

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Stomp Out Second-Hand Smoke
Health Assessment for Elementary



Stomp Out Second-Hand Smoke

Office of Superintendent of Public Instruction
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SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

- Immediate information to teachers regarding how well students have acquired the knowledge and skills for health and fitness expectations.
- Information to teachers regarding the strengths and gaps in classroom instruction and learning strategies.
- Imbedded 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

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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 *Stomp Out Second-Hand Smoke*.

- Reproduce one **Student Copy** of *Stomp Out Second-Hand Smoke* for each student, pages 14-17.
- Teacher gathers **reliable research resources** (resources used by students during previous lessons, appropriate websites bookmarked, books, etc.).
- Read **Rubrics**, pages 18-21.
- Read **Scoring Notes**, pages 22-25.
- Read **Exemplars and Annotations**, pages 26-42.
- Read **Glossary**, pages 43-44.
- Read **Teacher Resources**, page 45.
- 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



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the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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

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

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

"Day Of" Checklist

Teacher checklist on the day of *Stomp Out Second- Hand Smoke* administration.

- Cover or **remove** related instructional materials (posters, teaching aids, etc).
- Distribute **student copies** of *Stomp Out Second-Hand Smoke*, pages 14-17.
- Distribute **reliable research resources** (resources used by students during previous lessons, appropriate websites bookmarked, books, etc.)

"Day After" Checklist

Teacher checklist after administering *Stomp Out Second-Hand Smoke*.

- Review **Scoring Notes**, pages 22-25.
- Read **Glossary for Scoring Health and Fitness Assessments**, pages 43-44.
- Use **Rubrics** provided for *Stomp Out Second-Hand Smoke*, pages 18-21.



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- Score** *Stomp Out Second-Hand Smoke*. 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:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



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Recommendation for Time Management:

Teachers may administer the assessment in a way that is most practical for their classroom and the allotted time periods. The following time frame options are recommended, but not required. Optional time frames below are two- and four-day models based on 30 minute class periods.

Option A (4 days)

Day One:

- Teacher provides reliable sources for students to research the negative effects of second-hand smoke.
- Each student selects four sources.
- Students begin using graphic organizers with selected resources.

Day Two:

- Teacher continues to provide access to reliable resources for students to research the effects of second-hand smoke.
- Students complete graphic organizers.
- Students list the four sources they used.

Option B (2 days, start here)

Day Three:

- **5 minutes:** Teacher provides students with the *Stomp Out Second-Hand Smoke* prompt and reads it aloud. Students may ask questions.
Reminder: This is not a time for teaching or re-teaching. This is an individual assessment not a group assessment.
- **20 minutes:** Teacher provides poster materials. Students use the graphic organizer to create their poster.
Please walk around the classroom and monitor student progress throughout assessment administration.
- **5 minutes:** Teacher collects all materials at the end of class.
If students complete the assessment early, they may quietly work on other materials.

Day Four:

- **5 minutes:** Teacher distributes materials to the students.
- **20 minutes:** Students continue to develop posters.
- **5 minutes:** Teacher collects all materials at the end of class.
If students complete the assessment early, please have them quietly work on other materials.

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



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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, *Stomp Out Second-Hand Smoke*. Write your name, classroom teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.**

Problems with second-hand smoke start at an early age. Washington State wants you to create a poster to teach others about the negative effects of second-hand smoke.

Information you need to show in the poster includes:

- Four negative health effects of second-hand smoke
- Body parts affected by each of the four negative health effects
- Two supporting details for each of the negative health effects
- Four reliable sources

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

Part 1: Negative Health Effects and Specific Body Parts Affected

- Identify four **negative health effects** of second-hand smoke.
- Identify the **specific body part affected** by each negative health effect.

Negative Health Effect	Body Part Affected
1.	
Negative Health Effect	Body Part Affected
2.	
Negative Health Effect	Body Part Affected
3.	
Negative Health Effect	Body Part Affected
4.	

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



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Teacher Copy

Part 2: Supporting Details

Provide **two supporting details** for each of the four negative health effects listed on Part 1.

Negative Health Effect # 1: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 2: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 3: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 4: _____
Supporting Detail #1:
Supporting Detail #2:

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

Part 3: Reliable Sources

Provide **four** reliable sources used to identify the negative effects of second-hand smoke.

Reliable Sources
1.
2.
3.
4.

Say: **Are there any questions about Parts 1-3?** (pause for questions) **You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.**



Student Copy



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Student Copy

Name _____

Teacher _____ Date _____

Total Score _____ /12

Problems with second-hand smoke start at an early age. Washington State wants you to create a poster to teach others about the negative effects of second-hand smoke.

Information you need to show in the poster includes:

- Four negative health effects of second-hand smoke
- Body parts affected by each of the four negative health effects
- Two supporting details for each of the negative health effects
- Four reliable sources

Part 1: Negative Health Effects and Specific Body Parts Affected

- Identify four **negative health effects** of second-hand smoke.
- Identify the **specific body part affected** by each negative health effect.

Negative Health Effect	Body Part Affected
1.	
Negative Health Effect	Body Part Affected
2.	
Negative Health Effect	Body Part Affected
3.	
Negative Health Effect	Body Part Affected
4.	

Score _____ /4



Stomp Out Second-Hand Smoke

Student Copy

Part 2: Supporting Details

Provide **two supporting details** for each of the four negative health effects listed on Part 1.

Negative Health Effect # 1: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 2: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 3: _____
Supporting Detail #1:
Supporting Detail #2:
Negative Health Effect # 4: _____
Supporting Detail #1:
Supporting Detail #2:

Score /4



Stomp Out Second-Hand Smoke

Student Copy

Part 3: Reliable Sources

Provide **four** reliable sources used to identify the negative effects of second-hand smoke.

Reliable Sources
1.
2.
3.
4.

