Washington State
OSPI-Developed Health Assessment
A Component of the Washington State Assessment Program
Acknowledgments

The Office of Superintendent of Public Instruction (OSPI) is grateful to the school districts and teachers who committed time and expertise to the refinement of the Health and Fitness Assessments.

High School
Dawn Boyden, Health and Fitness Education/FACSE, Lake Stevens School District
Paulette Bridgewater, Health and Fitness Education, Chehalis School District
Doris Dorr, Health and Fitness Education, Toppenish School District
Lori S. Dunn, Physical Education Program Manager, Seattle Public Schools
   Jeana Haag, Health and Fitness Education, Tahoma School District
Lisa Kloke, Health and Fitness Education, Longview School District
Tracy Krause, Health and Fitness Education, Tahoma School District
Marty Neyman, Health and Fitness Education, Bremerton School District
Gayle See, Health and Fitness Education, Walla Walla School District
Rebecca Willhoite, Health and Human Anatomy, Pasco School District
   Jaime Woodard, Health Education, Longview School District

Middle School
Cece Badda, Health and Fitness Education, Easton School District
Eric Gough, Health and Fitness Education, Kennewick School District
Jennifer Johnson, Health and Fitness Education, Bellevue School District
Sara Saverud, Health and Fitness Education, Tahoma School District
Stacy Stoney, Health and Fitness Education, Centralia School District
Mary Trettevik, Health and Fitness Education, Renton School District
Carol West, Health and Fitness Education, Longview School District
Robert Budnick, Health and Fitness Education, Seattle Public Schools

Elementary School
Alice Atha, Health and Fitness Education, Evergreen Public Schools
Shelly English, Health and Fitness Education, Sultan School District
PJ Jarvis, Health and Fitness Education, Central Valley School District
   Adrienne Long, Health and Fitness Education, Lakeside School
Dan Mertz, Health and Fitness Education, Evergreen Public Schools
   Diane Olliffe, Health and Fitness Education, Kent School District
Dan Persse, Health and Fitness Education, Blaine School District
Kevin Schmidt, Health and Fitness Education, Steilacoom Historical School District
# A Cartoon Role Model

## Table of Contents

- Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education........1
- Directions for Administration .................................................................2
- Recommendation for Time Management.. ..................................................10
- Teacher Copy ...............................................................................................11
- Student Copy ...............................................................................................15
- Rubrics .........................................................................................................22
- Scoring Notes ...............................................................................................27
- Exemplars and Annotations .........................................................................29
- Glossary ........................................................................................................62
- Teacher Resources.........................................................................................64
- Glossary for Scoring Health and Fitness Assessments.................................65
- Frequently Asked Questions ........................................................................66
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
A Cartoon Role Model

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

“Before” Checklist

Teacher checklist before administration of A Cartoon Role Model.

☐ Reproduce one Student Copy of A Cartoon Role Model for each student, pages 16-21.
☐ Read Scoring Notes, pages 27-28.
☐ Read Exemplars & Annotations, pages 29-61.
☐ Read Glossary, pages 62-63.
☐ Read Teacher Resources, page 64.
☐ Remind students to bring other materials to work on if they finish the assessment early.
☐ All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.

☐ Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

First, students with limited writing skills may type responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged
in the assessment should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the assessment than other students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work slowly should be assessed separately or grouped with students of similar abilities for the assessment.

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


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

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


**“Day Of” Checklist**

**Teacher checklist for the day of A Cartoon Role Model administration.**

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).

- Distribute student copies of *A Cartoon Role Model*, pages 16-21.

- One pencil or pen for each student.


**“Day After” Checklist**

**Teacher checklist for the day after A Cartoon Role Model administration.**


- Use the Rubrics provided to score *A Cartoon Role Model*, pages 22-26.

- Score *A Cartoon Role Model*. This assessment could be used as part of a student’s grade.

- Compile data as required by school district/OSPI.

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

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

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

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

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

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

**Elementary Health and Fitness Assessments**

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

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

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Fit Summer</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fitness**

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

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

*Which of these fitness performance assessments are administered in your elementary schools? Check the box or boxes that are appropriate.*

- [ ] FitnessGram
- [ ] President’s Challenge
- [ ] OSPI Fitness Performance Assessments
- [ ] District Approved Fitness Performance Assessments
- [ ] Other. Explain:

**Health**

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

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

Fitness

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

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

Which of these fitness performance assessments are administered in your middle schools? Check the box or boxes that are appropriate.
- [ ] FitnessGram
- [ ] President’s Challenge
- [ ] OSPI Fitness Performance Assessments
- [ ] District Approved Fitness Performance Assessments
- [ ] Other. Explain:

Health

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

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td>18</td>
<td>12</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fitness**

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Check the box or boxes that are appropriate.

- [ ] FitnessGram
- [ ] President’s Challenge
- [ ] OSPI Fitness Performance Assessments
- [ ] District Approved Fitness Performance Assessments
- [ ] Other. Explain:

**Health**

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Letter to the Publisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut Out Conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dear “Stressed and Depressed“</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defending Jamie (KNOW Curriculum)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Elementary School Level</th>
<th>Middle School Level</th>
<th>High School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stand-alone course</td>
<td>Integrated into other content areas</td>
<td>Stand-alone course</td>
</tr>
<tr>
<td>Dance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Music</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Theatre</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

   | Health & Fitness | Physical Education       | ☐                   | ☐                | ☐                      | ☐                | ☐ |
   |                  | Health                   | ☐                   | ☐                | ☐                      | ☐                | ☐ |

   | Social Studies   | Civics                   | ☐                   | ☐                | ☐                      | ☐                | ☐ |
   |                  | Economics                | ☐                   | ☐                | ☐                      | ☐                | ☐ |
   |                  | Geography                | ☐                   | ☐                | ☐                      | ☐                | ☐ |
   |                  | History                  | ☐                   | ☐                | ☐                      | ☐                | ☐ |

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: |
Recommendation for Time Management

Teachers may administer the assessment in a way that is most practical for their classroom and the allotted time periods. The following time frame is recommended, but not required. The assessment should be administered in 2–3 days. A two-day model could follow these guidelines:

**Day One:**

- **10 minutes:** The teacher provides each student with the **Student Copy** of the assessment and read the Teacher Copy aloud. 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.*

- **15 minutes:** The students individually gather and write down the information that the teacher will include in a letter to the cartoonist.  
  *Please walk around the classroom and monitor student progress throughout assessment administration.*

- **5 minutes:** The teacher collects all materials at the end of Day One.  
  *If students complete the assessment early, please have them work on other materials quietly.*

**Day Two:**

- **5 minutes:** The teacher distributes material to the students.

