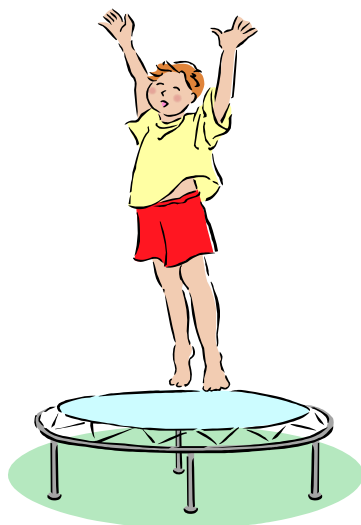
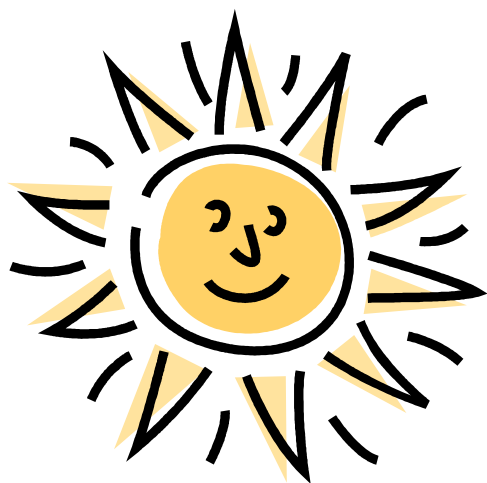


Washington State OSPI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



Get Fit Summer!
Fitness Assessment for Elementary



Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document or to order more copies,
please contact:

Lisa Rakoz
Program Supervisor, Health and Fitness Education
OSPI
E-mail: lisa.rakoz@k12.wa.us
Phone: 360.725.4977, TTY 360.664.3631

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High School

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

Middle School

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

Elementary School

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



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SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education



Get Fit Summer!

Directions for Administering the Washington State Fitness Assessment

Introduction

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

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

Description of the Assessment

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

Materials and Resources

"Before" Checklist

Teacher checklist **before** administration of *Get Fit Summer!*

- Students must have completed fitness performance assessment (FitnessGram, President's Challenge, OSPI Fitness Performance Assessment or a fitness assessment strategy adopted by the local school district) prior to taking *Get Fit Summer!*
- Provide individualized fitness performance assessment scores to each student.
 - The student must have current fitness scores for the assessment. See example below.
 - A copy of the student's fitness scores must be attached to the student's assessment upon completion.

Example of individual student's fitness performance assessment scores:

Student Name: <i>Jose Noel</i>	
Fitness Assessment	Fitness Score
Pacer	27
Push ups	8
Curl ups/Sit ups	18
Sit-and-reach	8

- Reproduce one **Student Copy** of *Get Fit Summer!* for each student, pages 16-17.



Get Fit Summer

- Read **Rubrics**, pages 18-21.
- Read **Scoring Notes**, pages 22-23.
- Read **Exemplars & Annotations**, pages 24-37.
- Read **Glossary**, pages 38-39.
- Read **Teacher Resources**, page 40.
- Remind students to bring other materials to work on if they finish the assessment early.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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



Get Fit Summer

“Day Of” Checklist

Teacher checklist for the day of *Get Fit Summer!* administration.

- Provide individualized fitness performance assessment scores to each student prior to taking *Get Fit Summer!* Students should attach their current fitness performance assessment scores to *Get Fit Summer!* prior to turning it in to the teacher.
- Cover/remove potential answers to the assessment (posters, teaching aids, etc).
- Distribute student copies of *Get Fit Summer!*, pages 16-17
- One pencil for each student.

“Day After” Checklist

Teacher checklist for the day after *Get Fit Summer!* administration.

- Review **Scoring Notes**, pages 22-23.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 41.
- Use the **Rubrics** provided to score *Get Fit Summer!*, pages 18-21.
- Score** *Get Fit Summer!* 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**).



Get Fit Summer

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



Get Fit Summer!

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.
- **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.



Get Fit Summer!

Assessment Administration

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

Teacher Copy

Say: **Today you will take the Washington State Fitness Assessment, *Get Fit Summer!* Write your name, teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.**

Your teacher has asked you to design a summer activity plan to improve your fitness. You will evaluate your current fitness assessment scores to set one fitness goal. Your plan will include two activities. For each activity you will need to use the FITT Principle and describe a safety precaution to help you reach your goal.

