

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Mrs. Trimble's Muffins
Health Assessment for Elementary



Mrs. Trimble's Muffins

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P.O. Box 47200
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Mrs. Trimble's Muffins

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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.

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education

Mrs. Trimble's Muffins

Directions for Administering the Washington State Health Assessment

Introduction

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

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

Description of the Assessment

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

Materials and Resources

"Before" Checklist

Teacher checklist **before** administering *Mrs. Trimble's Muffins*.

- Reproduce one **Student Copy** of *Mrs. Trimble's Muffins* for each student, pages 19-24.
- Teacher gathers **reliable research resources** (resources used by students during previous lessons, appropriate websites bookmarked, etc.).
- Read **Rubrics**, pages 25-29.
- Read **Scoring Notes**, pages 30-31.
- Read **Exemplars & Annotations**, pages 32-44.
- Read **Glossary**, page 45.
- Read **Teacher Resources**, page 46.
- Remind students to bring other materials to work on if they finish the assessment early.



Mrs. Trimble's Muffins

- 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.

"Day Of" Checklist

Teacher checklist for the day of administering *Mrs. Trimble's Muffins*.

- Cover or remove potential answers to the assessment.
- Distribute **reliable research resources** (resources gathered by teacher/students during previous lessons, bookmarked websites, etc.).
- Student copies *Mrs. Trimble's Muffins*, pages 19-24.
- One pencil for each student.



Mrs. Trimble's Muffins

"Day After" Checklist

Teacher checklist after administering *Mrs. Trimble's Muffins*.

- Review **Scoring Notes**, pages 30-31.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 47.
- Use the **Rubrics** provided to score *Mrs. Trimble's Muffins*, pages 25-29.
- Score *Mrs. Trimble's Muffins***. 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**).



Mrs. Trimble's Muffins

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

Fitness				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness				
Fitness Plan for Pat				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
<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</p> <p><input type="checkbox"/> President's Challenge</p> <p><input type="checkbox"/> OSPI Fitness Performance Assessments</p> <p><input type="checkbox"/> District Approved Fitness Performance Assessments</p> <p><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 lea				



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



Mrs. Trimble's Muffins

Recommendation for Time Management

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

Day One:

- **5 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.
- **20 minutes:** The students individually read the food label and work on their research.
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 individually on 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.

Day Three:

- **5 minutes:** The teacher distributes materials to students.
- **20 minutes:** The students individually finish their assessment.
- **5 minutes:** Teacher collects all materials at the end of class.
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.



Mrs. Trimble's Muffins

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 Health Assessment, *Mrs. Trimble's Muffins*. Write your name, teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.**

Mrs. Trimble, the head cook in your school, has created a new recipe for muffins that she wants to sell in local restaurants and snack shops. By law, all such snacks must have Nutrition Facts food labels.

She wants to provide detailed nutritional information to her customers. She would like you to analyze the nutrient groups on the nutritional label and identify foods that could make a more balanced meal. By doing this, you will describe how these muffins may be part of a healthy diet, as well as detailing the nutrients they contain.

Say: **Are there any questions about the prompt?** (pause for questions) **Follow along as I read the directions for *Mrs. Trimble's Muffins*.**

Follow these steps so that your research benefits Mrs. Trimble's customers:

1. Read the Nutrition Facts food label from Mrs. Trimble's Muffins, including the **three** highlighted nutrient groups A, B, and C.
2. Complete Parts 1, 2, 3, and 4 on the **research pages**.



Mrs. Trimble's Muffins

Mrs. Trimble's Muffins

Nutrition Facts

Serving size: 1 muffin
Servings per container: 1

Amount per serving

Calories 190
Calories from Fat 65

% Daily Value*

Total Fat 15g	23%	→ Group A
Saturated Fat 9g	40%	
Trans Fat 2g	35%	
Cholesterol 23mg	7%	
Sodium 120mg	5%	
Total Carbohydrate 11g	4%	→ Group B
Dietary Fiber 4g	12%	
Sugars 11g		
Protein 9g	17%	→ Group C
Vitamin A 10% * Vitamin C 4%		
Calcium 10% * Iron 20%		

*Percent (%) Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower based on your calorie needs.