- **25 minutes:** The students continue to individually gather and write down the information that the teacher will include in a letter to the cartoonist.  
  *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.**
Assessment Administration
Below you will find the teacher copy of the prompt. Read the teacher copy of the assessment aloud to the students. Have them follow along as you read the instructions. Answer any questions the students may have before you instruct them to begin.

Teacher Copy
Say: Today you will take the Washington State Health Assessment, *A Cartoon Role Model*. Write your name, teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.

A cartoonist has created a new cartoon character that will be a positive role model for children. She has asked fifth graders in your school to help develop the cartoon character. The cartoonist wants the cartoon character to have the qualities of a positive role model.

You will gather and write down the information that your teacher will include in a letter to the cartoonist. You will describe the cartoon character’s qualities along with the cartoon character’s reactions to peer pressure and stress. This information will be used to help the cartoonist develop the star of the new cartoon.

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

**Pre-writing**

The cartoonist requires the following pieces of information in the letter:

1. Positive Qualities of Your Character
2. Negative Qualities of Your Character
3. Peer Pressure
4. Dealing with Other Kinds of Stress
## Part 1: Positive Qualities of Your Cartoon Character

**Pre-writing**

- Identify **two positive qualities** that make this cartoon character a role model.
- Describe **one reason** why each positive quality makes him/her a role model.

<table>
<thead>
<tr>
<th>Positive Quality #1:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Quality #2:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

## Part 2: Negative Qualities of Your Cartoon Character

**Pre-writing**

- Identify **two negative qualities** that the cartoon character might have.
- Describe **one healthy way** the cartoon character might deal with each negative quality.

<table>
<thead>
<tr>
<th>Negative Quality #1:</th>
<th>Healthy Way:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Quality #2:</th>
<th>Healthy Way:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Part 3: Peer Pressure

Pre-writing

- Identify two examples of how peer pressure causes stress.

<table>
<thead>
<tr>
<th>Example #1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Example #2</th>
</tr>
</thead>
</table>

- Describe one situation in which the cartoon character might face peer pressure.

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
</table>

- Describe one healthy strategy the cartoon character might use to deal with the type of peer pressure you have described.

<table>
<thead>
<tr>
<th>Healthy Strategy</th>
</tr>
</thead>
</table>

Say: Are there any questions about Part 3? (pause for questions) Follow along as I read Part 4.

Part 4: Dealing with Other Kinds of Stress

Pre-writing

- Describe one situation that would result in helpful stress (eustress) for your cartoon character.

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
</table>

- Describe one reaction your role model might have to show that helpful stress was present.

<table>
<thead>
<tr>
<th>Reaction</th>
</tr>
</thead>
</table>

- Describe one situation that would result in harmful stress (distress) for your cartoon character.

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
</table>
A Cartoon Role Model

Teacher Copy

• Describe one reaction that your role model might have to show that harmful stress was present.

Reaction

Part 5:

Final Student Response

Using the pre-writing boxes, you will prepare the following components for the letter you will write. The cartoonist requires the following pieces of information in the letter:

1. Positive Qualities of Your Character
   • Identify two positive qualities that make this character a role model.
   • Describe one reason why each positive quality makes him/her a role model.

2. Negative Qualities of Your Character
   • Identify two negative qualities that the character might possess.
   • Describe one healthy way the character might deal with each negative quality.

3. Peer Pressure
   • Identify two examples of how peer pressure causes stress.
   • Describe one situation in which the character might face peer pressure.
   • Describe one healthy strategy the character might use to deal with the type of peer pressure you have described.

4. Dealing with Other Kinds of Stress
   • Describe how the character deals with other types of stress (not peer pressure), making sure to include the following elements:
     • one situation that would result in helpful stress (eustress) for your character,
     • one reaction in this situation your role model might have to show that helpful stress was present,
     • one situation that would result in harmful stress (distress) for your character, and
     • one reaction in this situation that your role model might have to show that harmful stress was present.

Say: Are there any questions about Parts 4 & 5? (pause for questions) You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.
A cartoonist has created a new cartoon character that will be a positive role model for children. She has asked fifth graders in your school to help develop the cartoon character. The cartoonist wants the cartoon character to have the qualities of a positive role model.

You will gather and write down the information that your teacher will include in a letter to the cartoonist. You will describe the cartoon character’s qualities along with the cartoon character’s reactions to peer pressure and stress. This information will be used to help the cartoonist develop the star of the new cartoon.

**Pre-writing**

The cartoonist requires the following pieces of information in the letter:

1. Positive Qualities of Your Character
2. Negative Qualities of Your Character
3. Peer Pressure
4. Dealing with Other Kinds of Stress
Part 1: Positive Qualities of Your Cartoon Character

Pre-writing

• Identify two positive qualities that make this cartoon character a role model.
• Describe one reason why each positive quality makes him/her a role model.

Positive Quality #1:

Reason:

Positive Quality #2:

Reason:

Score / 4

Part 2: Negative Qualities of Your Cartoon Character

Pre-writing

• Identify two negative qualities that the cartoon character might have.
• Describe one healthy way the cartoon character might deal with each negative quality.

Negative Quality #1:

Healthy Way:

Negative Quality #2:

Healthy Way:

Score / 4
A Cartoon Role Model

Student Copy

Part 3: Peer Pressure

- Identify two examples of how peer pressure causes stress.

<table>
<thead>
<tr>
<th>Example #1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Describe one situation in which the cartoon character might face peer pressure.

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Describe one healthy strategy the cartoon character might use to deal with the type of peer pressure you have described.