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

Part 1: Fitness Assessment Scores

Before you create a summer activity plan, you must complete the chart below using your current fitness assessment scores.

1. Select **one** fitness assessment you want to improve. (Write the name of the fitness assessment in the box below.)
2. Name the **health-related fitness component** that is measured by the fitness assessment score you plan to improve. (Write the health-related fitness component in the box below.)
3. Fill in your **current fitness assessment score**. (Write your current score in the box below.)
4. Set a **realistic goal score** for the health-related fitness component you have selected. This goal must be one that can be reasonably achieved during the summer months. (Write your goal score in the box below.)

1. Fitness Assessment: _____
2. Health-Related Fitness Component: _____
3. Your Current Fitness Assessment Score: _____
4. Realistic Goal Score: _____

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



Get Fit Summer

Teacher Copy

Part 2: FITT Principle

Choose **two** different activities for the health-related fitness component that you have selected for improvement to help you reach your goal. You may choose activities that you can do alone or with others. Follow the three steps below to complete the chart.

1. Identify **two** activities related to your goal. (Write activities in the box below.)
2. Determine **how often** you should perform **each** activity. (Write answer in box below.)
3. Determine **how much time** or **how many repetitions** you will need for **each** activity session. (Write answer in box below.)

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A.		
B.		

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



Get Fit Summer

Teacher Copy

Part 3: Safety Concerns

Describe a safety concern you would take before, during, or after your activity.

Safety Concern for Activity “A” in Part 2 above:
Safety Concern for Activity “B” in Part 2 above:

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



Student Copy



Get Fit Summer!

Student Copy

Name _____

Teacher _____ Date _____

Total Score _____ / 10

Your teacher has asked you to design a summer activity plan to improve your fitness. You will evaluate your current fitness assessment scores to set one fitness goal. Your plan will include two activities. For each activity you will need to use the FITT Principle and describe a safety precaution to help you reach your goal.

Part 1: Fitness Assessment Scores

Before you create a summer activity plan, you must complete the chart below using your current fitness assessment scores.

1. Select **one** fitness assessment score you want to improve. (Write the name of the fitness assessment in the box below.)
2. Name the **health-related fitness component** which measures the fitness assessment score you plan to improve. (Write the fitness component in the box below.)
3. Fill in your **current fitness assessment score**. (Write your current score in the box below.)
4. Set a **realistic goal score** for the health-related fitness component you have selected. This goal must be one that can be reasonably achieved during the summer months. (Write your goal score in the box below).

1. Fitness Assessment: _____

2. Health-Related Fitness Component: _____

3. Your Current Fitness Assessment Score: _____

4. Realistic Goal Score: _____

Score _____ / 4



Get Fit Summer

Student Copy

Part 2: FITT Principle

Choose **two** different activities for the health-related fitness component that you have selected for improvement to help you reach your goal. You may choose activities that you can do alone or with others. Follow the three steps below to complete the chart.

1. Identify **two** activities related to your goal. (Write activities in the box below.)
2. Determine **how often** you should perform **each** activity. (Write answer in box below.)
3. Determine **how much time** or **how many repetitions** you will need for **each** activity session. (Write answer in box below.)

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A.		
B.		

Score / 4

Part 3: Safety Concerns

Describe a safety concern you would take before, during, or after your activity.

Safety Concern for Activity "A" in Part 2 above:
Safety Concern for Activity "B" in Part 2 above:

Score / 2



Rubrics



Get Fit Summer

RUBRIC 1 – Used to score Part 1 of *Get Fit Summer!*

Grade Level Expectations (GLEs)

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Creates goals for improving health and fitness practices.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none"> • Selects one fitness assessment score to improve. (+1) • Names the health-related fitness component which measures the fitness assessment score selected to improve. (+1) • Fills in the current fitness assessment score. (+1) • Sets a realistic goal score for the health-related fitness component identified for improvement. (+1) <p>Example:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Fitness Assessment: <u>mile run</u> (+1) Health-Related Fitness Component: <u>cardiorespiratory endurance</u> (+1) Your Current Fitness Assessment Score: <u>15:00 minutes</u> (+1) Realistic Goal Score: <u>14:00 minutes</u> (+1)</p> </div>
3	3-point response: The student accumulates a total of 3 points.
2	2-point response: The student accumulates a total of 2 points.
1	1-point response: The student accumulates a total of 1 point.
0	0-point response: The student shows little or no understanding of the task.



