Welcome to Our School
Health Assessment for Elementary
Welcome to Our School

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.

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Welcome to Our School

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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
Welcome to Our School

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 Welcome to Our School.

☐ Reproduce one Student Copy of Welcome to Our School for each student, pages 16-23.
☐ Read Rubrics, pages 24-27.
☐ Read Scoring Notes, pages 28-29.
☐ Read Exemplars & Annotations, pages 30-58.
☐ Read Glossary, page 59.
☐ Read Teacher Resources, page 60.
☐ 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.
Welcome to Our School

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 Welcome to Our School administration.
☐ Cover or remove potential answers to the assessment.
☐ Distribute student copies of Welcome to Our School, pages 16-23.
☐ One pencil for each student.

“Day After” Checklist

Teacher checklist after administering Welcome to Our School.
☐ Review Scoring Notes, page 28-29.
☐ Use Rubrics provided to score Welcome to Our School, pages 24-27.
☐ Score Welcome to Our School. This assessment could be used as part of a student’s grade.
Welcome to Our School

☐ 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?
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 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></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>The Arts</td>
<td></td>
<td></td>
<td></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>
<tr>
<td>Health &amp; Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 following time frame is recommended but not required. The assessment should be administered in two or three days. A three-day model could follow these guidelines:

**Day One:**
- **15 minutes:** The teacher provides the class with the item 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.*

- **10 minutes:** The students begin individually organizing and creating their guide. *Please walk around the classroom and monitor student progress throughout assessment administration.*

- **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 students.

- **20 minutes:** The students continue individually to organize and create their guide.

- **5 minutes:** The teacher collects all materials at the end of Day 2. *If students complete the assessment early, please have them work on other materials quietly.*

**Day Three:**
- **5 minutes:** The teacher distributes material to the students.

- **25 minutes:** The students continue individually to organize and create their guide. *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.
Welcome to Our School

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, Welcome to Our School. Write your name, teacher, and date at the top of the paper. Please follow along as I read the prompt aloud.

New students come to our school every year. It can be stressful for them as they try to learn our rules and practices, especially if they come after the beginning of the year. Our principal has asked your student committee to create a guide called “Welcome to Our School” to make starting at our school easier for them.

You are responsible for the health, safety, and goals sections. These sections cover harassment, disease prevention, and health goals. A school that is free of harassment and communicable diseases, and where students have health and fitness goals, is a good place to learn. Your sections must meet certain requirements to be included in the guide.

Pre-writing
Using the pre-writing boxes, you will prepare the following components for the guide you will write. Be sure to create a page on each of the following:

1. Harassment
   Part 1 in the guide will be about harassment. Be sure to include the following parts:
   • Name two forms of harassment that are not tolerated in your school.
   • Describe one appropriate strategy for each form of harassment (these strategies should be different for each form of harassment that you choose).

2. Disease Prevention
   Part 2 in the guide will be about disease prevention. Be sure to include the following parts:
   • Describe two strategies that help students limit the spread of communicable diseases.
   • Give a detailed example of when you might practice each of the two strategies that you have chosen.

3. Health and Fitness Goals
   Part 3 in the guide will be about health and fitness goals. Be sure to include the following parts:
   • Describe four health and fitness goals which a student might include in a personal health plan.
Welcome to Our School

Teacher Copy

- Describe how each goal will help make the student healthier and physically fit (benefits of each goal).

Say:  **Are there any questions about the prompt?** (pause for questions) **There are three parts to this assessment. Follow along as I read the directions.**

### Part 1: Harassment

Pre-writing

Part 1 in the guide will be about harassment. Be sure to include the following parts:

1. Name **two** forms of harassment that are not tolerated in your school.
2. Describe **one** appropriate strategy for **each** form of harassment (these strategies should be different for **each** form of harassment that you choose).

<table>
<thead>
<tr>
<th>Form of harassment #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One appropriate strategy:</td>
</tr>
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<table>
<thead>
<tr>
<th>Form of harassment #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One appropriate strategy:</td>
</tr>
</tbody>
</table>

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

### Part 2: Disease Prevention

Pre-writing

Part 2 in the guide will be about disease prevention. Be sure to include the following parts:

1. Describe **two** strategies that help students limit the spread of communicable diseases.
2. Give a detailed example of when you might practice **each** of the **two** strategies that you have chosen.