<table>
<thead>
<tr>
<th>Healthy Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Score / 4

Part 4: Dealing with Other Kinds of Stress

- Describe one situation that would result in helpful stress (eustress) for your cartoon character

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Describe one reaction your role model might have to show that helpful stress was present

<table>
<thead>
<tr>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
A Cartoon Role Model

Student Copy

• Describe one situation that would result in harmful stress (distress) for your cartoon character

<table>
<thead>
<tr>
<th>Situation</th>
</tr>
</thead>
</table>

• Describe one reaction that your role model might have to show that harmful stress was present

<table>
<thead>
<tr>
<th>Reaction</th>
</tr>
</thead>
</table>

Score / 4

Part 5:

Final Student Response

Using the pre-writing boxes, you will prepare the following components for the letter you will write. The cartoonist requires the following pieces of information in the letter:

1. Positive Qualities of Your Character
   • Identify two positive qualities that make this character a role model.
   • Describe one reason why each positive quality makes him/her a role model.

2. Negative Qualities of Your Character
   • Identify two negative qualities that the character might possess.
   • Describe one healthy way the character might deal with each negative quality.

3. Peer Pressure
   • Identify two examples of how peer pressure causes stress.
   • Describe one situation in which the character might face peer pressure.
   • Describe one healthy strategy the character might use to deal with the type of peer pressure you have described.

4. Dealing with Other Kinds of Stress
   • Describe how the character deals with other types of stress (not peer pressure), making sure to include the following elements:
     • one situation that would result in helpful stress (eustress) for your character,
     • one reaction in this situation your role model might have to show that helpful stress was present,
     • one situation that would result in harmful stress (distress) for your character,
     • one reaction in this situation that your role model might have to show that harmful stress was present.
Dear Cartoonist,
A Cartoon Role Model

Score _____ /16
A Cartoon Role Model

Rubrics
RUBRIC 1 – Used to score Part 1 of *A Cartoon Role Model*

Grade Level Expectations (GLEs)
2.1.1 **Understands dimensions and indicators of health.**
3.3.1 **Applies necessary social skills to promote health and safety.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | 4-point response: The student:  
Identifies **two** positive qualities that make the cartoon character a role model. (+2)  
**Describes one** reason for **each** positive quality that makes the cartoon character a role model. (+2)  
**Example:**  
Positive qualities might include:  
- hard-working  
- caring  
- devoted  
- kind  
- self-directed  
- helpful  
- courageous  
- sympathetic  
Reasons that describe why these qualities might make the cartoon character a role model include:  
- the cartoon character is hard-working and reliable  
- you can count on the cartoon character to be responsible  
- the cartoon character is courageous and takes healthy risks  
- the cartoon character could be a leader, one who is not afraid to make mistakes |
| 3     | 3-point response: The student adequately answers three of the four prompts. |
| 2     | 2-point response: The student adequately answers two of the four prompts. |
| 1     | 1-point response: The student adequately answers one of the four prompts. |
| 0     | 0-point response: The student shows little or no understanding of the task. |
RUBRIC 2 – Used to score Part 2 of *A Cartoon Role Model*

**Grade Level Expectations (GLEs)**

- 2.1.1 Understands dimensions and indicators of health.
- 3.3.1 Applies necessary social skills to promote health and safety.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | 4-point response: The student:  
  - Identifies **two** negative qualities that the cartoon character might possess. (+2)  
  - **Describes one healthy way** the cartoon character might deal with each negative quality. (+2)  

**Example:**

The cartoon character might demonstrate some of the following negative qualities:
  - lazy  
  - short-tempered  
  - unorganized  
  - dishonest  
  - rude

The cartoon character might deal with each negative quality in the following ways:
  - short-temperedness might be dealt with by counting to twenty to cool off  
  - being unorganized might be dealt with by buying a pocket calendar and notebook to help stay on schedule

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3-point response: The student adequately answers three of the four prompts.</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student adequately answers two of the four prompts.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student adequately answers one of the four prompts.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
A Cartoon Role Model

RUBRIC 3 - Used to score Part 3 of *A Cartoon Role Model*

Grade Level Expectations (GLEs)

2.4.3  **Understands positive and negative effects of stress and stress management techniques.**

3.3.1  **Applies necessary social skills to promote health and safety.**

3.4.1  **Applies a variety of emotional-response strategies.**

3.5.1  **Applies decision-making skills.**

<table>
<thead>
<tr>
<th></th>
<th>4-point response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student identifies:</td>
</tr>
<tr>
<td>2</td>
<td><strong>Two</strong> examples of how peer pressure causes stress. (+2)</td>
</tr>
<tr>
<td>1</td>
<td><strong>One</strong> situation in which the cartoon character might face peer pressure. (+1)</td>
</tr>
<tr>
<td>1</td>
<td><strong>One</strong> healthy strategy the cartoon character might use to deal with the type of peer pressure described. (+1)</td>
</tr>
</tbody>
</table>

**Example:**

Examples of how peer pressure causes stress may include, but are not limited to:

- anxious
- worried
- fear of getting caught
- fear of losing friends/being unpopular
- heart races
- can’t sleep
- nausea
- blood pressure rises

Situations in which the cartoon character might face peer pressure include, but are not limited to:

- friends are pressuring the cartoon character to smoke
- friends are pressuring the cartoon character to steal
- friends are pressuring the cartoon character to be mean to another character

Strategies the cartoon character might use to resist the type of peer pressure the student has described may include these statements and actions:

- makes clear “no” statements
- provides supporting reasons
- may use humor to support decision
- may use delaying tactics
- may use body language that supports “no” statement
- may provide alternative to negative behavior
- walks away and leaves door open for peer to change mind

<table>
<thead>
<tr>
<th></th>
<th>3-point response: The student adequately answers three of the four prompts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-point response: The student adequately answers two of the four prompts.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student adequately answers one of the four prompts.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
RUBRIC 4 - Used to score Part 4 of *A Cartoon Role Model*

Grade Level Expectations (GLEs)