Mrs. Trimble's Muffins

Teacher Copy

Say: Today we are going to work on the research section of the assessment.
Follow along as I read Part 1.

Part 1: Nutrients – Group A

1. Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

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



Mrs. Trimble's Muffins

Teacher Copy

Part 2: Nutrients – Group B

1. Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

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



Mrs. Trimble's Muffins

Teacher Copy

Part 3: Nutrients – Group C

1. Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

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



Mrs. Trimble's Muffins

Teacher Copy

Part 4: Balanced Meal

Identify **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the muffins:
Explain one way this food can benefit the human body:

Another food that can be served with the muffins:
Explain one way this food can benefit the human body:

Say: **Are there any questions about Part 4?** (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



Mrs. Trimble's Muffins

Student Copy

First Name _____ Last Name _____

Teacher _____ Date _____

Total Score / 16

Mrs. Trimble, the head cook in your school, has created a new recipe for muffins that she wants to sell in local restaurants and snack shops. By law, all such snacks must have Nutrition Facts food labels.

She wants to provide detailed nutritional information to her customers. She would like you to analyze the nutrient groups on the nutritional label and identify foods that could make a more balanced meal. By doing this, you will describe how these muffins may be part of a healthy diet, as well as detailing the nutrients they contain.

Follow these steps so that your research benefits Mrs. Trimble's customers:

1. Read the Nutrition Facts food label from Mrs. Trimble's Muffins, including the **three** highlighted nutrient groups A, B, and C.
2. Complete Parts 1, 2, 3, and 4 on the **research pages**.



Mrs. Trimble's Muffins

Mrs. Trimble's Muffins

Nutrition Facts

Serving size: 1 muffin
Servings per container: 1

Amount per serving

Calories 190
Calories from Fat 65

% Daily Value*

Total Fat 15g	23%	→ Group A
Saturated Fat 9g	40%	
Trans Fat 2g	35%	
Cholesterol 23mg	7%	
Sodium 120mg	5%	
Total Carbohydrate 11g	4%	→ Group B
Dietary Fiber 4g	12%	
Sugars 11g		
Protein 9g	17%	→ Group C
Vitamin A 10% * Vitamin C 4%		
Calcium 10% * Iron 20%		

*Percent (%) Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower based on your calorie needs.



Mrs. Trimble's Muffins

Student Copy

Part 1: Nutrients – Group A

1. Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Score / 4



Mrs. Trimble's Muffins

Student Copy

Part 2: **Nutrients – Group B**

1. Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:
Food #2:

Score / 4



Mrs. Trimble's Muffins

Student Copy

Part 3: Nutrients – Group C

1. Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient:

2. **Explain** how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

3. **Name** two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Score / 4



Mrs. Trimble's Muffins

Student Copy

Part 4: Balanced Meal

Identify **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the muffins:
Explain one way this food can benefit the human body:

Another food that can be served with the muffins:
Explain one way this food can benefit the human body:

Score _____ / 4



Rubrics



Mrs. Trimble's Muffins

RUBRIC 1 – Used to score Part 1 of *Mrs. Trimble's Muffins*

Grade Level Expectations (GLEs)

- 1.5.1 Analyzes how the body's function and composition are affected by food consumption.
- 1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none"> • Names a nutrient from Group A that people should limit in their diets. OR • Names a nutrient from Group A that people usually do not get enough of in their diets. • Explains how the chosen nutrient may be harmful to a person's health OR why it may be beneficial for a person's health. • Names two specific foods that include the chosen nutrient (one point for each food). <p>Example: <i>One nutrient from group A Trans Fat. Student should try to limit the amount of Trans Fat that they consume in their diets. Trans Fat can increase the risk of heart disease. Fast food french fries have a lot of Trans Fat as do regular potato chips.</i></p>
3	3-point response: The student meets three of the four required task elements.
2	2-point response: The student meets two of the four required task elements.
1	1-point response: The student meets one of the four required task elements.
0	0-point response: The student meets none of the four required task elements.