<table>
<thead>
<tr>
<th>Strategy #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When would you practice this strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When would you practice this strategy?</td>
</tr>
</tbody>
</table>

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

Pre-writing

Part 3 in the guide will be about **health and fitness goals**. Be sure to include the following parts:

1. Describe **four** health and fitness goals which a student might include in a personal health plan.
2. Describe how **each** goal will help make the student healthier and physically fit (benefits of each goal).

<table>
<thead>
<tr>
<th>Health and Fitness Goal #1:</th>
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</thead>
<tbody>
<tr>
<td>Benefits of including this goal:</td>
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<table>
<thead>
<tr>
<th>Health and Fitness Goal #2:</th>
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</thead>
<tbody>
<tr>
<td>Benefits of including this goal:</td>
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</table>

<table>
<thead>
<tr>
<th>Health and Fitness Goal #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of including this goal:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Fitness Goal #4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of including this goal:</td>
</tr>
</tbody>
</table>
Using the pre-writing boxes, you will prepare the following components for the guide you will write. Be sure to create a page on each of the following:

1. **Harassment**
   Part 1 in the guide will be about harassment. Be sure to include the following parts:
   - Name two forms of harassment that are not tolerated in your school.
   - Describe one appropriate strategy for each form of harassment (these strategies should be different for each form of harassment that you choose).

2. **Disease Prevention**
   Part 2 in the guide will be about disease prevention. Be sure to include the following parts:
   - Describe two strategies that help students limit the spread of communicable diseases.
   - Give a detailed example of when you might practice each of the two strategies that you have chosen.

3. **Health and Fitness Goals**
   Part 3 in the guide will be about health and fitness goals. Be sure to include the following parts:
   - Describe four health and fitness goals which a student might include in a personal health plan.
   - Describe how each goal will help make the student healthier and physically fit (benefits of each goal).

Say: Are there any questions about Parts 3 and 4? (pause for questions) You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.
Welcome to Our School

Student Copy
Name __________________________________________
Teacher ___________________________________________

Total Score ______ / 12

New students come to our school every year. It can be stressful for them as they try to learn our rules and practices, especially if they come after the beginning of the year. Our principal has asked your student committee to create a guide called “Welcome to Our School” to make starting at our school easier for them.

You are responsible for the health, safety, and goals sections. These sections cover harassment, disease prevention, and health goals. A school that is free of harassment and communicable diseases, and where students have health and fitness goals, is a good place to learn. Your sections must meet certain requirements to be included in the guide.

Pre-writing

Using the pre-writing boxes, you will prepare the following components for the guide you will write. Be sure to create a page on each of the following:

1. Harassment
   Part 1 in the guide will be about harassment. Be sure to include the following parts:
   - Name two forms of harassment that are not tolerated in your school.
   - Describe one appropriate strategy for each form of harassment (these strategies should be different for each form of harassment that you choose).

2. Disease Prevention
   Part 2 in the guide will be about disease prevention. Be sure to include the following parts:
   - Describe two strategies that help students limit the spread of communicable diseases.
   - Give a detailed example of when you might practice each of the two strategies that you have chosen.

3. Health and Fitness Goals
   Part 3 in the guide will be about health and fitness goals. Be sure to include the following parts:
   - Describe four health and fitness goals which a student might include in a personal health plan.
   - Describe how each goal will help make the student healthier and physically fit (benefits of each goal).
Part 1: Harassment

Pre-writing

Part 1 in the guide will be about harassment. Be sure to include the following parts:

1. Name two forms of harassment that are not tolerated in your school.
2. Describe one appropriate strategy for each form of harassment (these strategies should be different for each form of harassment that you choose).

Form of harassment #1:

One appropriate strategy:

Form of harassment #2:

One appropriate strategy:

Score _____ / 4
Part 2: Disease Prevention

Pre-writing

Part 2 in the guide will be about disease prevention. Be sure to include the following parts:

1. Describe two strategies that help students limit the spread of communicable diseases.

2. Give a detailed example of when you might practice each of the two strategies that you have chosen.

Strategy #1:

When would you practice this strategy?

Strategy #2:

When would you practice this strategy?