Get Fit Summer

RUBRIC 2 – Used to score Part 2 of *Get Fit Summer!*

Grade Level Expectations (GLEs)

1.3.1 Analyzes components of health-related fitness.

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Creates goals for improving health and fitness practices.

4	<p>4-point response: The student accumulates a total of 6 value points. The student:</p> <ul style="list-style-type: none"> • Identifies two appropriate activities for the health-related fitness component. (+ 1 point per activity x 2 activities = +2 value points) • Determines how often (frequency) to perform each activity. (+1 point per answer x 2 answers = +2 value points) • Determines how much time or how many repetitions needed for improvement. (+1 point per answer x 2 answers = +2 value points) <p>Examples for cardiorespiratory endurance:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">1. Activity (Type)</th> <th style="width: 33%;">2. How often should I do the activity per week? (Frequency)</th> <th style="width: 33%;">3. How much time should I spend doing the activity? (Time/Repetitions)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A. <i>Swimming</i> (+1)</td> <td style="text-align: center;"><i>3 times per week</i> (+1)</td> <td style="text-align: center;"><i>30 minutes for each workout</i> (+1)</td> </tr> <tr> <td style="text-align: center;">B. <i>Jogging</i> (+1)</td> <td style="text-align: center;"><i>5 times per week</i> (+1)</td> <td style="text-align: center;"><i>20 minutes for each workout</i> (+1)</td> </tr> </tbody> </table> <p style="text-align: center;">Total value points = 6 which is a “4” on this rubric.</p>	1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing the activity? (Time/Repetitions)	A. <i>Swimming</i> (+1)	<i>3 times per week</i> (+1)	<i>30 minutes for each workout</i> (+1)	B. <i>Jogging</i> (+1)	<i>5 times per week</i> (+1)	<i>20 minutes for each workout</i> (+1)
1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing the activity? (Time/Repetitions)								
A. <i>Swimming</i> (+1)	<i>3 times per week</i> (+1)	<i>30 minutes for each workout</i> (+1)								
B. <i>Jogging</i> (+1)	<i>5 times per week</i> (+1)	<i>20 minutes for each workout</i> (+1)								
3	3-point response: The student accumulates a total of 4-5 value points.									
2	2-point response: The student accumulates a total of 2-3 value points.									
1	1-point response: The student accumulates a total of 1 value point.									
0	0-point response: The student shows little or no understanding of the task.									



Get Fit Summer

RUBRIC 3 – Used to score Part 3 of *Get Fit Summer!*

Grade Level Expectations (GLEs)

1.2.1 Evaluates safety rules and procedures in a variety of physical activities.

2	<p>A 2-point response: The student:</p> <ul style="list-style-type: none"> Describes one safety concern they would take before, during, or after each selected activity. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Safety Concern for Activity 1:</td> </tr> <tr> <td><i>Swim with a buddy. (+1)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Safety Concern for Activity 2:</td> </tr> <tr> <td><i>Make sure my shoe laces are tied. (+1)</i></td> </tr> </table>	Safety Concern for Activity 1:	<i>Swim with a buddy. (+1)</i>	Safety Concern for Activity 2:	<i>Make sure my shoe laces are tied. (+1)</i>
Safety Concern for Activity 1:					
<i>Swim with a buddy. (+1)</i>					
Safety Concern for Activity 2:					
<i>Make sure my shoe laces are tied. (+1)</i>					
1	A 1-point response: The student identifies one safety concern.				
0	A 0-point response: The student identifies no safety concern.				



Scoring Notes



Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Get Fit Summer!*

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

Passing score on *Get Fit Summer!* – A total score on all three rubrics of eight or more value points meets standard.

10 points = 4

8-9 points = 3 meets standard (“proficient”)

4-7 points = 2

1-3 points = 1

0 points = 0

Rubric 1

1. The fitness performance assessment scores must be correctly matched to the health-related fitness component to be credited.
2. Health-related fitness components include: Cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility.
3. The identified goal score must be realistic to achieve over the summer months.
4. Attach and use student’s current fitness performance assessment scores (see example on page 2).

Rubric 2

1. The selected activities must relate to the fitness performance assessment score chosen in Rubric 1.
2. Refer to the FITT principle guidelines in the Glossary for Frequency and Time/Repetitions.
3. Activity choices must be specific such as “straddle stretch” rather than “stretch”.
4. The health-related fitness component identified in Part 1 must be consistent with answer in Part 2. For example, Health-Related Fitness Component: **cardio-respiratory** must be consistent with the activity answer in Part 2: **Jogging or Biking**. If there is no health-related fitness component identified, or it is inaccurate, Part 2 receives a “0”.

