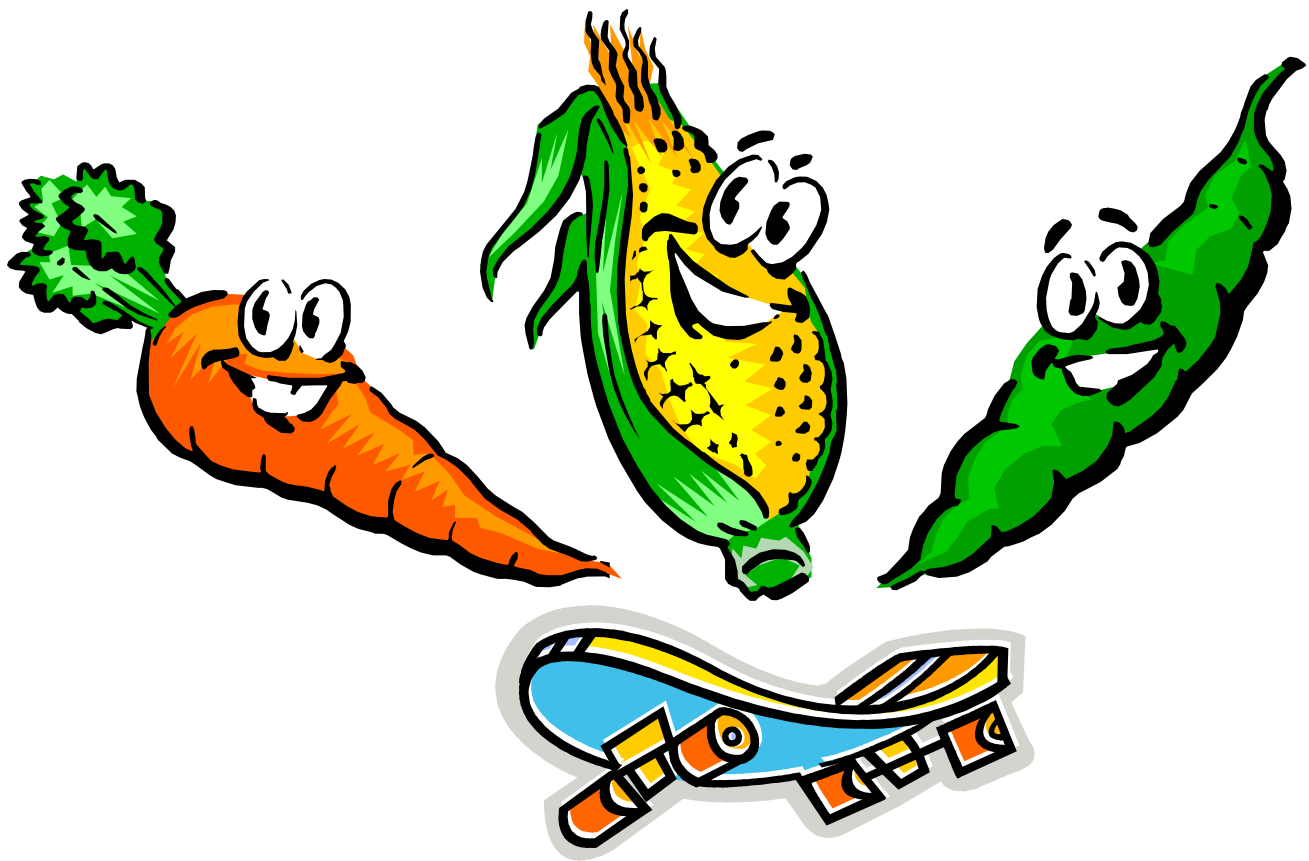


# Washington State OSPI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



***Concepts of Health and Fitness***  
**Fitness Assessment for Elementary**



# *Concepts of Health and Fitness*

Office of Superintendent of Public Instruction  
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# *Concepts of Health and Fitness*

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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz  
Program Supervisor  
Health and Fitness Education

# Concepts of Health and Fitness

## Directions for Administering the Washington State Assessment in Health and Fitness

### Introduction

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

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

### Description of the Assessment

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

### Materials and Resources

#### "Before" Checklist

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

- Reproduce one **Student Copy** of *Concepts of Health and Fitness* for each student, pages 12-21.

**Optional:** A student answer sheet has been created for *Concepts of Health and Fitness*, pages 22-26. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- Read **Rubrics**, pages 28-60.
- Read **Glossary**, pages 61-62.
- Read **Teacher Resources**, page 63.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.



## Concepts of Health and Fitness

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

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

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

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

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

### "Day Of" Checklist

#### Teacher checklist for the day of administering *Concepts of Health and Fitness*.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Distribute student copies of *Concepts of Health and Fitness*, pages 12-21.

**Optional:** A student answer sheet has been created for *Concepts of Health and Fitness*, pages 22-26. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- One pencil or pen for each student.

### "Day After" Checklist

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

- Review **Glossary for Scoring Health and Fitness Assessments**, page 64.
- Use **Rubrics** to score *Concepts of Health and Fitness*, pages 28-60.



## Concepts of Health and Fitness

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

### REQUIRED REPORTING

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

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

### OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



## Teacher Worksheet

### Elementary Health and Fitness Assessments

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

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

**Example:**

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

Fitness				
Assessments or Other Strategies	Grade 3	Grade 4	Grade 5	Grade 6
Concepts of Health and Fitness				
Get Fit Summer				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
<p><b>Which of these fitness performance assessments are administered in your elementary schools?</b>            Check the box or boxes that are appropriate.</p> <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				
Health				
Assessments or Other Strategies	Grade 3	Grade 4	Grade 5	Grade 6
A Cartoon Role Model				
Mrs. Trimble's Muffins				
New Kid on the Block				
Stomp Out Second-Hand Smoke				
Welcome to Our School				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



## Teacher Worksheet

### Middle School Health and Fitness Assessments

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

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

**Example**

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

Fitness				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness				
Fitness Plan for Pat				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
<p><b>Which of these fitness performance assessments are administered in your middle schools?</b>            Check the box or boxes that are appropriate.</p> <p><input type="checkbox"/> FitnessGram  <input type="checkbox"/> President's Challenge  <input type="checkbox"/> OSPI Fitness Performance Assessments  <input type="checkbox"/> District Approved Fitness Performance Assessments  <input type="checkbox"/> Other. Explain:</p>				
Health				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Acme Advertising				
Sara's Story				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Tobacco Times				
Touring the Systems				
True Media Message				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



## Teacher Worksheet

### High School Health and Fitness Assessments

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

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

**Example:**

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

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



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

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

### 1. Opportunities to Meet Standards

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

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

### 2. Successes

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

### 3. Leadership/Coordination

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

### 4. Storage of Information

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

### 5. Data Analysis

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

### 6. Needs

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

### 7. Model Programs

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



## Optional Survey – Continued

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

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

### 8. Opportunities for OSPI-Developed Assessment Training

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

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

### 9. Planning for OSPI-Developed Assessments

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

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

### 10. Workshops and Conferences

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

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

### 11. Scoring of the OSPI-Developed Assessments

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

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

### 12. Curricular Alignment with OSPI-Developed Assessments

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

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

### 13. District-Developed Instructional Resources

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

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



# Concepts of Health and Fitness

## Recommendation for Time Management

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

### Day One:

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

### Day Two:

- **5 minutes:** The teacher distributes materials to the students.
- **20 minutes:** The students continue to work toward completing the assessment.  
**Please walk around the classroom and monitor student progress.**
- **5 minutes:** The teacher collects all materials at the end of Day 2.  
**If students complete the assessment early, please have them work on other materials quietly.**