2.4.3 Understands positive and negative effects of stress and stress management techniques.

3.4.1 Applies a variety of emotional-response strategies.

3.5.1 Applies decision-making skills.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4-point response: The student describes how the cartoon character deals with other types of stress (not peer pressure), making sure to include the following:</td>
</tr>
<tr>
<td></td>
<td>• one situation that would result in <strong>helpful stress</strong> (eustress) for the cartoon character. <strong>(worth +1 pt.)</strong></td>
</tr>
<tr>
<td></td>
<td>• one reaction that the role model might have to show that <strong>helpful stress</strong> was present. <strong>(worth +1 pt.)</strong></td>
</tr>
<tr>
<td></td>
<td>• one situation that would result in <strong>harmful stress</strong> (distress) for the cartoon character. <strong>(worth +1 pt.)</strong></td>
</tr>
<tr>
<td></td>
<td>• one reaction that the role model might have to show that <strong>harmful stress</strong> was present. <strong>(worth +1 pt.)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Helpful stress</strong> (eustress) might result from the following situations:</td>
</tr>
<tr>
<td></td>
<td>• excitement about an activity</td>
</tr>
<tr>
<td></td>
<td>• happiness over a good grade, new job, new friend</td>
</tr>
<tr>
<td></td>
<td>• looking forward to the end of school</td>
</tr>
<tr>
<td></td>
<td>• running a long-distance race</td>
</tr>
<tr>
<td></td>
<td>Reactions the cartoon character might have to show that <strong>helpful stress</strong> was present might include the following:</td>
</tr>
<tr>
<td></td>
<td>• expressing excitement verbally</td>
</tr>
<tr>
<td></td>
<td>• jumping up and down with joy</td>
</tr>
<tr>
<td></td>
<td>• having a lot of energy</td>
</tr>
<tr>
<td></td>
<td>• smiling a lot</td>
</tr>
<tr>
<td></td>
<td><strong>Situations that would result in harmful stress</strong> for the cartoon character might include the following:</td>
</tr>
<tr>
<td></td>
<td>• death of a friend</td>
</tr>
<tr>
<td></td>
<td>• big test coming up</td>
</tr>
<tr>
<td></td>
<td>• parents are fighting a lot</td>
</tr>
<tr>
<td></td>
<td>• a bully is bothering the cartoon character at school</td>
</tr>
<tr>
<td></td>
<td>Reactions the cartoon character might give to show that <strong>harmful stress</strong> was present might include the following situations:</td>
</tr>
<tr>
<td></td>
<td>• picking fights with others</td>
</tr>
<tr>
<td></td>
<td>• not hungry or not eating</td>
</tr>
<tr>
<td></td>
<td>• seeming depressed, sad, or unusually quiet</td>
</tr>
<tr>
<td></td>
<td>• tell them to stop</td>
</tr>
<tr>
<td>3</td>
<td>3-point response: The student adequately answers three of the four prompts.</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student adequately answers two of the four prompts.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student adequately answers one of the four prompts.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
Scoring Notes
Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *A Cartoon Role Model*.

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

**Passing score on A Cartoon Role Model** – A total score on all four rubrics of twelve or more value points meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
<td>4</td>
</tr>
<tr>
<td>12-14</td>
<td>3</td>
</tr>
<tr>
<td>8-11</td>
<td>2</td>
</tr>
<tr>
<td>1-7</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Passing score on *A Cartoon Role Model* – A total score on all four rubrics of twelve or more value points meets standard.

Teachers may use the pre-write and/or letter to score *A Cartoon Role Model* assessment.

1. Reasons provided must explain/justify the quality provided. Two separate qualities are required, thus a reason justifying EACH quality is required. Example: Quality = Caring. Reason = the cartoon character cares. This is NOT a valid response because the quality of caring is not explained or described, it is simply re-stated.

2. Student work that is contained in “pre-work” should be scored in addition to or in place of a “cartoon” sketch.
Exemplars & Annotations

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

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

EXEMPLAR #1

1. Positive Qualities
   • My character’s positive qualities are that she uses conversation not confrontation. Her other quality is that outside of her superhero life she is very helpful.
   • Using conversation instead of confrontation makes her a role model because she influences kids to think before they act. Being helpful makes her a role model because she does the right thing and is helpful to everyone.

Negative Qualities
   • The negative qualities of my character are that with all of her duties as a superhero she is sometimes irresponsible in her non-superhero life. She also has a bad, quick temper.
   • To deal with her irresponsible value she now writes notes to herself to help her remember things. To deal with her temper instead of getting angry she tries to compromise.

Peer Pressure
   • One way peer pressure causes stress is that even though the kids don’t know it they are depending on her to defend them from the bullies. Another way peer pressure causes her stress is that she is always worried that one of her peers will find out about her superhero life.
   • One way the character might face peer pressure when maybe an adult is a bully to someone and she can’t help the person being bullied.
   • To deal with peer pressure my character might find someone else to help her be a superhero.
EXEMPLAR #1 (cont’d)

Dealing with other Kinds of Stress

• one eustress situation is that the character’s fans cheer her on to be a great leader.

• the reaction to this is that the character works harder to be an even better superhero

• the character gets distressed because she has too many things to do and makes her feel angry

• When she gets distressed instead of getting angry she calmly thinks about the situation and talks to her Mom about it.
EXEMPLAR #1 (cont’d)

Let's talk instead of fighting.

Okay!

The Bully Basher uses conversation not confrontation.

Negative Qualities

Whoops!

Did you wash the dog?

The Bully Basher is sometimes forgetful.
EXEMPLAR #1 (cont’d)

Other Kinds of Stress

The characters eustress causes her to be a better superher.

You can do it Bully Basher!

The Bully Basher is peer pressured because kids depend on her to help them!
EXEMPLAR #1 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for adequately answering all four of the required tasks. First, the response earns two points for identifying two positive qualities that make the character of “The Bully Basher” a role model (adhering to the concept of “conversation, not confrontation” and being “helpful”). Additionally, the response earns two more points for describing why each of those qualities is important (“conversation, not confrontation” is an idea that teaches children to think before they act and being “helpful” puts students in the position to do the right thing).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for adequately answering all four of the required tasks. First, the response earns two points for identifying two negative qualities that the character possesses (being “irresponsible” and having a “bad, quick temper”). Additionally, the response earns two more points for describing a healthy way that the character might deal with each of those negative qualities (writing notes to herself in order to deal with irresponsibility or forgetfulness and trying to “compromise” when anger kicks in).