Score /4

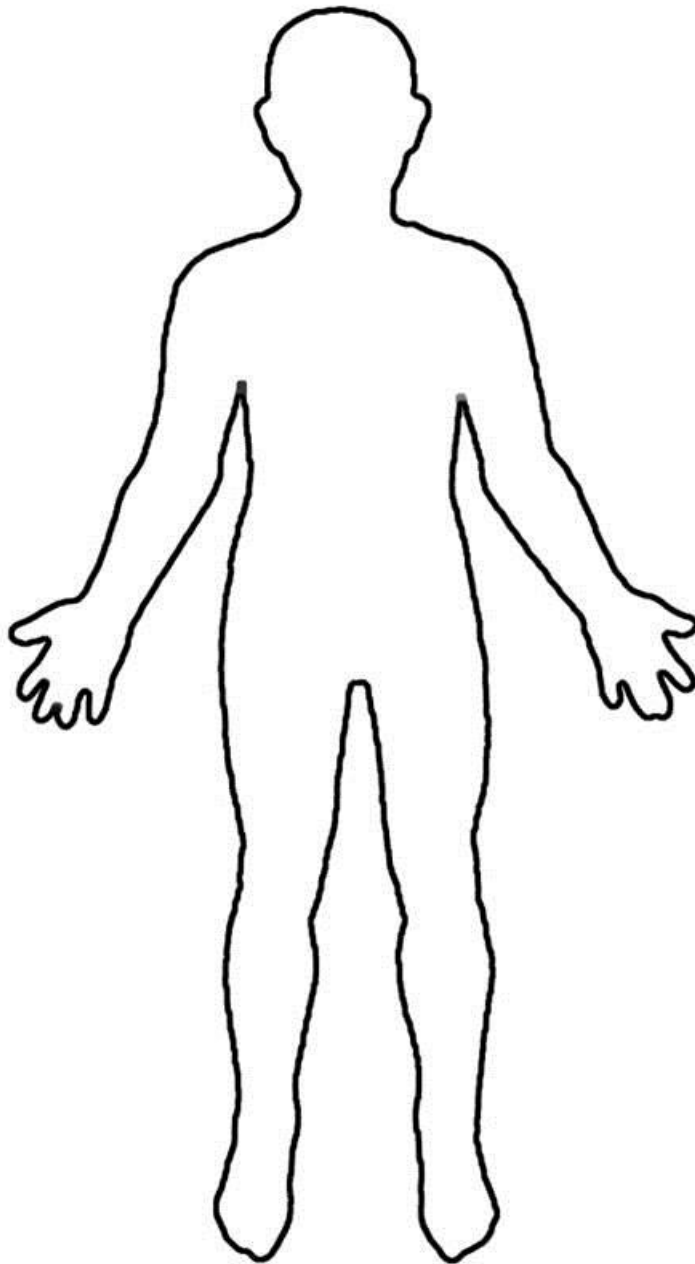


Stomp Out Second Hand Smoke Poster

Student Copy

Directions: Create your poster to show the following information:

1. **Four negative health effects** of second-hand smoke.
2. **Specific body parts affected** by each of the four negative health effects.
3. **Two supporting details** for each of the negative health effects.
4. **Four reliable sources** (may be listed on the back).



Rubrics



Stomp Out Second-Hand Smoke

Rubric 1 – Used to score Part 1 of *Stomp Out Second-Hand Smoke*

Grade Level Expectations (GLEs)

2.4.5 Understands issues and risks related to drug use and abuse.

4	<p>4-point response: The student accumulates a total of 7–8 value points. The student:</p> <ul style="list-style-type: none"> • Identifies four negative health effects of second-hand smoke. (+1 point per effect = +4 value points) • Identifies the specific body parts affected by each of the four negative health effects. (+1 point per body region = +4 value points) <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">Negative Health Effect</th> <th style="width: 40%;">Body Part Affected</th> </tr> </thead> <tbody> <tr> <td>1. <i>Ear Infection</i> (+1)</td> <td><i>Ear</i> (+1)</td> </tr> <tr> <th>Negative Health Effect</th> <th>Body Part Affected</th> </tr> <tr> <td>2. <i>Lung Cancer</i> (+1)</td> <td><i>Lungs</i> (+1)</td> </tr> <tr> <th>Negative Health Effect</th> <th>Body Part Affected</th> </tr> <tr> <td>3. <i>Asthma</i> (+1)</td> <td><i>Lungs</i> (+1)</td> </tr> <tr> <th>Negative Health Effect</th> <th>Body Part Affected</th> </tr> <tr> <td>4. <i>Heart Disease</i> (+1)</td> <td><i>Heart</i> (+1)</td> </tr> </tbody> </table> <p>This response earns a +8/+8 total value points which is a “4” on the rubric.</p>	Negative Health Effect	Body Part Affected	1. <i>Ear Infection</i> (+1)	<i>Ear</i> (+1)	Negative Health Effect	Body Part Affected	2. <i>Lung Cancer</i> (+1)	<i>Lungs</i> (+1)	Negative Health Effect	Body Part Affected	3. <i>Asthma</i> (+1)	<i>Lungs</i> (+1)	Negative Health Effect	Body Part Affected	4. <i>Heart Disease</i> (+1)	<i>Heart</i> (+1)
Negative Health Effect	Body Part Affected																
1. <i>Ear Infection</i> (+1)	<i>Ear</i> (+1)																
Negative Health Effect	Body Part Affected																
2. <i>Lung Cancer</i> (+1)	<i>Lungs</i> (+1)																
Negative Health Effect	Body Part Affected																
3. <i>Asthma</i> (+1)	<i>Lungs</i> (+1)																
Negative Health Effect	Body Part Affected																
4. <i>Heart Disease</i> (+1)	<i>Heart</i> (+1)																
3	3-point response: The student accumulates a total of 5-6 value points.																
2	2-point response: The student accumulates a total of 3-4 value points.																
1	1-point response: The student accumulates a total of 1-2 value points.																
0	0-point response: The student shows little or no understanding of the task.																