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

### **Passing score on *Elementary Concepts of Health and Fitness* –**

A total score of 26 points or more meets minimum state standard

**26-37 points = meets minimum state standard**

**0-25 points = below minimum state standard**



# Concepts of Health and Fitness

## Teacher Copy

### Assessment Administration

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

Say: **Today you will take the Washington State Fitness Assessment, *Concepts of Health and Fitness*. Write your name, teacher, and date at the top of the paper. Please follow along as I read the directions aloud.**

**There are several different types of questions on this assessment.**

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

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

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

**Optional (for use with Student Answer Sheet):**

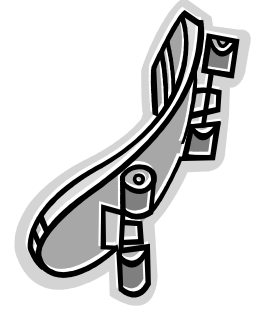
Say: **You have been provided an answer sheet to write your answers. Do not write on the Student Master copy—write only on your answer sheet. If you write on your answer sheet, please erase completely.**

Say: **Are there any questions about these directions? (pause for questions) You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Turn the page and write your name, classroom teacher's name, date and school at the top of the paper. Please begin.**





# Concepts of Health and Fitness



## Student Copy

### Directions to the Student:

**There are several different types of questions on this assessment.**

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

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

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

**Turn the page and write your name, classroom teacher's name, date and school at the top of the paper.**

**Please begin.**



# Concepts of Health and Fitness

**Student Copy**

**Total Score    / 37**

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

1. Why is it important to wear a helmet while skateboarding or riding a bicycle?
  - A. Provides balance
  - B. Improves visibility
  - C. Prevents head injury
  - D. Keeps the head warm
2. Which major muscle group is being measured during the sit-and-reach flexibility fitness assessment?
  - A. Hamstrings
  - B. Abdominals
  - C. Pectorals
  - D. Biceps
3. List **two** reasons why humans need a skeletal system. (worth 2 pts.)

<b>Reason 1:</b>
<b>Reason 2:</b>



## Concepts of Health and Fitness

### Student Copy

4. Damien is on the jump rope team. He likes to snack on chips, candy, and soda pop.

- Damien has made some poor choices in the types of foods that he likes to eat. Name **one** way Damien's food choices might affect his jump rope performance.
- Name **one** healthy snack food he should eat.

(worth 2 pts.)

<b>One</b> way Damien's food choices might affect his jump rope performance:
<b>One</b> healthy snack food he should eat:

5. Which of the following jobs would **most** improve Trina's muscular endurance?

- A. Raking leaves
- B. Folding clothes
- C. Feeding a dog
- D. Drying dishes

6. Which of the following items make up the composition of the body?

- A. Fat, muscle, bone, and body organs
- B. Heart, pulse, blood, and endurance
- C. Muscle, strength, bone and flexibility
- D. Muscle, strength, skin, and lungs



# Concepts of Health and Fitness

## Student Copy

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



**Jogging on the treadmill**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing curl ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing push ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing the butterfly**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:

## Concepts of Health and Fitness

### Student Copy

8. Which **one** of the following activities would result in the highest level of physical intensity?

- A. Bowling
- B. Running
- C. Playing checkers
- D. Miniature golfing

9. Kim wants to go play in a park that is down the street.

- If there are no sidewalks, on which side of the street should Kim **walk** to get to the park?
- If Kim wanted to ride her bike instead, on which side of the street should she **ride** to get to the park?

(worth 2 pts.)

Side on which Kim should <b>walk</b> :
Side on which Kim should <b>ride her bike</b> :

10. Which health-related fitness component will be most improved by aerobic exercise?

- A. Flexibility
- B. Muscular strength
- C. Muscular endurance
- D. Cardiorespiratory endurance



# Concepts of Health and Fitness

## Student Copy

11. Tom plays soccer with his friends at the park when the temperature is 90 degrees F. If Tom suddenly gets very hot and becomes dizzy while playing in this heat, which of the following should he do?
- A. Wait until they are finished playing to get a drink
  - B. Remove his shirt to cool off and keep playing
  - C. Stop playing, get a drink, and rest in the shade
  - D. Keep playing because it will cause him to sweat
12. Name **one** activity Julie may do at recess to improve her level of cardiorespiratory endurance. **Explain** how this activity may help her improve her level of cardiorespiratory endurance. (worth 2 pts.)

<b>One</b> recess activity:
<b>Explain</b> how this activity may help Julie improve her level of cardiorespiratory endurance:

13. Which body part is a muscle?
- A. Humerus
  - B. Sternum
  - C. Triceps
  - D. Tibia



# Concepts of Health and Fitness

## Student Copy

14. Seth wants to improve the curl-up score that he received on a school fitness assessment. Which of the following does Seth need to know in order for him to set a realistic goal in this area?
- A. The number of curl-ups he can do now
  - B. The number of push-ups he can do now
  - C. The number of curl-ups his friends can do now
  - D. The number of pull-ups his friends can do now
15. Beth is going to do the one-mile run. On the day of the run, which of the following practices would best help Beth to prepare for her run?
- A. Eat very little for lunch and dinner the day before the run
  - B. Get rest, water, and good nutrition before the run
  - C. Run an extra two miles for practice on the day of the run
  - D. Have a big lunch an hour before the run.
16. Which of the following is part of the skeletal system?
- A. Bicep
  - B. Femur
  - C. Quadricep
  - D. Hamstring
17. Martina wants to improve her upper body strength.
- List **two** exercises/activities that will help her do this.  
(worth 2 pts.)

<b>Exercise/Activity 1:</b>
<b>Exercise/Activity 2:</b>



# Concepts of Health and Fitness

## Student Copy

18. Jana notices that she is out of breath after walking upstairs. To best improve her cardiorespiratory endurance, at which heart rate should she exercise?

- A. Target heart rate
- B. Normal heart rate
- C. Resting heart rate
- D. Maximum heart rate

19. Sue is very active. She belongs to an after-school basketball team and a weekend soccer team. What type of nutritional plan does Sue need?

- A. A plan that is high in fat
- B. A plan that is high in sugar
- C. A plan that provides enough calories
- D. A plan that is high in salt

20. Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **one** way that she may prevent injury to herself and/or to others while jumping rope.
- Describe **one** way that she may prevent injury to herself and/or to others while playing basketball. (worth 2 pts.)

<b>One way that she may prevent injury while <b>jumping rope</b>:</b>
<b>One way that she may prevent injury while playing <b>basketball</b>:</b>



## Concepts of Health and Fitness

### Student Copy

21. After a short warm up, which of the following practices should be part of a stretching routine?

- A. Stretch upper body more than the rest of the body
- B. Bounce up and down on one spot when stretching
- C. Hold all stretches for at least ten seconds
- D. Stretch until muscles hurt

22. List **two** ways to be physically active without playing a sport.  
(worth 2 pts.)

<b>Activity 1:</b>
<b>Activity 2:</b>

23. Which of the following fitness assessments measures muscular strength?

- A. Pull-ups and push-ups
- B. Shuttle run and short sprint
- C. One-mile run and PACER
- D. Sit-and-reach and trunk lift

24. Name **two** reasons why your body needs water.  
(worth 2 pts.)

<b>Reason 1:</b>
<b>Reason 2:</b>



## Concepts of Health and Fitness

### Student Copy

25. Which of the following is a skill-related fitness component?

- A. Flexibility
- B. Dancing
- C. Balance
- D. Femur

26. How many minutes a day should you exercise to maintain a healthy level of fitness?

- A. 1 minute
- B. 5 minutes
- C. 15 minutes
- D. 60 minutes

TOTAL SCORE \_\_\_\_\_ / 37



# Concepts of Health and Fitness

Elementary School Student Answer Sheet

Total Score    / 37

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

1.     A         B         C         D

2.     A         B         C         D

3.

