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

New Kid on the Block
Health Assessment for Elementary
Acknowledgments

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

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

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

Elementary School
Alice Atha, Health and Fitness Education, Evergreen Public Schools
Shelly English, Health and Fitness Education, Sultan School District
PJ Jarvis, Health and Fitness Education, Sultan 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
# Table of Contents

- Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education ........1
- Directions for Administration ........................................................................2
- Recommendation for Time Management .......................................................10
- Teacher Copy ..................................................................................................11
- Student Copy ..................................................................................................15
- Rubrics ...........................................................................................................22
- Scoring Notes ..................................................................................................25
- Exemplars and Annotations ............................................................................27
- Glossary ..........................................................................................................69
- Teacher Resources ..........................................................................................70
- Glossary for Scoring Health and Fitness Assessments ....................................71
- Frequently Asked Questions ...........................................................................72
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
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 New Kid on the Block.

- Reproduce one Student Copy of New Kid on the Block for each student, pages 16-21.
- Read Scoring Notes, pages 25-26.
- Read Exemplars & Annotations, pages 27-68.
- Read Glossary, page 69.
- Read Teacher Resources, page 70.
- Remind students to bring other materials to work on if they finish the assessment early.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some
recommendations on how to help all students reach proficiency on the assessments.

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

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

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

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

“Day Of” Checklist

Teacher checklist for the day of New Kid on the Block administration.

☐ Cover or remove potential answers to the assessment.
☐ Distribute student copies of New Kid on the Block, pages 15-20.
☐ One pencil for each student.

“Day After” Checklist

Teacher checklist after administering New Kid on the Block.

☐ Review Scoring Notes, pages 24-25.
☐ Review Glossary for Scoring Health and Fitness Assessments, page 70.
Use the Rubrics provided to score New Kid on the Block, pages 22-24.

Score New Kid on the Block. This assessment could be used as part of a student’s grade.

Compile and submit data as required by school district/OSPI.

Provide feedback to students (OSPI recommends teachers keep all assessments for one year, and then shred).

REQUIRED REPORTING
OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not “assessments or other strategies” have been administered in social studies (including 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:

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

**Fitness**

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

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

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

**Health**

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

**Middle School Health and Fitness Assessments**

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

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

**Example**

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

### Fitness

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

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

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

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

### Health

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

High School Health and Fitness Assessments

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

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

Example:

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

Fitness

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

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

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

☐ FitnessGram
☐ President’s Challenge
☐ OSPI Fitness Performance Assessments
☐ District Approved Fitness Performance Assessments
☐ Other. Explain:

Health

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

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

1. **Opportunities to Meet Standards**

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

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

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

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

2. **Successes**

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

3. **Leadership/Coordination**

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

4. **Storage of Information**

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

5. **Data Analysis**

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

6. **Needs**

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

7. **Model Programs**

Do you feel your school district assessment process would be a strong model for others to follow? [ ] Yes [ ] No

If yes, may OSPI contact you for more information? [ ] Yes [ ] No
Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

Social Studies:
The Arts:
Health and Fitness:

9. Planning for OSPI-Developed Assessments

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

Social Studies:
The Arts:
Health and Fitness:

10. Workshops and Conferences

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

Social Studies:
The Arts:
Health and Fitness:

11. Scoring of the OSPI-Developed Assessments

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

Social Studies:
The Arts:
Health and Fitness:

12. Curricular Alignment with OSPI-Developed Assessments

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

Social Studies:
The Arts:
Health and Fitness:

13. District-Developed Instructional Resources

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

Social Studies:
The Arts:
Health and Fitness:
Recommendation for Time Management

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

Day One:

- **10 minutes**: The teacher provides the students with the Student Copy of 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.*
Assessment Administration

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

Teacher Copy

Say: **Today you will take the Washington State Health Assessment, New Kid on the Block.** Write your name, teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.

Your teacher has instructed you to complete a skit that teaches the younger students in your school about bullying. Your teacher has given you **Scene One** of the skit, and it is your task to create two versions of the final act, one with a positive ending and one with a negative ending.

The skit is about Tasha, a fifth grader, who is enjoying her summer vacation with her two best friends she has known since kindergarten. Halfway through their summer vacation, a girl named Brittany moves into Tasha’s apartment building. Recently, Tasha’s two best friends have begun bullying Brittany. Tasha likes hanging out with Brittany, but she also wants to keep her best friends happy.

Your part of the skit will demonstrate reasons Tasha’s best friends might be bullying Brittany. Your skit should also show how the bullying affects both Tasha and Brittany. You will need to list some negative and positive choices that Tasha **could** make to deal with this situation.

Pre-writing

Your teacher needs you to complete the following task requirements before writing your skit:

- List **two** reasons Tasha’s friends might be bullying Brittany.
- Identify **one** emotion that Tasha may be experiencing.
- Identify **one** emotion that Brittany may be experiencing.

<table>
<thead>
<tr>
<th>List <strong>two</strong> reasons Tasha’s friends might be bullying Brittany.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify <strong>one</strong> emotion that Tasha may be experiencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify <strong>one</strong> emotion that Brittany may be experiencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>
New Kid on the Block

Once you have completed the task requirements above:

- List **one** negative choice Tasha could make in this situation.
- Identify **one** negative outcome of her negative choice.
- List **one** positive choice Tasha might make in this situation.
- Identify **one** positive outcome of her positive choice.

<table>
<thead>
<tr>
<th>List one negative choice Tasha could make in this situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify one negative outcome of her negative choice.</td>
</tr>
<tr>
<td>List one positive choice Tasha might make in this situation.</td>
</tr>
<tr>
<td>Identify one positive outcome of her positive choice.</td>
</tr>
</tbody>
</table>

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

Teacher Copy

Say: **Follow along as I read the beginning of the skit that you will be developing two endings for.**

**Beginning of Skit**

*Tasha and her two friends are at the mall. They see Brittany walking towards them.*

Tasha’s Friend 1: “Hey, here comes that new girl, Brittany. I don’t like her.”

Tasha’s Friend 2: “Yeah, I don’t like her either.”

Brittany: “Hi, Tasha.”