Rubric 3
Score: 4
This response earns the score of 4 on Rubric 3 for adequately answering all four of the required tasks. First, the response earns two points for identifying two examples of how peer pressure causes stress (it made the Bully Basher worry and made her fear that she can’t live up to other’s expectations, which could be a way to lose friends or be unpopular). Additionally, the response earns a third point for describing a situation when the character might face peer pressure (when he is unable to help someone being bullied by an adult) and a fourth point for describing a healthy strategy to deal with the aforementioned situation (by getting “someone else to help” address the bullying adult).

Rubric 4
Score: 4
This response earns the score of 4 on Rubric 4 for adequately answering all four of the required tasks. First, the response earns two points for describing a situation where healthy stress is present for the character (when she is being cheered on to be a great leader) and gives a reaction the character might have to show that helpful stress was present (when the role model aspires to do better, try harder). Additionally, the response earns two more points for describing a situation where harmful stress is present (when the Bully Basher is given too much responsibility) and gives a reaction the character might have to show that harmful stress was present (when the Bully Basher becomes angry so much is being asked of her).
Exemplar #2

1. Positive Qualities of your Character

Answer • Two positive qualities I would choose are, kindness and courtesy.

Answer • Having kindness makes her a role model because other people look up to people that are kind. Courtesy makes her a role model because, if you watch someone be courteous you learn to be like that.

2. Negative Qualities of your Character

Answer • Two negative qualities are she’s not a good listener and she is bossy.

Answer • One healthy way she can deal with not being a good listener because she can try to make it fun and listen. One way she can deal with being bossy is she make someone different be the boss so she can see what she’s like.
3. Peer Pressure

Answer • You're worried and you're confused.
• One situation would be someone forcing another person to do something.
• One way can be to say “no” I'm not going to do that.

4. Dealing with Other Kinds of Stress

• One situation for eustress would be getting good grades.
• Saying something like “I have good grades.”
• A situation for distress would be peer pressure.
• Keep on saying “Stop and I don’t want to.”
EXEMPLAR #2 (cont’d)

Positive Qualities

Yeah sure!

Hey, can I borrow that pencil?

pencil

GO talk to her

come on go talk to him!

Peer Pressure
Negative Qualities

Are you listening?

What?

Dealing with other kinds of stress

I got an A!
Exemplar #2 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for adequately answering all four of the required tasks. First, the response earns two points for identifying two positive qualities that make the character a role model (kindness and courtesy). Additionally, the response earns two more points for describing why each of those qualities is important (kindness is a quality that “other people look up to” and courtesy is beneficial because others want to emulate a person like that).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for adequately answering all four of the required tasks. First, the response earns two points for identifying two negative qualities that the character possesses (not being a good listener and being “bossy”). Additionally, the response earns two more points for describing a healthy way that the character might deal with each of those negative qualities (addressing her tendency to not listen by trying just to have “fun and listen” and dealing with her bossiness by letting someone else be in charge).

Rubric 3
Score: 4
This response earns the score of 4 on Rubric 3 for adequately answering all four of the required tasks. First, the response earns two points for identifying two examples of how peer pressure causes stress (it leads to one being “worried” or “confused”). Additionally, the response earns a third point for describing a situation when the character might face peer pressure (when someone forces you to do something) and a fourth point for describing a healthy strategy to deal with the situation (by forcefully saying “no, I’m not going to do that”).

Rubric 4
Score: 2
This response earns the score of 2 on Rubric 4 for adequately answering two of the four required tasks. The response earns the two points for describing a situation where healthy stress is present for the character (when she gets good grades in school) and gives a reaction the character might have to show that helpful stress was present (when she celebrates those good grades). No further points can be awarded because the only situation given to explain harmful stress in this response is a peer pressure situation (peer pressure is not acceptable on this rubric because it was already addressed on the third one).
EXEMPLAR #3
Dear, Cartoonist

My character has two positive qualities, one she always does the right thing and two she respects others. These qualities make her a role-model because, when she does things right she makes them in a fun way also when she respects others she compliments them and makes them feel special.

My character also has 2 negative qualities 1 she’s not really respectful to bulliys 2 she’s a little behind on her reading homework. But she is trying really hard to control her anger and also she is trying to read 30 minutes a night.

Two examples that cause my character stress is that
A Cartoon Role Model

EXEMPLAR #3 (cont’d)

1. 2 positive qualities about my character is that she always does what is right and she respects others. Each positive quality makes her a role model because when she does things right she makes them in a fun way and everybody wants to copy her. The second reason why she could be a roll model is because when she respects others she compliments them so then everybody wants to be like her.

2. 2 Negative qualities that my character has is that she has problems respecting bullies another one is she’s a little behind on her reading homework, but she’s trying very hard to control her anger also she is trying to read at least 30 minutes at night.

3. Sometimes when she see’s bully is bullying other kids or also when somebody is offering drugs to someone else it gets her really mad and causes her stress but she walks up to them and talks to them and tells them to leaves them alone. She could take a very deep breath and walk up to them by being assertive.
4. one helpful stress is that when she wants to talk to them she might mess up or nervous or shy so she practices it in front of the mirror. one way she makes helpful stress present is she says the exact thing she said in front of the mirror with confidence and being clear. Sometimes she looks at people straight in the eye and they might look scary so sometimes that ruins her confidence. It shows that harmful stress was present because she starts to studer and gets shy.
A Cartoon Role Model

EXEMPLAR #3 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for adequately answering all four of the required tasks.
First, the response earns two points for identifying two positive qualities that make the character a role model (she “does the right thing” and she “respects others”). Additionally, the response earns two more points for describing why each of those qualities is important (by doing what is right “in a fun way” and because “she compliments them and makes them feel special,” people want to be like her).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for adequately answering all four of the required tasks.
First, the response earns two points for identifying two negative qualities that the character possesses (not having any respect for bullies and being behind on homework). Additionally, the response earns two more points for describing a healthy way that the character might deal with each of those negative qualities (dealing with her disrespect for bullies by controlling her anger and addressing the homework concerns by reading “at least 30 minutes at night”).