<b>Reason 1:</b>
<b>Reason 2:</b>

4.

<b>One</b> way Damien’s food choices might affect his jump rope performance:
<b>One</b> healthy snack food he should eat:

5.     A         B         C         D

6.     A         B         C         D



# Concepts of Health and Fitness

## Student Answer Sheet

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



**Jogging on the treadmill**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing curl ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing push ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing the butterfly**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:

# Concepts of Health and Fitness

## Student Answer Sheet

8.  A       B       C       D

9.

Side on which Kim should <b>walk</b> :
Side on which Kim should <b>ride her bike</b> :

10.  A       B       C       D

11.  A       B       C       D

12.

<b>One</b> recess activity:
<b>Explain</b> how this activity may help Julie improve her level of cardiorespiratory endurance:

13.  A       B       C       D

14.  A       B       C       D

15.  A       B       C       D

16.  A       B       C       D



# Concepts of Health and Fitness

## Student Answer Sheet

17.

<b>Exercise/Activity 1:</b>
<b>Exercise/Activity 2:</b>

18.  A       B       C       D

19.  A       B       C       D

20.

<b>One way that she may prevent injury while <b>jumping rope</b>:</b>
<b>One way that she may prevent injury while playing <b>basketball</b>:</b>

21.  A       B       C       D

22.

<b>Activity 1:</b>
<b>Activity 2:</b>



# Concepts of Health and Fitness

## Student Answer Sheet

23.  A       B       C       D

24.

<b>Reason 1:</b>
<b>Reason 2:</b>

25.  A       B       C       D

26.  A       B       C       D

**TOTAL SCORE** \_\_\_\_\_ **/ 37**



# Concepts of Health and Fitness Answer Key

1. C
2. A
3. 2 point response (See rubric # 1, page 37)
4. 2 point response (See rubric # 2, page 39)
5. A
6. A
7. 4 point response (See rubric # 3, page 25)
8. B
9. 2 point response (See rubric # 4, page 42)
10. D
11. C
12. 2 point response (See rubric # 5, page 45)
13. C
14. A
15. B
16. B
17. 2 point response (See rubric # 6, page 48)
18. A
19. C
20. 2 point response (See rubric # 7, page 50)
21. C
22. 2 point response (See rubric # 8, page 53)
23. A
24. 2 point response (See rubric # 9, page 55)
25. C
26. D



# Rubrics, 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.



# Four Point Responses

## Scoring Guide for Question #7 (RUBRIC 3)

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



**Jogging on the treadmill**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing curl ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing push ups**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:



**Doing the butterfly**

<b>Component:</b>
<b>Explain</b> why this component is necessary to carry out the activity:





## Concepts of Health and Fitness

### Scoring Notes (question #7):

1. There is only one correct response for each of the fitness components. The explanation must correspond to the correct fitness component.
2. When using a fitness performance assessment, follow the protocol for the assessment when scoring your students papers. For example, if using the FitnessGram: push-ups, modified pull-ups, flexed arm hang (upper body) or curl-ups (abdominal) measure **both** muscular strength and muscular endurance.

### RUBRIC 3 (question #7)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

4	   	<p><b>4-point response:</b> The student accumulates a total of 7-8 value points. The student:</p> <ul style="list-style-type: none"> <li>• selects the appropriate health-related fitness component (1 value point)</li> <li>• explains why this component is necessary to carry out the activity (1 value point)</li> </ul> <p>Examples:</p> <p><b>Jogging on the treadmill</b>            Component: <i>Cardiorespiratory Endurance</i> (1 value point)            Explanation: <i>It increases the heart rate, uses large muscles, increases breathing, is continuous and rhythmic.</i> (1 value point)</p> <p><b>Doing Curl-ups:</b>            Component: <i>Muscular Endurance</i> (1 value point)            Explanation: <i>Abdominal muscles must perform for a long time.</i> (1 value point)</p> <p><b>Doing Push-ups:</b>            Component: <i>Muscular Strength</i> (1 value point)            Explanation: <i>Muscles are made stronger by working against body weight resistance.</i> (1 value point)</p> <p><b>Doing the butterfly:</b>            Component: <i>Flexibility</i> (1 value point)            Explanation: <i>Staying flexible allows joints and muscles must move through their complete range of motion.</i> (1 value point)</p>
3		<b>3-point response:</b> The student accumulates a total of 5-6 value points.
2		<b>2-point response:</b> The student accumulates a total of 3-4 value points.
1		<b>1-point response:</b> The student accumulates a total of 1-2 value points.
0		<b>0-point response:</b> The student shows little or no understanding of the task.

## Concepts of Health and Fitness

### Exemplar #1—Student sample for question #7

For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



Jogging on the treadmill

<b>Component:</b> <u>cardiorespiratory endurance</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>I chose this component because you use your heart and</u>
<u>lungs.</u>



Doing curl ups

<b>Component:</b> <u>muscular endurance</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>You have to use your muscles for a long time.</u>



Doing push-ups

<b>Component:</b> <u>muscular strength</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>Doing push ups takes lots of strength to push up your</u>
<u>body.</u>



Doing the butterfly

<b>Component:</b> <u>Flexibility</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>Because you are stretching your body.</u>

## Concepts of Health and Fitness

### Continued Exemplar #1—Student sample for question #7

#### Annotation (Jogging on the treadmill)

This response earns a total of **two** value points on Rubric 3. It received one value point for the response accurately identifying *cardiorespiratory endurance* as the component for jogging on a treadmill. It received another value point for the explanation describing the use of the heart and lungs (*I chose this component because you use your heart and lungs*).

+2 value points

#### Annotation (Doing curl ups)

This response earns a total of **two** value points on Rubric 3. The response accurately identifies *muscular endurance* as the component for doing curl ups. It received another value point for the explanation *You have to use your muscles for a long time*.

+2 value points

#### Annotation (Doing push-ups)

This response earns a total of **two** value points on Rubric 3. The response accurately identifies *muscular strength* as the component for doing push ups. It received another value point for the explanation *Doing push ups takes lots of strength to push up your body*.

+2 value points

#### Annotation (Doing the butterfly)

This response earns a total of **two** value points on Rubric 3. The response accurately identifies *flexibility* as the component for doing the butterfly. The second value point was given for the explanation, *Because you are stretching your body*, as it accurately describes the chosen component.

+2 value points

**+8 value points/+8 value points** equals a score of a 4 for this question

Score 4/4



## Concepts of Health and Fitness

### Exemplar #2—Student sample for question #7

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



Jogging on the treadmill

<b>Component:</b> <u>Cardeorespratory endrnce</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>Becuse your heart beats fast and you huf and puf a lot.</u>



Doing curl ups

<b>Component:</b> <u>muskuler endurnce</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>Becuse you need to be strong.</u>



Doing push-ups

<b>Component:</b> <u>muskuler endrnnc</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>you get tired fast.</u>



Doing the butterfly

<b>Component:</b> <u>flecksibilty</u>
<b>Explain</b> why this component is necessary to carry out the activity:
<u>becus you have to stretch mussls.</u>

## Concepts of Health and Fitness

### Continued Exemplar #2—Student sample for question #7

#### Annotation (Jogging on the treadmill)

This response earns a total of **two** value points on Rubric 3. The response received one value point for accurately identifying *Cardeorespratiry endrnce* as the component for jogging on the treadmill. It received another value point for the explanation, *Becuse your heart beats fast and you huf and puf a lot*, as it accurately describes the chosen component.