Tasha: “Hi, Brittany.”

Tasha’s Friend 1: “Who did your hair, Brittany, your little brother? It looks really bad.”

Tasha’s Friend 2: “Yeah, and what’s up with your dress? It looks like something my grandma would wear. If you want to hang out with us, you have to look cool.”

Create one **negative** ending to the skit. Be sure to include the reasons, emotions, choices, and outcomes listed below:

- One possible reason Tasha’s friends might be bullying Brittany. (+1)
- One emotion that Tasha might be feeling. (+1)
- A negative choice Tasha might make in this situation. (+1)
- A possible outcome of Tasha’s negative choice. (+1)

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

Create one positive ending to the skit. Be sure to include the reasons, emotions, choices, and outcomes listed below:

- One possible reason Tasha’s friends might be bullying Brittany, (+1)
- One emotion that Brittany might be feeling, (+1)
- A positive choice Tasha might make in this situation, (+1) and
- A possible outcome of Tasha’s positive choice. (+1)

Say: Are there any questions about Part 2? (pause for questions)

Say: Are there any questions about what you are to do? (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.
Your teacher has instructed you to complete a skit that teaches the younger students in your school about bullying. Your teacher has given you Scene One of the skit, and it is your task to create two versions of the final act, one with a positive ending and one with a negative ending.

The skit is about Tasha, a fifth grader, who is enjoying her summer vacation with her two best friends she has known since kindergarten. Halfway through their summer vacation, a girl named Brittany moves into Tasha’s apartment building. Recently, Tasha’s two best friends have begun bullying Brittany. Tasha likes hanging out with Brittany, but she also wants to keep her best friends happy.

Your part of the skit will demonstrate reasons Tasha’s best friends might be bullying Brittany. Your skit should also show how the bullying affects both Tasha and Brittany. You will need to list some negative and positive choices that Tasha could make to deal with this situation.
New Kid on the Block

Student Copy

Pre-writing

Your teacher needs you to complete the following task requirements before writing your skit:

- List two reasons Tasha’s friends might be bullying Brittany.
- Identify one emotion that Tasha may be experiencing.
- Identify one emotion that Brittany may be experiencing.

List two reasons Tasha’s friends might be bullying Brittany.

1.

2.

Identify one emotion that Tasha may be experiencing

1.

Identify one emotion that Brittany may be experiencing

1.

Once you have completed the task requirements above:

- List one negative choice Tasha could make in this situation.
- Identify one negative outcome of her negative choice.
- List one positive choice Tasha might make in this situation.
- Identify one positive outcome of her positive choice.

List one negative choice Tasha could make in this situation.

Identify one negative outcome of her negative choice.

List one positive choice Tasha might make in this situation.

Identify one positive outcome of her positive choice.
Part 1: Negative Ending

Beginning of Skit

*Tasha and her two friends are at the mall. They see Brittany walking towards them.*

Tasha’s Friend 1: “Hey, here comes that new girl, Brittany. I don’t like her.”

Tasha’s Friend 2: “Yeah, I don’t like her either.”

Brittany: “Hi, Tasha.”

Tasha: “Hi, Brittany.”

Tasha’s Friend 1: “Who did your hair, Brittany, your little brother? It looks really bad.”

Tasha’s Friend 2: “Yeah, and what’s up with your dress? It looks like something my grandma would wear. If you want to hang out with us, you have to look cool.”

Create one negative ending to the skit. Be sure to include the reasons, emotions, choices, and outcomes listed below:

- One possible reason Tasha’s friends might be bullying Brittany. (+1)
- One emotion that Tasha might be feeling. (+1)
- A negative choice Tasha might make in this situation. (+1)
- A possible outcome of Tasha’s negative choice. (+1)

Final Act – Negative Ending

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Part 1: Negative Ending

Beginning of Skit

*Tasha and her two friends are at the mall. They see Brittany walking towards them.*

Tasha’s Friend 1: “Hey, here comes that new girl, Brittany. I don’t like her.”

Tasha’s Friend 2: “Yeah, I don’t like her either.”

Brittany: “Hi, Tasha.”

Tasha: “Hi, Brittany.”

Tasha’s Friend 1: “Who did your hair, Brittany, your little brother? It looks really bad.”

Tasha’s Friend 2: “Yeah, and what’s up with your dress? It looks like something my grandma would wear. If you want to hang out with us, you have to look cool.”

Create one negative ending to the skit. Be sure to include the reasons, emotions, choices, and outcomes listed below:

- One possible reason Tasha’s friends might be bullying Brittany. (+1)
- One emotion that Tasha might be feeling. (+1)
- A negative choice Tasha might make in this situation. (+1)
- A possible outcome of Tasha’s negative choice. (+1)

Final Act – Negative Ending

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Part 2: Positive Ending

Create one positive ending to the skit. Be sure to include the reasons, emotions, choices, and outcomes listed below:

- One possible reason Tasha’s friends might be bullying Brittany. (+1)
- One emotion that Brittany might be feeling. (+1)
- A positive choice Tasha might make in this situation. (+1)
- A possible outcome of Tasha’s positive choice. (+1)

Final Act - Positive Ending:

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Rubrics
New Kid on the Block

RUBRIC 1 – Used to score Part 1 of New Kid on the Block

2.1.1 Understands dimensions and indicators of health.
2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.
2.4.3 Understands positive and negative effects of stress and stress management techniques.

<table>
<thead>
<tr>
<th>4</th>
<th>4-point response: The student plans and writes a version of the final act of the skit with a negative ending that includes each of the following elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One possible reason Tasha’s friends might be bullying Brittany. (+1)</td>
</tr>
<tr>
<td></td>
<td>• One emotion that Tasha might be feeling. (+1)</td>
</tr>
<tr>
<td></td>
<td>• A negative choice Tasha might make in this situation. (+1)</td>
</tr>
<tr>
<td></td>
<td>• A possible outcome of Tasha’s negative choice. (+1)</td>
</tr>
<tr>
<td>3</td>
<td>3-point response: The student includes three of the four required elements.</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student includes two of the four required elements.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student includes one of the four required elements.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>

Example:

Reasons for bullying may include, but are not limited to:
• jealousy
• insecurity
• fear
• anger
• body image
• socioeconomic factors
• discrimination
• ethnic differences

Negative Ending: Brittany starts crying and begins to walk away.