Score / 4
### Part 3: Health and Fitness Goals

Pre-writing

Part 3 in the guide will be about **health and fitness goals**. Be sure to include the following parts:

1. Describe **four** health and fitness goals which a student might include in a personal health plan.

2. Describe how **each** goal will help make the student healthier and physically fit (benefits of each goal).

<table>
<thead>
<tr>
<th>Health and Fitness Goal #1:</th>
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<tr>
<td>Benefits of including this goal:</td>
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<tr>
<td>Health and Fitness Goal #2:</td>
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<tr>
<td>Benefits of including this goal:</td>
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<td>Health and Fitness Goal #3:</td>
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<tr>
<td>Benefits of including this goal:</td>
</tr>
<tr>
<td>Health and Fitness Goal #4:</td>
</tr>
<tr>
<td>Benefits of including this goal:</td>
</tr>
</tbody>
</table>

**Score** ______ / 4
**Part 4: Guide**

Using the pre-writing boxes, you will prepare the following components for the guide you will write. Be sure to create a page on each of the following:

1. **Harassment**
   Part 1 in the guide will be about harassment. Be sure to include the following parts:
   - Name two forms of harassment that are not tolerated in your school.
   - Describe one appropriate strategy for each form of harassment (these strategies should be different for each form of harassment that you choose).

2. **Disease Prevention**
   Part 2 in the guide will be about disease prevention. Be sure to include the following parts:
   - Describe two strategies that help students limit the spread of communicable diseases.
   - Give a detailed example of when you might practice each of the two strategies that you have chosen.

3. **Health and Fitness Goals**
   Part 3 in the guide will be about health and fitness goals. Be sure to include the following parts:
   - Describe four health and fitness goals which a student might include in a personal health plan.
   - Describe how each goal will help make the student healthier and physically fit (benefits of each goal).
<table>
<thead>
<tr>
<th>Guide Welcome to Our School</th>
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<tbody>
<tr>
<td>Harassment – Part 1</td>
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<tr>
<td>Guide Welcome to Our School</td>
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<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Disease Prevention – Part 2</td>
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</tbody>
</table>

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Welcome to Our School, Elementary Health Assessment
Teacher Worksheets and FAQs Updated July 2011
<table>
<thead>
<tr>
<th>Guide Welcome to Our School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Fitness Goals – Part 3</td>
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</tbody>
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<p>| | |</p>
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Rubrics
RUBRIC 1 – Used to score Part 1 of *Welcome to Our School*

**Grade Level Expectations (GLEs)**

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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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</table>
| 4     | 4-point response:  
The student:  
- Names two forms of harassment that would not be tolerated in a school.  
- Provides one appropriate strategy for each of the two forms of harassment identified.  

Example:  
Types of harassment may include but are not limited to the following:  
- teasing – ignore the behavior  
- sexual harassment – tell a teacher  
- gossip – ignore the behavior  
- fighting – walk away  
- name-calling – tell a parent  
- threatening – tell the counselor  
- bullying – talk to the principal |
| 3     | 3-point response: The student names two forms of harassment that would not be tolerated in a school. The student provides one appropriate strategy for one form of harassment identified. |
| 2     | 2-point response: The student names two forms of harassment that would not be tolerated in a school. The student does not provide any appropriate strategies for the two forms of harassment identified.  
OR  
The student names one form of harassment that would not be tolerated in a school. The student provides one appropriate strategy for that form of harassment. |
| 1     | 1-point response: The student names one form of harassment that would not be tolerated in a school but does not provide any appropriate strategies. |
| 0     | 0-point response: The student shows little or no understanding of the task. |
Welcome to Our School

RUBRIC 2 – Used to score Part 2 of Welcome to Our School

Grade Level Expectations (GLEs)

2.1.1 Understands dimensions and indicators of health.

2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

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.

3.3.1 Applies necessary social skills to promote health and safety.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4-point response: The student describes two prevention strategies that students can practice that may help in the prevention and spread of communicable diseases. Example: One prevention strategy is that students should wash their hands before eating. Another prevention strategy is to cover your mouth when you sneeze by using a facial tissue.</td>
</tr>
<tr>
<td>3</td>
<td>3-point response: The student describes two prevention strategies that students can practice that may help in the prevention and spread of communicable diseases, and provides an example of when or why one of the two prevention strategies may be practiced.</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student describes two prevention strategies that students can practice that may help in the prevention and spread of communicable diseases, but does not provide an example of when or why either of the two prevention strategies may be practiced. OR Describes one prevention strategy that students can practice that may help in the prevention and spread of communicable diseases and provides an example of when or why that one prevention strategy may be practiced.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student describes one prevention strategy that students can practice that may help in the prevention and spread of communicable diseases, but does not provide an example of when or why that one prevention strategy may be practiced.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
RUBRIC 3 – Used to score Part 3 of *Welcome to Our School*

Grade Level Expectations (GLEs)

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

2.1.1 Understands dimensions and indicators of health.

2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

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.

