

Washington State OPSI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



Concepts of Health and Fitness
Fitness Assessment for High School



Concepts of Health and Fitness

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Concepts of Health and Fitness

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Concepts of Health and Fitness

Table of Contents

Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education.....	1
Directions for Administration	2
Recommendation for Time Management	11
Teacher Copy.....	12
Student Copy	13
Student Answer Sheet.....	26
Answer Key	32
Rubrics	33
Four Point Response Exemplars	34
Two Point Response Exemplars.....	65
Glossary	76
Teacher Resources	78
Glossary for Scoring Health and Fitness Assessments.....	79
Frequently Asked Questions	80





SUPERINTENDENT OF PUBLIC INSTRUCTION

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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.
- Embedded 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

Concepts of Health and Fitness

Directions for Administering the Washington State Health Assessment

Introduction

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

Materials and Resources

"Day Before" Checklist

Teacher checklist **before** administering *Concepts of Health and Fitness*.

- Reproduce one **Student Copy** of *Concepts of Health and Fitness* for each student, pages 13-25.

Optional: A student answer sheet has been created for *Concepts of Health and Fitness*, pages 26-31. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- Read **Rubrics, Exemplars & Annotations**, pages 33-75.
- Read **Glossary**, pages 76-77.
- Read **Teacher Resources**, page 78.
- 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 accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.



Concepts of Health and Fitness

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 on the day of administering *Concepts of Health and Fitness*.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Student copies of *Concepts of Health and Fitness*, pages 14-25.

Optional: A student answer sheet has been created for *Concepts of Health and Fitness*, pages 26-31. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- One pencil or pen for each student.

“Day After” Checklist

Teacher checklist after administering *Concepts of Health and Fitness*.

- Use **Rubrics** provided to score *Concepts of Health and Fitness*, pages 33-75.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 79.



Concepts of Health and Fitness

- Score** *Concepts of Health and Fitness*. This assessment could be used as part of a student's grade.
- Compile and submit 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 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.)				
<p>Which of these fitness performance assessments are administered in your elementary schools? Check the box or boxes that are appropriate.</p> <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.)				
<p>Which of these fitness performance assessments are administered in your middle schools? Check the box or boxes that are appropriate.</p> <p> <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: </p>				
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.)				
<p>Which of these fitness performance assessments are administered in your high schools? Check the box or boxes that are appropriate.</p> <p> <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: </p>				
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:



Concepts of Health and Fitness

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 students 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 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 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.

Passing score on *High School Concepts of Health and Fitness* –

A total score of 36 points or more meets minimum state standard

36-51 points = meets minimum state standard

0-35 points = below minimum state standard



Concepts of Health and Fitness

Teacher Copy

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.

Say: **Today you will take the Washington State Fitness Assessment, *Concepts of Health and Fitness*. Please listen as I read the directions.**

There are several different types of questions on this assessment.

- Some questions will ask you to choose the correct response from the four answer choices. Each of these questions is worth one point.
- Some questions will ask for a short written response to explain your thinking. Each of these questions is worth two points.
- Other questions ask for more detailed written responses. These questions also provide you with more room for your answer and are worth four points.

Here are some important things to remember as you take this assessment:

1. Before responding, read each question carefully.
2. If answer choices are given, fill in the circle in front of the correct response.
3. If an answer box is provided, write your answer neatly and clearly inside the box. Cross out or erase any work you do not want as part of your answer.
4. You should have plenty of time to finish every question on the assessment. If you do not know the answer to a question, go on to the next question. You can come back to that question later.

Optional (for use with Student Answer Sheet):

Say: **You have been provided an answer sheet to write your answers. Do not write on the Student Copy—write only on your answer sheet. If you write on your answer sheet, please erase completely.**

Say: **Are there any questions about these directions? (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. Turn the page and write your name, period and date at the top of the paper. Please begin.**



Student Copy



Concepts of Health and Fitness



Student Copy

Directions to the Student:

There are several different types of questions on this assessment.

- Some questions will ask you to choose the correct response from among four answer choices. Each of these questions is worth one point.
- Some questions will ask for a short written response to explain your thinking. Each of these questions is worth two points.
- Other questions ask for more detailed written responses. These questions provide you with more room for your answer and are worth four points.

Here are some important things to remember as you take this assessment:

1. Before responding, read each question carefully.
2. If answer choices are given, fill in the circle in front of the correct response.
3. If an answer box is provided, write your answer neatly and clearly inside the box. Cross out or erase any work you do not want as part of your answer.
4. You should have plenty of time to finish every question on the assessment. If you do not know the answer to a question, go on to the next question. You can come back to that question later.

Turn the page and write your name, period and date at the top of the paper.

Please begin.



Concepts of Health and Fitness

Student Copy

Score ____/51

Name _____ Period _____ Date _____

- Which of the following stretching programs would best maintain or improve the overall flexibility of a student?
 - A. Fifty to sixty minutes, once a week
 - B. Twenty to thirty minutes, once a week
 - C. Five to ten minutes, three days a week
 - D. Fifteen to thirty minutes, daily
- Carmen, after years of a sedentary lifestyle, wants to start an exercise program. Which of the following routines represents the safest form of exercise that Carmen should carry out at the start of her program?
 - A. Vigorous aerobic dance three times a week
 - B. Brisk walking for thirty minutes every other day
 - C. Running three to five miles every other day
 - D. Swimming for one hour five times a week
- In which of the following occupations would a person most likely have to maintain the highest level of physical fitness to effectively perform his or her job?
 - A. Chef
 - B. Attorney
 - C. Science teacher
 - D. Construction worker
- Identify **two** physical changes that could **negatively** affect a fitness program as a person ages. (2 points)

Change 1:
Change 2:



Concepts of Health and Fitness

Student Copy

5. The warm up phase of a workout will:
- A. Prevent injuries
 - B. Increase body temperature
 - C. Stretch large body muscles to increase elasticity
 - D. All of the above
6. Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low.
- Create a cardiorespiratory endurance plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.

(4 points)

Health-related fitness component—Cardiorespiratory Endurance
F:
I:
T:
T:

7. Which of the following exercises and desired outcomes best illustrates the principle of specificity?
- A. Push-ups to gain flexibility
 - B. Pull-ups to decrease body fat
 - C. Bicep curls to increase muscular strength in biceps
 - D. Repetitions of heavy weights to increase muscular endurance



Concepts of Health and Fitness

Student Copy

8. Which of the following characteristics is the most important part of a safe and effective weight loss program?
- A. Special foods and supplements must be purchased.
 - B. Elimination of certain food groups is emphasized.
 - C. Strategies for lifestyle changes are provided.
 - D. Fast results are guaranteed.
9. The following occupations place different physical demands on the body.

Occupation One:

Thirty-two year old Lori works as an accountant. She spends much of her day working at the computer. Her body fat percentage is above the healthy level for her age. Lori goes for a twenty-minute walk once a week.

Occupation Two:

Thirty-two-year-old Mary is a landscaper. Her job involves digging and lifting. Her body fat percentage is at a healthy level for age. Mary does not exercise outside of her work day.

- Choose **one** of the individuals above.
- Describe **one** change this particular individual needs to make to her life to improve her current level of fitness. (2 points)

Explain how this change will improve her level of fitness.

Individual chosen: (circle the name) Lori Mary
Change:
Explain how this change will improve her level of fitness:



Concepts of Health and Fitness

Student Copy

10. If Jered increases his level of physical activity without increasing his food intake, what is the most likely effect on Jered's body?

- A. Jered would lose weight.
- B. Jered would gain weight.
- C. Jered would gain muscle mass.
- D. Jered would lower his cholesterol.

11. Dave is a student who knows that participating in a fitness plan provides many benefits.

- Name **two** mental benefits that Dave may gain by participating in a regular fitness plan.
- Provide a specific example of how each mental benefit will impact Dave's life.

(4 points)

Mental benefit 1:
Impact on Dave's life:
Mental benefit 2:
Impact on Dave's life:



Concepts of Health and Fitness

Student Copy

12. Sue has been sick with the flu for the last week and now is feeling better. She is concerned because she has not been able to complete her regular workout schedule.

Which of the following strategies should Sue use when returning to her workout?