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for adequately answering three of the four required tasks. First, the response earns one point for identifying an example of how peer pressure causes stress (when the student gets “mad” in bullying situations), but a second example of how peer pressure causes stress is not given. The response does earn a second point for offering drugs) and a third point for describing a healthy strategy to deal with the situation (breathe deep, be assertive).

Rubric 4
Score: 2
This response earns the score of 2 on Rubric 4 for adequately answering two of the four required tasks. The response earns the two points for describing a situation where harmful stress is present for the character (when she is confronting a problem) and gives a reaction the character might have to show that harmful stress was present (she stutters, becomes shy). No further points can be awarded because no clear situation involving helpful stress is provided.
A Cartoon Role Model

EXEMPLAR #4

1. They are honest, and helpful.
   One reason why the character is honest because he/she never lies

2. Quick tempered, kinda messy
   One way they can work with their negative qualities would be to try to control their temper and be a little neater.

3. Two examples of peer pressure would be,
   • other people may make you feel odd/weird for liking something they don’t.
   • Maybe the way they look
   • One of hers/his friends may pressure into doing something he/she wouldn’t want to do.
   • Talk to the characters friend, and clearly state that he/she does not want to do whatever they want the character todo.

4. 
   • Him/her has a exam coming up and has to “cram” all this information, yet at the end she/he feels good about her/him self.
   • That they weren’t worried about the exam
   • That him/her was worried about the exam.
   • Worrying, not sleeping well, not being normal self.
EXEMPLAR #4 (cont’d)

A Cartoon Role Model

Honest
Helpful

The Best
Cartoon
Rolemodel

Quick
Tempered

Toughest
Peer

Making fun of something she likes to hurt her...

When her friends try to pressure her into something she doesn't want to do!

Pressure for [her]!
EXEMPLAR #4 (cont’d)

One time, I had a HUGE exam come up and I had to cram all the information in ONE DAY! Yet, I did great! Although, I was worried and I wasn't myself!

How do I deal with peer pressure? If my friends were trying to pressure me into something, I'd talk to them about it. Clearly say I don't want to do whatever they want me to do!!!
EXEMPLAR #4 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for adequately answering three of the four required tasks. First, the response earns two points for identifying two positive qualities that make the character a role model ("honest" and "helpful"). Additionally, the response earns another point for describing why one of those qualities is important (by being honest, the character “never lies”). A fourth point cannot be awarded for this response because no reason is ever given why helpfulness is a good quality.

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for adequately answering all four of the required tasks. First, the response earns two points for identifying two negative qualities that the character possesses (she is “quick tempered” and “kinda messy”). Additionally, the response earns two more points for describing a healthy way that the character might deal with each of those negative qualities (addressing her anger by controlling her temper and dealing with messiness by being “a little neater”).

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for adequately answering three of the four required tasks. First, the response earns one point for identifying an example of how peer pressure causes stress (when the student feels “odd/weird” about not liking something everyone else likes), but a second example of how peer pressure causes stress is not given ("odd" and "weird" are presented as one idea and are too similar to be credited separately). The response does earn a second point for describing a situation when the character might face peer pressure (being forced to do something she doesn’t want to do) and a third point for describing a healthy strategy to deal with the situation (“clearly state that he/she does not want to” do it).

Rubric 4
Score: 2
This response earns the score of 2 on Rubric 4 for adequately answering two of the four required tasks. The response earns the two points for describing a situation where harmful stress is present for the character (when cramming for an exam) and giving a reaction the character might have to show that harmful stress was present (being “worried”). No further points can be awarded because no clear situation involving helpful stress is provided.
EXEMPLAR #5

Positive
1. My characters 2 positive qualities it she is caring and fun.

2. She is caring and fun because she cares for others and fun because she likes doing fun stuff.

Negative
1. 2 of my characters negative qualities are that she gets made easily and she is very shy.

2. She can deal with these negative qualities by learning how to stand to other people and by being fair with others.
EXEMPLAR #5 (cont’d)

Peer Pressure

1. Peer pressure can cause stress by having too much pressure on your back, and by kids making you do stuff.

2. My character can face peer when her friend influence her badly.

3. She can deal with this by learning how to take her own decisions.

Dealing with other kinds of stress

1. My character deals with other kinds of stress by being prepared the day before.

2. Helpful stress might be when you study very hard for a test, but after the test is over your relieved.

3. She might want to show her parents the results of her test.

4. Walking across the street and the car beeps at you and you almost get hit.

5. She should run across the street before the car hits her.
EXEMPLAR #5 - Annotation

Score 11/16

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for adequately answering three of the four required tasks. First, the response earns two points for identifying two positive qualities that make the character a role model ("caring" and "fun"). Additionally, the response earns another point for describing why one of those qualities is important (by being caring, the character is concerned for other people). A fourth point cannot be awarded for this response because no reason is given why fun is a good quality (noting that she does “fun stuff” does not explain the benefits of that attribute).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for adequately answering all four of the required tasks.
First, the response earns two points for identifying two negative qualities that the character possesses (she gets mad easily and is shy). Additionally, the response earns two more points for describing a healthy way that the character might deal with each of those negative qualities (addressing her quick temper by being fair to others and dealing with shyness by standing up to people).

Rubric 3
Score: 1
This response earns the score of 1 on Rubric 3 for adequately answering one of the four required tasks. The response earns the one point by providing one healthy strategy to deal with a peer pressure situation (by making her own decisions). No other points are earned since no specific examples of peer pressure causing stress or peer pressure related situations are provided.

Rubric 4
Score: 3
This response earns the score of 3 on Rubric 4 for adequately answering three of the four required tasks. First, the response earns two points for describing a situation where healthy stress is present for the character (studying very hard for a test) and gives a reaction the character might have to show that helpful stress was present (feeling relief upon its completion). Additionally, the response earns one more point for describing a situation where harmful stress is present (a car beeping a horn and surprising the student). No further points can be awarded because the response does not include an emotional reaction that shows this was harmful stress (running across the road would be a survival instinct more than an indication of stress).
EXEMPLAR #6

1. My role model has good table manners and she has a fun personality. Having good table manners is good because not talking with your mouth full of food is good because you won’t see their food.

2. Two negative things my role model does is freak out when seeing a spider, and whenever she eats candy, she goes wild. One way she can not eat a whole lot of candy is by having her mom hide it.