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Rubric 2 – Used to score Part 2 of *Stomp Out Second-Hand Smoke*

Grade Level Expectations (GLEs)

2.4.5 Understands issues and risks related to drug use and abuse.

4	<p>4-point response: The student accumulates a total of 7–8 value points. The student:</p> <ul style="list-style-type: none"> Provides two supporting details for each negative health effect of second-hand smoke (+1 value point per detail = +8 value points) <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td colspan="2" style="padding: 5px;">Negative Health Effect # 1: <i>Ear Infection</i></td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #1: <i>Build up of fluid in the middle ear</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #2: <i>Hearing difficulties</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="2" style="padding: 5px;">Negative Health Effect # 2: <i>Lung Cancer</i></td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #1: <i>Shortness of breath</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #2: <i>Chest pain</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="2" style="padding: 5px;">Negative Health Effect # 3: <i>Heart Disease</i></td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #1: <i>Reduced cardiorespiratory endurance level</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #2: <i>Hardening of the arteries</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="2" style="padding: 5px;">Negative Health Effect # 4: <i>Asthma</i></td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #1: <i>Chest tightness</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> <tr> <td style="padding: 5px;">Supporting Detail #2: <i>Wheezing</i></td> <td style="text-align: right; padding: 5px;">(+1)</td> </tr> </table> <p style="text-align: right; margin-top: 10px;">Total Value Points = +8 which is a “4” on the rubric.</p>	Negative Health Effect # 1: <i>Ear Infection</i>		Supporting Detail #1: <i>Build up of fluid in the middle ear</i>	(+1)	Supporting Detail #2: <i>Hearing difficulties</i>	(+1)	Negative Health Effect # 2: <i>Lung Cancer</i>		Supporting Detail #1: <i>Shortness of breath</i>	(+1)	Supporting Detail #2: <i>Chest pain</i>	(+1)	Negative Health Effect # 3: <i>Heart Disease</i>		Supporting Detail #1: <i>Reduced cardiorespiratory endurance level</i>	(+1)	Supporting Detail #2: <i>Hardening of the arteries</i>	(+1)	Negative Health Effect # 4: <i>Asthma</i>		Supporting Detail #1: <i>Chest tightness</i>	(+1)	Supporting Detail #2: <i>Wheezing</i>	(+1)
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Supporting Detail #2: <i>Wheezing</i>	(+1)																								
3	3-point response: The student accumulates a total of 5-6 value points.																								
2	2-point response: The student accumulates a total of 3-4 value points.																								
1	1-point response: The student accumulates a total of 1-2 value points.																								
0	0-point response: The student shows little or no understanding of the task.																								



Stomp Out Second-Hand Smoke

Rubric 3 – Used to score Part 3 of *Stomp Out Second-Hand Smoke*

Grade Level Expectations (GLEs)

3.2.1 Analyzes reliable sources of health and fitness information.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none"> Provides four reliable sources used to identify the negative effects of second-hand smoke. <p>Example:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Reliable Sources</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. <i>Community health department</i></td> </tr> <tr> <td style="text-align: center;">2. <i>School nurse</i></td> </tr> <tr> <td style="text-align: center;">3. <i>Doctor</i></td> </tr> <tr> <td style="text-align: center;">4. <i>Internet</i></td> </tr> </tbody> </table> <p>Other examples might include:</p> <ul style="list-style-type: none"> Librarian/library resources Teacher Encyclopedia 	Reliable Sources	1. <i>Community health department</i>	2. <i>School nurse</i>	3. <i>Doctor</i>	4. <i>Internet</i>
Reliable Sources						
1. <i>Community health department</i>						
2. <i>School nurse</i>						
3. <i>Doctor</i>						
4. <i>Internet</i>						
3	3-point response: Three reliable resources are listed.					
2	2-point response: Two reliable resources are listed.					
1	1-point response: One reliable resource is listed.					
0	0-point response: The student shows little or no understanding of the task.					



Scoring Notes



Scoring Notes

It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Stomp Out Second-Hand Smoke*.

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

Passing score on *Stomp Out Second-Hand Smoke* – A total score on all three rubrics of nine or more value points meets standard.

$$\begin{array}{r}
 11 - 12 = 4 \\
 \underline{9 - 10 = 3 \text{ meets standard ("proficient")}} \\
 6 - 8 = 2 \\
 1 - 5 = 1 \\
 0 = 0
 \end{array}$$

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

Rubric 1

1. Responses must address second-hand smoke to receive points (even if all other required elements are present in the response). Student responses that only address the effects of smoking should not be awarded points (e.g., gum disease).
2. The response that second-hand smoke “kills you” is too generic to be credited as a specific negative health effect.
3. Specific body part listed must be specific (e.g., “body” or “baby” are too general).
4. To receive credit for the “specific body part affected”, the body part must be listed in the corresponding space, and a “negative health effect” must be accurate. If a negative effect is listed (e.g., lung cancer) but the body part is not listed (is blank), credit can not be given for the body part (teacher can not assume student knows the body part).

Example:

Negative Health Effect	Specific Body Part Affected
<i>lung cancer (+1)</i>	_____ (+0)

5. A body part can be used more than once as a “specific body part affected” as long as the “negative health effect” is different, and accurate.

Example:

Negative Health Effect	Specific Body Part Affected
<i>asthma (+1)</i>	<i>lungs (+1)</i>
<i>lung cancer (+1)</i>	<i>lungs (+1)</i>



Stomp Out Second-Hand Smoke

6. If a “specific body part affected” doesn’t match the “negative health effect”, the body part can not be credited, but the health effect is credited (as long as the health effect is accurate).