+2 value points

#### Annotation (Doing curl ups)

This response earns a total of **one** value point on Rubric 3. The response received one value point for correctly identifying *muskuler edurnce* as the component for doing curl ups. The second response, *becuse you need to be strong* is not an explanation for why a component is necessary.

+1 value point

#### Annotation (Doing Push-ups)

This response earns a total of **0** value points on Rubric 3. The response incorrectly identifies *muskuler endrnc* as the component for doing push ups. The exception is when an assessment tool used identifies it correctly (see Scoring Notes, #2, page 30). The second response, *you get tired fast*, is not an explanation for why a component is necessary.

+0 value points **OR** +1 value point when using an assessment tool that may identify it as the correct answer, for example, FitnessGram identifies push ups as a measurement of **both** muscular strength and muscular endurance.

#### Annotation (Doing the butterfly)

This response earns a total of **two** value points on Rubric 3. The response received one value point for accurately identifying *flecksibilty* as the component for doing the butterfly. The second value point was given for the explanation, *becus you have to stretch mussls*, as it accurately describes the chosen component.

+2 value points

**+5 value points/+8 value points** equals a score of a 3 for this question  
OR  
**+6 value points/+8 value points** equals a score of a 3 for this question

Score 3/4



## Concepts of Health and Fitness

### Exemplar #3—Student sample for question #7

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



Jogging on the treadmill

<b>Component:</b> <u>running</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>because you have to use your leg muscles</u>



Doing curl ups

<b>Component:</b> <u>muscular endurance</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>because push ups is hard work and you have to work hard at it</u>



Doing push-ups

<b>Component:</b> <u>muscular strength</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>when you do push ups your muscles get stronger</u>



Doing the butterfly

<b>Component:</b> <u>stretching</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>you stretch muscles</u>

## Concepts of Health and Fitness

### Continued Exemplar #3—Student sample for question #7

#### **Annotation** (Jogging on the treadmill)

This response earns a total of **0** value points on Rubric 3. The response (*Running*) is not a fitness component and the explanation (*because you have to use your leg muscles*) does not accurately describe the correct component.

+0 value points

#### **Annotation** (Doing curl ups)

This response earns a total of **one** value points on Rubric 3. The response received one value point for accurately identifying *muscular endurance* as the fitness component. It received no value points for the explanation (*because push ups is hard work and you have to work hard at it*) as it does not describe endurance.

+1 value point

#### **Annotation** (Doing push ups)

This response earns a total of **two** value points on Rubric 3. The response received one value point for accurately identifying *muscular strength* as the fitness component. It received one value point for the explanation (*when you do push ups your muscles get stronger*) for accurately describing the muscles increasing in strength.

+2 value points

#### **Annotation** (Doing the butterfly)

This response earns a total of **one** value points on Rubric 3. The response received no value points for the answer, *stretching*, which is not the accurate term for a fitness component. The explanation, *you stretch muscles*, received one value point as it accurately describes stretching muscles.

+1 value point

**+4 value points/+8 value points** equals a score of a 2 for this question

Score 2/4



## Concepts of Health and Fitness

### Exemplar #4—Student sample for question #7

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



Jogging on the treadmill

<b>Component:</b> <u>muscular endurance</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>your legs work hard and get tired</u>



Doing curl ups

<b>Component:</b> <u>flexibility</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>you get more strength when you sit up</u>



Doing push-ups

<b>Component:</b> <u>muscular strength</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>you can clap your hands when you do push ups</u>



Doing the butterfly

<b>Component:</b> <u>muscular strength</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>your legs hurt when you sit like this</u>

## Concepts of Health and Fitness

### Continued Exemplar #4—Student sample for question #7

#### Annotation (Jogging on the treadmill)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *muscular endurance* as the fitness component. The explanation, *your legs work hard and get tired*, received no value points as it does not describe the correct fitness component cardiorespiratory endurance.

+0 value points

#### Annotation (Doing curl ups)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *Flexibility* as the fitness component. The explanation, *you get more strength when you sit up*, received no value points as it does not describe the correct fitness component muscular endurance.

+0 value points

#### Annotation (Doing push ups)

This response earns a total of **one** value points on Rubric 3. The response received one value point for accurately identifying *muscular strength* as the fitness component. The explanation, *you can clap your hands when you do push ups*, received no value points as it does not describe strength.

+1 value point

#### Annotation (Doing the butterfly)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *muscular strength* as the fitness component. The explanation, *your legs hurt when you sit like this*, does not describe the correct fitness component flexibility.

+0 value points

**+1 value point/+8 value points** equals a score of a 1 for this question

Score 1/4



## Concepts of Health and Fitness

### Exemplar #5—Student sample for question #7

7. For each of the pictured examples, select the appropriate health-related fitness component:

• Cardiorespiratory endurance	• Muscular Endurance
• Flexibility	• Muscular Strength

Explain why this component is necessary to carry out the activity. (worth 4 pts.)



Jogging on the treadmill

<b>Component:</b> <u>strength</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>your legs get stronger when you run</u>



Doing curl ups

<b>Component:</b> <u>sit ups</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>this hurts my neck</u>



Doing push-ups

<b>Component:</b> <u>push ups</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>push ups are hard</u>



Doing the butterfly

<b>Component:</b> <u>yoga</u>
<b>Explain</b> why this component is necessary to carry out the activity: <u>i like sitting like this</u>

## Concepts of Health and Fitness

### Continued Exemplar #5—Student sample for question #7

#### **Annotation** (Jogging on the treadmill)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *Strength* as the fitness component. The explanation, *your legs get stronger when you run*, does not describe the correct fitness component cardiorespiratory endurance.

+0 value points

#### **Annotation** (Doing curl ups)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *sit-ups* as the fitness component. The explanation, *this hurts my neck*, does not describe the correct fitness component muscular endurance.

+0 value points

#### **Annotation** (Doing push ups)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *push ups* as the fitness component. The explanation, *push ups are hard*, does not describe the correct fitness component muscular endurance.

+0 value points

#### **Annotation** (Doing the butterfly)

This response earns a total of **0** value points on Rubric 3. The response received no value points for incorrectly identifying *yoga* as the fitness component. The explanation, *i like sitting like this*, does not describe the correct fitness component flexibility.

+0 value points

**+0 value points/+8 value points** equals a score of a 0 for this question

Score 0/4



# Two Point Responses

## Scoring Guide for question #3 (RUBRIC 1)

3. List **two** reasons why humans need a skeletal system. (worth 2 pts.)

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. The responses must describe the two main functions of the skeletal system: structure and protection.

### RUBRIC 1 (question #3)

(EALR 2.0) The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development reduce health risks, and live safely.