Mrs. Trimble's Muffins

RUBRIC 2 – Used to score Part 2 of *Mrs. Trimble's Muffins*

Grade Level Expectations (GLEs)

1.5.1 Analyzes how the body's function and composition are affected by food consumption.

1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none">• Names a nutrient from Group B that people should limit in their diets. OR• Names a nutrient from Group B that people usually do not get enough of in their diets.• Explains how the chosen nutrient may be harmful to a person's health OR why it may be beneficial to a person's health.• Names two specific foods that include the chosen nutrient (one point for each food). <p>Example: <i>One nutrient from Group B is fiber. Students usually do not get enough fiber in their diets. Fiber helps to prevent certain kinds of cancer. Bran cereal has quite a bit of fiber in it and so does brown rice.</i></p>
3	3-point response: The student meets three of the four required task elements.
2	2-point response: The student meets two of the four required task elements.
1	1-point response: The student meets one of the four required task elements.
0	0-point response: The student meets none of the four required task elements.



Mrs. Trimble's Muffins

RUBRIC 3 – Used to score Part 3 of Mrs. Trimble's Muffins

Grade Level Expectations (GLEs)

1.5.1 Analyzes how the body's function and composition are affected by food consumption.

1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none">• Names a nutrient from Group C that people should limit in their diets. OR• Names as nutrient from Group C that people usually do not get enough of in their diets.• Explains how the chosen nutrient may be harmful to a person's health OR why it may be beneficial to a person's health.• Names two specific foods that include the chosen nutrient (one point for each food). <p>Example: <i>One nutrient from Group C is calcium. Students usually do not get enough calcium in their diets. Calcium helps to build strong bones and teeth. Milk is a good source of calcium and so are soybeans.</i></p>
3	3-point response: The student meets three of the four required task elements.
2	2-point response: The student meets two of the four required task elements.
1	1-point response: The student meets one of the four required task elements.
0	0-point response: The student meets none of the four required task elements.



Mrs. Trimble's Muffins

RUBRIC 4 – Used to score Part 4 of Mrs. Trimble's Muffins

Grade Level Expectations (GLEs)

1.5.1 Analyzes how the body's function and composition are affected by food consumption.

1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

4	<p>4-point response: The student names two specific foods that could be served with muffins to provide a more balanced snack. The student explains one benefit to the human body for each food that has been chosen.</p> <p>Example: <i>I would ask Mrs. Trimble to serve an orange with her muffins. Oranges are a good source of vitamin C which helps your body heal cuts and bruises. I would also suggest serving a glass of skim milk with the muffins. The skim milk also has calcium which is important for strong bones and teeth.</i></p>
3	<p>3-point response: The student names two specific foods that could be served with muffins to provide a more balanced snack. The student explains one benefit to the human body for one of the foods that has been chosen.</p>
2	<p>2-point response: The student names two specific foods that could be served with muffins to provide a more balanced snack. The student explains no benefits to the human body for each food that has been chosen.</p> <p style="text-align: center;"><u>OR</u></p> <p>The student names one specific food that could be served with Trimble's to provide students with a more balanced snack. The student explains one benefit to the human body for the food that has been chosen.</p>
1	<p>1-point response: The student names one specific food that could be served with muffins to provide students with a more balanced snack. The student explains no benefits to the human body for the food that has been chosen.</p>
0	<p>0-point response: The student shows little or no understanding of the task.</p>



Scoring Notes



Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Mrs. Trimble's Muffins*.

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

Passing score on *Mrs. Trimble's Muffins* – A total score on all four rubrics of twelve or more value points meets standard.

15-16 points = 4	
12-14 points = 3	meets standard (“proficient”)
<hr/>	
8-11 points = 2	
1-7 points = 1	
0 points = 0	

Rubrics 1, 2, 3

1. Nutrient listed must be from groups A, B, C, respectively.
2. The explanation and food choices must relate to the selected nutrient.
3. Refer to the nutrient definitions and examples in the glossary for acceptable explanations and food choice options.
4. Food choices must be specific such as “banana” or “chicken” rather than “fruit” or “meat.”

Rubric 4

1. The foods identified to balance the muffins need to be valid choices in terms of nutrients, not in terms of taste or tradition. For example, while carrots might not be a normal breakfast food they would be a valid choice as a food that would balance the muffins.
2. Refer to the nutrient definitions and examples in the glossary for acceptable explanations and food choice options. Note: A balanced diet is eating and drinking the right amount of nutrients using a variety of food groups.
3. In the explanation to the body, the answer must include a specific benefit to the body, not just the name of a nutrient contained in the food. For example, “*an orange contains Vitamin C which helps the body heal cuts and bruises*”, is correct because the answer explains **what** Vitamin C does for the body.
4. Food choices must be specific such as “banana” or “chicken” rather than “fruit” or “meat.”