Rubric 3

1. It is acceptable to have the same answer for both safety concerns if the answer is appropriate for each activity.
2. The safety concern must match the selected activity from Rubric 2.

Value point—if there are more than 4 answers, then “value points” are awarded. For example, if there are six answers, there are six value points, which equates to a “four” on a 4-point rubric.

6 value points = 4

4-5 value points = 3

2-3 value points = 2

1 value point = 1



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.



Get Fit Summer

RUBRIC 1

Exemplar #1

1. Fitness Assessment: Pacer run
2. Health-Related Fitness Component: Cario-Respiratory Endurance
3. Your Current Fitness Assessment Score: 12
4. Realistic Goal Score: 16

Annotation

This response earns a 4 on Rubric 1 for accumulating a total of 4 points. The response accurately identifies a fitness assessment “Pacer run”, corresponding health-related fitness component “Cario-Respiratory Endurance”, current fitness assessment score “12”, and realistic goal score “16”.

Score 4 / 4

Exemplar #2

1. Fitness Assessment: Pacer
2. Health-Related Fitness Component: Cardio respirty endurance
3. Your Current Fitness Assessment Score: 20
4. Realistic Goal Score: 25

Annotation

The third response earns a 4 on Rubric 1 for accumulating a total of 4 points. The response accurately identifies a fitness assessment “Pacer”, corresponding health-related fitness component “Cardio respirty endurance”, current fitness assessment score “20” and realistic goal score “25”.

Score 4 / 4

Exemplar #3

1. Fitness Assessment: Push ups
2. Health-Related Fitness Component: Muscular strength
3. Your Current Fitness Assessment Score: 8
4. Realistic Goal Score: 15

Annotation

This response earns a 4 on Rubric 1 for accumulating a total of 4 points. The response accurately identifies a fitness assessment “push ups”, corresponding health-related fitness component “muscular strength”, current fitness assessment score “8” and realistic goal score “15”.

Score 4 / 4



Get Fit Summer

RUBRIC 1 (cont'd)

Exemplar #4

1. Fitness Assessment: Sit and reach
2. Health-Related Fitness Component: Flexbilty
3. Your Current Fitness Assessment Score: 4
4. Realistic Goal Score: 9

Annotation

The first response earns a 3 on Rubric 1 for accumulating a total of 3 points. While the response accurately identifies a fitness assessment “*sit and reach*”, corresponding health-related fitness component “*flexbilty*”, current fitness assessment score “4”, and realistic goal score “9”, the selected realistic goal score is too high to be achievable.

Score 3 / 4

Exemplar #5

1. Fitness Assessment: Pacer
2. Health-Related Fitness Component: Speed
3. Your Current Fitness Assessment Score: 24
4. Realistic Goal Score: 28

Annotation

The second response earns a 3 on Rubric 1 for accumulating a total of 3 points. While the response accurately identifies a fitness assessment “*Pacer*”, current fitness assessment score “24” and realistic goal score “28”, the health-related fitness component is incorrectly identified “*speed*” is a skill-related component.

Score 3 / 4

Exemplar #6

1. Fitness Assessment: Curlups
2. Health-Related Fitness Component: muscular endurance
3. Your Current Fitness Assessment Score: yes
4. Realistic Goal Score: do more

Annotation

This response earns a 2 on Rubric 1 for accumulating a total of 2 points. The response accurately identifies a fitness assessment “*Curlups*” and corresponding health-related fitness component “*muscular endurance*”. The current fitness assessment score and realistic goal score are not acceptable responses because “yes” and “do more” are not numeric scores.

Score 2 / 4



Get Fit Summer

RUBRIC 1 (cont'd)

Exemplar #7

1. Fitness Assessment: Pacer test
2. Health-Related Fitness Component: Endurance
3. Your Current Fitness Assessment Score: 26
4. Realistic Goal Score: 71

Annotation

The first response earns a 2 on Rubric 1 for accumulating a total of 2 points. While the response accurately identifies a fitness assessment “*Pacer test*” and current fitness assessment score “26” the health-related fitness component “*Endurance*” is incorrectly identified and the realistic goal score is much too high “71” to be achievable.