Example:

Negative Health Effect	Specific Body Part Affected
<i>lung cancer (+1)</i>	<i>ears (+0)</i>

7. Below are **some** acceptable responses:

Negative Health Effect	Specific Body Part Affected
Cancer	Lungs
Infection	Ears
Asthma	Lungs
Nicotine raises blood pressure	Blood vessels/heart
Lowers fitness level	Lungs and heart
Lowers thinking ability	Brain
Heart disease	Heart
Coughing and wheezing	Lungs and throat
Ear infection	Ears
Heart attack	Heart
Sore throat	Throat
Attacks	Heart
Learning difficulties	Brain
Addiction	Brain
Birth defect	Brain
Hearing loss	Ears
Oral disease	Mouth

8. Below are **some** unacceptable negative health effects:

Negative Health Effect
<i>Blood overflow</i>
<i>Lower test scores</i>
<i>Knowledge</i>
<i>Math, reading, logic, reasoning</i>
<i>Nicotine</i>
<i>Respatory</i>

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

9. Below are **some** unacceptable specific body parts affected:

Specific Body Part Affected
<i>Body</i>
<i>Infant</i>
<i>Every orgin in body</i>
<i>Parent</i>
<i>Blood</i>



Stomp Out Second-Hand Smoke

Rubric 2

1. Supporting details must be specifically related to the body part impacted by the health effect listed. (e.g., “*hearing difficulties*” relate specifically to the ear).

Rubric 3

1. To be credited as a reliable source, the source must be specific. If the Internet is cited, it has to be a specific site. If a health professional is cited, the professional must be named for credibility. For instance, if a family member is cited they must be a health care professional. (e.g., “*My mom, Rebecca, is a doctor*”)
2. Answers that are not acceptable may include (e.g., “*my Mother*”, “*my Dad*”, “*Uncle Joe*”, etc.)
3. Below are **some** acceptable responses:

Reliable sources
Skin cancer foundation
American Lung Association
www.about.com
www.americanheart.org
www.cancer.org
www.epa.gov/smokefree/healtheffects.html
www.healthline.com
www.lungusa.org



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.



Stomp Out Second-Hand Smoke

RUBRIC 1

Exemplar #1

Negative Health Effect	Specific Body Part Affected
1. <i>cancer (+1)</i>	1. <i>lungs (+1)</i>
2. <i>infection (+1)</i>	2. <i>ears (+1)</i>
3. <i>asthma (+1)</i>	3. <i>lungs (+1)</i>
4. <i>nicotine raises blood pressure (+1)</i>	4. <i>blood vessels/heart (+1)</i>

Score 4 / 4

Annotation

This response earns a 4 on Rubric 1 for accumulating a total of 8 value points.

Exemplar #2

Negative Health Effect	Specific Body Part Affected
1. <i>ear infection (+1)</i>	1. <i>ear (+1)</i>
2. <i>heart attach (+1)</i>	2. <i>heart (+1)</i>
3. <i>coughing and wheezing (+1)</i>	3. <i>mouth</i>
4. <i>learning difficulties (+1)</i>	4. <i>brain (+1)</i>

Score 4 / 4

Annotation

This response earns a 4 on Rubric 1 for accumulating a total of 7 value points. While “*coughing*” is an acceptable negative health effect, the “*mouth*” is not the body part specifically affected, the lungs are. Additionally, “*wheezing*” does not earn a value point, as only the first response per item is scored, regardless of accuracy (because only one is asked for).

Exemplar #3

Negative Health Effect	Specific Body Part Affected
1. <i>lowers fitness ability (+1)</i>	1. <i>lungs and heart (+1)</i>
2. <i>lowers thinking ability (+1)</i>	2. <i>brain (+1)</i>
3. <i>heart disease (+1)</i>	3. <i>heart (+1)</i>
4.	4.

Score 3 / 4

Annotation

This response earns a 3 on Rubric 1 for accumulating a total of 6 value points. Only one value point is possible per response item, thus “*heart*” is not scored, as the second listed body part affected by “*lower[ed] fitness ability*”.



Stomp Out Second-Hand Smoke

RUBRIC 1 (cont'd)

Exemplar #4

Negative Health Effect	Specific Body Part Affected
1. <i>Infection</i>	1. <i>blood</i>
2. <i>birth defect (+1)</i>	2. <i>brain (+1)</i>
3. <i>hearing loss (+1)</i>	3. <i>ears (+1)</i>
4. <i>addiction (+1)</i>	4. <i>brain (+1)</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 1 for accumulating a total of 6 value points. “*Infection*” is not specific enough when coupled with the body part “*blood.*” (“Blood” is not considered a body part, refer to Scoring Notes)

Exemplar #5

Negative Health Effect	Specific Body Part Affected
1. <i>attacks (+1)</i>	1. <i>heart (+1)</i>
2. <i>lung cancer (+1)</i>	2.
3. <i>respatory</i>	3. <i>lungs</i>
4. <i>oral diseases (+1)</i>	4. <i>mouth (+1)</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 1 for accumulating a total of 5 value points. Although “*lung cancer*” is an acceptable negative health effect (+1), no credit is given for the unnamed body part affected. “*Respatory*” is not a negative health effect; “respiratory” is a body system.

Exemplar #6

Negative Health Effect	Specific Body Part Affected
1. <i>knowledge (+1)</i>	1.
2. <i>lower test scores (+1)</i>	2.
3. <i>asthma (+1)</i>	3.
4. <i>birth defects (+1)</i>	4.

Score 2 / 4

Annotation

This response earns a 2 on Rubric 1 for accumulating a total of 4 value points. Although the brain is the specific body part affected by each of the four acceptable negative health effects, it is not listed by the student.



Stomp Out Second-Hand Smoke

RUBRIC 1 (cont'd)

Exemplar #7

Negative Health Effect	Specific Body Part Affected
1. <i>coughing (+1)</i>	1. <i>lungs (+1)</i>
2. <i>knowledge</i>	2.
3. <i>math, reading, logic, reasoning</i>	3.
4. <i>less thinking ability (+1)</i>	4. <i>brain (+1)</i>

Score 2 / 4

Annotation

This response earns a 2 on Rubric 1 for accumulating a total of 4 value points. Although “learning difficulties” or “lower thinking ability” would be acceptable responses, “*knowledge*” and “*math*” are not specific enough. Further, “*reading, logic, reasoning*” are not scored because they are not the first response listed (only one is asked for).