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.



Mrs. Trimble's Muffins

RUBRIC 1

Exemplar #1

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *saturated fat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

it clogs your arteries

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *steak*

Food #2: *fried chicken*

Annotation

This response earns a 4 on the Group A rubric for meeting all four of the required criteria. The response identifies a nutrient from Group A that people should limit "saturated fat" and explains why people should do so: "it clogs your arteries." Additionally, the response names two other foods "steak" and "fried chicken" that include the chosen nutrient.

Score 4 / 4

Exemplar #2

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *total fat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

It helps absorb some vitamins

Name two other **specific foods** that contain your chosen nutrient.

Food 1: *salmon*

Food 2: *olive oil*

Annotation

This response earns a 4 on the Group A rubric for meeting all four of the required criteria. The response identifies a nutrient from Group A that people do not get enough of "total fat" and explains why people should do so: "it helps absorb some vitamins". Additionally, the response names two other foods "salmon" and "olive oil" that include the chosen nutrient.

Score 4 / 4



Mrs. Trimble's Muffins

RUBRIC 1 (cont'd)

Exemplar #3

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *saturated fat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *hamburger*

Food #2: *ham*

Annotation

This response earns a 3 on the Group A rubric for meeting three of the four required criteria. The response identifies a nutrient from Group A that people should limit "*saturated fat*", earning one point. Additionally, the response earns two more points for naming two other foods "*hamburger*" and "*ham*" that include the chosen nutrient. However, no further credit is awarded because the response does not explain why the chosen nutrient is bad for a person's health.

Score 3 / 4

Exemplar #4

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *saturated fat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

it can lead to a heart attack

Name two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Annotation

This response earns a 2 on the Group A rubric for meeting two of the four required criteria. The response earns two points for identifying a nutrient from Group A that people should limit "*saturated fat*" and explaining why they should do so: "*it can lead to a heart attack*". However, no further credit is awarded because the response does not name two other foods that include the chosen nutrient.

Score 2 / 4



Mrs. Trimble's Muffins

RUBRIC 1 (cont'd)

Exemplar #5

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *transfat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Name two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Annotation

This response earns a 1 on the Group A rubric for meeting one of the four required criteria. The response earns one point for naming a nutrient from Group A that people should limit "transfat". However, no further credit is awarded because the response does not name two foods that include the chosen nutrient and because there is no explanation for why it is bad for a person's health.

Score 1 / 4

Exemplar #6

Select one **nutrient** from **group A** on the Nutrition Facts food label.

Nutrient: *fruit, vegetebalis have almost no fat*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

It has vitamins and minarls wich are not bad.

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *ice cream*

Food #2: *candy*

Annotation

This response earns a 0 on Rubric 1. The first response, "fruit" is the student's response that is scored as it is the first in a list. Only one nutrient is asked for, thus any response following the first item in a list is not scored. Fruit is not a nutrient, thus no further points are awarded.

Score 0 / 4



Mrs. Trimble's Muffins

RUBRIC 2

Exemplar #1

Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient: *dietary fiber*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

it aid in digestion and helps clean the system

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *oatmeal*

Food #2: *whole wheat bread*

Annotation

This response earns a 4 on the Group B rubric for meeting all four of the required criteria. The response identifies a nutrient from Group B that people do not get enough of "*dietary fiber*" and explains why the chosen nutrient is good for person's health: "*it aid in digestion and helps clean the system*". Additionally, the response names two other foods "*oatmeal*" and "*whole wheat bread*" that include the chosen nutrient.

Score 4 / 4

Exemplar #2

Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient: *dietary fiber*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, so should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

dietary fiber breaks down into healthy things

Name two other **specific foods** that contain your chosen nutrient

Food #1: *nuts*

Food #2: *corn*

Annotation

This response earns a 3 on the Group B rubric for meeting three of the four required criteria. The response identifies a nutrient from Group B that people do not get enough of "*dietary fiber*", earning one point. Additionally, the response earns two more points for naming two other foods "*nuts*" and "*corn*" that include the chosen nutrient. However, no further credit is awarded because the response does not explain why the chosen nutrient is good for a person's health; simply saying that "*dietary fiber breaks down into healthy things*" is not a specific enough explanation to be credited.