Score 2 / 4

Exemplar #8

1. Fitness Assessment: Get Fit Summer
2. Health-Related Fitness Component: Muscular strength
3. Your Current Fitness Assessment Score: 15
4. Realistic Goal Score: 15

Annotation

The second response earns a 2 on Rubric 1 for accumulating a total of 2 points. While the response accurately identifies the health-related fitness component “*muscular strength*” and current fitness assessment score “15”, the fitness assessment is incorrectly identified “*Get Fit Summer*” and the realistic goal score “15” is also incorrect as it is identical to the current fitness score.

Score 2 / 4

Exemplar #9

1. Fitness Assessment: 19
2. Health-Related Fitness Component: faster running
3. Your Current Fitness Assessment Score: running
4. Realistic Goal Score: 5

Annotation

This response earns a 0 on Rubric 1 for accumulating a total of 0 points. This response does not accurately identify any acceptable answers.

Score 0 / 4



Get Fit Summer

RUBRIC 2

Exemplar #1

Health-Related Fitness Component: Cario-respiratory Endurance

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>Jogging</i>	<i>4 times a week</i>	<i>have an hour</i>
B. <i>Biking</i>	<i>3 times a week</i>	<i>20 min</i>

Annotation

This response earns a 4 on Rubric 2 for accumulating a total of 6 value points. The response accurately identifies Activity A “*jogging*” which is related to the student’s goal of cardiorespiratory endurance. The student correctly identifies the frequency “*4 times a week*”, and the time/repetitions “*have an hour*”. These responses for Activity A earn a total of 3 value points.

The response accurately identifies Activity B “*biking*” which is related to the student’s goal of cardiorespiratory endurance. The student correctly identifies the frequency “*3 times a week*”, and the time/repetitions “*20 min*”. These responses for Activity B earn a total of 3 value points.

+6 value points = 4, Rubric 2

Score 4 / 4

6 value points = 4
4-5 value points = 3
2-3 value points = 2
1 value point = 1
0 points = 0



Get Fit Summer

RUBRIC 2 (cont'd)

Exemplar #2

Health-Related Fitness Component: *Flexibility*

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>Doing the splits</i>	<i>Five times a week</i>	<i>Hold 30 seconds, 5 times in a row</i>
B. <i>Butterfly stretch</i>	<i>Four times a week</i>	<i>Hold 20-30 seconds 5 times in a row</i>

Annotation

This response earns a 4 on Rubric 2 for accumulating a total of 6 value points. The response accurately identifies Activity A “*Doing the splits*” which is related to the student’s goal of flexibility. The student correctly identifies the frequency “*Five times a week*”, and the time/repetitions “*Hold 30 seconds, 5 times in a row*”. These responses for Activity A earn a total of 3 value points.

The response accurately identifies Activity B “*Butterfly stretch*” which is related to the student’s goal of flexibility. The student correctly identifies the frequency “*Four times a week*”, and the time/repetitions “*Hold 20-30 seconds 5 times in a row*”. These responses for Activity B earn a total of 3 value points. +6 value points = 4, Rubric 2

Score 4 / 4

Exemplar #3

Health-Related Fitness Component: *Cardio respitry endurance*

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>Soccer</i>	<i>4 days a week</i>	<i>One hour</i>
B. <i>roller bladding</i>	<i>Sunday</i>	<i>30 min.</i>

Annotation

This response earns a 3 on Rubric 2 for accumulating a total of 5 value points. The response accurately identifies Activity A “*Soccer*” which is related to the student’s goal of cardiorespiratory endurance. This response received one value point. The Frequency and Time/Repetition answers “*4 days a week*” and “*One hour*” are both correct and received three value points. The response accurately identifies Activity B “*roller bladding*” which is related to the student’s goal of cardiorespiratory endurance. This response received one value point. The Frequency answer “*Sunday*” is incorrect; it does not comply with the FITT principle. The student identifies correctly how much time should be spent on the activity “*30 min*”. This response received two value points. +5 value points = 3, Rubric 2

Score 3 / 4



Get Fit Summer

RUBRIC 2 (cont'd)

Exemplar #4

Health-Related Fitness Component: Muscular Endurance

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>Curlup</i>	<i>4 times a week</i>	<i>5 min. each session</i>
B. <i>Leg stretches</i>	<i>3 times a week</i>	<i>Hold for 30 sec each stretch</i>

Annotation

This response earns a 2 on Rubric 2 for accumulating a total of 3 value points. The response accurately identifies Activity A “*Curlup*” which is related to the student’s goal of muscular endurance. This response received one value point. The Frequency and Time/Repetition answers “*4 times a week*” and “*5 minutes each session*”) are both correct and received two value points. The answers for activity B “*Leg stretches*”, “*3 times a week*”, and “*Hold for 30 sec each stretch*” are incorrect; these do not comply with the component of muscular endurance.