2	<p>A 2-point response:</p> <p>The student:</p> <ul style="list-style-type: none"> <li>lists <b>two</b> reasons why humans need a skeletal system</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"><td><b>Reason 1:</b></td></tr> <tr><td><i>To protect vital organs</i></td></tr> <tr><td> </td></tr> <tr style="background-color: #e0e0e0;"><td><b>Reason 2:</b></td></tr> <tr><td><i>To provide structure to the body</i></td></tr> <tr><td> </td></tr> </table>	<b>Reason 1:</b>	<i>To protect vital organs</i>		<b>Reason 2:</b>	<i>To provide structure to the body</i>	
<b>Reason 1:</b>							
<i>To protect vital organs</i>							
<b>Reason 2:</b>							
<i>To provide structure to the body</i>							
1	A 1-point response: The student lists <b>one</b> reason why humans need a skeletal system.						
0	A 0-point response: The student lists <b>0</b> reasons why humans need a skeletal system.						

### Student sample - 2 point response

#### Exemplar

<b>Reason 1:</b>
<i>We need a sceloten to prevent organ dameg</i>
<b>Reason 2:</b>
<i>We also need it so we are not a globe</i>



# Concepts of Health and Fitness

## Continued student sample for question #3

### Annotation

This response earns a **2** on Rubric 1 for accumulating a total of 2 points. The response accurately lists two reasons why humans need a skeletal system citing the need for protection (*We need a sceloten to prevent organ dameg*) and for structure (*We also need it so we are not a blobe*).

### Student sample - 1 point response

#### Exemplar

<b>Reason 1:</b>
<i>So they can move their body</i>
<b>Reason 2:</b>
<i>To have elbows</i>

### Annotation

This response earns a **1** on Rubric 1 for accumulating a total of 1 point. The response accurately lists one reason why humans need a skeletal system. The reason *So they can move their body* was acceptable as a need for structure. The reason *To have elbows* was not acceptable as a reason for protection.

### Student sample – 0 point response

#### Exemplar

<b>Reason 1:</b>
<i>So that you can have bones</i>
<b>Reason 2:</b>
<i>To help your blood pump</i>

### Annotation

This response earns a **0** on Rubric 1 for accumulating a total of 0 points. The reasons listed, *So that you can have bones* and *To help your blood pump*, do not accurately describe either protection or structure. Although *So that you can have bones* comes close to describing structure, it is not a reason why humans need skeletons.



## Concepts of Health and Fitness

### Scoring Guide for Question #4 (RUBRIC 2)

4. Damien is on the jump rope team. He likes to snack on chips, candy, and soda pop.
- Damien has made some poor choices in the types of foods that he likes to eat. Name **one** way Damien’s food choices might affect his jump rope performance.
  - Name **one** healthy snack food he should eat.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. The first response should include descriptions of lack of energy, less endurance or stamina, or excess body weight. The second response could include any fruit or vegetable. Acceptable answers could also include milk, yogurt or cheese.

#### RUBRIC 2 (question #4)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> <li>• Names <b>one</b> way Damien’s food choices might affect his jump rope performance.</li> <li>• Names <b>one</b> healthy snack food he should eat.</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <tr style="background-color: #e0e0e0;"> <td><b>One</b> way Damien’s food choices might affect his jump rope performance:</td> </tr> <tr> <td>Examples: <i>less stamina, gain weight, less energy, less endurance</i></td> </tr> <tr> <td> </td> </tr> <tr style="background-color: #e0e0e0;"> <td><b>One</b> healthy snack food he should eat:</td> </tr> <tr> <td>Examples: <i>apples, oranges, carrots, milk, yogurt, string cheese, etc.</i></td> </tr> <tr> <td> </td> </tr> </table>	<b>One</b> way Damien’s food choices might affect his jump rope performance:	Examples: <i>less stamina, gain weight, less energy, less endurance</i>		<b>One</b> healthy snack food he should eat:	Examples: <i>apples, oranges, carrots, milk, yogurt, string cheese, etc.</i>	
<b>One</b> way Damien’s food choices might affect his jump rope performance:							
Examples: <i>less stamina, gain weight, less energy, less endurance</i>							
<b>One</b> healthy snack food he should eat:							
Examples: <i>apples, oranges, carrots, milk, yogurt, string cheese, etc.</i>							
1	<p>A 1-point response: The student names: one correct food choice and one incorrect snack food OR one incorrect food choice and one correct snack food.</p>						
0	<p>A 0-point response: The student names: an incorrect food choice AND an incorrect snack food.</p>						



## Concepts of Health and Fitness

### Continued student sample for question #4

#### Student sample - 2 point response

##### Exemplar

<b>One</b> way Damien's food choices might affect his jump rope performance:
Examples:
<i>He wouldn't have enough energy to jump for a long time.</i>
<b>One</b> healthy snack food he should eat:
Examples: <i>Apples</i>

##### Annotation

This response earns a **2** on Rubric 2 for accumulating a total of 2 points. The first response accurately states one affect of unhealthy food would be lack of energy (*He wouldn't have enough energy to jump for a long time*). The second response accurately states a healthy snack food (*Apples*).

#### Student sample - 1 point response

##### Exemplar

<b>One</b> way Damien's food choices might affect his jump rope performance:
Examples:
<i>He wont be as strong because he doesn't have a full stomach</i>
<b>One</b> healthy snack food he should eat:
Examples: <i>Kiwi</i>

##### Annotation

This response earns a **1** on Rubric 2 for accumulating a total of 1 point. The first response incorrectly states a reason that would not affect his performance (*He wont be as strong because he doesn't have a full stomach*). The second response accurately states a healthy snack food (*Kiwi*).



## Concepts of Health and Fitness

### Continued student sample for question #4

#### Student sample - 0 point response

##### Exemplar

<b>One</b> way Damien's food choices might affect his jump rope performance:
Examples:
<i>unhealthy</i>
<b>One</b> healthy snack food he should eat:
Examples:

##### Annotation

This response earns a **0** on Rubric 2 for accumulating a total of 0 points. The first response, *unhealthy*, is too vague to receive credit. There was not an answer for the second response; therefore the response received no credit.



## Concepts of Health and Fitness

### Scoring Guide for Question #9 (RUBRIC 4)

9. Kim wants to go play in a park that is down the street.
- If there are no sidewalks, on which side of the street should Kim **walk** to get to the park?
  - If Kim wanted to ride her bike instead, on which side of the street should she **ride** to get to the park?

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Responses must be specific regarding the side of the road, such as, left or riding with the traffic.

#### RUBRIC 4 (question #9)

(EALR 2.0) The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> <li>• Identifies on which side of the street Kim should <b>walk</b> to get to the park.</li> <li>• Identifies on which side of the street she should <b>ride</b> to get to the park.</li> </ul> <p>(worth 2 pts.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Side on which Kim should <b>walk</b>:</td> </tr> <tr> <td style="padding: 5px;">Examples: <i>walk on the left side, walk against the traffic,</i></td> </tr> <tr> <td style="padding: 5px;"><i>walk facing the cars</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Side on which Kim should <b>ride her bike</b>:</td> </tr> <tr> <td style="padding: 5px;">Examples: <i>ride on the right side, ride with the traffic,</i></td> </tr> <tr> <td style="padding: 5px;"><i>ride in the same direction as the cars</i></td> </tr> </table>	Side on which Kim should <b>walk</b> :	Examples: <i>walk on the left side, walk against the traffic,</i>	<i>walk facing the cars</i>	Side on which Kim should <b>ride her bike</b> :	Examples: <i>ride on the right side, ride with the traffic,</i>	<i>ride in the same direction as the cars</i>
Side on which Kim should <b>walk</b> :							
Examples: <i>walk on the left side, walk against the traffic,</i>							
<i>walk facing the cars</i>							
Side on which Kim should <b>ride her bike</b> :							
Examples: <i>ride on the right side, ride with the traffic,</i>							
<i>ride in the same direction as the cars</i>							
1	<p>A 1-point response: The student: correctly identifies on which side of the street Kim should walk and incorrectly identifies on which side of the street she should ride OR incorrectly identifies on which side of the street Kim should walk and correctly identifies on which side of the street she should ride.</p>						
0	<p>A 0-point response: The student: incorrectly identifies on which side of the street Kim should walk AND incorrectly identifies on which side of the street she should ride.</p>						



## Concepts of Health and Fitness

### Continued student sample for question #9

#### Student Sample – 2 point response

##### Exemplar

Side on which Kim should <b>walk</b> :
<i>Kim should walk on the left side so that she can see the traffic</i>
<i>coming her way.</i>
Side on which Kim should <b>ride her bike</b> :
<i>Right</i>

##### Annotation

This response earns a **2** on Rubric 4 for accumulating a total of 2 points. The response accurately describes the side on which Kim should walk (*Kim should walk on the left side so that she can see the traffic coming her way*) and on which side she should ride her bike (*Right*).