Exemplar #8

Negative Health Effect	Specific Body Part Affected
1. <i>nicotine</i>	1.
2. <i>blood overflow</i>	2.
3. <i>lower test scores (+1)</i>	3. <i>brain (+1)</i>
4. <i>heart attack (+1)</i>	4.

Score 2 / 4

Annotation

This response earns a 2 on Rubric 1 for accumulating a total of 3 value points. “*Nicotine*” is not a health effect. “*Blood overflow*” is not specific enough (vague, doesn’t make sense).

Exemplar #9

Negative Health Effect	Specific Body Part Affected
1. <i>heart attach (+1)</i>	1.
2. <i>stomach cancer</i>	2.
3. <i>lung cancer (+1)</i>	3.
4.	4.

Score 1 / 4

Annotation

This response earns a 1 on Rubric 1 for accumulating a total of 2 value points. “*Stomach cancer*” can not be directly linked to second-hand smoke.



Stomp Out Second-Hand Smoke

RUBRIC 1 (cont'd)

Exemplar #10

Negative Health Effect	Specific Body Part Affected
1. <i>lungs</i>	1.
2. <i>gums</i>	2.
3. <i>mouth</i>	3.
4. <i>heart</i>	4.

Score 0 / 4

Annotation

This response earns a 0 on Rubric 1 for accumulating a total of 0 value points. Although each of the named body parts might be impacted negatively by harmful effects of second-hand smoke, the student shows little or no understanding of the task.



Stomp Out Second-Hand Smoke

RUBRIC 2

Exemplar #1

Negative Health Effect # 1: <i>Cancer</i>
Supporting Detail #1: <i>Each year around 50,000 people die from smoke (+1)</i>
Supporting Detail #2: <i>About 3,400 die from lung cancer (+1)</i>
Negative Health Effect # 2: <i>COPD (chronic obstructiv pulmonary disease)</i>
Supporting Detail #1: <i>Shortness of breath (+1)</i>
Supporting Detail #2: <i>Some people say it feels like breathing through a straw (+1)</i>
Negative Health Effect # 3: <i>Ear infections</i>
Supporting Detail #1: <i>The bacteria can travel to the canal through the Eustachian tube (+1)</i>
Supporting Detail #2: <i>Infants become 85% more vulnerable to developing middle ear infections (+1)</i>
Negative Health Effect # 4: <i>Skin cancer</i>
Supporting Detail #1: <i>Makes skin look worn out and discolored (+1)</i>
Supporting Detail #2: <i>Smoking ups the percentage of cancer by 30% (+1)</i>

Score 4 / 4

Annotation

This response earns a 4 on Rubric 2 for accumulating a total of 8 value points. The response accurately relates two supporting details for each negative health effect.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #2

Negative Health Effect # 1: <i>ear infections</i>
Supporting Detail #1: <i>Researchers say children who are exposed eigerette smoke have almost double chance of ear infections (+1)</i>
Supporting Detail #2: <i>Ear infections can cause hearing loss (+1)</i>
Negative Health Effect # 2: <i>asthma</i>
Supporting Detail #1: <i>Exposes to Second hand smoke can cause new syimtims in kid's who haven't had previos cases of asthma (+1)</i>
Supporting Detail #2: <i>8,000 – 26,000 people get asthma every year (+1)</i>
Negative Health Effect # 3: <i>heart disease</i>
Supporting Detail #1: <i>About 20% of all deaths from heart disease in the U.S. are directly related to cigarette smoking. (+1)</i>
Supporting Detail #2: <i>Second-hand smoke directly damages the heart and blood vessels leading to heart disease (+1))</i>
Negative Health Effect # 4: <i>learning disabilities</i>
Supporting Detail #1: <i>Children around smoke can increase the risk of reading & writing disabilities. (+1)</i>
Supporting Detail #2: <i>Studies show that smoking ciggerettes affects the flow of another feel-good brain chemical called dopamine</i>

Score 4 / 4

Annotation

This response earns a 4 on Rubric 2 for accumulating a total of 7 value points. The response accurately relates two supporting details for each negative health effect, except for the negative health effect #4: “*learning disabilities*”. Supporting detail #2 incorrectly identifies a detail of smoking rather than a detail related to second-hand smoke.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #3

Negative Health Effect # 1: <i>hearing loss</i>
Supporting Detail #1: <i>Smoke irritates Eustachian tube (+1)</i>
Supporting Detail #2: <i>It swells and may get infected (+1)</i>
Negative Health Effect # 2: <i>cancer</i>
Supporting Detail #1: <i>Smoke infects the lungs (+1)</i>
Supporting Detail #2: <i>May get cancer and become very sick</i>
Negative Health Effect # 3: <i>heart attack</i>
Supporting Detail #1: <i>Smoking speeds up the arteries to narrow which can cause a heart attack</i>
Supporting Detail #2: <i>Second hand smoke directly damages the heart and blood vessels leading to heart disease (+1)</i>
Negative Health Effect # 4: <i>asthma</i>
Supporting Detail #1: <i>Children of smokers have higher risk for asthma (+1)</i>
Supporting Detail #2: <i>People with asthma have higher number and more severe epasoids if exposed by second-hand smoke (+1)</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 2 for accumulating a total of 6 value points. The response accurately relates two supporting details for negative health effects #1 and #4. Negative health effect #2, supporting detail #1, and negative health effect #3, supporting detail #2, are both correct.