+3 value points = 2, Rubric 2

Score 2 / 4

Exemplar #5

Health-Related Fitness Component: Muscular Strength

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>push ups</i>	<i>stretching</i>	<i>2 hours</i>
B. <i>basball</i>	<i>30 min</i>	<i>At practice</i>

Annotation

This response earns a 1 on Rubric 2 for accumulating a total of 1 value point. While the response accurately identifies Activity A “*push ups*” for the component of muscular strength, “*stretching*” does not support push ups related to frequency and “*2 hours*” is unrealistic for time/repetitions. These responses received one value point for the activity. The answers for Activity B “*basball*”, “*30 min*”, and “*At practice*” are not specific and do not support muscular strength.

+1 value point = 1, Rubric 2

Score 1 / 4



Get Fit Summer

RUBRIC 2 (cont'd)

Exemplar #6

Health-Related Fitness Component: Endurance

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>the actual sit and reach</i>	<i>Five times a week</i>	<i>15 minutes</i>
B. <i>flexibility</i>	<i>Once every day</i>	<i>10 minutes</i>

Annotation

This response earns a 0 on Rubric 2 for accumulating a total of 0 value points. Since there was not an accurate health-related fitness component “*Endurance*” for Rubric 1, this response receives a 0.

+0 value points = 0, Rubric 2

Score 0 / 4

Exemplar #7

Health-Related Fitness Component: Speed

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>Jog around my neighborhood</i>	<i>Twice a week</i>	<i>10-15 minutes</i>
B. <i>Swim in my pool</i>	<i>Three times a week</i>	<i>30-40 minutes</i>

Annotation

This response earns a 0 on Rubric 2 for accumulating a total of 0 value points. Since “*Speed*” is not an accurate health-related fitness component for Rubric 1 (speed is a skill-related component), this response receives a 0.

+0 value points = 0, Rubric 2

Score 0 / 4



Get Fit Summer

RUBRIC 2 (cont'd)

Exemplar #8

Health-Related Fitness Component: *faster running*

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>jump roping</i>	8	5 hours
B. <i>volleyball</i>	<i>everyday</i>	<i>All day</i>

Annotation

This response earns a 0 on Rubric 2 for accumulating a total of 0 value points. Since there was not an accurate health-related fitness component “*faster running*” for Rubric 1, this response receives a 0.

+0 value points = 0, Rubric 2

Score 0 / 4

Exemplar #9

Health-Related Fitness Component: *muscular strength*

1. Activity (Type)	2. How often should I do the activity per week? (Frequency)	3. How much time should I spend doing each activity session? (Time/Repetitions)
A. <i>tenis</i>	<i>bikycle</i>	<i>exkersise</i>
B. <i>game cube</i>	<i>Don't eat candy</i>	<i>At the playground</i>

Annotation

This response earns a 0 on Rubric 2 for accumulating a total of 0 value points. All answers given do not relate to or support muscular strength.

+0 value points = 0, Rubric 2

Score 0 / 4



Get Fit Summer

RUBRIC 3

Exemplar #1

Activity (Type): Jogging and Biking

Safety Plan for Activity “A” above:
<i>I would stretch before and after jogging. And I would hold streh for 15-30 seconds.</i>
Safety Plan for Activity “B” above:
<i>Strech 15-20 seconds before and after riding bike. Also I would wear a helmet for protection.</i>

Annotation

The first response earns a 2 on Rubric 3 for accumulating a total of 2 points. The response accurately identifies an appropriate Safety Concern for Activity “A” “*stretch before and after jogging*” and “*hold streh for 15-30 seconds*”. The response accurately identifies an appropriate Safety Concern for Activity “B” “*strech 15-20 seconds before and after riding bike*” and “*wear a helmet for protection*”.

Score 2 / 2

Exemplar #2

Activity (Type): Doing the splits and Butterfly stretch

Safety Plan for Activity “A” above:
<i>Do not have anyone push down on me when I am stretching.</i>
Safety Plan for Activity “B” above:
<i>Don’t stretch to far that it hurts.</i>

Annotation

The first response earns a 2 on Rubric 3 for accumulating a total of 2 points. The response accurately identifies an appropriate Safety Concern for Activity “A” “*Do not have anyone push down on me when I am stretching*”. The response accurately identifies an appropriate Safety Concern for Activity “B” “*Don’t stretch to far that it hurts*”.