Score 3 / 4



Mrs. Trimble's Muffins

RUBRIC 2 (cont'd)

Exemplar #3

Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient: *dietary fiber*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

it is good for your body

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *apple*

Food #2: *cereal*

Annotation

This response earns a 3 on the Group B rubric for meeting three of the four required criteria. The response identifies a nutrient from Group B that people do not get enough of "*dietary fiber*", earning one point. Additionally, the response earns two more points for naming two other foods "*apple*" and "*cereal*" that include the chosen nutrient. However, no further credit is awarded because the response does not explain why the chosen nutrient is good for a person's health; saying that "*it is good for your body*" is not specific enough explanation to be credited.

Score 3 / 4

Exemplar #4

Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient: *dietary fiber*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *grapefruit*

Food #2:

Annotation

This response earns a 2 on the Group B rubric for meeting two of the four required criteria. The response identifies a nutrient from Group B that people do not get enough of "*dietary fiber*", earning one point. Additionally, the response earns a second point for naming one food "*grapefruit*" that includes the chosen nutrient. However, no further credit is awarded because the response does not explain why the chosen nutrient is good for a person's health and does not name a second food that includes dietary fiber.

Score 2 / 4



Mrs. Trimble's Muffins

RUBRIC 2 (cont'd)

Exemplar #5

Select one **nutrient** from **group B** on the Nutrition Facts food label.

Nutrient: *carbohydrate*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Vitamins give you vitamin C, vitamin D, vitamin A.

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *vitamins are in fat*

Food #2: *food to is fat*

Annotation

This response earns a 1 on the Group B rubric for meeting one of the four required criteria. One point is awarded for listing the nutrient "*carbohydrate*". However, no further credit is awarded because the response does not explain why the chosen nutrient is good for a person's health and does not name a food that includes carbohydrates.

Score 1 / 4



Mrs. Trimble's Muffins

RUBRIC 3

Exemplar #1

Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient: *iron*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Iron may benefit the person who eats the muffin because iron is important in the formation of hemoglobin which is the part of your red blood cells that carries oxygen throughout the body.

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *tuna*

Food #2: *salmon*

Annotation

This response earns a 4 on the Group C rubric for meeting all four of the required criteria. The response identifies a nutrient from Group C that people do not get enough of "iron" and explains why the chosen nutrient is good for a person's health. Additionally, the response names two other foods "tuna" and "salmon" that include the chosen nutrient.

Score 4 / 4

Exemplar #2

Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient: *calcium*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *milk*

Food #2: *cheese*

Annotation

This response earns a 3 on the Group C rubric for meeting three of the four required criteria. The response does identify a nutrient from Group C that people do not get enough of "calcium", earning one point. Additionally, the response earns two more points for naming two other foods "milk" and "cheese" that include the chosen nutrient. However, no further credit is awarded because the response does not explain why the chosen nutrient is good for a person's health.

Score 3 / 4



Mrs. Trimble's Muffins

RUBRIC 3 (cont'd)

Exemplar #3

Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient: *vitamin A*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Vitamin A is good for you and you need it

Name two other **specific foods** that contain your chosen nutrient.

Food #1: *carrots*

Food #2: *lettuce*

Annotation

This response earns a 3 on the Group C rubric for meeting three of the four required criteria. The response identifies a nutrient from Group C that people do not get enough of "vitamin A", earning one point. Additionally, the response earns two more points for naming two other foods that include the chosen nutrients; iron can be found in "carrots" and in "lettuce". However, no further credit is awarded because the response does not explain why those chosen nutrients are good for a person's health.

Score 3 / 4

Exemplar #4

Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient: *calcium*

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

it is good for your bones

Name two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Annotation

This response earns a 2 on the Group C rubric for meeting two of the four required criteria. The response earns two points for identifying a nutrient from Group C that people do not get enough of "calcium" and explaining why it is good for a person's health "it is good for your bones". However, no further credit is awarded because the response does not name two other foods that include the chosen nutrient.