- A. Return at a lower level of intensity.
 - B. Return at the same level of intensity.
 - C. Return after three weeks so she may fully recover.
 - D. Return at a higher level of intensity.
13. Which of the following dietary practices would have the **most positive** impact on the overall physical performance of an individual?
- A. She should consume more proteins than carbohydrates.
 - B. She should consume energy bars and sports drinks.
 - C. She should balance her intake of nutrients.
 - D. She should eliminate her intake of fats.
14. Warm up and cool down are two training principles that are an important part of any fitness program. Choose two of the remaining training principles listed below and explain the role of each in a fitness plan. (2 points)
- Specificity
 - Diminishing returns
 - Overload
 - Progression
 - Reversibility
 - Rest and recovery

Training principle 1:
Role in exercise program:
Training principle 2:
Role in exercise program:



Concepts of Health and Fitness

Student Copy

15. Ajas wants to join a fitness club in order to improve his level of fitness. Given this fitness goal, which of the following qualities should be **least** important to Ajas when considering a fitness club?

- A. There are celebrities who endorse the fitness club.
- B. The fitness club equipment is well maintained.
- C. There is qualified staff at the fitness club.
- D. The fitness club meets personal needs.

16. Willis, a 22 year old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular endurance, cardiorespiratory endurance, and flexibility.

- List **one** personal change in **four** different areas of need to help Willis improve his fitness.

(4 points)

Change 1:
Change 2:
Change 3:
Change 4:



Concepts of Health and Fitness

Student Copy

17. Becky wants to improve her overall level fitness. Given this fitness goal, which of the following qualities should she look for in a personal trainer?

- A. A trainer who emphasizes body building practices.
- B. A trainer who endorses certain products and equipment.
- C. A trainer who informs clients of choices that meet their needs.
- D. A trainer who promotes the philosophy that pain will result in gain.

18. Pam wants to switch from being a member of the school chess club to being a member of the school track team. This change will result in a significant increase in her level of physical activity. Pam would like to stay at her current weight. (2 points)

- Explain how Pam will be able to maintain her current weight during track season using the concepts of caloric intake and energy demands.

19. Steve has asthma. Which of the following actions should Steve take first if he wants to begin a fitness plan?

- A. Consult a physician for medical guidance
- B. Start an aerobic fitness plan
- C. Begin a home exercise program
- D. Hire a personal trainer

20. Two point response

- Describe **two** different examples of how advertisers may mislead the public in an effort to sell health and fitness products. (2 points)

Example 1:
Example 2:



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Student Copy

21. Maria takes a push-up test to measure her upper body muscular endurance. Which of the following explanations describes why it is important for Maria to follow the exact directions or protocol when performing a push-up test?

- A. So that Maria will receive a true measurement of her ability.
- B. So that Maria will receive the highest score possible
- C. So that Maria will improve her aerobic capacity.
- D. So that Maria will improve her flexibility.

22. Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

(4 points)

R:
Treatment:
I:
Treatment:
C:
Treatment:
E:
Treatment:



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23. Which of the following groups of leisure activities **best** promotes cardiorespiratory fitness?

- A. Bowling, darts, fishing
- B. Woodworking, pottery, sewing
- C. Archery, knitting, photography
- D. Hiking, canoeing, in-line skating

24. Jesse keeps a record of his workouts in a fitness log.

- Describe **two** ways that the information in this fitness log can be used to help Jesse meet his fitness goals. (2 points)

One way the information in this fitness log can be used:
Another way the information in this fitness log can be used:

25. Which of the following health risk factors may be controlled?

- A. Age
- B. Stress
- C. Gender
- D. Heredity

26. Fernando knows that there is a process that must be followed when setting fitness goals. Which of the following factors is least important for Fernando to consider when he set his fitness goals?

- A. His goals must be specific.
- B. His progress must be measurable.
- C. His plan must include specific action steps.
- D. His goals must be the same as his partner.



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27. Which of the following long-term benefits may result from including **resistance training or weight-bearing aerobic activities** in a fitness plan?

- A. Aerobic capacity will be increased.
- B. Osteoporosis will be prevented.
- C. Diabetes will be prevented.
- D. Flexibility will be increased.

28. Who would be the **best** person to ask for accurate information about a weight loss product?

- A. A salesperson from the product's company
- B. A friend who has used the product
- C. A licensed healthcare professional
- D. An editor of a health magazine

29. Andre wants to set fitness goals for himself. Which of the following pieces of information is essential for Andre to know before he can set personal fitness goals?

- A. His past level of fitness
- B. His current level of fitness
- C. The fitness level of his friends
- D. The fitness level of the parents

Turn page



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30. Wade completed a fitness assessment at his school. He was assessed in four separate areas. His score in each area and the Minimum Health-Related Standard for each particular area are illustrated in the chart below.

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Analyze Wade's scores.

- Choose **two** areas Wade needs to improve.
- For each of the **two** areas chosen, provide one suggestion using the FITT Principle that may help him improve his score in each particular area.

(4 points)

One area that needs improvement:
One suggestion for improvement:
Another area that needs improvement:
One suggestion for improvement:

TOTAL SCORE _____ / 51



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High School Student Answer Sheet

Student Copy

Score ____/51

Name _____ Period _____ Date _____

1. A B C D

2. A B C D

3. A B C D

4.

Change 1:
Change 2:

5. A B C D



Concepts of Health and Fitness

Student Answer Sheet

6.

Health-related fitness component—Cardiorespiratory Endurance
F:
I:
T:
T:

7. A B C D

8. A B C D

9.

Individual chosen: (circle the name) Lori Mary
Change:
Explain how this change will improve her level of fitness:



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Student Answer Sheet

10. A B C D

11.

Mental benefit 1:
Impact on Dave's life:
Mental benefit 2:
Impact on Dave's life:

12. A B C D

13. A B C D

14.

Training principle 1:
Role in exercise program:



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Student Answer Sheet

14. (cont'd)

Training principle 2:
Role in exercise program:

15. A B C D

16.

Change 1:
Change 2:
Change 3:
Change 4:

17. A B C D

18.



Concepts of Health and Fitness

Student Answer Sheet

19. A B C D

20.

Example 1:
Example 2:

21. A B C D

22.

R:
Treatment:
I:
Treatment:
C:
Treatment:
E:
Treatment:

23. A B C D



Concepts of Health and Fitness

Student Answer Sheet

24.

One way the information in this fitness log can be used:
Another way the information in this fitness log can be used:

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30.

One area that needs improvement:
One suggestion for improvement:
Another area that needs improvement:
One suggestion for improvement:

TOTAL SCORE _____ **/ 51**



Concepts of Health and Fitness

Answer Key

1. D
2. B
3. D
4. 2 point response (See rubric # 1, page 58)
5. D
6. 4 point response (See rubric # 2, page 28)
7. C
8. C
9. 2 point response (See rubric # 3, page 60)
- 10.A
- 11.4 point response (See rubric # 4, page 34)
- 12.A
- 13.C
- 14.2 point response (See rubric # 5, page 63)
- 15.A
- 16.4 point response (See rubric # 6, page 40)
- 17.C
- 18.2 point response (See rubric # 7, page 65)
- 19.A
- 20.2 point response (See rubric # 8, page 66)
- 21.A
- 22.4 point response (See rubric # 9, page 46)
- 23.D
- 24.2 point response (See rubric # 10, page 68)
- 25.B
- 26.D
- 27.B
- 28.C
- 29.B
- 30.4 point response (See rubric # 11, page 52)



Rubrics, Exemplars and 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.



Four Point Responses

Scoring Guide for Question #6 (RUBRIC 2)

6. Maria is a high school student who spends too much time in front of a TV and computer screen. Maria’s overall level of fitness is low.

- Create a cardiorespiratory endurance plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.

Scoring Notes: The following scoring notes should be used as guidelines when scoring this item.

1. Any number written should be in the range of 60-80%, therefore an answer of 50-70% would not be acceptable because 50% is below the range.
2. Order of Type and Time is ok if they have the correct answer.
3. Appropriate (recommended) Rest and Recovery at least two days a week. (Frequency Recommendation is 3-5 days)
4. Moderate to high intensity is an appropriate response.
5. Perceived exertion range from 6-8 (out of 10) is also an appropriate response for Intensity.
6. Descriptions need to be identified within their appropriate response area, i.e., stating running within the frequency response area.

RUBRIC 2 (question # 6)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

4	<p>A 4-point response: The student describes an exercise plan for cardiorespiratory endurance using frequency, intensity, time, and type. Example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Health-related fitness component—Cardiorespiratory Endurance</td> </tr> <tr> <td style="text-align: center;">F: <i>3-5 times a week</i></td> </tr> <tr> <td style="text-align: center;">I: <i>60%-85% of max heart rate</i></td> </tr> <tr> <td style="text-align: center;">T: <i>30-60 minutes</i></td> </tr> <tr> <td style="text-align: center;">T: <i>walk-jog</i></td> </tr> </table>	Health-related fitness component—Cardiorespiratory Endurance	F: <i>3-5 times a week</i>	I: <i>60%-85% of max heart rate</i>	T: <i>30-60 minutes</i>	T: <i>walk-jog</i>
Health-related fitness component—Cardiorespiratory Endurance						
F: <i>3-5 times a week</i>						
I: <i>60%-85% of max heart rate</i>						
T: <i>30-60 minutes</i>						
T: <i>walk-jog</i>						
3	A 3-point response: The student describes an exercise plan that includes three of the four parts of the FITT principle.					
2	A 2-point response: The student describes an exercise plan that includes two of the four parts of the FITT principle.					
1	A 1-point response: The student describes an exercise plan that includes one of the four parts of the FITT principle.					
0	A 0-point response: The student shows little or no understanding of the question.					