Score 2 / 2



Get Fit Summer

RUBRIC 3 (cont'd)

Exemplar #3

Activity (Type): Jog around neighborhood and Swim in my pool

Safety Plan for Activity "A" above:
<i>Make sure you stretch before jogging.</i>
Safety Plan for Activity "B" above:
<i>Make sure you swim with a buddy.</i>

Annotation

The first response earns a 2 on Rubric 3 for accumulating a total of 2 points. The response accurately identifies an appropriate Safety Concern for Activity "A" "*Make sure you stretch before jogging*". The response accurately identifies an appropriate Safety Concern for Activity "B" "*Make sure you swim with a buddy*".

Score 2 / 2

Exemplar #4

Activity (Type): Soccer and Roller blading

Safety Plan for Activity "A" above:
<i>I will drink water.</i>
Safety Plan for Activity "B" above:
<i>Trying not to be hurt.</i>

Annotation

The response earns a 1 on Rubric 3 for accumulating a total of 1 point. The response accurately identifies an appropriate Safety Concern for Activity "A" "*I will drink water*". The response for a Safety Concern for Activity "B" is inaccurate "*trying not to be hurt*" because it is not specific.

Score 1 / 2



Get Fit Summer

RUBRIC 3 (cont'd)

Exemplar #5

Activity (Type): Curlup and Leg streches

Safety Plan for Activity "A" above:
<i>Bend your knees.</i>
Safety Plan for Activity "B" above:
<i>Don't hert yourself.</i>

Annotation

The response earns a 1 on Rubric 3 for accumulating a total of 1 point. The response accurately identifies a Safety Concern for Activity "A" "*Bend your knees*". The response for a Safety Concern for Activity "B" is inaccurate "*Don't hert yourself*" because it is not specific.

Score 1 / 2

Exemplar #6

Activity (Type): the actual sit and reach and flexibility

Safety Plan for Activity "A" above:
<i>Have a parent watch you.</i>
Safety Plan for Activity "B" above:
<i>You sould exercrise befor you do pust ups.</i>

Annotation

The response earns a 0 on Rubric 3 for accumulating a total of 0 points. The response for a Safety Concern for Activity "A" is inaccurate "*have a parent watch you*" because it is not a safety precaution. The response for a Safety Concern for Activity "B" is inaccurate "*You sould exercrise befor you do pust ups*". It is not a suitable safety precaution, it is also not specific.

Score 0 / 2



Get Fit Summer

RUBRIC 3 (cont'd)

Exemplar #7

Activity (Type): push ups and basball

Safety Plan for Activity "A" above:
<i>I would stand on 1 foot before and stand on 1 foot after.</i>
Safety Plan for Activity "B" above:
<i>I will play catch with a friend.</i>

Annotation

The response earns a 0 on Rubric 3 for accumulating a total of 0 points. The response inaccurately identifies a Safety Concern for Activity "A" "*I would stand on 1 foot before and stand on 1 foot after*". It does not relate to push ups. The response for a Safety Concern for Activity "B" is inaccurate "*I will play catch with a friend*" because it is not specific.

Score 0 / 2

Exemplar #8

Activity (Type): jumping rope and volleyball

Safety Plan for Activity "A" above:
<i>Be safe.</i>
Safety Plan for Activity "B" above:
<i>Be safe.</i>

Annotation

The response earns a 0 on Rubric 3 for accumulating a total of 0 points. The response inaccurately identifies a Safety Concern for Activity "A" "*Be safe*" because it is not specific. The response inaccurately identifies a Safety Concern for Activity "B" "*Be safe*" because it is not specific.

Score 0 / 2



Get Fit Summer

RUBRIC 3 (cont'd)

Exemplar #9

Activity (Type): tenis and game cube

Safety Plan for Activity "A" above:
<i>water</i>
Safety Plan for Activity "B" above:

Annotation

The response earns a 0 on Rubric 3 for accumulating a total of 0 points. The response inaccurately identifies a Safety Concern for Activity "A" "*water*". It is not a specific safety precaution. The response inaccurately identifies a Safety Concern for Activity "B" because there is no answer identified.

Score 0 / 2



Glossary for *Get Fit Summer!*

Current Fitness Assessment Score – Student’s most recent score from fitness performance assessment.

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 – 3-5 times per week.

Intensity – Moderate to vigorous.