For negative health effect #2, supporting detail #2, “*May get cancer and become very sick*” is too general. For negative health effect #3, supporting detail #1, “*smoking speeds up the arteries to narrow which can cause a heart attack*” is incorrect because it refers to smoking and not second-hand smoke.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #4

Negative Health Effect # 1: <i>metabolic syndrome</i>
Supporting Detail #1: <i>Metabolic syndrome is 5 times more likely to effect children who are exposed to second-hand smoke (+1)</i>
Supporting Detail #2: <i>Smokers are 6 times more likely to have metabolic syndrom</i>
Negative Health Effect # 2: <i>ear infections</i>
Supporting Detail #1: <i>If children are exposed to secondhand smoke in the first 3 years will most likely have ear infections (+1)</i>
Supporting Detail #2: <i>Children with two smokers in their home have an 85 percent chance of having double the ear infections than with one smoker. (+1)</i>
Negative Health Effect # 3: <i>hypertention</i>
Supporting Detail #1: <i>Hypertention effects the heart</i>
Supporting Detail #2: <i>It causes high blood pressure</i>
Negative Health Effect # 4: <i>asthma</i>
Supporting Detail #1: <i>Makes it harder to breathe (+1)</i>
Supporting Detail #2: <i>Have more attacks (+1)</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 2 for accumulating a total of 5 value points. The response accurately relates two supporting details for negative health effects #2 and #4. Negative health effect #1, supporting detail #1, is correct.

For negative health effect #1, supporting detail #2, “*Smokers are 6 times more likely to have metabolic syndrom*” refers to smoking and not second-hand smoke. For negative health effect #3, supporting detail #1, “*Hypertention effects the heart*” is incorrect because it simply restates what was listed and doesn’t list any details. For negative health effect #3, supporting detail #2, “*It causes high blood pressure*” is incorrect because it is the definition of hypertension and not a supporting detail.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #5

Negative Health Effect # 1: <i>heart disease</i>
Supporting Detail #1: <i>Decreases exercise tolerance (+1)</i>
Supporting Detail #2: <i>Increase the tendency for blood to clog (+1)</i>
Negative Health Effect # 2: <i>asthma</i>
Supporting Detail #1: <i>Exposure to second-hand smoke is also associated with chest tightness at night and feelings of breathlessness after physical activity (+1)</i>
Supporting Detail #2: <i>Exposure to second-hand smoke causes new symptoms in kids (+1)</i>
Negative Health Effect # 3: <i>learning disabilities</i>
Supporting Detail #1: <i>Worse at reading and writing</i>
Supporting Detail #2: <i>When mom smoked when pregnant, causes lower test scores</i>
Negative Health Effect # 4: <i>lung cancer</i>
Supporting Detail #1: <i>Researchers show that lung cancer can be caused by breathing in second-hand smoke (+1)</i>
Supporting Detail #2: <i>This is cancer in your lungs</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 2 for accumulating a total of 5 value points. The response accurately relates two supporting details for negative health effects #1 and #2. For negative health effect #4, supporting detail #1, is correct.

For negative health effect #3, supporting detail #1, “*Worse at reading and writing*” is incorrect because it implies that all children would have this effect. For negative health effect #3, supporting detail #2, “*When mom smoked when pregnant, causes lower test scores*” is incorrect because it is about smoking during pregnancy and not second-hand smoke. For negative health effect #4, supporting detail #2, “*This is cancer in your lungs*” is incorrect because it is restating the negative health effect.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #6

Negative Health Effect # 1: <i>lung cancer</i>
Supporting Detail #1: <i>Causes 3,000 deaths from second-hand smoke (+1)</i>
Supporting Detail #2: <i>37,000 deaths from cardiovascular disease</i>
Negative Health Effect # 2: <i>asthma</i>
Supporting Detail #1: <i>Nicotine raises blood pressure</i>
Supporting Detail #2: <i>Increase risk of heart attach</i>
Negative Health Effect # 3: <i>heart disease</i>
Supporting Detail #1: <i>Some studies have found caffeine can have a deterrental effect on the heart</i>
Supporting Detail #2: <i>Effects on arteries and blood flow (+1)</i>
Negative Health Effect # 4: <i>infections</i>
Supporting Detail #1: <i>Are one of the most common reasons why parents take their children to the doctor. (+1)</i>
Supporting Detail #2: <i>Hearing damage can be caused impaired blood flow to the inner ear tissure (+1)</i>

Score 2 / 4

Annotation

This response earns a 2 on Rubric 2 for accumulating a total of 4 value points. The response accurately relates two supporting details for negative health effect #4. Negative health effect #1, supporting detail #1, and negative health effect #3, supporting detail #2, are both correct.

For negative health effect #1, supporting detail #2, “37,000 deaths from cardiovascular disease” is about cardiovascular diease and not lung cancer. For negative health effect #2, supporting detail #1, “Nicotine raises blood pressure” is incorrect because it refers to nicotine and blood pressure and not about asthma. For negative health effect #2, supporting detail #2, “Increase risk of heart attach” is incorrect regarding asthma.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #7

Negative Health Effect # 1: <i>blood vessels</i>
Supporting Detail #1: <i>Increasing risk of heart attack</i>
Supporting Detail #2: <i>Blood platelets to stick together</i>
Negative Health Effect # 2: <i>raises blood pressure</i>
Supporting Detail #1: <i>You get more blood clots more easy (+1)</i>
Supporting Detail #2: <i>It causes strokes (+1)</i>
Negative Health Effect # 3: <i>infections</i>
Supporting Detail #1: <i>Effects arteries and blood flow (+1)</i>
Supporting Detail #2: <i>Some studies have found caffeine can have a detrimental effect on the heart</i>
Negative Health Effect # 4: <i>lung cancer</i>
Supporting Detail #1: <i>Cigarette smoke contains more than 4,000 different chemicals (+1)</i>
Supporting Detail #2: <i>Second-hand smoke increases lung cancer</i>

Score 2 / 4

Annotation

This response earns a 2 on Rubric 2 for accumulating a total of 4 value points. The response accurately relates two supporting details for negative health effect #2. Negative health effect #3, supporting detail #1, and negative health effect #4, supporting detail #1, are both correct.