Concepts of Health and Fitness

Continued scoring guide for question #6

Exemplar #1—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>3-5 times a week</i>
I: <i>60%-85% of max heart rate</i>
T: <i>50 minutes</i>
T: <i>Walking at first, moving up to running, biking, swimming, etc.</i>

This response earns a 4 on question #6 for accumulating 4 points. This response appropriately identifies plan for frequency, intensity, time and type. (See glossary).

Score 4/4

Exemplar #2—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>Frequency: 3-5 days a week</i>
I: <i>Intensity: 60-80% of max heart rate</i>
T: <i>30-60 minutes a day</i>
T: <i>Running, jogging</i>

Score 4

This response earns a 4 on question #6 for accumulating 4 points. This response appropriately identifies plan for frequency, intensity, time and type. (See glossary).

Score 4/4



Concepts of Health and Fitness

Continued

Exemplar #3—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>Three times a week</i>
I: <i>60%-75% of max heart rate</i>
T: <i>30-45 mins. Each day she decides to work out</i>
T:

Score 3

This response earns a 3 on question #6 for accumulating 3 points. This response correctly identifies frequency, intensity time and not a response for type.

Score 3/4

Exemplar #4—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>Everyday</i>
I: <i>Medium to moderate intensity (must gradually increase intensity)</i>
T: <i>About 30-60 minutes</i>
T: <i>running</i>

Score 3

This response earns a 3 on question #6 for accumulating 3 points. This response correctly identifies intensity, time, and type but the response for frequency does not allow for recommended rest and recovery. (See glossary)

Score 3/4



Concepts of Health and Fitness

Continued

Exemplar #5—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>Frequency: every other day</i>
I: <i>Intensity: walk for 20-30 minutes</i>
T: <i>Type: Cardiorespritory endurance</i>
T: <i>20-30 minutes</i>

Score 2

This response earns a 2 on question #6 for accumulating 2 points. This response correctly identifies frequency and time but not intensity or type. Walking is not an example of intensity. Cardiorespiratory endurance is not a type of activity.

Score 2/4

Exemplar #6—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>5 times a week</i>
I: <i>50-70% of max</i>
T: <i>120 minutes</i>
T: <i>running, swimming</i>

Score 2

This response earns a 2 on questions #6 for accumulating 2 points. This response correctly identifies frequency and type. The intensity and time is incorrect. Intensity (50-70%) is below the recommended range and would not be acceptable. Time is not acceptable for Maria because of her low fitness level.

Score 2/4



Concepts of Health and Fitness

Continued

Exemplar #7—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>3-4 days a week</i>
I: <i>low intensity</i>
T:
T: <i>For 20 to 25 minutes</i>

Score 2

This response earns a 1 on question #6 for accumulating 1 point. This response correctly identifies frequency but not intensity, type or time. Intensity is incorrect, time is too low and no type is identified.

Score 1/4

Exemplar #8—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>Frequency-Run 3 times weekly</i>
I: <i>How fast and far she runs should increase over time</i>
T: <i>Time- Longer when possible</i>
T:

Score 1

This response earns a 1 on question #6 for accumulating 1 point. This response correctly identifies frequency. The intensity and time do not demonstrate understanding for recommendations in these areas. No type is identified.

Score 1/4



Concepts of Health and Fitness

Continued

Exemplar #9—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F:
I: <i>brisk walk</i>
T: <i>cardiorespiratory endurance</i>
T: <i>30 minutes</i>

Score 1

This response earns a 1 on question #6 for accumulating 1 point. This response correctly identifies time. There is no frequency. The intensity and type does not demonstrate understanding.

Score 1/4

Exemplar #10—Student sample for question #6

Health-related fitness component—Cardiorespiratory Endurance
F: <i>stretch everytime before as activity and a warm up before running.</i>
I:
T:
T: <i>make sure the time is always recorded</i>

Score 0

This response earns a 0 on questions #6 for accumulating 0 points. In this response the student shows little or no understanding of the FITT principal.

Score 0/4



Concepts of Health and Fitness

Scoring Guide for Question #11 (RUBRIC 4)

11. Dave is a student who knows that participating in a fitness plan provides many benefits.

- Name **two** mental benefits that Dave may gain by participating in a regular fitness plan.
- Provide a specific example of how each mental benefit will impact Dave’s life.

Scoring Notes: The following scoring notes should be used as guidelines when scoring this item.

1. The impact given must relate to the mental benefit given.
2. The student will be awarded 2 points for listing two impacts and not identifying the mental benefits.

RUBRIC 4 (question # 11)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

4	<p>A 4-point response:</p> <p>The student:</p> <ul style="list-style-type: none"> • Identifies two mental benefits of a regular fitness program • Provides a specific example of how each mental benefit will impact Dave’s life. <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Mental benefit 1: <i>Increases mental alertness</i></td> </tr> <tr> <td style="padding: 5px;">Impact on Dave’s life: <i>Dave will be able to stay awake in class.</i></td> </tr> <tr> <td style="padding: 5px;">Mental benefit 2: <i>Relieves stress</i></td> </tr> <tr> <td style="padding: 5px;">Impact on Dave’s life: <i>He will get along with others better.</i></td> </tr> </table>	Mental benefit 1: <i>Increases mental alertness</i>	Impact on Dave’s life: <i>Dave will be able to stay awake in class.</i>	Mental benefit 2: <i>Relieves stress</i>	Impact on Dave’s life: <i>He will get along with others better.</i>
Mental benefit 1: <i>Increases mental alertness</i>					
Impact on Dave’s life: <i>Dave will be able to stay awake in class.</i>					
Mental benefit 2: <i>Relieves stress</i>					
Impact on Dave’s life: <i>He will get along with others better.</i>					
3	A 3-point response: The student describes two benefits and provides one impact.				
2	A 2-point response: The student describes one benefit and provides one impact OR Describes two benefits and does not provide an impact.				
1	A 1-point response: The student describes one benefit.				
0	A 0-point response: The student shows little or no understanding of the question.				



Concepts of Health and Fitness

Continued

Exemplar #1—Student sample for question #11

Mental benefit 1: <i>lower stress</i>
Impact on Dave's life: <i>Dave will be much more relaxed and easy going because his exercise helps him relive stress</i>
Mental benefit 2: <i>improve self esteem</i>
Impact on Dave's life: <i>Dave will be happier and more confident with his improved appearance from working out.</i>

Score 4

This response earns a 4 on question #11 for accumulating 4 points. This response correctly identifies two mental benefits of a regular fitness program and provides a specific example of how each mental benefit will impact Dave's life.

Score 4/4

Exemplar #2—Student sample for question #11

Mental benefit 1: <i>increased self confidence</i>
Impact on Dave's life: <i>He will be able to feel good about himself all the time.</i>
Mental benefit 2: <i>more motivation</i>
Impact on Dave's life: <i>He will be able to accomplish more because he will be more motivated to do it.</i>

Score 4

This response earns a 4 on questions #11 for accumulating 4 points. This response correctly identifies two mental benefits of a regular fitness program and provides a specific example of how each mental benefit will impact Dave's life.

Score 4/4



Concepts of Health and Fitness

Continued

Exemplar #3—Student sample for question #11

Mental benefit 1: <i>Better self-esteem</i>
Impact on Dave's life: <i>He will feel better with body change.</i>
Mental benefit 2: <i>Less stress</i>
Impact on Dave's life: <i>He will think about positive things, and how his body looks like.</i>

Score 3

This response earns a 3 on questions #11 for accumulating 3 points. This response correctly identifies two mental benefits of a regular fitness program and provides a specific example of how one mental benefit will impact Dave's life. The impact for mental benefit number two relates to self-esteem not stress.

Score 3/4

Exemplar #4—Student sample for question #11

Mental benefit 1: <i>Dave can concentrate better.</i>
Impact on Dave's life: <i>Dave will do better on school work with better concentration.</i>
Mental benefit 2: <i>Less stress</i>
Impact on Dave's life: <i>Dave will have less stress in his life.</i>

Score 3

This response earns a 3 on questions #11 for accumulating 3 points. This response correctly identifies two mental benefits of a regular fitness program and provides a specific example of how one mental benefit will impact Dave's life. The impact for mental benefit number two does not describe an impact for less stress.