3. Two ways peer pressure causes stress is one, having people enjoy you by nagging you, and two, having people want you to do something you don’t want to do. She might face peer pressure when her friends are telling how good something is when it really isn’t. She could ignore them.

4. One thing that makes me stressful is my little brother messing up my room. I can tell him to get out of my room so he won’t destroy it.
EXEMPLAR #6 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for adequately answering three of the four required tasks. First, the response earns two points for identifying two positive qualities that make the character a role model ("good table manners" and "fun"). Additionally, the response earns another point for describing why one of those qualities is important (by having good table manners, the student avoids talking with her mouth full). A fourth point cannot be awarded for this response because no reason is given why fun is a good quality.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for adequately answering three of the four required tasks. First, the response earns two points for identifying two negative qualities that the character possesses (an unreasonable response to seeing a spider, "freak out," and "goes wild" when she eats candy). Additionally, the response earns one more point for describing a healthy way that the character might deal with one of those negative qualities (avoiding her trouble with candy by having her mother hide it). A fourth point cannot be earned for this response because it does not address a healthy way to deal with the student's arachnophobia.

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for adequately answering three of the four required tasks. First, the response earns one point for providing one example of peer pressure, doing "something you don't want to do." The response earns a second point for identifying a situation where the character faces peer pressure (when people annoy or nag you). Additionally, the response earns one point for providing a healthy strategy to deal with the situation (simply "ignore" the agitators). A fourth point cannot be earned for this response because it does not identify a second example of peer pressure.

Rubric 4
Score: 2
This response earns the score of 2 on Rubric 4 for adequately answering two of the four required tasks. The response earns the one point for describing a situation where harmful stress is present for the character ("my little brother messing up my room"). A second point is awarded for providing a reaction to the situation, "tell him to get out of room." No further points can be awarded because a reaction to that is not given and because no clear situation involving helpful stress is provided.
Dear Jerry,

I want the character to be having a Quailitys they are, funky fresh and Humorous. I think those Quailitys are good because this character is hip and groovy. The 2 negative quailitys of this character (munchyyyy) is Jealous and a daydreamer because there might be a new girl in town is hip and groovy too and boys start Liking her and dont Like trixxiiiiiiii anymore. She might be thinking to hard at school not smoking and staying in school. When a guy she likes goes out with another girl. Maybe going out with a friend to the mall (shoping & eating) with someone you dont really hang out with and help him/her around. Thinking and worrying about someone. Their face getting red and acting different.

Sincerely,
Cartoon Role Model,

I want the character to be having Qualities (2) that are funky fresh and Humorous, I think it is a good quality for Her because she’s Hip and groovy.

Jealousy, and day dreaming because there might be a new girl in town that’s hip and groovy and boys like her.

3. from thinking to hard at school 4. when a guy she likes asks another girl out and she’s sad.

3. Not smoking and staying in school

Maybe going out with a friend to the mall going shopping and eating!!!…going with someone you don’t really hang out with at the mall and help her/him around at somewhere and holding your head and mad think too much banging there hands on table and acting mad.
A Cartoon Role Model

EXEMPLAR #7 - Annotation

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for adequately answering two of the four required tasks. The response earns the two points for identifying two positive qualities that make the character a role model (being “funky-fresh” and being “humorous”). Both of these qualities are credited as they were seen as examples of uniqueness or originality, which would be good characteristics for a role model facing peer pressure to possess. No further credit is awarded because “hip and groovy” does not describe a reason as it is too vague.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for adequately answering two of the four required tasks. The response earns the two points for identifying two negative qualities that the character possesses (she can be jealous and a daydreamer). While each of these is credited as a negative quality, no further credit can be awarded for this response as it does not provide healthy ways to deal with these negative qualities.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for adequately answering two of the four required tasks. First, the response earns one point for identifying an example of peer pressure causing stress (when the student feels “sad”). Additionally, the response earns a second point for describing a situation where the character faces peer pressure (when a guy she likes asks out another girl). No further points are awarded for this response because it does not identify a second example of peer pressure causing stress or a healthy strategy to deal with peer pressure.

Rubric 4
Score: 4
This response earns the score of 4 on Rubric 4 for adequately answering all four of the required tasks. The response earns the two points for describing a situation where harmful stress is present for the character (thinking too hard at school) and gives a reaction the character might have to show that harmful stress was present (“holding your head” and “banging there hand on table and acting mad”). The response earns an additional two points for describing a situation where helpful stress is present for the character (going to the mall with someone “you don’t really hang out with”) and gives a reaction the character might have to show helpful stress was present (“help him/her around” the mall and “going shoping and eating”).
EXEMPLAR #8

1. My friends and my sisters because my friends tell me what not to do when I'm in a bad situation. Now my sisters I look up to them because they have been through college and high school.

2. They might say bad words, but I've never heard. Put a corner in a jore everytime they say a bad word.

3. People getting made at you. Drugs. If you have perpeshun you could take to an adult to help you.

4. Seketgun stand away, take to an adult, to a friend. A red face last qustun.
A Cartoon Role Model

EXEMPLAR #8 - Annotation

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for adequately answering two of the four required tasks. The response earns the two points for identifying two positive qualities that make the character a role model (giving good advice and looking up to them because they have been through college). No further credit is awarded because no specific reasons are given why those are good qualities to have.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for adequately answering two of the four required tasks. The response earns the two points for identifying one negative quality that the character possesses (saying “bad words”) and one healthy way to deal with that negative quality (fining herself a quarter every time she says a bad word). No further credit can be awarded for this response as it does not provide a second negative quality or a second healthy way to deal with those situations.

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for adequately answering three of the four required tasks. First, the response earns one point for identifying an example of peer pressure causing stress (people getting mad at you). The response earns a second point for identifying a situation where the character faces peer pressure (in situations involving drugs). Additionally, the response earns a third point for providing a healthy strategy to deal with the situation (many options given, including talking to an adult). A fourth point is not awarded for this response because it does not identify a second example of peer pressure causing stress.