Tasha’s Friend 1: “There she goes, big baby.” Surprised and scared by her friend’s behavior, Tasha turns to face her best friends.

Tasha: “How come you guys don’t like Brittany? She’s really nice.”

Tasha’s Friend 2: “What, are you crazy? She’s SO not cool. Look at her clothes. She looks like a dork. You’d be a total loser to hang out with her. “Tasha’s now worried that her friends won’t like her anymore, either.

Tasha: “Um, yeah, you’re right. She’s a total loser. I won’t hang out with her anymore, OK?” Tasha feels sad about not hanging out with Brittany anymore. But, she’s no longer worried about losing her two best friends. Tasha’s friends continue to bully Brittany.

Note: Student responses can come from the skit and/or from the pre-skit writing task requirements.
New Kid on the Block

RUBRIC 2 – Used to score Part 2 of New Kid on the Block

2.1.1 Understands dimensions and indicators of health.
2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.
2.4.3 Understands positive and negative effects of stress and stress management techniques.
3.3.1 Applies necessary social skills to promote health and safety.
3.4.1 Applies a variety of emotional-response strategies.
3.5.1 Applies decision-making skills.

| 4 | 4-point response: The student plans and writes a version of the final act of the skit with a positive ending that includes all of the following elements: |
| 3 | 3-point response: The student includes three of the four required elements. |
| 2 | 2-point response: The student includes two of the four required elements. |
| 1 | 1-point response: The student includes one of the four required elements. |
| 0 | 0-point response: The student shows little or no understanding of the task. |

Example:

Reasons for bullying may include, but are not limited to:
- jealousy
- insecurity
- fear
- anger
- body image
- socioeconomic factors
- discrimination
- ethnic differences

Positive Ending: Brittany starts crying and begins to walk away.

Tasha: “Hey you guys, why are you being so mean to Brittany? You’re not usually like that! Brittany’s nice. She doesn’t deserve that!”

Tasha’s Friend 1: “Why are you sticking up for her? You don’t even know her—you’ve known us since kindergarten!”

Tasha: “I care about you all, you know that. You’re my best friends. I just don’t understand why you’re acting like that. It makes me feel sad when you’re so mean—you’re usually very cool.”

Tasha’s Friend 2: “How are we supposed to know you like us so much when you’ve been hanging out with her so much lately?”

Tasha: “Then why don’t I introduce you all and then we can all spend time together? You’ll like her—she’s really funny.”

Tasha’s Friend 1: “OK. Cool. Whatever.”
Scoring Notes
Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, New Kid on the Block.

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

Passing score on New Kid on the Block – A total score on both rubrics of 6 or more points meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>6-7</td>
<td>3</td>
</tr>
<tr>
<td>4-5</td>
<td>2</td>
</tr>
<tr>
<td>1-3</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teachers may use the pre-write and/or skit to score New Kid on the Block assessment.

1. Student responses do not need to be presented in a skit format to receive points.

2. Emotions must be stated or inferred to be credited, e.g., “crying” shows emotion.

3. Outcomes must be related to the positive or negative choice to be credited; the outcomes themselves do not have to be positive or negative in nature.

4. The positive or negative choice can be directed towards any character, as long as it is related to the bullying situation.

5. If the same reason for bullying is stated in both the positive and negative scenario, credit should be given for each (two points for the one reason), as long as the reason is justifiable/accurate.

6. If a reason for bullying is stated in one scenario but no reason for bullying is stated in the second one, credit is given only once for the reason (one point). However, if pre-skit work is included (with or without a skit) and only one reason for bullying is stated, credit can be given for two reasons (two points).

7. Emotions for either Tasha or Brittany can be demonstrated in either scenario (positive or negative) to receive credit.

8. “Happy” is not an acceptable emotion for Brittany.
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.
1. One reason Tasha’s friends might be bullying Brittany is that maybe because they are jealous of her because of her friendship between Tasha and Brittany.

A second reason Tasha’s friends might be bullying Brittany is that maybe they think that Brittany is taking away the relationship between Tasha and her friends.

2. One emotion that Tasha could be experiencing is that her friends and her maybe going thru hard times on keeping there relationship together forver as best friends, because of Brittany.

3. One emotion that Brittany could be experiencing is maybe that she has never been bullied on before.
4. One negative choice for Tasha to do about the bullying is she could call the cops and tell the crew that Brittany has been bullied on by her two best friends. Bullying is against the law so then Tasha’s friends could be stopped by the cops and maybe could separate Brittany and Tasha’s two best friends apart from each other from bullying.

5. One negative outcome out of Tasha’s negative choice is calling the cops on them when she could have another possibility of another negative choice.

6. One positive choice that Tasha could make in the situation is to talk to them about how Brittany is such a nice person and that Brittany is not rude at all in any way.

7. One positive outcome of Tasha’s positive choice would be talking to her best friends from Kindergarten.
Brittany: For your information, I am cool.
Tasha: Yeah. Brittany is cool, as a matter of fact she's cooler than you two girls.
Friend 1: If you don't mind, Brittany you are fat and hideous.
Friend 2: Yeah, I agree
Tasha: You girls are just to jealous because she's nicer, cooler, and better.
Friend 1: Oh yeah! Bring it on girlfriend.
Friend 2: Yeah! Lets see what you and your lame friend Brittany have.
Tasha: NO! we're not going to fight at all.
Friend 2: Why? are you to scared of us.
Tasha: No? It's just because I don't want to have to call the cops on you girls.
Brittany: Yeah!
Friend 1: Why would you call the cops on us? so that we could go to jail! Ha, ha, ha.
Tasha: You two shut your mouth! your annoying.
Brittany: If you two girls want to take this fight out in the parking lot I will.
Tasha: Brittany don't do it. I'll call the cops.
Brittany: Lets take this outside before it gets ugly.
Final Act – Negative Ending (cont’d)

Friend 1: Yeah!

Friend 2: I agree with you two, also.

