regulations:

- RCW 28A.150.210 – Basic Education Act – to know and apply the core concepts and principles of health and fitness
- WAC 180-51-066 to align with current essential academic learning requirement
- RCW 28A.230.095 shall have assessments or other strategies in health and fitness

There is no provision for a waiver from the requirement that students be assessed in health and fitness education. It is also not the intent of the law for a student to waive 2.0 credits of health and fitness in high school.

A student cannot earn physical education credit for activities such as athletics or marching band. A student can only be waived from the credits for physical education. A student must take other classes to make up for the missing credits to meet minimum high school graduation requirements.

Credit equivalency means not taking the physical education class, but replacing it with out-of-class physical education.

To earn credit equivalency, the student shall

- Provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.
- Meet the essential academic learning requirements (EALRs) in physical education.
- Meet minimum standards in physical and cognitive assessments.



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Both waiver and credit equivalency must be an adopted board policy and procedure. Credit equivalency shall be at the same rigor as demonstrated in a physical education course.

16. What should a district do if students are enrolled in courses through Running Start or online health or fitness education?

It should be noted that the requirements related to assessments are not a “graduation requirement” – the state is not requiring individual students to pass an assessment in order to graduate. However, districts have always been required to ensure that all students have an opportunity to meet the standards in each of the required academic areas. If a student is participating in Running Start or an online health or fitness education course, it is presumed that the district is still ensuring that the courses taken allow them to meet the required state standards.

As stated in the previous question, *credit equivalency* means not taking the physical education class, but replacing it with out-of-class physical education.

To earn credit equivalency, the student shall

- Provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.
- Meet the essential academic learning requirements (EALRs) in physical education.
- Meet minimum standards in physical and cognitive assessments.

Credit equivalency needs to be an adopted board policy and procedure and at the same rigor as students demonstrate in their classroom. The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025.

17. How can the results of the assessments be used to help improve teaching and learning?

Assessments can inform instruction to improve teaching and learning. Questions might include: What did the teacher learn from the student responses? How can this be used to improve future classroom instruction? The information that is acquired through classroom assessment should be actively used to improve future instruction and assessment.

18. Can I use a Fitness Performance Assessment (mile, push-up, sit-up, etc.) in place of an OSPI-Developed Fitness Assessment?

In short, no. The assessment is measuring cognitive knowledge. The mile is showing the student the time it takes to run the mile. What has the student learned? In this case, the student has learned the time that it took for him/her to run the mile (8 minutes and 43



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seconds). The assessment is application of the information – taking it to the next level. Did the student really “get” the knowledge and can he/she apply the information?

19. Where can teachers find opportunities for training on scoring the assessments?

As requested, OSPI will provide assessment training at the Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD) State Conference; Physical Education Activity Kaleidoscope (PEAK) Conference; West's Best Conference; and other state organizations.

OSPI recommends that health and physical education teachers attend assessment training; however, this training is not mandatory to score the assessment.

For more information, contact Lisa Rakoz at lisa.rakoz@k12.wa.us or 360-725-4977.