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Creates goals for improving health and fitness practices.

| 4 | 4-point response: The student accumulates a total of 7–8 points. The student:
|   |   - Describes four appropriate health and fitness goals that new students can include in a health and fitness plan. (one point per strategy = 4 possible points)
|   |   - Describes how each goal will make a student healthier and physically fit. (one point per explanation = 4 possible points)
|   | **Example:** In a health and fitness plan, a student can look at four different things. First, they can try to get enough sleep. Sleep helps your body recover from a busy day and get ready for the next. Second, they can try to eat nutritious meals. This helps you get enough energy to do all the things you do, like schoolwork and play. Third, they can make sure that they take a bath or a shower on a regular basis. This helps keep you from getting sick. Fourth, students can make sure that they get daily exercise. This helps keep you strong and prevent stress.
| 3 | 3-point response: The student accumulates a total of 6 points
| 2 | 2-point response: The student accumulates a total of 4–5 points
| 1 | 1-point response: The student accumulates a total of 1–3 points
| 0 | 0-point response: The student shows little or no understanding of the task.
Scoring Notes
Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Welcome to Our School*.

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

Passing score on *Welcome to Our School* – A total score on all three rubrics of nine or more value points meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>11-12</td>
<td>4</td>
</tr>
<tr>
<td>9-10</td>
<td>3</td>
</tr>
<tr>
<td>6-8</td>
<td>2</td>
</tr>
<tr>
<td>1-5</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Meets standard (“proficient”) 11-12 points = 4 9-10 points = 3

Teachers may use the pre-write and/or guide to score *Welcome to Our School*.

Rubric 1
1. Points should not be given for responses that include activities that may be inappropriate in a school but are not considered harassment. For example, “swearing” or “bad language” isn’t necessarily harassment, unless it’s addressed directly at someone. Also not accepted as harassment (unless in the correct context) are: hugging, “flipping the bird”/using the middle finger, roughhousing, and arguing.

Rubric 2
1. “When you would practice the strategy” must refer to health issues rather than a specific time of day (Ex: *wash your hands before you eat* would be accepted, while *wash your hands at 2 o’clock* would not).
2. Points can be given to responses that address either when or why not to do something. For example, “*covering your mouth when you cough*” explains when you should practice that strategy, while “*don’t wear someone’s hats since you could get lice*” explains why you shouldn’t. Either is acceptable.

Rubric 3
1. The benefit listed must be specific to the stated goal. For example, doing push-ups should be linked to arm strength or muscular endurance while running should be linked to leg strength or cardiorespiratory fitness.
2. No points should be given to vague responses that also appear in the item. For example, no points should be given to the idea that the benefit of a specific goal would be “being healthy” or “being fit” or “staying in shape.” These responses are too ambiguous to be credited.
3. Specific goals typically fall within four categories: Exercise, sleep, nutrition, and hygiene.
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.
Exemplar #1

Sexual harassment and teasing

When someone is teasing you, you should try to ignore it. Because people tease other people because they are jealous of you so they put you down to make them feel better. You don’t want to tease them back because the you and the other person would just keep on teasing each other and hurting each other’s feelings for the rest of your life. So it is best just to ignore it or maybe try and be friends with each other. For this kind of problem you should report it to Ms. Freeman because she can give them the appropriate punishment they deserve for teasing another student for no good reasons.

When someone is sexual harassing you, you need to tell an adult you trust because sexual harassment is against the law! The person could go to jail if they were sexual harassing someone. Sexual harassment can happen anywhere at school in the store taking a walk and someone could even do it over the internet too! You have to be careful about sexual harassment wherever you go. When this happens you should talk to Chris our counselor because she can help.
Exemplar #1 (cont’d)

She'll report that person that was sexual harrassing someone else to Miss Freeman.