Brittany: Well here we are.

Tasha: Oh no! here we go again.

Friend 1: Shut your mouth please when were fighting.

Friend 1: Brittany, you deserve a slap, kick, and a knock out punch.

Friend 2: Yeah! she sure does.

Friend 1: Slap, Kick, punch.

Brittany: ow! you just gave me a black eye!

Tasha: That’s it I’m calling the cops.

Friend 1: Tasha, your in it now girl. don’t call the cops! please!

Tasha: Well I’m calling anyways.

Friend 1: Your really deap into it now girl.

Tasha: Ha, ha, what are going to do now! There here now! look behind you!
Friend 1: And like i really care

Cops: All right whos fighting?

Tasha: Them three over there

Cops: Who's the one getting bullied.

Tasha: Brittany.

Cops: Ok you girls come with me. Tasha and Brittany stay here.

Cops: You two girls your coming with to go down to the station and see what your parents have to say about this issue here.

Friend 1: Oh! cop please don't.

Tasha: Good luck going to juvenile camp for trespassing bullying.

Brittany: Yeah! Good luck.
Brittany: Well you girls I would have to say you uglier

Tasha: I would have to agree with Brittany

Friend 1: Tasha would you SHUT UP! please

Friend 2: Yeah Tasha.

Friend 1: I HATE YOU BRITTANY.

Friend 2: So do I

Brittany: I hate you girls more than you hate me.
New Kid on the Block

EXEMPLAR #1 (cont’d)
Final Act – Positive Ending

Friend 1: Oh yeah. Then let’s see if we can have a
Contest. Between me and Brittany the LAME
LOSER.

Friend 2: Yeah let’s see who wins this Contest.
Tasha: NO! you can’t have a contest because
you’ll end up beating Brittany up.
Brittany: Let’s have the contest right here right now
Friend 1: Okay then let’s GO!
Tasha: NO! or else I’ll split you two apart. The
contest just began now.
Friend 1: Brittany I HATE YOU WITH ALL MY
LIFE AND I WILL ALWAYS AND FOREVER
Tasha: All right that’s it im splitting you two apart.
Brittany come with me were leaving.
EXEMPLAR #1- Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for writing a final act of the skit with a negative outcome that includes all four of the required elements. The response identifies one reason for the bullying (the friends are “jealous” of Brittany), one emotion that Tasha may be feeling about the bullying (it is implied that she is frustrated), one negative choice Tasha could make regarding the situation (she could act badly towards her original friends), and an outcome of that choice (her friends could end up at the police station).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for writing a final act of the skit with a positive outcome that includes all four of the required elements. The response identifies one reason for the bullying (the girls are jealous of Brittany and don’t want to be friends), one emotion that Brittany may be feeling about the bullying (she feels “hate”), one positive choice is described in the prework that Tasha would talk to her friend and explain that Brittany is “nice and not rude.” Even though the storyline was not positive, the choice and outcome provided adequately satisfy the requirements of the rubric. Also supplied is an outcome of that choice (“splitting you two apart” and “leaving”).
<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old friend 1</td>
<td>Not play with f1 and f2</td>
</tr>
<tr>
<td>Old friend 2</td>
<td>By Brittny cool cloths</td>
</tr>
<tr>
<td>Tasha</td>
<td>Encourage f1 and f2 to not</td>
</tr>
<tr>
<td>Brittney</td>
<td>teas here</td>
</tr>
<tr>
<td>New Girl</td>
<td></td>
</tr>
<tr>
<td>apartments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Were strange cloths</td>
<td></td>
</tr>
<tr>
<td>Tasha likes her more</td>
<td></td>
</tr>
<tr>
<td>bad order</td>
<td>F1 and F2 like Britny</td>
</tr>
<tr>
<td>Just plain weird</td>
<td></td>
</tr>
<tr>
<td>From different country</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Start teasing Britny</td>
<td></td>
</tr>
<tr>
<td>Don't hang out with Britny anymore</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasha feels cute in the middle</td>
<td></td>
</tr>
</tbody>
</table>
Tasha: Erm you guys, uh lets go. Friend 1: Ya, lets go Brittany: Tasha wait I need to tell you something but they were gone. Brittany: I don’t think she likes me any more! Mean while. Friend 2: Tasha that sounded like you and Brittany are friends! Friend 1: Ya! I can’t believe you’re friends with that git! Tasha: I am not! Friend 2: Then why did you bother to say hi?

Friend 1: I guess you don’t like us.

Friend 2: Get going!

Well it looks like Tasha lost all three of her friends!
**New Kid on the Block**

**EXEMPLAR #2 (cont’d)**

**Final Act – Positive Ending**

Tasha you guys shouldn’t say things like that how would you two feel if you were her?

Friend 1 and 2 together: You know Tasha your right. Brittany can you forgive us? Brittany: Of course! Tasha: O.K! Let’s see who can buy the moste stuff! Latter that day. Friend 1 Wow Brittany won!

Friend 2 Congragulations Brittany!

**EXEMPLAR #2- Annotation:**

**Score 7 / 8**

**Rubric 1**

**Score: 4**

This response earns the score of 4 on Rubric 1 for writing a final act of the skit with a negative outcome that includes all four of the required elements. The response identifies one reason for the bullying (Brittany is “just plain wierd”), one emotion that Tasha may be feeling about the bullying (she is conflicted about what to do), one negative choice Tasha could make regarding the situation (she could go along with her friends and keep bullying, “start teasing” Brittany), and an outcome of that choice (Tasha could end up on her own, without any friends, caught in the middle).

**Rubric 2**

**Score: 3**

This response earns the score of 3 on Rubric 2 for writing a final act of the skit with a positive outcome that includes three of the four required elements. The response identifies one reason for the bullying (problems with body image), one positive choice Tasha could make to defuse the situation (sticking up for Brittany, encourage them not to tease her), and an outcome of that choice (all four of the girls might end up being friends). No further points are awarded because an emotion that Brittany is feeling is not provided in this scenario.
1. The girls may be bulling her because she’s new in town.