#### Student Sample – 1 point response

##### Exemplar

Side on which Kim should <b>walk</b> :
<i>left</i>
Side on which Kim should <b>ride her bike</b> :
<i>left</i>

##### Annotation

This response earns a **1** on Rubric 4 for accumulating a total of 1 point. The response accurately describes the side on which Kim should walk (*left*), but incorrectly identifies the side on which she should ride her bike (*left*).



## Concepts of Health and Fitness

### Continued student sample for question #9

#### Student Sample – 0 point response

#### Exemplar

Side on which Kim should <b>walk</b> :
<i>The side that is farther away from the park.</i>
Side on which Kim should <b>ride her bike</b> :
<i>In the Bike section</i>

#### Annotation

This response earns a **0** on Rubric 4 for accumulating a total of 0 points. Both responses were incorrect as they did not state a specific side of the street.



## Concepts of Health and Fitness

### Scoring Guide for Question #12 (RUBRIC 5)

12. Name **one** activity Julie may do at recess to improve her level of cardiorespiratory endurance. **Explain** how this activity may help her improve her level of cardiorespiratory endurance.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Acceptable answers include activities that are continuous, use the large muscles of the body, and make you breathe hard. Answers will depend on recess activities that are allowed on the school playground.

RUBRIC 5 (question #12)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> <li>• Names one activity Julie may do at recess to improve her level of cardiorespiratory endurance.</li> <li>• Explains how this activity may help her improve her level of cardiorespiratory endurance.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td>One recess activity:</td> </tr> <tr> <td>Examples: <i>jump rope, soccer, football, tag</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td>Explain how this activity may help Julie improve her level of cardiorespiratory endurance:</td> </tr> <tr> <td>Examples: <i>making her heart beat faster and making her breathe</i></td> </tr> <tr> <td><i>harder.</i></td> </tr> <tr> <td> </td> </tr> </table>	One recess activity:	Examples: <i>jump rope, soccer, football, tag</i>	Explain how this activity may help Julie improve her level of cardiorespiratory endurance:	Examples: <i>making her heart beat faster and making her breathe</i>	<i>harder.</i>	
One recess activity:							
Examples: <i>jump rope, soccer, football, tag</i>							
Explain how this activity may help Julie improve her level of cardiorespiratory endurance:							
Examples: <i>making her heart beat faster and making her breathe</i>							
<i>harder.</i>							
1	<p>A 1-point response: The student: names one activity, but does not explain how that activity will improve cardiorespiratory endurance OR explains how an activity will improve cardiorespiratory endurance, but does not name an appropriate activity.</p>						
0	<p>A 0-point response: The student: does not name an appropriate activity AND does not explain how it will improve cardiorespiratory endurance.</p>						



# Concepts of Health and Fitness

## Continued student sample for question #12

### Student Sample – 2 point response

#### Exemplar

<b>One</b> recess activity:
<i>Jump rope</i>
<b>Explain</b> how this activity may help Julie improve her level of cardiorespiratory endurance:
<i>jump rope is a good activity for recess because her heart is beating fast</i>
<i>and she is breathing very hard, this is cardiorespiratory endurance.</i>

#### Annotation

This response earns a **2** on Rubric 5 for accumulating a total of 2 points. The response accurately lists one recess activity (*jump rope*) and an accurate explanation (*jump rope is a good activity for recess because her heart is beating fast and she is breathing very hard, this is cardiorespiratory endurance*).

### Student Sample – 1 point response

#### Exemplar

<b>One</b> recess activity:
<i>soccer</i>
<b>Explain</b> how this activity may help Julie improve her level of cardiorespiratory endurance:
<i>Becuz she is flecksibel to play golie</i>

#### Annotation

This response earns a **1** on Rubric 5 for accumulating a total of 1 point. The response accurately lists one recess activity (*soccer*), but the corresponding explanation describes flexibility and not cardiorespiratory endurance (*Becuz she is flecksibel to play golie*). Soccer is an acceptable answer because students are usually continually moving during this game.



## Concepts of Health and Fitness

### Continued student sample for question #12

#### Student Sample – 0 point response

#### Exemplar

<b>One</b> recess activity:
<i>Kick ball</i>
<b>Explain</b> how this activity may help Julie improve her level of cardiorespiratory endurance:
<i>Because its like doing a pushup when you hit the ball</i>

#### Annotation

This response earns a **0** on Rubric 1 for accumulating a total of 0 points. The response, Kickball, is incorrect because a student is not continuously moving during this game. The corresponding reason, *Because its like doing a pushup when you hit the ball*, describes muscular strength and not cardiorespiratory endurance.



## Concepts of Health and Fitness

### Scoring Guide for Question #17 (RUBRIC 6)

17. Martina wants to improve her upper body strength.

- List **two** exercises/activities that will help her do this.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Unacceptable answers include activities that do not primarily improve upper body strength. Crunches, curl ups or sit-ups are incorrect answers as the abdominal muscles are generally not considered part of the upper body.

#### RUBRIC 6 (question #17)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

2	<p>A 2-point response: The student will:</p> <ul style="list-style-type: none"> <li>List <b>two</b> exercises/activities that will help Martina improve her upper body strength.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>Exercise/Activity 1:</b></td> </tr> <tr> <td style="padding: 2px;">Examples: <i>pushups</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>Exercise/Activity 2:</b></td> </tr> <tr> <td style="padding: 2px;">Examples: <i>pull-ups/chin ups</i></td> </tr> </table>	<b>Exercise/Activity 1:</b>	Examples: <i>pushups</i>	<b>Exercise/Activity 2:</b>	Examples: <i>pull-ups/chin ups</i>
<b>Exercise/Activity 1:</b>					
Examples: <i>pushups</i>					
<b>Exercise/Activity 2:</b>					
Examples: <i>pull-ups/chin ups</i>					
1	A 1-point response: The student lists <b>one</b> correct exercise/activity.				
0	A 0-point response: The student lists <b>0</b> correct exercises/activities.				

#### Student Sample – 2 point response

##### Exemplar

<b>Exercise/Activity 1:</b>
<i>Pull ups</i>
<b>Exercise/Activity 2:</b>
<i>Push ups</i>

##### Annotation

This response earns a **2** on Rubric 1 for accumulating a total of 2 points. The response accurately lists two exercises that would increase upper body strength (*pull ups and push ups*).



## Concepts of Health and Fitness

### Continued student sample for question #17

#### Student Sample – 1 point response

##### Exemplar

<b>Exercise/Activity 1:</b>
<i>crunches</i>
<b>Exercise/Activity 2:</b>
<i>Lifting wates</i>

##### Annotation

This response earns a **1** on Rubric 1 for accumulating a total of 1 point. The response accurately lists one upper body exercise (*lifting wates*), but *crunches* is inaccurate as the abdominal muscles are not considered part of the upper body when discussing exercise.