Score 3/4



Concepts of Health and Fitness

Continued

Exemplar #5—Student sample for question #11

Mental benefit 1: <i>Sense of accomplishment (from achieving fitness pan</i>
<i>goals)</i>
Impact on Dave’s life: <i>This could motivate him to push himself to succeed in</i>
<i>all areas of his life and encourage him to set goals (& try to achieve them)</i>
<i>outside of school too.</i>
Mental benefit 2: <i>less depression (if it was there to begin with)</i>
Impact on Dave’s life: <i>Depression is a bad.</i>

Score 3

This response earns a 3 on questions #11 for accumulating 3 points. This response correctly identifies two mental benefits of a regular fitness program and provides a specific example of how one mental benefit will impact Dave’s life. The second impact does not give a clear reason for why depression is bad.

Score 3/4

Exemplar #6—Student sample for question #11

Mental benefit 1: <i>decrees stress</i>
Impact on Dave’s life: <i>he won’t be stressed out a lot (cardiorespiratory)</i>
Mental benefit 2: <i>increase self esteem</i>
Impact on Dave’s life: <i>he will have more self esteem (flexibility) (yoga)</i>

Score 2

This response earns a 2 on questions #11 for accumulating 2 points. This response correctly identifies two mental benefits of a regular fitness program and does not provide a specific example of how each mental benefit will impact Dave’s life.

Score 2/4



Concepts of Health and Fitness

Continued

Exemplar #7—Student sample for question #11

Mental benefit 1: <i>He will have a fast metabolism.</i>
Impact on Dave's life: <i>He will loose weight faster, he will not get cold all the time, and he will be healthy. He will be living a healthy life.</i>
Mental benefit 2: <i>He will have high self-esteem.</i>
Impact on Dave's life: <i>He will feel in shape and feel good about himself.</i>

Score 2

This response earns a 2 on questions #11 for accumulating 2 points. This response correctly identifies one mental benefit of a regular fitness program and provides a specific example of how one mental benefit will impact Dave's life. The first mental benefit listed (metabolism) is a physical benefit.

Score 2/4

Exemplar #8—Student sample for question #11

Mental benefit 1: <i>It would make him feal better about his self.</i>
Impact on Dave's life: <i>He will feal more opend about talking to people.</i>
Mental benefit 2: <i>Be healthier</i>
Impact on Dave's life: <i>Hw will know he's more healthy.</i>

Score 2

This response earns a 2 on questions #11 for accumulating 2 points. This response correctly identifies one mental benefit of a regular fitness program and provides a specific example of how one mental benefit will impact Dave's life. The second mental benefit and related impact are too vague.

Score 2/4



Concepts of Health and Fitness

Continued

Exemplar #9—Student sample for question #11

Mental benefit 1: <i>Less stress</i>
Impact on Dave's life:
Mental benefit 2: <i>More energy</i>
Impact on Dave's life: <i>When you are inactive it makes you feel more tired.</i>

Score 1

This response earns a 1 on questions #11 for accumulating 1 point. This response correctly identifies one mental benefits of a regular fitness program and does not provide a specific example of how each mental benefit will impact Dave's life. The second mental benefit provided is physical.

Score 1/4

Exemplar #10—Student sample for question #11

Mental benefit 1: <i>he may gain muscle possibility because he could be lifting weights.</i>
Impact on Dave's life: <i>gain muscle by working out all the time.</i>
Mental benefit 2: <i>he could jus run, which is cardio, which he could loose calories</i>
Impact on Dave's life: <i>by losing weight/calories which would put him as keeping off the weight and staying in shape.</i>

Score 0

This response earns a 0 on questions #11 for accumulating 0 points. This response does not correctly identify two mental benefits of a regular fitness program and does not provide a specific example of how each mental benefit will impact Dave's life. The mental benefits provided are both physical benefits.

Score 0/4



Concepts of Health and Fitness

Scoring Guide for Question #16 (RUBRIC 6)

16. Willis, a 22 year old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular endurance, cardiorespiratory endurance, and flexibility.

- List **one** personal change in **four** different areas of need to help Willis improve his fitness.

Scoring Notes: The following scoring notes should be used as guidelines when scoring this item.

1. One change should be listed in each of the following areas: in muscular endurance, cardiorespiratory endurance, flexibility and diet.
2. Vague answers such as “exercise more” and “eat right” should not be counted as correct

RUBRIC 6 (question #16)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

4	<p>A 4-point response: The student identifies one personal change in four different areas of need to help Willis improve his fitness. Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Change 1: Poor diet: <i>Eat a balanced diet, include foods from all the food groups, and avoid junk foods to improve body composition.</i></td> </tr> <tr> <td style="padding: 5px;">Change 2: Muscular endurance: <i>Workout at the gym using low weights and high repetitions.</i></td> </tr> <tr> <td style="padding: 5px;">Change 3: Cardiorespiratory endurance: <i>Brisk walk or run, 20-30 minutes three-five times a week.</i></td> </tr> <tr> <td style="padding: 5px;">Change 4: Flexibility: <i>Stretch every day for 20-30 minutes to prevent injuries.</i></td> </tr> </table> <p>Unacceptable: (too vague)</p> <ul style="list-style-type: none"> • Eat right (well) • Work out • Run 	Change 1: Poor diet: <i>Eat a balanced diet, include foods from all the food groups, and avoid junk foods to improve body composition.</i>	Change 2: Muscular endurance: <i>Workout at the gym using low weights and high repetitions.</i>	Change 3: Cardiorespiratory endurance: <i>Brisk walk or run, 20-30 minutes three-five times a week.</i>	Change 4: Flexibility: <i>Stretch every day for 20-30 minutes to prevent injuries.</i>
Change 1: Poor diet: <i>Eat a balanced diet, include foods from all the food groups, and avoid junk foods to improve body composition.</i>					
Change 2: Muscular endurance: <i>Workout at the gym using low weights and high repetitions.</i>					
Change 3: Cardiorespiratory endurance: <i>Brisk walk or run, 20-30 minutes three-five times a week.</i>					
Change 4: Flexibility: <i>Stretch every day for 20-30 minutes to prevent injuries.</i>					
3	A 3-point response: The student describes three changes that Willis can make to his life that would help him improve his fitness.				
2	A 2-point response: The student describes two changes that Willis can make to his life that would help him improve his fitness.				
1	A 1-point response: The student describes one change that Willis can make to his life that would help him improve his fitness.				
0	A 0-point response: The student shows little or no understanding of the question.				



Concepts of Health and Fitness

Continued

Exemplar #1—Student sample for question #16

Change 1: <i>Willis should change his diet so it includes the proper amount</i>
<i>from the food groups.</i>
Change 2: <i>Willis should go for a run, jog, bike ride, or other aerobic</i>
<i>activity- 4 times a week to improve cardiorespiratory endurance.</i>
Change 3: <i>Willis should do many reps of light muscle workouts (push ups,</i>
<i>sit ups etc.) 3 times a week for muscular endurance</i>
Change 4: <i>Willis should stretch for 10 minutes every other day to</i>
<i>improve his flexibility.</i>

Score 4

This response earns a 4 on question #16 for accumulating 4 points. This response correctly identifies four different areas of need that Willis could use to improve his fitness

Score 4/4

Exemplar #2—Student sample for question #16

Change 1: <i>Willis needs to increase his muscular endurance by doing</i>
<i>push-/weight lifting</i>
Change 2: <i>He also could start jogging or even walking for 10-20 minutes</i>
<i>every other day</i>
Change 3: <i>to increase his flexibility he could stretch every morning</i>
<i>before his first class</i>
Change 4: <i>Willis could also change his diet and create a well balanced</i>
<i>diet plan so he receives all the nutrients he needs.</i>

Score 4

This response earns a 4 on question #16 for accumulating 4 points. This response correctly identifies four different areas of need that Willis could use to improve his fitness

Score 4/4



Concepts of Health and Fitness

Continued

Exemplar #3—Student sample for question #16

Change 1: <i>Workout</i>
Change 2: <i>Start to do cardio respiratory work 3-5 days a weak</i>
Change 3: <i>Do muscular endurance burnouts in work out weakly</i>
Change 4: <i>Do streching for 15 min. before each workout to improve flexibility.</i>

Score 3

This response earns a 3 on question #16 for accumulating 3 pts. This response correctly identifies three personal changes in three different areas. Workout is too vague for a personal change. If this response would have included a connection to muscular strength it would have received credit.