2. They may be bulling her because they don’t know her yet.

3. I bet Tasha feels upset at her old friends.

4. Brittney probly feels really bad.

5. Tasha starts bulling her friend. Because she still wants her old friends.

6. She stands up for Brittney.
New Kid on the Block

EXEMPLAR #3 (cont’d)
Final Act – Negative Ending

Tasha friends maybe bulling Brittany, because she’s new and does not quuite know the place yet. I bet Tasha feels upset at her old friends for bulling Brittany. A negative choice is that Tasha starts bulling Brittany to with her old friends.

Final Act – Positive Ending

Tasha friends may be bulling her because they don’t now her yet. Brittany probly feels really bad. A Positive choice whoul be that Tasha shands up for Brittany and talks to her friends and they are all happy together.
EXEMPLAR #3- Annotation: Score 7 / 8

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for writing a final act of the skit with a negative outcome that includes three of the four required elements. The response identifies one reason for the bullying (because Brittany is “new” to the school), one emotion that Tasha may be feeling about the bullying (she is “upset”), and one negative choice Tasha could make regarding the situation (she could also bully Brittany). A fourth point is not awarded because the scenario does not include an outcome of Tasha’s choice to keep bullying Brittany.

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for writing a final act of the skit with a positive outcome that includes all four of the required elements. The response identifies one reason for the bullying (the girls “don’t know” Brittany yet), one emotion that Brittany may be feeling about the bullying (she feels “really bad”), one positive choice Tasha could make to defuse the situation (she could stand up for Brittany), and an outcome of that choice (all four girls might end up “happy together;” “happy” is credited in this instance since it is considered an outcome, not an emotion).
EXEMPLAR #4

Two reasons Tasha’s friends might be bullying Brittany
1. One reason might be that maybe they don’t like her.
2. Another reason might be because maybe Brittany has
   bullied Tasha’s two friends before and maybe they
   want revenge.

One emotion Tasha may be experiencing that maybe she
shouldn’t be friends with them anymore.

One emotion that Brittany may be experiencing is that
bullying is a bad thing because it could cause a
bad friendship.

One negative choice Tasha could make is to be a bully
to Brittany to.

One negative outcome her negative choice might be that
Brittany could have a gang of friends and she could
bully Tasha and her two friends.

One positive choice Tasha might make in this situation is
that she could tell her friends to stop bullying
Brittany.

One positive outcome of her positive choice might be that
Tasha could decide to ditch her two friends and she
could become friends with Brittany.
Brittany: “Hey Tasha.”

Tasha: “Hey Brittany.”

Friend 1: “Tasha why are you talking to her?”

Friend 2: “I don’t like her.”

Friend 1: “She bullied us before so why don’t we take revenge.”

Tasha: “NO, she’s my friend.”

Brittany: “Why would you guys want to bully people and hurt there feelings?”
New Kid on the Block

EXEMPLAR #4 (cont’d)
Final Act – Negative Ending (cont’d)

Tasha: “Why do have to be a big baby?”
Brittany: “Why are you turning into a bully just like them?”
Tasha started to bully Brittany.
Tasha: “You look like an old boot just like my grandma.”
Brittany: “Stop it right now!”
Tasha’s Friend I: “We want revenge.”
Brittany “Why do you want revenge I didn’t do anything to you.”
Tasha: “Yes you did, you bullied us last week.”
Brittany: “Well maybe I should get my gang and start bullying you gang.”
So Brittany got her gang an started bullying Tasha’s gang.
Brittany: “This is my gang.”
So Brittany and Tashas gang started bullying them and then started to get into a cat fight.
Brittany: “Hi Tasha!”

Tasha: “Hi Brittany!”

Friend 1: “Tasha why are you talking to her?”

Friend 2: “Yeah I don’t like her.”

Friend 1: “She has bullied us before you know.”

Friend 2: “Why don’t we take revenge.”

Tasha: “No she is my friend either you like it or not.”

Friend 1: “Oh no Brittany is coming over.”

Tasha: “Why do you guys have to be bullies to her.

Tasha: “Quit bullying Brittany it’s not nice.”

Tasha: “You know what if you guy aren’t going to be nice to Brittany then I’m not going to be your guys friends and become Brittany new best friend.”
EXEMPLAR #4 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for writing a final act of the skit with a negative outcome that includes three of the four required elements. The response identifies one reason for the bullying (Tasha’s friends want revenge on Brittany), one negative choice Tasha could make regarding the situation (she could also bully Brittany), and one outcome of that choice (both gangs would end bullying each other). A fourth point is not awarded because the scenario does not include an emotion that Tasha is feeling about the original bullying.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for writing a final act of the skit with a positive outcome that includes three of the four required elements. The response identifies one reason for the bullying (the girls don’t like Brittany) and one positive choice Tasha could make to defuse the situation (standing up to the bullies and telling them to stop), and an outcome of that choice (Tasha will no longer be friends with girls who are bullies). No further points are awarded because an emotion that Brittany is feeling is not provided in this scenario.
Tasha: Is bullying fun? I heard it’s a bad thing.
T.F.2: Yep! It sure is!
T.F.1: Don’t tell us your going soft on us!
T: No! I was asking because I would like to start!
T.F. 1+2: WHO DO YOU WANT TO BULLY?!?
T: But, why are you bullying Brittney?
T.F. 1+2: She’s Ugly!
T: That’s what I thought!
B: Tasha!
T: Be Quiet!

B: Okay. But I thought you were my friend!

T: Duh. I wasn’t!

B: That’s it! I’m telling my mom about you 3!

T+TF 1+2: So what! Like she’s going to do anything!

3 min. Later

T+TF 1+2: What the! You Little RAT!!!!

B: (sobbing) You guys hurt me! You deserve it!
EXEMPLAR #5 (cont’d)
Final Act – Positive Ending

T: Why are you being mean to Brittany? I like her.

TF: Why do you like her?! ?!

TF: Yeah!

T: She’s a nice girl and if you gave her a chance, I’m sure you would too!

TF: Tash’, give us a chance. We’re your friends.

TF: Girl, she ain’t your friend, I mean Look at her.

T: I don’t have any friends that bully.

T: Would you want anyone to bully you?

TF 1+2: No.