Score 2 / 4



Mrs. Trimble's Muffins

RUBRIC 3 (cont'd)

Exemplar #5

Select one **nutrient** from **group C** on the Nutrition Facts food label.

Nutrient:

Explain how too much of your chosen nutrient may be **harmful** to a person's health, and should be limited in their diet.

OR

Explain why your chosen nutrient may **benefit** a person's health though many people often do not get enough of it in their diet.

Explain:

Vitamin C is protein and good for your heart

Name two other **specific foods** that contain your chosen nutrient.

Food #1:

Food #2:

Annotation

This response earns a 0 on Rubric 3. Although the response is discussing vitamin C, it does not do so in a manner that shows any understanding of it (vitamin C is not protein and is not necessarily beneficial to the heart).

Score 0 / 4



Mrs. Trimble's Muffins

RUBRIC 4

Exemplar #1

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>String cheese</i>
Explain one way this food can benefit the human body:
<i>String cheese is a good source of calcium and good for your bones.</i>

Another food that can be served with the Muffins:
<i>An orange</i>
Explain one way this food can benefit the human body:
<i>the orange has vitamin C to help heal cuts and bruises</i>

Annotation

This response earns a 4 on the rubric for meeting all four of the required criteria. The response names two foods that could be served with the muffins to provide students with a more balanced snack “*string cheese*” and “*An orange*”, as well as explaining a corresponding benefit for each of the suggested foods: “*String cheese is a good source of calcium and good for your bones*” while “*the orange has vitamin C to help heal cuts and bruises*”.

Score 4 / 4

Exemplar #2

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>milk</i>
Explain one way this food can benefit the human body:
<i>Calcium to build strong bones.</i>

Another food that can be served with the Muffins:
<i>sausage</i>
Explain one way this food can benefit the human body:

Annotation

This response earns a 3 on the rubric for meeting three of the four required criteria. The response names two foods that could be served with the muffins to provide students with a more balanced snack “*milk*” and “*sausage*”, as well as explaining a corresponding benefit to milk: “*calcium to build strong bones*”. However, no further credit is awarded because the student does not explain a second benefit of the other suggested food.

Score 3 / 4



Mrs. Trimble's Muffins

RUBRIC 4 (cont'd)

Exemplar #3

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>melon</i>
Explain one way this food can benefit the human body:

Another food that can be served with the Muffins:
<i>bacon, milk</i>
Explain one way this food can benefit the human body:

Annotation

This response earns a 2 on the rubric for meeting two of the four required criteria. The response does name at least two foods that could be served with the muffins to provide students with a more balanced snack “*melon*”, and “*bacon, milk*”, earning two points. However, no further credit is awarded because the student does not explain the benefits to the human body of either of the suggested foods.

Score 2 / 4

Exemplar #4

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>a glass of orange juice</i>
Explain one way this food can benefit the human body:
<i>it has vitamin C to heal cuts</i>

Another food that can be served with the Muffins:
<i>whole grain bread</i>
Explain one way this food can benefit the human body:

Annotation

This response earns a 2 on the rubric for meeting two of the four required criteria. The response earns two points for naming a food that could be served to balance the muffins “*a glass of orange juice*” and for explaining the benefit of that food “*it has vitamin C to heal cuts*”. However, no further credit is awarded for the response because “*whole grain bread*” is not a food that is an acceptable option to balance the muffins as it is in the same food group.

Score 2 / 4



Mrs. Trimble's Muffins

RUBRIC 4 (cont'd)

Exemplar #5

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>orange juice</i>
Explain one way this food can benefit the human body:

Another food that can be served with the Muffins:
<i>water</i>
Explain one way this food can benefit the human body:

Annotation

This response earns a 1 on the rubric for meeting one of the four required criteria. The response earns one point for naming “*orange juice*” as a food that could be served to balance the muffins. However, no further credit is awarded because the benefits of that food are not explained and because the only other food suggested “*water*” does not contain any nutrients.

Score 1 / 4

Exemplar #6

Use the food pyramid to find **two** other specific foods that can be served with the muffins to make a more balanced meal. **Explain** how each food that you have chosen benefits the human body.