#### Student Sample – 0 point response

##### Exemplar

<b>Exercise/Activity 1:</b>
<i>basketball</i>
<b>Exercise/Activity 2:</b>
<i>wall ball</i>

##### Annotation

This response earns a **0** on Rubric 1 for accumulating a total of 0 points. The first response, *basketball*, is not an exercise for the upper body and the second response, *wall ball*, is a game in which students hit the ball for very few repetitions in a row. The number of repetitions and the length of wait time in between sessions make this unacceptable as an activity to improve upper body strength.



## Concepts of Health and Fitness

### Scoring Guide for Question #20 (RUBRIC 7)

20. Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **one** way that she may prevent injury to herself and/or to others while jumping rope.
- Describe **one** way that she may prevent injury to herself and/or to others while playing basketball.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Several answers involving general safety issues could be used for either jumping rope or playing basketball. Responses such as tie the shoes, warm up, stretching or cool down are acceptable for either activity. It is acceptable to have the same response for both activities.

#### RUBRIC 7 (question #20)

(EALR 2.0) The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> <li>• Describes <b>one</b> way that Laura may prevent injury to herself and/or to others while jumping rope.</li> <li>• Describe <b>one</b> way that Laura may prevent injury to herself and/or to others while playing basketball.</li> </ul> <p>(worth 2 pts.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;"><b>One</b> way that Laura may prevent injury while <b>jumping rope</b>:</td> </tr> <tr> <td style="padding: 5px;"><i>Examples: jump in a clear open space, choose a jump rope that is the right size, wear tennis shoes, tie your shoes, make sure no one is near you when you jump</i></td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;"><b>One</b> way that she may prevent injury while playing <b>basketball</b>:</td> </tr> <tr> <td style="padding: 5px;"><i>Examples: follow the rules, wear tennis shoes, tie your shoes</i></td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </table>	<b>One</b> way that Laura may prevent injury while <b>jumping rope</b> :	<i>Examples: jump in a clear open space, choose a jump rope that is the right size, wear tennis shoes, tie your shoes, make sure no one is near you when you jump</i>		<b>One</b> way that she may prevent injury while playing <b>basketball</b> :	<i>Examples: follow the rules, wear tennis shoes, tie your shoes</i>	
<b>One</b> way that Laura may prevent injury while <b>jumping rope</b> :							
<i>Examples: jump in a clear open space, choose a jump rope that is the right size, wear tennis shoes, tie your shoes, make sure no one is near you when you jump</i>							
<b>One</b> way that she may prevent injury while playing <b>basketball</b> :							
<i>Examples: follow the rules, wear tennis shoes, tie your shoes</i>							
1	<p>A 1-point response: The student: correctly describes one way to prevent injury while jumping rope and incorrectly describes one way to prevent injury while playing basketball OR correctly describes one way to prevent injury while playing basketball and incorrectly describes one to prevent injury while jumping rope.</p>						
0	<p>A 0-point response: The student: incorrectly describes one way to prevent injury while jumping rope AND incorrectly describes one way to prevent injury while playing basketball</p>						



## Concepts of Health and Fitness

### Continued student sample for question #20

#### Student sample – 2 point response

##### Exemplar

One way that she may prevent injury while <b>jumping rope</b> :
<i>Stay away from other people so your rope doesn't hit them.</i>
One way that she may prevent injury while playing <b>basketball</b> :
<i>Warmup and stretch</i>

##### Annotation

This response earns a **2** on Rubric 1 for accumulating a total of 2 points. The first response, *Stay away from other people so your rope doesn't hit them*, accurately describes the issue of personal space while jumping rope. The second response, *Warmup and stretch*, correctly describes appropriate warm up procedures before playing basketball.

#### Student sample – 1 point response

##### Exemplar

One way that she may prevent injury while <b>jumping rope</b> :
<i>Tie her shoelaces before jumping</i>
One way that she may prevent injury while playing <b>basketball</b> :
<i>Control the ball</i>

##### Annotation

This response earns a **1** on Rubric 1 for accumulating a total of 1 point. The response, *Tie her shoelaces before jumping*, accurately describes a safety issue. The second response is unacceptable, however, because it is discussing a dribbling technique.



## Concepts of Health and Fitness

### Continued student sample for question #20

#### Student sample – 0 point response

#### Exemplar

One way that she may prevent injury while <b>jumping rope</b> :
<i>You could break your foot because if you fall you could break your</i>
<i>foot.</i>
One way that she may prevent injury while playing <b>basketball</b> :
<i>Don't shoot too hard</i>

#### Annotation

This response earns a 0 on Rubric 1 for accumulating a total of 0 points. The first response does not state how you would prevent falling (*You could break your foot because if you fall you could break your foot*). The second response, *Don't shoot too hard*, is describing a shooting technique and not how to prevent injury.



## Concepts of Health and Fitness

### Scoring Guide for Question #22 (RUBRIC 8)

22. List **two** ways to be physically active without playing a sport.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Acceptable responses include any recreational activity that is not an organized sport.

#### RUBRIC 8 (question #22)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> <li>• Lists <b>two</b> ways to be physically active without playing a sport. (worth 2 pts.)</li> </ul> <table border="1" style="margin-left: 40px;"> <tr style="background-color: #e0e0e0;"><td><b>Activity 1:</b></td></tr> <tr><td>Examples: <i>playing with your dog, jumping rope, playing tag with your friends, dancing, playing on the playground</i></td></tr> <tr style="background-color: #e0e0e0;"><td><b>Activity 2:</b></td></tr> <tr><td>Examples: <i>raking leaves, mowing the lawn, riding your bike around the neighborhood</i></td></tr> </table>	<b>Activity 1:</b>	Examples: <i>playing with your dog, jumping rope, playing tag with your friends, dancing, playing on the playground</i>	<b>Activity 2:</b>	Examples: <i>raking leaves, mowing the lawn, riding your bike around the neighborhood</i>
<b>Activity 1:</b>					
Examples: <i>playing with your dog, jumping rope, playing tag with your friends, dancing, playing on the playground</i>					
<b>Activity 2:</b>					
Examples: <i>raking leaves, mowing the lawn, riding your bike around the neighborhood</i>					
1	A 1-point response: The student lists <b>one</b> way to be physically active without playing a sport.				
0	A 0-point response: The student lists <b>0</b> ways to be physically active without playing a sport.				

#### Student sample – 2 point response

##### Exemplar

<b>Activity 1:</b>
<i>Rideing your bike around the neighborhood</i>
<b>Activity 2:</b>
<i>skateboarding</i>

#### Annotation

This response earns a **2** on Rubric 1 for accumulating a total of 2 points. The response accurately lists two activities that are not considered sports - *Rideing your bike around the neighborhood* and *skateboarding*.



## Concepts of Health and Fitness

### Continued student sample for question #22

#### Student sample – 1 point response

##### Exemplar

<b>Activity 1:</b>
<i>Jumping on a trampoline</i>
<b>Activity 2:</b>
<i>gamebody</i>

##### Annotation

This response earns a **1** on Rubric 1 for accumulating a total of 1 point. The response accurately describes one activity, *Jumping on a trampoline*. The second response is unacceptable because a videogame (*Gamebody*) is not considered active.