T: You shouldn’t. Now if you’ll excuse me, I’m going shopping with my REAL friend

TF: Brittany wait! I’m sorry, to you to Tasha.

TF: Yeah, me too.

T: Apology excepted!

B: I still don’t trust you, but, I except too.

T: Now, who wants to go shopping!

B+TF 1+2: We do!
New Kid on the Block

EXEMPLAR #5 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for writing a final act of the skit with a negative outcome that includes three of the four required elements. The response identifies one reason for the bullying (Brittany is “ugly,” which is seen as a difference), one negative choice Tasha could make regarding the situation (she could also bully Brittany), and one outcome of that choice (Brittany’s feelings would be hurt). A fourth point is not awarded because the scenario does not include an emotion that Tasha is feeling about the original bullying.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for writing a final act of the skit with a positive outcome that includes three of the four required elements. The response identifies an emotion that Brittany is feeling about the situation (she is hurt and lacks “trust”), one positive choice Tasha could make to defuse the situation (standing up to the bullies, threatening not to be their friends), and an outcome of that choice (changes the attitudes of her old friends, “would you want anyone to bully you?”). No further points are awarded because the reason provided for the bullying (“being mean to Brittany”) is too vague.
New Kid on the Block

EXEMPLAR #6
Final Act – Negative Ending

Tasha: Hey!

Friend 1 and 2: What!?

Tasha: Let me bully Brittany too.

Brittany: I’m scared, okay what should I do. I know I’ll retaliate.

Tasha: Stop that punching

Friend 1: Get Her!

Friend 2: Yeah!

Brittany: KAPOW!
New Kid on the Block

EXEMPLAR #6 (cont’d)
Final Act – Negative Ending (cont’d)

Tasha: OWW! (Run away!)

Brittany: Sorry, I didn't mean it Tasha!
Friend 1: Hey, you hurt Tasha!
Friend 2: Let's get her!
Brittany: I hate to do this. KAPOW!
Friend 2: OWW! (Run away)
Friend 1: It's on! I'll beat you up for that.
Brittany: Okay stop it. Let's do another day.
OWW! (Run Away) that hurt! Tasha! HELP!
Friend 1: That's what you'd get for hurting my friends.
Tasha: Let's go get ice for all of us.
Friend 1: (Punches everyone)
Tasha, Friend 2 and Brittany: OWW! More ICE!
More ICE!

Tasha: Hey stop that! Leave Brittany alone.
Brittany: Thanks Tasha.

Friend 1: What are you gonna do, Tasha.

Friend 2: Yeah. What are you going to do.

Tasha: Nothing, but standing up to you, to help Brittany. Stop bullying her. She is a normal person like you and me.

Friend 1: Okay Let’s be friends. (Shake hands with Brittany.)

Friend 2: Okay, fine then, we’ll be friends.

All: (hold hands)

Brittany: Thanks Tasha

Tasha: You’re Welcome.

Friend 1 and 2: Let’s go shopping.

Tasha: Let’s eat.

Brittany: Let’s do everything!
EXEMPLAR #6 – Annotation

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for writing a final act of the skit with a negative outcome that includes two of the four required elements. The response identifies one negative choice Tasha could make regarding a bullying situation (she could join in) and one outcome of that choice (a fight involving the girls, with everyone punching everyone else). No further points are awarded because a reason for the original bullying is never given and because Tasha’s emotions about the situation are not discussed.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for writing a final act of the skit with a positive outcome that includes three of the four required elements. The response identifies an emotion that Brittany is feeling about the situation (she is scared, which is provided in the negative scenario, see Scoring Note #7), one positive choice Tasha could make to defuse the bullying (she can stand up to it), and an outcome of that choice (they all ultimately end up as friends). No further points are awarded because a reason for the bullying is not provided in this scenario.
EXEMPLAR #7

Two reasons Tasha’s friends might be bulling Brittany.

1. One reason might be that is because she doesn’t dress cool.

2. Another reason might be is they think her hair is really bad for them.

One emotion Tasha may be experiencing is she might feel really bad for Brittany because she’s get picked on.

One emotion that Brittany may be experiencing is that her feelings are getting heart from the bullies.

One negative choice Tasha could make is tell her friends to keep doing it to Brittany.

One negative outcome of her negative choice might be that she might want them to stop.

One positive choice Tasha might make in this situation is to tell her friends to stop picking on Brittany because of her feelings.

One positive outcome of her positive choice might be to leave her old friends and be Brittany’s new friend.
Tasha's Friend 1: Yeah, so you better get some new clothes if you are going to be in are group.
Tasha: Its okay Brittany there jest being really rude right now.
Brittany: I'm going to go shopping for some really cool clothes so they will stop picking on me.
Tasha: Really good thinking Brittany.
Tasha's Friend 1: Oooo she's leaveing to go see her mommy.
(cont'd)
Tasha: Brittany when you are done meet us at the [sandwich shop] okay?

Brittany: Okay meet you there.

Tasha’s Friend 2: We’re going to spy on Brittany to see what she’s going to buy.

Tasha’s Friend 1: We are?

Tasha’s Friend 2: Yes we are do you have a problem with that at all?

Tasha’s Friend 1: No I don’t have a problem with that okay.

Tasha: They really need to learn to be nice to each other.

Friend 2: What did you say Tasha?

Tasha: what?

Friend 2: I sayed what did you say?

Tasha: I sayed noting okay!

Friend 1: Tasha really needs to learn abt more things doesn’t she?
New Kid on the Block

EXEMPLAR #7 (cont’d)
Final Act – Negative Ending (cont’d)

Friend 2: Yes she really does.
Tasha: There’s Brittany coming tord’s us.
Friend 1 and 2: Wow you look really bad.
Friend 2: Were leaving see ya.
Tasha: Bye you gies.
Brittany: Bye Tasha.
Tasha: Bye Brittany.

Final Act – Positive Ending
Tasha: Hey you boys stop being so rude to
Brittany.
Tasha: She really didn’t do anything to you dumb
boys.
Friend 1: Ya I gess she didn’t do anything.
Friend 2: Ya she didn’t at all.
Friend 1: I’m really sorry Brittany a lot.
Friend 2: I am so sorry to Brittany.
Brittany: You are forgiven you geis.
Tasha: Let’s go get some lunch you geis.
Brittany: OK!
New Kid on the Block

EXEMPLAR #7 (cont’d)
Final Act – Positive Ending (cont’d)

Friend 1: Sounds good.