One food that can be served with the Muffins:
<i>Grains group</i>
Explain one way this food can benefit the human body:
<i>It helps as healthy</i>

Another food that can be served with the Muffins:
Explain one way this food can benefit the human body:

Annotation

This response earns a 0 on the rubric. The response names a food group “*Grains group*”, rather than a food, thus zero points are scored. No further credit is awarded because the student does not name a second acceptable food or benefit.

Score 0 / 4



Glossary for Mrs. Trimble's Muffins

Balanced Diet – Eating and drinking the right amount of nutrients using a variety of food groups.

Balanced Meal – Eating from a variety of food groups from the food pyramid.

Benefits – Something promotes or enhances health and well-being.

Brochure – A pamphlet used for informational purposes.

Calorie – A unit of energy found in food.

Diet – A selection of foods.

Food Pyramid – A tool for choosing a healthy diet by selecting a recommended number of servings from each of the food groups i.e., grains, vegetables, fruits, oils, dairy, meat, and beans.

Harmful – Causing or capable of causing harm (injury).

Limited – A small amount.

Nutrient – A substance in food that provides energy or helps form body tissues and that is necessary for life and growth.

Fat – Fat is important nutrient that the body uses for growth development.

Unsaturated Fat – These may be good for heart health. Food examples - Unsaturated Fats are found in plant foods and fish such as, olive oil, peanut oil, canola oil, albacore tuna, and salmon.

Saturated Fat- Eating too much can raise blood cholesterol levels and increase the risk of heart disease. Food Examples - Saturated Fats are found in meat and other animal products and are usually solid at room temperature. Butter, cheese, milk products (except skim), palm and coconut oils are all examples of saturated fats.

Trans Fat – Trans fats can raise blood cholesterol levels and increase the risk of heart disease. Food Examples - Margarine, many snack foods, baked goods, and fried foods.

Carbohydrate – A major source of energy for the body. Food Examples - Good sources of carbohydrates include fruits, vegetables, and whole grains. Most sugars and starches also contain carbohydrates.

Dietary Fiber – Found in plants and cannot be digested and so it helps clean out your intestines by moving bowel movements (poop) along. Food Examples - Fruits, vegetables, whole grains, nuts, and legumes.

Protein – The body needs protein to build and repair essential parts of the body, such as muscles, blood, and organs. Food Examples - Beef, poultry, fish, eggs, dairy products, nuts, seeds, and legumes.

Vitamin A – Important in night vision and seeing colors. Food Examples - Orange fruits and vegetables, liver, and dark green leafy vegetables.

Calcium – This mineral helps build strong bones and healthy teeth. Food Examples - Dairy products, broccoli, soybeans, and leafy green vegetables.

Vitamin C – Assists in healing cuts and bruises and helps your body resist infection. Food Examples - Citrus fruits, tomatoes, broccoli, cabbage, kiwi fruit, and cantaloupe.

Iron – Important in the formation of red blood cells which transports oxygen throughout the body. Food Examples - Beef, tuna, salmon, eggs, beans, baked potato with skin, raisins, leafy green vegetables, and whole grains.

Nutritional Facts – Food label indicating value of contents.

Reliable – Capable of being relied on; dependable.



Teacher Resources for *Mrs. Trimble's Muffins*

Beecher's Flagship Foundation

www.flagshipfoundation.org

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics

www.cdc.gov

Kids Health

www.kidshealth.org

Nutrition Explorations

www.nutritionexplorations.org

OSPI Health and Fitness

Health and Fitness Information

www.k12.wa.us/HealthFitness

P.E.Links4u

Promoting Active and Healthy Lifestyles

www.pelinks4u.org

PE Central

Premier website for Health and Physical Education

www.pecentral.org

U.S. Department of Agriculture

Nutrition Information

www.nutrition.gov

Food Pyramid

www.mypyramid.gov

Washington Dairy Council

Nutrition Information

www.eatsmart.org



Glossary for Scoring Health and Fitness Assessments

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

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

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

Passing score on Mrs. Trimble’s Muffins – A total score on all four rubrics of twelve or more value points meets standard.

15-16 points = 4

12-14 points = 3 meets standard (“proficient”)

8-11 points = 2

1-7 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 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.

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



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few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

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

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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



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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.