Score 3/4

Exemplar #4—Student sample for question #16

Change 1: <i>Cardiorespiratory- start walking or running at least 3x a week.</i>
Change 2: <i>Muscular endurance- create a weight training program and follow it.</i>
Change 3: <i>Flexibility- start a daily stretching program and follow it.</i>
Change 4: <i>Eat Right</i>

Score 3

This response earns a 3 on question #16 for accumulating 3 pts. This response correctly identifies three personal changes in three different areas. The fourth change is too vague. If this response would have included a connection to eating a well balanced diet it would have received credit.

Score 3/4



Concepts of Health and Fitness

Continued

Exemplar #5—Student sample for question #16

Change 1: <i>better diet</i>
<i>Make sure it is balanced from each of the food groups</i>
Change 2: <i>lift weights</i>
<i>Start lifting weights to get metabolism higher</i>
Change 3: <i>run/walk</i>
<i>To clear mind and higher endurance</i>
Change 4: <i>stretch until it hurts</i>

Score 3

This response earns a 3 on question #16 for accumulating 3 pts. This response correctly identifies three personal changes in three different areas. Change number four is incorrect. Pain should not be a part of a flexibility plan.

Score 3/4

Exemplar #6—Student sample for question #16

Change 1: <i>he should stretch & do yoga stuff everyday while hes watching</i>
<i>TV or something</i>
Change 2: <i>he should go to the gym & lift weights in his spare time.</i>
Change 3: <i>he should eat healthier food from all the food groups.</i>
Change 4: <i>he should jog to all his classes like a light jog not one that can</i>
<i>hurt you</i>

Score 2

This response earns a 2 on question #16 for accumulating 2 pts. This response correctly identifies two personal changes in two different areas. The second and fourth responses are too vague.

Score 2/4



Concepts of Health and Fitness

Continued

Exemplar #7—Student sample for question #16

Change 1: <i>He needs to change his diet by introducing things like fruits & veges & limiting intake of fatty food.</i>
Change 2: <i>He needs to start exercising & not sitting around like a couch potato 24/7</i>
Change 3: <i>He needs to find means to motivate himself to improve fitness, like by encouragement from others.</i>
Change 4: <i>He should also do push-ups and sit-ups three times a week to improve muscular endurance.</i>

Score 2

This response earns a 2 on question #16 for accumulating 2 pts. This response correctly identifies two personal changes in two different areas. Changes two and three are too vague.

Score 2/4

Exemplar #8—Student sample for question #16

Change 1: <i>Take a slow 30 minute jog three times a week.</i>
Change 2: <i>Stretch for 15-30 minutes every day.</i>
Change 3:
Change 4:

Score 2

This response earns a 2 on question #16 for accumulating 2 pts. This response correctly identifies two personal changes in two different areas. There is no response for changes 3 and 4.

Score 2/4



Concepts of Health and Fitness

Continued

Exemplar #9—Student sample for question #16

Change 1: <i>Work out 3-4 times per week (brisk walking)</i>
Change 2: <i>Go to the gym 2-3 times a week</i>
Change 3: <i>Lower calorie intake</i>
Change 4:

Score 1

This response earns a 1 on question #16 for accumulating 1 pt. This response correctly identifies one personal change in one area. Change two and three are too vague and there is no response for change four.

Score 1 / 4

Exemplar #10—Student sample for question #16

Change 1: <i>Start working out 15-30 min. daily</i>
Change 2: <i>eat better</i>
Change 3: <i>Make goals & stick to them</i>
Change 4: <i>have someone to help push you</i>

Score 0

This response earns a 0 on question #16 for accumulating 0 pts. This response does not correctly identify any appropriate personal changes.

Score 0 / 4



Concepts of Health and Fitness

Scoring Guide for Question #22 (RUBRIC 9)

22. Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Scoring Note: The following scoring notes should be used as guidelines when scoring this item.

The rice acronym could be rest, ice, compression, elevation; or rest, immobilize, cold, elevation. Score appropriately as it aligns to the curriculum used.

RUBRIC 9 (question #22)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

4	<p>A 4-point response: (7-8 value points) The student scores one value point for each letter of the acronym RICE that is correctly named and scores one value point for each description of the first aid treatment that is associated with each letter of the acronym RICE.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td>R: Rest</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>Treatment: Stay off the injured area (ankle)</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>I: Ice/Immobilize</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>Treatment: Wrap or apply splint</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>C: Compression/Cold</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>Treatment: apply ice</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>E: Elevate</td> <td style="text-align: right;">(+1 value point)</td> </tr> <tr> <td>Treatment: place injury above heart level</td> <td style="text-align: right;">(+1 value point)</td> </tr> </table> <p>+8 value points/+8 value points equals 4 points for this question.</p>	R: Rest	(+1 value point)	Treatment: Stay off the injured area (ankle)	(+1 value point)	I: Ice/Immobilize	(+1 value point)	Treatment: Wrap or apply splint	(+1 value point)	C: Compression/Cold	(+1 value point)	Treatment: apply ice	(+1 value point)	E: Elevate	(+1 value point)	Treatment: place injury above heart level	(+1 value point)
R: Rest	(+1 value point)																
Treatment: Stay off the injured area (ankle)	(+1 value point)																
I: Ice/Immobilize	(+1 value point)																
Treatment: Wrap or apply splint	(+1 value point)																
C: Compression/Cold	(+1 value point)																
Treatment: apply ice	(+1 value point)																
E: Elevate	(+1 value point)																
Treatment: place injury above heart level	(+1 value point)																
3	A 3-point response: The student earns 5-6 value points.																
2	A 2-point response: The student earns 3-4 value points.																
1	A 1-point response: The student earns 1-2 value points.																
0	A 0-point response: The student shows little or no understanding of the question.																



Concepts of Health and Fitness

Continued

Exemplar #1—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>Do not move, do not attempt to move injury</i>
I: <i>Ice</i>
Treatment: <i>put ice pack/something cold to injury to prevent swelling</i>
C: <i>Compression</i>
Treatment: <i>Wrap/splint injury</i>
E: <i>Elevate</i>
Treatment: <i>put injury up high (esp. above heart level)</i>

Score 4

This response earns a 4 on question #22 for accumulating 8 Value pts. This response correctly identifies each letter of the acronym RICE and an appropriate first aid treatment associated with each letter.

Score 4 / 4

Exemplar #2—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>Don't put anymore strain on the injury relax.</i>
I: <i>Immobilize</i>
Treatment: <i>a splint may be needed to prevent the injury from being exposed to more pain.</i>
C: <i>Cold</i>
Treatment: <i>put an ice pack (or something like it) on the injury to prevent/reduce swelling.</i>
E: <i>Elevation</i>
Treatment: <i>Lift the injury (place broken foot on a pillow)</i>

Score 4

This response earns a 4 on question #22 for accumulating 8 Value pts. This response correctly identifies each letter of the acronym RICE and an appropriate first aid treatment associated with each letter.

Score 4 / 4



Concepts of Health and Fitness

Continued

Exemplar #3—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>She shouldn't play tennis soon</i>
I: <i>Ice</i>
Treatment: <i>Ice it</i>
C: <i>Cold</i>
Treatment: <i>She should get ice, to prevent swelling</i>
E: <i>Elevate</i>
Treatment: <i>She should raise her foot over her heart.</i>

Score 3

This response earns a 3 on question #22 for accumulating 6 Value pts. This response correctly identifies 3 of the 4 letters of the acronym RICE and an appropriate first aid treatment associated with each letter identified. The response *ice and cold* cannot be accepted twice; therefore does not receive credit.

Score 3 / 4

Exemplar #4—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>Stay off your injured limb so as not to injure it further.</i>
I: <i>Immobilize</i>
Treatment: <i>Put splint on the injury so it doesn't move more and get further injured.</i>
C:
Treatment:
E: <i>Elevate</i>
Treatment: <i>Put injured limb on a pillow or other object to elevate it above heart level.</i>

Score 3

This response earns a 3 on question #22 for accumulating 6 Value pts. This response correctly identifies 3 of the 4 letters of the acronym RICE and an appropriate first aid treatment associated with each letter identified.

Score 3 / 4



Concepts of Health and Fitness

Continued

Exemplar #5—Student sample for question #22

R:
Treatment:
<i>I: Immobilize</i>
Treatment: <i>example-holding a person with neck injury in spine. (thire head doesn't move)</i>
C: Cold
Treatment: <i>reduces blood flow and swelling, should be 15-20 minutes on, 20 minutes off</i>
E: Elevate
Treatment: <i>raise the injury above heart leveal to reduce swelling</i>

Score 3

This response earns a 3 on question #22 for accumulating 6 Value pts. This response correctly identifies 3 of the 4 letters of the acronym RICE and an appropriate first aid treatment associated with each letter identified.