How you prevent contaiges diseases, one way is to keep clean like bathe wash your hand and other stuff like that. It is called Personal hygiene. Because if you don't wash your hands before each meal you could get germs on your food. You need to bathe at least once a week. (or you will smell P.U.!) You need to wash your hands after you go to the bathroom because bathrooms can be very dirty.

If you are really sick like have the flu or chicken pox you need to stay home because those are contaiges illnesses. If you had the flu you need to stay home and get lots of rest. If you have the chicken pox you need to Stay home I repeat stay home do not come back to school until all and I mean all wounds have scabs over them. Because if they don't have scabs over them they still are very contaigs.

Flexibility you can use in Yoga because in yoga you have to stretch and I mean it! You can
Exemplar #1 (cont’d)

Improve your flexibility by stretching each morning after you wake up.

Nutrition is when you eat healthy. You need to eat healthy because if you are a couch potato junk food person you will get out of shape and if you eat sweets too much you won’t have enough energy to exercise. Muscular endurance is when you strengthen your muscles to get stronger. Push ups are muscular endurance. Pull ups are muscular endurance and so are sit ups. Cardio respiratory is good for you. You need to do this because if you don’t you might become out of shape.
Exemplar #1 - Annotation

Rubric 1
Score: 4
This response earns a 4 on Rubric 1 for correctly identifying two forms of harassment, as well as noting two appropriate strategies for dealing with those types of harassment. The response identifies “teasing” as a type of harassment that occurs, while also correctly explaining a way to handle it is to “ignore” the people doing it or by noting that children in the situation should “maybe try and be friends with each other.” Additionally, the response identifies “sexual harassment” as a second kind of harassment, while correctly noting that a student in this situation “need to tell an adult.”

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of “personal hygiene” as the first strategy, and explains that students need to practice it (“bathe wash your hand and other stuff like that”) when “you go to the bathroom” or “before each meal.” Additionally, the response identifies a second disease prevention strategy by noting that students with contagious diseases need to “stay home.” When one should practice this strategy is emphasized by the idea that the contagious need to stay home “if you are really sick like have the flu or chicken pox.”

Rubric 3
Score: 4
This response earns a 4 on Rubric 3 for accumulating seven of the rubric’s eight points. The student describes four appropriate health and fitness goals that a student might undertake (stretching, nutrition, muscular endurance, cardiorespiratory), as well as provides how three of the four goals would make the student healthier (stretching would lead to better “flexibility,” nutrition will lead to more “energy,” and muscular endurance will “strengthen your muscles”); warning against being “out of shape” is not credited as the end result of improving one’s cardiovascular health because it is too vague and too similar to the question itself.
Harassment

Two forms of harassment are if some one threatens someone.

One more form of harassment are if somebody makes you do some thing you don't want to do.

One way to stop harassment of some one threatening you is to have a friend stop in and tell them to stop and get your friend out of there.

Another way to prevent harassment of someone telling you to do some thing you don't want to do is to not talk to strangers.

One appropriate way to help harassment problem is to tell an adult.
Disease Prevention

Two strategies that help students limit communicable diseases could be cover your mouth when cough.

One other strategy would be sneeze in a tissue.

You might practice least strategies about cover mouth when cough and sneeze in a tissue could be a cold. Also when you have a siness or sore throat illness.

You would cover your mouth when you cough because you don’t want derms to spread you would want to sneeze in a tissue because you dont derms to spread.
Health and Fitness Goals

Four health and fitness goals to do would be to play basketball.

Another one would be to play soccer.

Another goal would be to play football.

One more goal would be to play soft ball.

Basketball would make you more healthier because running is good exercise, and your legs will get stronger.

Soccer would make you more healthy because running can make your heart become stronger.

Football would make you more healthy because throwing something can make your arms strong.

Softball can make you more healthy because you use eyesight and it helps you see better.
Exemplar #2 - Annotation

Rubric 1
Score: 4
This response earns a 4 on Rubric 1 for correctly identifying two forms of harassment, as well as noting two appropriate strategies for dealing with those types of harassment. The response identifies “threatening” as a type of harassment that occurs, while also correctly explaining a way to handle that is to “have a friend step in.” Additionally, the response identifies “someone telling you to do some thing you don’t want to do” as a second kind of harassment, while correctly noting that a student in this situation can “tell an adult.”

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of covering your mouth as the first strategy, and explains that students need to practice it when “you cough.” Additionally, the response identifies a second disease prevention strategy as “sneaze in a tissue” and explaining why one should practice this strategy as “because you don’t want derms to spread.”