#### Student sample – 0 point response

##### Exemplar

<b>Activity 1:</b>
<i>rideing</i>
<b>Activity 2:</b>
<i>baseball practice</i>

##### Annotation

This response earns a **0** on Rubric 1 for accumulating a total of 0 points. The first response, *rideing*, is too vague since it does not say what the student is riding. The second response, *baseball practice*, is unacceptable because it is a sport.



## Concepts of Health and Fitness

### Scoring Guide for Question #24 (RUBRIC 9)

24. Name **two** reasons why your body needs water.

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item. Acceptable answers include elimination of waste, hydration, helping carry food and waste through the blood, cushioning the joints, and cooling the body through perspiration. Unacceptable answers would be ones that are too vague or too general, as in “to give me energy”.

#### RUBRIC 9 (question #24)

(EALR 1.0) The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

2	<p><b>A 2-point response:</b> The student:</p> <ul style="list-style-type: none"> <li>Names <b>two</b> reasons why your body needs water. (worth 2 pts.)</li> </ul> <table border="1" style="margin-left: 40px;"> <tr style="background-color: #e0e0e0;"><td><b>Reason 1:</b></td></tr> <tr><td>Examples: <i>so you don't get dehydrated, to get rid of waste</i></td></tr> <tr><td> </td></tr> <tr style="background-color: #e0e0e0;"><td><b>Reason 2:</b></td></tr> <tr><td>Examples: <i>you lose water when you sweat, your body is made up of mostly water</i></td></tr> <tr><td> </td></tr> </table>	<b>Reason 1:</b>	Examples: <i>so you don't get dehydrated, to get rid of waste</i>		<b>Reason 2:</b>	Examples: <i>you lose water when you sweat, your body is made up of mostly water</i>	
<b>Reason 1:</b>							
Examples: <i>so you don't get dehydrated, to get rid of waste</i>							
<b>Reason 2:</b>							
Examples: <i>you lose water when you sweat, your body is made up of mostly water</i>							
1	<b>A 1-point response:</b> The student names <b>one</b> reason why your body needs water.						
0	<b>A 0-point response:</b> The student names <b>0</b> reasons why your body needs water.						

#### Student sample – 2 point response

##### Exemplar

<b>Reason 1:</b>
<i>To rinse waste</i>
<b>Reason 2:</b>
<i>So you don't get dehydrated</i>



## Concepts of Health and Fitness

### Continued student sample for question #24

#### Annotation

This response earns a **2** on Rubric 1 for accumulating a total of 2 points. The responses accurately describe two processes needing water – elimination of waste and hydration (*To rinse waste* and *So you don't get dehydrated*).

#### Student Sample – 1 point response

##### Exemplar

<b>Reason 1:</b>
<i>When you sweat, you lose water</i>
<b>Reason 2:</b>
<i>To keep yourself going</i>

#### Annotation

This response earns a **1** on Rubric 1 for accumulating a total of 1 point. The first response accurately describes the process of replacing lost fluids due to sweating (*When you sweat, you lose water*). The second response is unacceptable because it is too vague (*To keep yourself going*).

#### Student Sample – 0 point response

##### Exemplar

<b>Reason 1:</b>
<i>To get helthy</i>
<b>Reason 2:</b>
<i>so you can breathe</i>

#### Annotation

This response earns a **0** on Rubric 1 for accumulating a total of 0 points. The first response is too vague (*To get helthy*) and the second response (*so you can breathe*) is inaccurate. Humans do not need water to breathe.



# Glossary

## *Concepts of Health and Fitness*

**Aerobic Exercise** – Steady activity in which the heart can supply all the oxygen the muscles need.

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

**Calorie** – A unit of energy found in food.

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

**Component** – Anything that belongs to a set.

**Diet** – A selection of foods.

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

**Frequency** – How often you do the activity each week

**Intensity** – How hard you work at the activity per session

**Time** – How long you work out at each session

**Type** – Which activities you select

**FITT Principle for cardiorespiratory endurance**

**Frequency** – Exercise 3-5 times per week

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

**Time** – 20-60 minutes per session

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

**Fitness** – The ability of the body to perform daily physical activities without getting out of breath, sore, or overly tired

**Goal** – Something you work toward and take action steps to achieve

**Health-Related Fitness Components**

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

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

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

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

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



# Concepts of Health and Fitness

## Glossary (cont'd)

**Muscle** – Body organ consisting of fibrous tissue that can be contracted and expanded to produce bodily movements.

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

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

**Skeletal System** – Provides body shape and support, provides protection for vital organs, and produces blood cells.

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

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

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

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

**Power** – The ability to move strength quickly.

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

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

**Target Heart Rate (THR)** – A heart rate range that should be reached during exercise to gain cardiorespiratory health benefits.



# Teacher Resources

## *Concepts of Health and Fitness*

### **Action For Healthy Kids**

Nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools.

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

### **American Heart Association**

Health advocacy site- support research, education, and community programs

[www.americanheart.org](http://www.americanheart.org)

### **Centers for Disease Control and Prevention (CDC)**

Health Information and Statistics

[www.cdc.gov](http://www.cdc.gov)

### **OSPI Health and Fitness**

Health and Fitness Information

[www.k12.wa.us/HealthFitness](http://www.k12.wa.us/HealthFitness)

### **P.E.Links4u**

Promoting Active and Healthy Lifestyles

[www.pelinks4u.org](http://www.pelinks4u.org)

### **PE Central**

Premier website for Health and Physical Education

[www.pecentral.org](http://www.pecentral.org)

### **U.S. Department of Agriculture**

Nutrition Information

[www.nutrition.gov](http://www.nutrition.gov)

Food Pyramid

[www.mypyramid.gov](http://www.mypyramid.gov)

### **Washington Dairy Council**

Nutrition Information

[www.eatsmart.org](http://www.eatsmart.org)



# Glossary for Scoring Health and Fitness Assessments

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

**Exemplar Responses** – Examples of student responses.

**Exemplar Annotations** – Scoring explanation of student responses.

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

**Passing score on *Elementary Concepts of Health and Fitness*** – A total score of 26 points or more meets minimum state standard

**26-37 points = meets minimum state standard**

0-25 points = below minimum state standard

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

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

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

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



# Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

### REQUIRED REPORTING

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



## Concepts of Health and Fitness

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

### OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

### RECOMMENDATIONS

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

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

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



# Concepts of Health and Fitness

## 2. What are OSPI-Developed Assessments?

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

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

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

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

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

## 3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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



## Concepts of Health and Fitness

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

It is encouraged to adapt the assessments at grades 5, 8, and high school as they are aligned to the grade level expectations. However, it may be best to administer a health assessment in 7<sup>th</sup> 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 4<sup>th</sup> grade and a fitness assessment in 5<sup>th</sup> grade; health assessment in 7<sup>th</sup> grade and fitness assessment in 8<sup>th</sup> grade; and health assessment in 9<sup>th</sup> grade and fitness assessment in 10<sup>th</sup> grade.

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

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

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

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

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

### 7. Who is responsible for scoring the assessments?

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

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



## Concepts of Health and Fitness

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

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

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

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

### 9. What is considered a “passing” score?

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

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

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

### 10. What happens if a student fails an assessment?

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



# Concepts of Health and Fitness

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

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

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

### Complete the Final Reporting Form. This requires:

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

### SCHEDULE/CALENDAR

#### September – January

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

#### February – May

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



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## May – July

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

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

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

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

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

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

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

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



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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



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

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

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

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

**For more information,** contact Lisa Rakoz at [lisa.rakoz@k12.wa.us](mailto:lisa.rakoz@k12.wa.us) or 360-725-4977.