Score 3 / 4

Exemplar #6—Student sample for question #22

R: Rest
Treatment: <i>off her ankle to let it heal w/o any added stress</i>
I:
Treatment:
C:
Treatment:
E: Elevate
Treatment: <i>keep ankle above heart level</i>

Score 2

This response earns a 2 on question #22 for accumulating 4 value points. This response correctly identifies 2 of the 4 letters of the acronym RICE and an appropriate first aid treatment associated with each letter identified.

Score 2 / 4



Concepts of Health and Fitness

Continued

Exemplar #7—Student sample for question #22

R: <i>Rest</i>
Treatment:
I: <i>Ice</i>
Treatment:
C: <i>Compress</i>
Treatment:
E: <i>Elevate</i>
Treatment:

Score 2

This response earns a 2 on question #22 for accumulating 4 value points. This response correctly identifies all 4 letters of the acronym RICE but does not provide an appropriate first aid treatment associated with each letter identified.

Score 2 / 4

Exemplar #8—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>to take a 1-2 minute rest after every type of exercise</i>
I: <i>Intensity</i>
Treatment: <i>how often or how much you do the work out</i>
C:
Treatment:
E:
Treatment:

Score 1

This response earns a 1 on question #22 for accumulating 1 value point. This response correctly identified 1 of the 4 letters of the acronym RICE but does not provide an appropriate first aid treatment associated with the letter identified.

Score 1 / 4



Concepts of Health and Fitness

Continued

Exemplar #9—Student sample for question #22

R: <i>Rest</i>
Treatment: <i>Stay off the injured area</i>
I:
Treatment:
C:
Treatment:
E:
Treatment:

Score 1

This response earns 1 on question #22 for accumulating 2 value points. This response correctly identified 1 of the 4 letters of the acronym RICE and provides an appropriate first aid treatment associated with the letter identified.

Score 1 / 4

Exemplar #10-- Student sample for question #22

R: <i>relax</i>
Treatment: <i>Do not use her ankle "sit"</i>
I:
Treatment:
C:
Treatment:
E:
Treatment:

Score 0

This response earns a 0 on question #22 for accumulating 0 value points. The student shows little of no understanding of the prompt.

Score 0 / 4



Concepts of Health and Fitness

Scoring Guide for Question #30 (RUBRIC 11)

30. Wade completed a fitness assessment at his school. He was assessed in four separate areas. His score in each area and the Minimum Health-Related Standard for each particular area are illustrated in the chart below.

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Analyze Wade's scores.

- Choose **two** areas Wade needs to improve.
- For each of the **two** areas chosen, provide one suggestion using the FITT Principle that may help him improve his score in each particular area.

Scoring Notes: The following scoring notes should be used as guidelines when scoring this item.

1. Needs and suggestions must be linked. Listing two improvements without listing an area that needs improvement would therefore score a "2", not a "3".
2. Listing areas that need improvement without suggestions would score one point for each area.
3. Area chosen should **need** improvement because it does not meet standard. Since Wade's score for the one mile run is **better** than standard, it may not be used for credit on this question.



Concepts of Health and Fitness

RUBRIC 11 (question # 30)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

4	<p>A 4-point response: The student:</p> <ul style="list-style-type: none"> • Chooses two correct areas that need improvement • AND provides one suggestion, using the FITT principle that may help him improve his score in each particular area. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">One area that needs improvement: <i>sit-and-reach</i></td> </tr> <tr> <td style="padding: 2px;">One suggestion for improvement: <i>Do daily stretching exercises for 15-30 minutes.</i></td> </tr> <tr> <td style="padding: 2px;"><i>For example, dynamic stretching, ballet and yoga.</i></td> </tr> <tr> <td style="padding: 2px;">Another area that needs improvement: <i>curl-ups</i></td> </tr> <tr> <td style="padding: 2px;">One suggestion for improvement: <i>Wade could gradually increase curl-up reps, 3-5 times a week.</i></td> </tr> </table> <p>Note: The one mile run is an incorrect response because Wade has exceeded standard.</p>	One area that needs improvement: <i>sit-and-reach</i>	One suggestion for improvement: <i>Do daily stretching exercises for 15-30 minutes.</i>	<i>For example, dynamic stretching, ballet and yoga.</i>	Another area that needs improvement: <i>curl-ups</i>	One suggestion for improvement: <i>Wade could gradually increase curl-up reps, 3-5 times a week.</i>
One area that needs improvement: <i>sit-and-reach</i>						
One suggestion for improvement: <i>Do daily stretching exercises for 15-30 minutes.</i>						
<i>For example, dynamic stretching, ballet and yoga.</i>						
Another area that needs improvement: <i>curl-ups</i>						
One suggestion for improvement: <i>Wade could gradually increase curl-up reps, 3-5 times a week.</i>						
3	A 3-point response: The student chooses two correct areas that need improvement and provides one suggestion for the area.					
2	<p>A 2-point response: The student chooses one correct area that needs improvement and provides one suggestion for the area.</p> <p>OR</p> <p>The student chooses two correct areas and does not provide a correct suggestion.</p>					
1	A 1-point response: The student chooses one correct area that needs improvement and does not provide a correct suggestion.					
0	A 0-point response: The student shows little or no understanding of the question.					



Concepts of Health and Fitness

Continued

Exemplar #1—Student sample for question #30

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Student sample for question #30

One area that needs improvement: <i>muscular endurance (push-ups)</i>
One suggestion for improvement: <i>do push-ups out of PE. Do them at least every other day</i>
Another area that needs improvement: <i>flexibility (sit and reach)</i>
One suggestion for improvement: <i>stretch outside of PE try and stretch 15-30 minutes daily after workout</i>

Score 4

The response earns 4 points on question #30 for accumulating 4 points. The student chooses two correct areas that need improvement and provides an appropriate suggestion, using the FITT principle, which may help him improve his scores in each area.

Score 4 / 4

Exemplar #2—Student sample for question #30

One area that needs improvement: <i>push-ups (muscular endurance)</i>
One suggestion for improvement: <i>start doing push-ups every other day in the morning before eating breakfast</i>
Another area that needs improvement: <i>sit-and-reach (flexibility)</i>
One suggestion for improvement: <i>stretch 10-30 minutes every day</i>

Score 4

The response earns 4 points on question #30 for accumulating 4 points. The student chooses two correct areas that need improvement and provides an appropriate suggestion, using the FITT principle, which may help him improve his scores in each area.

Score 4 / 4



Concepts of Health and Fitness

Continued

Exemplar #3—Student sample for question #30

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Student sample for question #30

One area that needs improvement: <i>sit and reach</i>
One suggestion for improvement: <i>stretch for 7 to 10 minutes three days a week</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>work out your biceps by doing preacher curl reps</i>

Score 3

The response earns 3 points on question #30 for accumulating 3 points. The student chooses two correct areas that need improvement and provides an appropriate suggestion, using the FITT principle, which may help him improve his score in the first area. The second suggestion is incorrect because biceps do not match up with push-ups.

Score 3 / 4

Exemplar #4—Student sample for question #30

One area that needs improvement: <i>sit and reach</i>
One suggestion for improvement: <i>doing daily stretches</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>by lifting weights</i>

Score 3

The response earns 3 points on question #30 for accumulating 3 points. The student chooses two correct areas that need improvement and provides an appropriate suggestion, using the FITT principle, which may help him improve his scores in the first area. The second suggestion (lifting weights) is vague.

Score 3 / 4



Concepts of Health and Fitness

Continued

Exemplar #5—Student sample for question #30

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Student sample for question #30

One area that needs improvement: <i>Sit and Reach</i>
One suggestion for improvement: <i>do stroeches 2 days a week</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>do weight lifting (bench press)every other day</i>

Score 3

The response earns 3 points on question #30 for accumulating 3 points. The student chooses two correct areas that need improvement and provides one suggestion, using the FITT principle, which may help him improve his scores in second area. The first suggestion is incorrect because the frequency does not match the recommended times per week for flexibility.

Score 3 / 4

Exemplar #6—Student sample for question #30

One area that needs improvement: <i>Sit and reach</i>
One suggestion for improvement: <i>stretch after every activity that raises body temp.</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>lift weights every so often for about 30 minutes</i>

Score 2

The response earns 2 points on question #30 for accumulating 2 points. The student chooses two correct areas that need improvement and does not provide any suggestions, using the FITT principle, which may help him improve his scores in those areas. The suggestions provided for this prompt are vague.