Friend 2: Ya really good.

Tasha: So let go eat I’m really hungery.

Brittany: So am I.

Friend 1: Lets go to [sandwich shop] and have some lunch.

Brittany: After lunch we can go see a movie that’s right by the exit door.

Tasha: Sound really fun.

Friend 1: Does anybody knows what’s playing today?

Brittany: It’s the [movie title] or [movie title].

Friend 2: Who want’s to see [movie title]?

Friend 1: Or who want’s to go see the [movie title].

Brittany: Me Tasha want to go see the [movie title].

Friend 2: We both want to see [movie title].
Brittany: Why don't Tasha and I go see [movie title] and you boys go see [movie title].
Tasha: Fine with me how about you boys?
Friend 1: Okay dokie.
Friend 2: Fine with me.
Brittany: Let's go then.
Tasha: We better go now so we can get good sits before it starts.
Brittany: After both movies are over we can all jest leave then.
Friend 1: O.K.
Friend 2: Fine with me.
Tasha: O.K then.
Brittany: So bye.
Tasha: Bye
Friend 1: O.K bye
Friend 2: Bye
EXEMPLAR #7 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for writing a final act of the skit with a negative outcome that includes three of the four required elements. The response identifies one reason for the bullying (intimidation, in that the girls are trying to pressure Brittany into dressing a certain way), an emotion Tasha may be feeling (“I feel really bad for Brittany”), and one negative choice Tasha could make regarding the situation (she complied with the bullies, went along with them). No further points are awarded because an incorrect outcome of Tasha’s decision to comply is provided.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for writing a final act of the skit with a positive outcome that includes three of the four required elements. The response identifies one emotion Brittany may be experiencing, “feelings” are hurt, one positive choice Tasha could make to defuse the bullying situation (she can stand up for Brittany), and an outcome of that choice (they negotiate and all become friends). No further points are awarded because a reason for the bullying is not provided in this scenario.
New Kid on the Block

EXEMPLAR #8
Final Act – Negative Ending

Tasha: Brittany get out of here I have some b**iness to attend to.
Brittany: a, OK what ever?
Tasha’s friend 2: hay what did you do that for?

****

Tasha: oh dont talk to her that way you snotty little beeep you’ve bullied her enough so Leave her alone.
Tasha’s friend 1: well if you Like her our relationship is over
Tasha: ever sence Brittany came to Live here you’ve ben nothing but disrespectful and im not going to tallorate it.
Tasha’s friend 2: slaps Tasha over the face, Tasha pulls her hair and trips her Then runs away to Brittany and said: I hope your ok.
EXEMPLAR #8 (cont’d)
Final Act – Positive Ending

Tasha: That’s the worst insult I’ve herd in my Life, come on Brittany Let’s Scram.

Tasha’s friend 1: Hay get back here you chickens.

Tasha’s friend 2: Man now we have no one to pick on.

Tasha’s friend 1: I’m bord.

EXEMPLAR #8 - Annotation

Score 4 / 8

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for writing a final act of the skit with a negative outcome that includes two of the four required elements. The response identifies one negative choice Tasha could make regarding the bullying situation (she is also disrespectful) and an outcome of that choice (fighting amongst the girls). No further points are awarded because a reason for the bullying is not provided and because Tasha’s emotions about the situation are not clearly discussed.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for writing a final act of the skit with a positive outcome that includes two of the four required elements. The response identifies one positive choice that Tasha could make regarding a bullying situation (she could stand up for Brittany, which she did) and an outcome of that choice (they leave, “lets scram”). No further points are awarded because the scenario does not include a reason for the bullying or Brittany’s emotional response to it.
**EXEMPLAR #9**  
**Final Act – Negative Ending**

Tasha's Friend 1: Oh my goass tasha you hangout with a loser. (Mad).

Tasha's friends 1&2: Loser Loser Double loser good bye

**EXEMPLAR #9**  
**Final Act – Positive Ending**

Tasha: Why are tesinzn Brittany?  
Tasha's Friend 1: why do you care?  
Tasha: because she is my friend.  
Tasha's Friend 2: let's go if she is going to hang out hittany.  
Brittany: not hittany Brittany!!  
Tasha: lets go Brittany before you start a fight  
O.K.  
Brittany: O.K.
EXEMPLAR #9 – Annotation

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for writing a final act of the skit with a negative outcome that includes one of the four required elements. The response does identify one reason for the bullying (the girls think Brittany is a “loser”). No further points are awarded because the scenario does not include an emotion that Tasha is feeling (the “mad” discussed is the emotion of Tasha’s friend’s, not hers), a negative choice that Tasha could make, or an outcome of that choice.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for writing a final act of the skit with a positive outcome that includes two of the four required elements. The response identifies one positive choice Tasha could make to defuse the bullying situation (she can stick up for Brittany), and an outcome of that choice (removing Brittany from the conflict). No further points are awarded because a reason for the bullying is not provided in this scenario and because Brittany’s emotion about the bullying is never clearly discussed (there are no emotion words).
Two reasons Tasa’s friends might be bullying Brittany.

1. One reason might be Tasa’s friends think Brittany was too cool.

2. Another reason might be Tasa had two friends and a new friend is Brittany.

One emotion Tasa may be experiencing is.

Tasa’s friends were really bullying Brittany.

One emotion that Brittany may be experiencing is.

Brittany move into Tasa’s apartment.

One negative choice Tasa could make is because Tasa really likes Brittany like a friend.

One negative outcome of her negative choice might be she like her really.

One positive choice Tasa might make in this situation. Like she was really cool.

One positive outcome of her positive choice might be.

She was really cool and Tasa like Brittany.
EXEMPLAR #10 (cont’d)
Final Act – Negative Ending

Tasha: Brittany ya lets live my two friends here
and go to my aprment.