The negative health effect #1 “*blood vessels*” was not accepted for Rubric 1; therefore neither of the supporting details is accepted. For negative health effect #3, supporting detail #2, “*Some studies have found caffeine can have a detrimental effect on the heart*” is incorrect because it refers to caffeine and the heart and not about ear infections. For negative health effect #4, supporting detail #2, “*Second-hand smoke increases lung cancer*” is incorrect because it restates what was already listed as negative health effect.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #8

Negative Health Effect # 1: <i>asthma</i>
Supporting Detail #1: <i>The lungs don't function right</i>
Supporting Detail #2: <i>The lungs will eventually fail</i>
Negative Health Effect # 2: <i>lung cancer</i>
Supporting Detail #1: <i>Lung cancer can kill you</i>
Supporting Detail #2: <i>About 439 people die each day of lung cancer (+1)</i>
Negative Health Effect # 3: <i>ear infection</i>
Supporting Detail #1: <i>CNN says – Canadian researchers say that children who are exposed to cigarette smoke during the first 3 yrs. of life doubles the risk of persistent ear infections (+1)</i>
Supporting Detail #2: <i>The fluid in the middle ear is increased (+1)</i>
Negative Health Effect # 4: <i>heart attack</i>
Supporting Detail #1: <i>You can die</i>
Supporting Detail #2: <i>It can give you early dementia</i>

Score 2 / 4

Annotation

This response earns a 2 on Rubric 2 for accumulating a total of 3 value points. The response accurately relates two supporting details for negative health effect #3. Negative health effect #2, supporting detail #2, is correct.

For negative health effect #1, supporting details #1 and #2, are incorrect because they are too general. For negative health effect #2, supporting detail #1, “*Lung cancer can kill you*” is incorrect because it is too general. For negative health effect #4, supporting detail #1, “*You can die*” is incorrect because it is too general. For negative health effect #4, supporting detail #2, “*It can give you early dementia*” is incorrect because it refers to strokes and not heart attacks.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #9

Negative Health Effect # 1: <i>astma</i>
Supporting Detail #1: <i>Asthma of second-hand smoke will make you not able to run far (+1)</i>
Supporting Detail #2: <i>It causes hearing problems</i>
Negative Health Effect # 2: <i>lung cancer</i>
Supporting Detail #1: <i>People who smoke get lung cancer</i>
Supporting Detail #2: <i>Lung cancer can and will also kill you if you don't walk away</i>
Negative Health Effect # 3: <i>ear infections</i>
Supporting Detail #1: <i>Children who breath second-hand smoke have more ear infections (+1)</i>
Supporting Detail #2: <i>Second-hand smoke is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar and the smoke exhales by smokers</i>
Negative Health Effect # 4: <i>heart disease</i>
Supporting Detail #1: <i>High blood cholesterol</i>
Supporting Detail #2:

Score 1 / 4

Annotation

This response earns a 1 on Rubric 2 for accumulating a total of 2 value points. Negative health effect #1, supporting detail #1 is correct. Negative health effect 3, supporting detail #1 is correct.

For negative health effect #1, supporting detail #2, “*It causes hearing problems*” is incorrect because it is doesn’t refer to asthma. For negative health effect #2, supporting detail #1, “*People who smoke get lung cancer*” is incorrect because not all people who smoke get lung cancer. For negative health effect #2, supporting detail #2, “*Lung cancer can and will also kill you if you don’t walk away*” is incorrect because “*kill you*” is too general and the rest of the answer doesn’t make sense. For negative health effect #3, supporting detail #2, “*Second-hand smoke is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar and the smoke exhales by smokers*” is incorrect because it is a definition of second-hand smoke and not a supporting detail. Negative health effect #4, supporting detail #1, is incorrect because “*high blood cholesterol*” isn’t a result of smoking. Negative health effect #4, supporting detail #2 is missing and therefore receives no value point.



Stomp Out Second-Hand Smoke

RUBRIC 2 (cont'd)

Exemplar #10

Negative Health Effect # 1: <i>ear infections</i>
Supporting Detail #1: <i>The study from the university of Calgary checked 626 first grade students</i>
Supporting Detail #2: <i>It affects your ears</i>
Negative Health Effect # 2: <i>learning disabilities</i>
Supporting Detail #1: <i>Children around smoke may increase the risk of reading and writing disabilities (+1)</i>
Supporting Detail #2:
Negative Health Effect # 3: <i>lung cancer</i>
Supporting Detail #1: <i>Once it goes in your mouth you take it in your lungs</i>
Supporting Detail #2: <i>You inhale the smoke</i>
Negative Health Effect # 4: <i>hart atak</i>
Supporting Detail #1: <i>Hart atak if you do not wach out</i>
Supporting Detail #2:

Score 1 / 4

Annotation

This response earns a 1 on Rubric 2 for accumulating a total of 1 value point. Negative health effect #2, supporting detail #1, is correct.

For negative health effect #1, supporting detail #1, “*The study from the university of Calgary checked 626 first grade students*” is incorrect because it doesn’t give any details regarding the research study. For negative health effect #1, supporting detail #2, “*It affects your ears*” is incorrect because it isn’t a detail. For negative health effect #2, supporting detail #2, is missing and therefore receives no value point. For negative health effect #3, supporting detail #1, “*Once it goes in your mouth you take it in your lungs*” is incorrect because it isn’t a detail. For negative health effect #3, supporting detail #2, “*You inhale the smoke*” is incorrect because it isn’t a detail. Negative health effect #4, supporting detail #1, is incorrect because “*Hart atak if you do not wach out*” is not a detail. Negative health effect #4, supporting detail #2, is missing and therefore receives no value point.