Score 2 / 4



Concepts of Health and Fitness

Continued

Exemplar #7—Student sample for question #30

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Student sample for question #30

One area that needs improvement: <i>sit and reach</i>
One suggestion for improvement: <i>stretch better</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>lift weights</i>

Score 2

The response earns 2 points on question #30 for accumulating 2 points. The student chooses two correct areas that need improvement and does not provide any suggestions, using the FITT principle, which may help him improve his scores in those areas. The suggestions provided for this prompt are vague.

Score 2 / 4

Exemplar #8—Student sample for question #30

One area that needs improvement: <i>push-ups</i>
One suggestion for improvement:
Another area that needs improvement: <i>curl-ups</i>
One suggestion for improvement:

Score 2

The response earns 2 points on question #30 for accumulating 2 points. The student chooses two correct areas that need improvement and does not provide any suggestions, using the FITT principle, which may help him improve his scores in those areas. The suggestions provided for this prompt are vague.

Score 2 / 4



Concepts of Health and Fitness

Continued

Exemplar #9—Student sample for question #30

Assessment Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16
One mile run (minutes)	7:25	8:01

Student sample for question #30

One area that needs improvement: <i>one mile run</i>
One suggestion for improvement: <i>practice, run 2-3 times a week</i>
Another area that needs improvement: <i>push-ups</i>
One suggestion for improvement: <i>Increase muscular endurance by lifting weights in a repetition</i>

Score 1

The response earns 1 point on question #30 for accumulating 1 point. The student chooses one correct area that needs improvement and does not provide any suggestions, using the FITT principle, which may help him improve his scores in that area. The first area of improvement is incorrect because Wade has exceeded the standard for the mile run. The second suggestion is vague.

Score 1 / 4

Exemplar #10—Student sample for question #30

One area that needs improvement: <i>one mile run</i>
One suggestion for improvement: <i>intensity needs to be higher</i>
Another area that needs improvement: <i>flexibility</i>
One suggestion for improvement: <i>his flexibility needs to be improved</i>

Score 0

The response earns 0 points on question #30 for accumulating 0 points. The student chooses no correct areas that need improvement and does not provide any suggestions, using the FITT principle, which may help him improve his scores in that area. The first area of improvement is incorrect because Wade has exceeded the standard for the mile run. The second suggestion is vague.

Score 0 / 4



Two Point Responses

Scoring Guide for Question #4 (RUBRIC 1)

4. Identify **two** physical changes that could **negatively** affect a fitness program as a person ages.

RUBRIC 1 (question # 4)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: The student identifies two physical changes that could negatively affect a fitness program as a person ages.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td>Change 1: <i>Metabolism slowing down could cause weight gain.</i></td> </tr> <tr> <td> </td> </tr> <tr> <td>Change 2: <i>Injuries such as hip, ankle or back could reduce exercise options</i></td> </tr> <tr> <td> </td> </tr> </table> <p>Other responses:</p> <ul style="list-style-type: none"> • <i>Bone density (osteoporosis) may limit exercise types.</i> • <i>Decrease muscle mass influences strength options.</i> 	Change 1: <i>Metabolism slowing down could cause weight gain.</i>		Change 2: <i>Injuries such as hip, ankle or back could reduce exercise options</i>	
Change 1: <i>Metabolism slowing down could cause weight gain.</i>					
Change 2: <i>Injuries such as hip, ankle or back could reduce exercise options</i>					
1	<p>A 1-point response: The student describes one problem or adjustment that occurs when someone gets older.</p>				
0	<p>A 0-point response: The student shows little or no understanding of the question.</p>				

Student sample 2-point response

Change 1: <i>Metabolism decrease over time, so as a person ages, they need to become even more active to maintain the fitness level and maintain optimal weight</i>
Change 2: <i>Bone density also decreases with age</i>

Student sample 1-point response

Change 1: <i>One change could be that their metabolism is decreasing.</i>
This does not state the physical change—could cause weight gain.
Change 2: <i>Lack of cardiorespiratory exercises could cause a greater risk of heart disease</i>

Student sample 0-point response

Change 1: <i>Metabolism-if your metabolism changes and your calorie intake changes it could affect your fitness</i>
Change 2:



Concepts of Health and Fitness

Scoring Guide for Question #9 (RUBRIC 3)

9. The following occupations place different physical demands on the body.

Occupation One:

Thirty-two year old Lori works as an accountant. She spends much of her day working at the computer. Her body fat percentage is above the healthy level for her age. Lori goes for a twenty-minute walk once a week.

Occupation Two:

Thirty-two-year-old Mary is a landscaper. Her job involves digging and lifting. Her body fat percentage is at a healthy level for age. Mary does not exercise outside of her work day.

- Choose one of the individuals above.
- Describe one change this particular individual needs to make to her life to improve her current level of fitness. (2 points)

Explain how this change will improve her level of fitness.

Individual chosen: (circle the name) Lori Mary
Change:
Explain how this change will improve her level of fitness:



Concepts of Health and Fitness

RUBRIC 3 (question # 9)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> • Chooses one of the two women. • Describes one change this woman can make that would improve her current level of fitness. • Explains how this change will improve the woman’s level of fitness. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Individual chosen: (circle the name) <u>Lori</u> Mary</td> </tr> <tr> <td style="padding: 5px;">Change: <i>Lori needs to work out more often and needs to increase the intensity of her exercises. Walking is a good aerobic exercise, but she needs to do it more often, or at a higher rate, or she must lower her caloric intake.</i></td> </tr> <tr> <td style="padding: 5px;">Explain how this change will improve her level of fitness: <i>So that she may lower her body fat to a healthy level.</i></td> </tr> </table> <p style="text-align: center; margin: 10px 0;">OR</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Individual chosen: (circle the name) Lori <u>Mary</u></td> </tr> <tr> <td style="padding: 5px;">Change: <i>Mary needs to work out more. Her body fat percentage is good, and her job might give her enough exercise to stay healthy.</i></td> </tr> <tr> <td style="padding: 5px;">Explain how this change will improve her level of fitness: <i>Exercise outside of her job is good for overall wellness. Exercise is good for stress relief, physical strength, cardiovascular endurance, and much more.</i></td> </tr> </table>	Individual chosen: (circle the name) <u>Lori</u> Mary	Change: <i>Lori needs to work out more often and needs to increase the intensity of her exercises. Walking is a good aerobic exercise, but she needs to do it more often, or at a higher rate, or she must lower her caloric intake.</i>	Explain how this change will improve her level of fitness: <i>So that she may lower her body fat to a healthy level.</i>	Individual chosen: (circle the name) Lori <u>Mary</u>	Change: <i>Mary needs to work out more. Her body fat percentage is good, and her job might give her enough exercise to stay healthy.</i>	Explain how this change will improve her level of fitness: <i>Exercise outside of her job is good for overall wellness. Exercise is good for stress relief, physical strength, cardiovascular endurance, and much more.</i>
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Explain how this change will improve her level of fitness: <i>Exercise outside of her job is good for overall wellness. Exercise is good for stress relief, physical strength, cardiovascular endurance, and much more.</i>							
1	A 1-point response: The student chooses one of the two individuals and describes a change this woman can make that would improve her current level of fitness.						
0	A 0-point response: The student shows little or no understanding of the question						



Concepts of Health and Fitness

Continued student sample 2-point response for question #9

Individual chosen: (circle the name) <u>Lori</u> <u>Mary</u>
Change: <i>She should try to do cardio 5 times a week for 30 minutes each times.</i>
Explain how this change will improve her level of fitness: <i>This will help her lower her body fat percentage by speeding up her metabolism.</i>

Student Sample 1-Point Response

Individual chosen: (circle the name) Lori <u>Mary</u>
Change: <i>Mary needs to spend more tie in her target heart rate zone because she is only lifting at work.</i>
Explain how this change will improve her level of fitness: <i>This will her lose weight.</i>

Student Sample 0-Point Response

Individual chosen: (circle the name) Lori <u>Mary</u>
Change: <i>Mary should relax more.</i>
Explain how this change will improve her level of fitness: <i>She is getting enough exercise at work.</i>



Concepts of Health and Fitness

Scoring Guide for Question #14 (RUBRIC 5)

14. Warm up and cool down are two training principles that are an important part of any fitness program. Choose two of the remaining training principles listed below and explain the role of each in a fitness plan. (2 points)

- Specificity
- Diminishing returns
- Overload
- Progression
- Reversibility
- Rest and recovery