Tasha’s friend 1 and 2: Where’s Tasha and
Brittany said Tasha’s friend one and Tasha’s
friend two said ya Where’s is Tasha and Brittany.

EXEMPLAR #10 Final Act – Positive Ending

Tasha’s friend two and one where walking together
and seen Tasha and Brittany and Brittany said
let set have a party ya. Tasha friend one and two
got together and they where all friends.

EXEMPLAR #10 - Annotation

Score 2 / 8

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for writing a final act of the skit with a negative outcome that includes one of the four required elements. The response does identify one reason for the bullying (the girls are jealous or angry because they think Brittany was “[too] cool”). No further points are awarded because the scenario does not include an emotion that Tasha is feeling, a negative choice that Tasha could make, or an outcome of that choice.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for writing a final act of the skit with a positive outcome that includes one of the four required elements. The response does identify one reason for the bullying (the girls are jealous or angry because they think Brittany was “[too] cool,” which is acceptable in both scenarios since it is addressed in the pre-work). No further points are awarded because the scenario does not include an emotion that Brittany is feeling, a positive choice that Tasha could make, or an outcome of that choice.
**Glossary**

**New Kid on the Block**

**Anger** – A strong negative feeling toward someone or something that is caused by a sense of being hurt or wronged.

**Anger Management** – The ability to constructively deal with anger.

- **Example of a Five Step Model**
  1. Relax, take a deep breath
  2. Calm down
  3. Evaluate the options
  4. Solve the problem using good words
  5. Walk away if no resolution

**Behavior** – A way a person chooses to act or respond.

**Conflict** – Any disagreement, struggle, or fight.

**Conflict Resolution** – A nonviolent way to deal with an argument.

- **Examples of a Four Step Model**
  1. Clarify
  2. Choice
  3. Consequences
  4. Choose

**Confusion** – A lack of clear and orderly thought and behavior.

**Consequences** – Are the results of your actions and decisions.

**Cooperation** – Working together for the good of all.

**Decision Making Skills** – Steps used to evaluate choices and consequences before making a decision.

- **Example of a Six Step Model**
  1. State the problem
  2. Ask question/Gather information
  3. Compare alternatives
  4. Imagine the consequences/values
  5. Decide and act
  6. Evaluate the decision

**Emotion** – Is the feeling that is produced in response to life experiences.

**Empowerment** – Power to direct or determine.

**Listening** – The act of hearing attentively.

**Peer Pressure** – Is a feeling that you should do something because that is what your friends want.

**Prevent** – To keep from happening.

**Prevention** – The act of preventing or impeding.

**Resolution** – An explanation, as of a problem; a solution.

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

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

**Unsafe** – Involving or causing danger or risk.
Teacher Resources for

New Kid on the Block

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics
www.cdc.gov

OSPI Health and Fitness

Health and Fitness Information
www.k12.wa.us/HealthFitness

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

Premier website for Health and Physical Education
www.pecentral.org

Washington State Department of Health

Health Information, Washington State
http://www.doh.wa.gov
Glossary for Scoring Health and Fitness Assessments

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

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

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

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

**Passing score on New Kid on the Block** – A total score on both rubrics of six or more value points meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 points</td>
<td>4</td>
</tr>
<tr>
<td>6-7 points</td>
<td>3</td>
</tr>
<tr>
<td>4-5 points</td>
<td>2</td>
</tr>
<tr>
<td>1-3 points</td>
<td>1</td>
</tr>
<tr>
<td>0 points</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

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

**Score point** – A point earned on the rubric.
1. What does the law state regarding health and fitness assessments at the state level?

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING
OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not “assessments or other strategies” have been administered in social studies (including assessments in civics), the arts, and health and fitness. OSPI recommends that each district designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met. Reporting can occur throughout the school year as “assessments or other strategies” are administered.
OSPI plans to share the results from the required portion of the verification report on the website in fall 2009.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>OSPI Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-5 or K-6)</td>
<td>At least one assessment in health AND at least one assessment in fitness by the end of 5th grade.</td>
</tr>
<tr>
<td></td>
<td>• 7 assessments are available at the elementary level.</td>
</tr>
<tr>
<td>Middle School (6-8 or 6-9)</td>
<td>At least one assessment in health AND at least one assessment in fitness by the end of 8th grade.</td>
</tr>
<tr>
<td></td>
<td>• 8 assessments are available at the middle school level.</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>At least one assessment in health AND at least one assessment in fitness by the end of high school.</td>
</tr>
<tr>
<td></td>
<td>• 7 assessments are available at the high school level.</td>
</tr>
</tbody>
</table>
2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

Accountability: The assessments and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in health and fitness skills.
4. **When should assessments be used? At what grade level?**

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

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

OSPI believes it is a good idea for districts to adopt a plan in which all teachers teaching the same course or working with students at the same grade level would do the same assessment. This commonality would facilitate planning within the school district. Moreover, the flexibility of the assessments still allows each teacher to tailor any one of these assessments to the interests and needs of her/his students or community. However, it is not required that teachers choose the same assessment.

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

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

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

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

When teachers score their student’s responses, both the student and teacher receive immediate feedback on what has been learned.
8. Does the teacher need to score the assessment and return it to the student?

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

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

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

9. What is considered a “passing” score?

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

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

\[
\begin{align*}
15 – 16 &= 4 \\
12 – 14 &= 3 \text{ meets standard (“proficient”)} \\
8 – 11 &= 2 \\
1 – 7 &= 1
\end{align*}
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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.
New Kid on the Block

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

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

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

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

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

**SCHEDULE/CALENDAR**

**September – January**

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

**February – May**

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

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

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

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

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

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

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

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

Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI’s “Washington State’s Accommodations Guidelines for Students with Disabilities” (http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf).
Third, OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future.

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

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

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

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

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

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

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

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

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

Assessments can inform instruction to improve teaching and learning. Questions might include: What did the teacher learn from the student responses? How can this be used to improve future classroom instruction? The information that is acquired through classroom assessment should be actively used to improve future instruction and assessment.
18. Can I use a Fitness Performance Assessment (mile, push-up, sit-up, etc.) in place of an OSPI-Developed Fitness Assessment?

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

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

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

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

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