Stomp Out Second-Hand Smoke

RUBRIC 3

Exemplar #1

Reliable Sources
1. <i>Skin cancer foundation</i> (+1)
2. www.americanheart.org (+1)
3. www.about.com (+1)
4. www.cancer.org (+1)

Score 4 / 4

Annotation

This response earns a 4 on Rubric 3 for accumulating a total of 4 value points.

Exemplar #2

Reliable Sources
1. <i>American Lung Association</i> (+1)
2. www.healthline.com (+1)
3. www.epa.gov/smokefree/healtheffects.html (+1)
4. <i>the principal</i>

Score 3 / 4

Annotation

This response earns a 3 on Rubric 3 for accumulating a total of 3 value points. “*the principal*” is not an acceptable answer because no medical expertise is explained (however, this would be correct if the principal were also an MD).

Exemplar #3

Reliable Sources
1. www.webmd.com/smoking (+1)
2. <i>my neighbor</i> (+1)
3. www.cancer.org (+1)
4.

Score 3 / 4

Annotation

This response earns a 3 on Rubric 3 for accumulating a total of 3 value points. “*my neighbor*” is not an acceptable answer because no medical expertise is explained (however, this would be correct if the neighbor were also a nurse practitioner).



Stomp Out Second-Hand Smoke

RUBRIC 3 (cont'd)

Exemplar #4

Reliable Sources
1. www.mayoclinic.com/health/secondhand-smoke (+1)
2. my big brother who gos to college
3.
4.

Score 1 / 4

Annotation

This response earns a 1 on Rubric 3 for accumulating a total of 1 value point. Because someone goes to college, that does not mean they have medical expertise.

Exemplar #5

Reliable Sources
1. bus drivr
2. dad
3. nany
4. grama

Score 0 / 4

Annotation

This response earns a 0 on Rubric 3 for accumulating a total of 0 value points. No evidence of medical expertise is given.



Glossary for *Stomp Out Second Hand Smoke*

Addiction – The condition of being habitually or compulsively occupied with or involved in something; examples include gambling, cleaning, shopping.

Alcohol – The drug in wine, beer, and liquor that causes intoxication.

Alcoholism – A disease that causes a person to lose control of his or her drinking behavior; a physical and emotional addiction to alcohol.

Behavior – The way a person chooses to respond or act.

Behavior Risk – A situation that will increase the likelihood of injury, disease, or other health problems.

Cancer – A disease caused by uncontrollable growth of abnormal cells.

Cardiovascular Disease (CVD) – A disease that results from progressive damage to the heart and blood vessels.

Chemical Dependency – Physical or emotional need to continue taking a drug.

Chemical Toxins – A poisonous substance that is produced by living cells or organisms and is capable of causing disease when introduced into the body.

Consequences – The results of your actions and decisions.

Consumer – A person who buys products or services.

Decision Making Skills – The 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

Disease – Any harmful change in the state of health of the body or mind.

Environment – The living and nonliving things that surround an organism.

Environmental Health – Is keeping your air and water clean, your food safe, and the land around you enjoyable and safe.

Environmental tobacco smoke (ETS) – Is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar and the smoke exhaled from the lungs of smokers.

Exposure – To allow to be subjected to a dangerous condition-the condition of being exposed.

Fact – Something believed to be true or real.

Harmful – Capable of causing injury or harm; involving or causing danger or risk.

Hearing Loss – Damaged parts of inner ear.

Heart Disease – A disease that results from progressive damage to the heart and blood vessels (also known as cardiovascular disease-CVD).

Hygiene – A condition promoting clean, sanitary practices; “personal hygiene”.

Nicotine – Addictive drug found in tobacco leaves.

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



Stomp Out Second-Hand Smoke

Refusal Skills – A strategy to avoid doing something you don't want to do.

Example of a Six Step Model

1. Say "NO"
2. Ask questions
3. State the problem
4. List the consequences
5. Suggest alternatives
6. Move, Sell, Leave the door open

Respiratory System – Brings oxygen in and lets carbon dioxide out of the body.

Risk – Any venturesome undertaking especially one with an uncertain outcome which could be negative "she was drinking and driving and got in an accident" or positive "he tried out for a team and made it".

Risk Factor – Anything that increases the likelihood of injury, disease, or other health problems.

Secondhand smoke – Also know as environmental tobacco smoke (ETS), is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar and the smoke exhaled from the lungs of smokers.

Smoking – The act of smoking tobacco or other substances.

Substance Abuse – Excessive and addictive use of drugs.

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

Wellness – A state of being that enables a person to reach his or her highest potential in all six components of health; physical, emotional, social, mental/intellectual, and environmental.



Teacher Resources for *Stomp Out Second Hand Smoke*

American Cancer Association

www.cancer.org

American Heart Association

www.americanheart.org

American Lung Association

www.lungusa.org

Campaign for Tobacco Free Kids:

www.tobaccofreekids.org/index.php

Centers for Disease Control and Prevention (CDC)

www.cdc.gov/tobacco/

Environmental Protective Agency (EPA)

www.epa.gov

National Cancer Institute

www.cancer.gov

OSPI Health and Fitness

www.k12.wa.us/HealthFitness

Smokefree.gov

www.smokefree.gov

Tobacco.org

www.tobacco.org



Glossary for Scoring Health and Fitness Assessments

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

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

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

Passing score on *Stomp Out Second-Hand Smoke* – A total score on all three rubrics of nine or more points meets standard.

$$\begin{array}{r} 11 - 12 = 4 \\ \underline{9 - 10 = 3 \text{ meets standard ("proficient")}} \\ 6 - 8 = 2 \\ 1 - 5 = 1 \\ 0 = 0 \end{array}$$

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

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

7-8 value points = 4 points on the rubric
5-6 value points = 3 points on the rubric
3-4 value points = 2 points on the rubric
1-2 value points = 1 point on the rubric
0 points = 0 points on the rubric



Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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



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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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



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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.



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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.



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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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



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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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



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May – July

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

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

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

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

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

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

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

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



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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



Stomp Out Second-Hand Smoke

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.