RUBRIC 5 (question # 14)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: Warm up and cool down are two training principles that are an important part of any fitness program.</p> <p>The student:</p> <ul style="list-style-type: none"> • Chooses two of the remaining training principles listed: overload, specificity, progression, reversibility, rest and recovery, and diminishing returns. • And explains the role of each in a fitness plan. <p>Examples (choose two):</p> <ul style="list-style-type: none"> • Specificity: The workout should include specific exercises to obtain the desired fitness or skill that one wants. • Diminishing returns: This is the point at which the body is fighting itself. This means, just because someone works out harder, it doesn't mean they will get stronger. This is due to improper recovery, nutrition, etc. • Overload: This is a workout that includes an exercise that goes beyond the norm to push the individual farther. • Progression: The amount and intensity of exercise during workouts must increase gradually. • Reversibility: Fitness benefits are lost when training stops. • Rest and recovery: The body needs time for rest to rebuild and recovery.
1	<p>A 1-point response: The student identifies one of the training principles listed and explains the role of this training principle in an exercise program.</p>
0	<p>A 0-point response: The student shows little or no understanding of the question.</p>



Concepts of Health and Fitness

Continued student sample 2-point response for question #14

Training principle 1: <i>Specificity</i>
Role in exercise program: <i>If a person wants to run a faster 1000m he should add sprints to his exercise plan instead of just running 10ks.</i>
Training principle 2: <i>Reversibility</i>
Role in exercise program: <i>If weight lifters quit their workouts or lift lighter weights, over time they will lose some of their strength. What they have gained in their training will be reversed. Use it or lose it.</i>

Student sample 1-point response

Training principle 1: <i>Progression</i>
Role in exercise program: <i>In order to improve muscular endurance, repetitions for weight lifting should be increased over a period of time.</i>
Training principle 2: <i>Diminishing returns</i>
Role in exercise program: <i>If people quit their exercise programs their muscles will return to the way they were before.</i>

Continued student sample 0-point response

Training principle 1: <i>Overload</i>
Role in exercise program: <i>Carrying too much.</i>
Training principle 2: <i>Specificity</i>
Role in exercise program: <i>Using the right sports equipment.</i>



Concepts of Health and Fitness

Scoring Guide for Question #18 (RUBRIC 7)

18. Pam wants to switch from being a member of the school chess club to being a member of the school track team. This change will result in a significant increase in her level of physical activity. Pam would like to stay at her current weight.

- Explain how Pam will be able to maintain her current weight during track season using the concepts of caloric intake and energy demands.

RUBRIC 7 (question #18)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: The student explains how Pam will be able to maintain her current weight during track season and includes the relationship between calorie intake and energy demands in his or her answer.</p> <p>Example:</p> <div style="border: 1px solid black; padding: 5px;"><p><i>Due to Pam's increased energy level, she must eat more calories to maintain her current weight. Pam's calorie input must equal her calorie output.</i></p></div> <p>OR</p> <div style="border: 1px solid black; padding: 5px;"><p><i>The calorie intake should be the same as calorie expenditure so Pam needs to eat more because she is more active on the track team.</i></p></div> <p>Unacceptable: She should consume the same number of calories as when she was in the chess club because she wants to maintain the same weight.</p>
1	<p>A 1-point response: The student explains how Pam will be able to maintain her current weight during track season but does not include the relationship between calorie intake and energy demands.</p>
0	<p>A 0-point response: The student shows little or no understanding of the question.</p>

Student sample 2-point response

Pam will be more active with the track club so she will need to take more calories in to balance her energy needs. If your body demands more energy, you will have to take more calories in.

Student sample 1-point response

Pam will need to eat more.

Student sample 0-point response

Eat better.



Concepts of Health and Fitness

Scoring Guide for Question #20 (RUBRIC 8)

20. Two point response

- Describe **two** different examples of how advertisers may mislead the public in an effort to sell health and fitness products.

RUBRIC 8 (question #20)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: The student analyzes health information. The student describes two different examples of how advertisers may mislead the public in an effort to sell health and fitness products.</p> <p>Examples:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Example 1: <i>Most weight-loss gadgets have beautiful models posing for their products, saying that it got them into shape. The truth is that the image is the model has been like this for years, works out hard on a regular basis, and eats healthfully, but they don't mention those details.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Example 2: <i>"Quick results!" They say "within days I saw the results" and the truth is in the fine print to eat a balanced diet and exercise regularly.</i></p> </div> <p>Other responses:</p> <ul style="list-style-type: none"> • Weight loss pills that promise weight-loss without exercise • Celebrity endorsements • Misrepresented exercise equipment • Surgical procedures • Advertisers should also stop showing off healthy, athletic people in their ads, because a person might lose weight, but he or she is not going to get an athlete's body.
1	A 1-point response: The student describes one way advertisers mislead the public in an effort to sell health and fitness products.
0	A 0-point response: The student shows little or no understanding of the question.

Student sample 2-point response

Example 1: <i>Advertisers only tell the good part about it and not the bad effects.</i>
Example 2: <i>They say that everyone is doing it.</i>



Concepts of Health and Fitness

Continued student sample 1-point response for question #20

Example 1: <i>They don't tell you about the harmful ingredients used to make the product.</i>
Example 2: <i>They sell illegal stuff.</i>

Student sample 0 - point response

Example 1: <i>They sell things that you need.</i>
Example 2: <i>They are expensive to make.</i>



Concepts of Health and Fitness

Scoring Guide for Question #24 (RUBRIC 10)

24. Jesse keeps a record of his workouts in a fitness log.

- Describe **two** ways that the information in this fitness log can be used to help Jesse meet his fitness goals.

RUBRIC 10 (question # 24)

(EALR 4.0) The student effectively analyzes personal information to develop individualized health and fitness plans.

2	<p>A 2-point response: The student gives two good reasons to keep a fitness log.</p> <p>Examples (choose two):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">One way the information in this fitness log can be used:</td> </tr> <tr> <td style="padding: 5px;"><i>A fitness log will keep track of how many days a person works out.</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">Another way the information in this fitness log can be used:</td> </tr> <tr> <td style="padding: 5px;"><i>A fitness log will keep track of how much a person lifts, runs, exercises, etc., to see if he/she is doing too much or too little.</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> </table> <p>Other responses:</p> <ul style="list-style-type: none"> • A fitness log will monitor how much weight a person is lifting so he/she knows when to go up in weight or repetitions. • A fitness log will help to set exercise goals and to see if a person reaches those goals. • A fitness log would help remind a person what worked, what didn't work, and what was done the last time he/she exercised to avoid repetition. • A fitness log will help a person monitor improvement. • A fitness log will help a person keep track of food intake. 	One way the information in this fitness log can be used:	<i>A fitness log will keep track of how many days a person works out.</i>			Another way the information in this fitness log can be used:	<i>A fitness log will keep track of how much a person lifts, runs, exercises, etc., to see if he/she is doing too much or too little.</i>	
One way the information in this fitness log can be used:								
<i>A fitness log will keep track of how many days a person works out.</i>								
Another way the information in this fitness log can be used:								
<i>A fitness log will keep track of how much a person lifts, runs, exercises, etc., to see if he/she is doing too much or too little.</i>								
1	A 1-point response: The student gives one good reason to keep a fitness log.							
0	A 0-point response: The student shows little or no understanding of the question.							

Student sample 2-point response

One way the information in this fitness log can be used:
<i>Jesse can see if he needs to increase or decrease the amount of exercising he is doing.</i>
Another way the information in this fitness log can be used:
<i>By writing down what you have done and how you've done it you know how close you are to your goals.</i>



Concepts of Health and Fitness

Continued student sample 1-point response for question #24

One way the information in this fitness log can be used:
<i>He will be able to see his progress.</i>
Another way the information in this fitness log can be used:
<i>He can exercise more.</i>

Student sample 0-point response

One way the information in this fitness log can be used:
<i>For a test</i>
Another way the information in this fitness log can be used:
<i>For making him more fit.</i>



Glossary

Concepts of Health and Fitness

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.



Concepts of Health and Fitness

Glossary (cont'd)

R. I. C. E.

- R = Rest
- I = Immobilize
- C = Cold
- E = Elevate

- R = Rest
- I = Ice
- C = Compression
- E = Elevate

Smart Goals

- S-specific
- M-measurable
- A-attainable
- R-realistic
- T-time



Teacher Resources

Concepts of Health and Fitness

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics
www.cdc.gov

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.choosemyplate.gov

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 *High School Concepts of Health and Fitness* – A total score of 36 points or more meets minimum state standard

36-51 points = meets minimum state standard
0-35 points = below minimum state standard

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

Rubric – A tool used for scoring 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.

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



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.



Concepts of Health and Fitness

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.



Concepts of Health and Fitness

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.



Concepts of Health and Fitness

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.



Concepts of Health and Fitness

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*.

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

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.



Concepts of Health and Fitness

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.



Concepts of Health and Fitness

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>).



Concepts of Health and Fitness

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.



Concepts of Health and Fitness

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



Concepts of Health and Fitness

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.