Rubric 4
Score: 1
This response earns the score of 1 on Rubric 4 for adequately answering one of the four required tasks. The response earns the one point for describing a reaction to a harmful stress situation, when the student ends up with “a red face.” No further points can be awarded because no clear situation involving helpful stress is provided.
A Cartoon Role Model

EXEMPLAR #9

1. not take drugs
2. not angry
   becous it is bad

1. when she gets mad
2. when she yells at me

nothing

1. deep breaths
2. takes time out
3. go out side
EXEMPLAR #9 - Annotation

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for adequately answering two of the four required tasks. The response earns the two points for identifying two positive qualities that make the character a role model (not taking drugs and not getting angry). No further credit is awarded because no specific reasons are given why those two are good qualities to have (noting that drugs are “bad” is too vague to be credited).

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for adequately answering two of the four required tasks. The response earns the two points for identifying two negative qualities that the character possesses (she gets mad and she yells). While each of these is credited as a negative quality, no further credit can be awarded for this response as it does not provide healthy ways to deal with these negative qualities.

Rubric 3
Score: 0
This response earns the score of 0 on Rubric 3 because no peer pressure situations are specifically discussed. Without discussing peer pressure, no points can be earned on this rubric.

Rubric 4
Score: 0
This response earns the score of 0 on Rubric 4 because the student completes zero of the four required tasks. The response simply lists different strategies to deal with any number of unidentified situations. It does not provide examples of stressful situations (good or bad) or reactions to stress.
EXEMPLAR #10

① Not get mad easily

No drugs

I don’t want them to do drugs because it’s bad and they could die easily.

② Don’t when she spansks me when she puts halopeno’s peppers in soup

I get mad when my mom put halopeno’s pepper in my soup because it make’s me cry because it’s spicy.

③ No pure pressure

④ When my brother hits me.

I could tell him to stop and tell my mom and take few breaths.
A Cartoon Role Model

EXEMPLAR #10 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for adequately answering three of the four required tasks. First, the response earns two points for identifying two positive qualities that make the character a role model (doesn’t get mad easily and avoids drug use). Additionally, the response earns another point for describing why one of those qualities is important (drug use can lead to death, so avoiding drug use is obviously beneficial). A fourth point cannot be awarded for this response because no reason is given why not getting mad is a good quality.

Rubric 2
Score: 0
This response earns the score of 0 on Rubric 2 because it does not address the character’s negative qualities (putting jalapenos into soup and spanking are not qualities). Without discussing negative qualities, no points can be earned on this rubric.

Rubric 3
Score: 0
This response earns the score of 0 on Rubric 3 because no peer pressure situations are specifically discussed. Without discussing peer pressure, no points can be earned on this rubric.

Rubric 4
Score: 2
This response earns the score of 2 on Rubric 4 for adequately answering two of the four required tasks. The response earns the one point for describing a situation where harmful stress is present for the character (when “my brother hits me”). Additionally, a second point is awarded for providing a reaction to the situation (“tell him to stop”). No further points can be awarded because no clear situation involving helpful stress is provided.
Glossary

A Cartoon Role Model

Anger – A strong negative feeling toward someone or something that is caused by a sense of being hurt or wronged.
Behavior – A way a person chooses to act or respond.
Beneficial – Promoting a favorable result.
Character – Qualities or features that distinguish a person.
Conflict – Any disagreement, struggle, or fight.
Conflict Resolution – A nonviolent way to deal with an argument.
Examples of a Four Step Model
1. Clarify
2. Choice
3. Consequences
4. Choose
Confusion – A lack of clear and orderly thought and behavior.
Consequences – Are the results of your actions and decisions.
Cooperation – Working together for the good of all.
Dialogue – A conversation between two or more people.
Distress – Negative stress
Emotion – Is the feeling that is produced in response to life experiences.
Empowerment – Power to direct or determine.
Eustress – Positive stress
Fear – Protects us from danger.
Goal – Something that you work toward and take action steps to achieve.
Harmful – Capable of causing injury or harm; involving or causing danger or risk.
“I” Statements – A message in which a person describes how she or he feels by using the pronoun “I”.
Listening – The act of hearing attentively.
Negotiate – The use of communication and often compromise to settle a disagreement.
Non-Verbal Communication – Body language, e.g., facial expressions, gestures, and posture.
Peer Mediation – A process in which trained students help other students find fair ways to resolve conflict and settle their differences.
Peer Pressure – Is a feeling that you should do something because that is what your friends want.
Prevent – To keep from happening.
Prevention – The act of preventing or impeding.
Resolution – An explanation, as of a problem; a solution.
Respectful – Showing proper admiration, honor, or esteem to a person or property.
School and Community Resources
- Clergy member
- Parent or trust-worthy adult
- Counselor
- Teacher
- Doctor
- Hotline/Helpline
A Cartoon Role Model

Glossary (cont’d)

- Coach
- Reliable websites
- Reliable friend

**Social Skills** – Specific strategies to interact with family, friends and others.

**Stress** – The body’s and mind’s response to a situation, positive or negative.

**Stress management** – Coping with the harmful effects produced by stress.

**Support System** – Family, friends or others that help when it is needed.

**Technique** – A way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps).
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

Washington State Department of Health

Health Information, Washington State
http://www.doh.wa.gov
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 A Cartoon Role Model** – A total score on all four rubrics of twelve or more value points meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
<td>4</td>
</tr>
<tr>
<td>12-14</td>
<td>3 meets standard (“proficient”)</td>
</tr>
<tr>
<td>8-11</td>
<td>2</td>
</tr>
<tr>
<td>1-7</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Rubric** – A tool used for scoring student work.

**Scoring Notes** – Explains the rationale for scoring.

**Score point** – A point earned on the rubric.
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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>OSPI Recommendation</th>
</tr>
</thead>
</table>
| 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.  
* 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.  
* 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.  
* 7 assessments are available at the high school level. |

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.
A Cartoon Role Model

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.

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.

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.
7. Submit teacher worksheet to district assessment lead.
8. Collect all assessments, shred in one year.

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*.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Points</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 – 16</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12 – 14</td>
<td>3</td>
<td>meets standard (“proficient”)</td>
</tr>
<tr>
<td>8 – 11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 – 7</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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.

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=report s=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.
A Cartoon Role Model

- 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.

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).

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.
A Cartoon Role Model

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.

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 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.