Time – 20 minutes or more per session.

Type – Any aerobic activity that uses large muscles.

FITT Principle for Muscular Endurance

Frequency – 2-4 times per week.

Intensity – Moderate to vigorous.

Time/Repetitions – Based upon student’s current ability level.

Type – An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (light weight resistance training, yoga, Pilates).

FITT Principle for Muscular Strength

Frequency – 2-4 times per week.

Intensity – Moderate to vigorous.

Time/Repetitions – Based upon student’s current ability level.

Type – Body weight exercises that use the major muscle groups (push ups, chin ups).

FITT Principle for Flexibility

Frequency – Daily stretching is recommended.

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

Time – Hold each stretch for 10-15 seconds with the stretching workout lasting 15 minutes or more.

Type – Stretches that allow the body to move through the full range of motion.

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

Fitness Goals – Steps used to improve one’s physical fitness.



Get Fit Summer

Fitness performance assessment – The fitness assessment administered in class (FitnessGram, President’s Challenge, OSPI Fitness Performance Assessment, etc.).

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

Goal Score – The score that you earn when performing the fitness performance assessment, example-mile time for cardiorespiratory endurance = 8:34.

Goal Setting – A plan to determine ahead of time what is expected to be accomplished and how it can be accomplished.

Health-Related Fitness Components – Parts of physical fitness that help a person stay healthy; includes body composition, cardiovascular fitness, flexibility, muscular endurance, and muscular strength.

- **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.
- **Flexibility** – The ability to move the joints through a full range of motion
- **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.
- **Body Composition** – All of the tissues that together make up the body; bone, muscle, skin, fat, body organs.

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.

Realistic goal – A goal that is attainable and that you can physically achieve in a set period of time.

Repetitions – The number of times an exercise is repeated.

Safety Concern – Safety measure to perform an activity in a safe manner.

Set – Fixed number of repetitions followed by a rest period.

Summer – Three months – the time frame for the “Get Fit Summer!” realistic goal score.



Teacher Resources for *Get Fit Summer!*

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics

www.cdc.gov

FitnessGram

Activity and fitness assessment and personal physical activity management

<http://www.fitnessgram.net/home/>

OSPI Health and Fitness

Health and Fitness Information

www.k12.wa.us/HealthFitness

P.E.Links4u

Promoting Active and Healthy Lifestyles

www.pelinks4u.org

PE Central

Premier website for Health and Physical Education

www.pecentral.org

President's Challenge

Activity and fitness assessment

<http://www.presidentschallenge.org/>

U.S. Department of Agriculture

Nutrition Information

www.nutrition.gov

Food Pyramid

www.mypyramid.gov

Washington Dairy Council

Nutrition Information

www.eatsmart.org

Optional:

Copies of fitness test norms and standards for student use. This could be used for student goal setting (e.g., Fitnessgram's Healthy Fitness Zone (HFZ)).



Glossary for Scoring Health and Fitness Assessments

OPSI-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 *Get Fit Summer!* – A total score on all three rubrics of eight or more points meets standard.

10 points = 4	
8-9 points = 3	meets standard (“proficient”)
4-7 points = 2	
1-3 points = 1	
0 points = 0	

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

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

6 value points	= 4 points on the rubric
4-5 value points	= 3 points on the rubric
2-3 value points	= 2 points on the rubric
1 value point	= 1 point on the rubric
0 points	= 0 points 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.

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.



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The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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

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.



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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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

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

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

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

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



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

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

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

7. Who is responsible for scoring the assessments?

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

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

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

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

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

1. Deliver research-based curricula using best practices.
2. Administer district-approved OSPI-Developed Assessment or other strategy.
3. Score assessment within a reasonable time period.
4. Enter student score as a test grade in the grade book.
5. Return scored assessment to student.
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.



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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*.

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

10. What happens if a student fails an assessment?

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

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

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

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



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- Designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met.
- Communicate with teachers responsible for providing students with assessments or other strategies in social studies, the arts, and health and fitness.

February – May

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

May – July

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

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

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

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

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

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

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



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special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

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

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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



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To earn credit equivalency, the student shall

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

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

In short, no. The assessment is measuring cognitive knowledge. The mile is showing the student the time it takes to run the mile. What has the student learned? In this case, the student has learned the time that it took for him/her to run the mile (8 minutes and 43 seconds). The assessment is application of the information – taking it to the next level. Did the student really “get” the knowledge and can he/she apply the information?



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

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

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

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