Rubric 3
Score: 4
This response earns a 4 on Rubric 3 for accumulating all eight of the rubric’s points. The student describes four appropriate health and fitness goals that a student might undertake (playing “basketball…soccer…football…softball”); although all four are sports, each entails different abilities and is credited individually. Additionally, the response explains how all four of the goals would make the student healthier (basketball will make legs “stronger,” soccer would “make your heart become stronger,” throwing a football “makes your arms strong,” and softball “helps you see better.”)

Welcome to Our School, Elementary Health Assessment
Teacher Worksheets and FAQs Updated July 2011
Exemplar #3

Harassment

Two forms of harassment that our school will not tolerate are:
1. no fighting
2. no using bad language

Strategies

For fighting, if you and someone are about to fight don't think about what it would do to you so stay away from someone who you don't get along with. So you won't start something.

For using bad language, don't think about what you say before you say it so nothing will come out wrong.

Disease prevention

describe two strategies to help students limit the spread of communicable diseases.

1. If you get sick don't go to school so no one will get sick.

2. Don't share lip gloss, hair stuff or hats so no one will get lice or somethin'

3. Maybe when someone gets sick you would know not to share anything.

4. Have lice checks every few months so you know if you have lice.
Health and Fitness goals

1. go to P.E. and exercise
2. eat breakfast in the morning.
3. eat right
4. Limit the Junk Food you eat.

1. you will get exercise and strong
2. so you will not have an empty stomach when you come to school.
3. so you will grow tall and strong
4. so you won’t get overweight
Exemplar #3 - Annotation

Rubric 1
Score: 2
This response earns a 2 on Rubric 1 for correctly identifying one form of harassment, as well as noting an appropriate strategy for dealing with it. The response identifies “fighting” as a type of harassment that occurs, while also correctly explaining a way to handle it that is to not fight or to “stay away from some one who you don’t get along with.” While the response does identify a second type of bad behavior (“using bad langredge”), this is not credited as a type of harassment; while bad language is of course not acceptable in school, it is not—unless explicitly stated—about one person taking advantage of another.

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of not going to school “if you get sick” as the first strategy, and explains why students need to practice it: “so no one will get sick.” Additionally, the response identifies a second disease prevention strategy as “don’t share lip gloss, hair stuff or hats.” Why one should practice this strategy is identified as “so no one will get lice.”

Rubric 3
Score: 4
This response earns a 4 on Rubric 3 for accumulating seven of the rubric’s eight points. The student describes four appropriate health and fitness goals that a student might undertake (getting “exercise,” eating breakfast each day, eating “right,” and limiting “Junk Food”); although the last three of these goals are very similar, each is credited because the explanations help distinguish them as separate goals. The response explains how three of the goals would make the student healthier, by noting that exercise will make you “strong,” eating right will help you “grow tall and strong,” and “limiting junk food will aid in weight control”. The explanation for eating breakfast every day (“you will not have an empty stomech”) is not specific enough to student health to be credited.
Name calling & fighting

When experiencing Name Calling you should make the right choice, and ignore the person who is teasing. If for some reason the teasing continues you should go to a teacher or friend to help you deal with the problem.

Fighting. If you wind up in a fight you should never fight back. Don’t run away from your problems either. I would recommend walking away or talking to them. If they follow you, you should talk to a teacher, but the main thing to remember is Don’t fight back!

Don’t go to school if your sick & wash your hands

If you don’t want to spread germs I recommend not going to school if your sick. You could probably go to school if you had a cold but if you had the flu or a bad sickness don’t go to school, that will prevent others from getting your sickness.

Another thing you could do to keep kids from catching your sickness is to wash your hands. If you wash your hands you can prevent germs from going around. If you wash your hands you’ll also keep germs from getting on you. I recommend washing your hands!
Exemplar #4 (cont’d)

Health & fitness goals

One health and fitness goal is flexibility
Another is cardio resipitory One more is Nutrishian
and the final one is muscular endurance

Exemplar #4 - Annotation

Rubric 1
Score: 4
This response earns a 4 on Rubric 1 for correctly identifying two forms of harassment, as well as noting two appropriate strategies for dealing with those types of harassment. The response identifies “Name Calling” as a type of harassment that occurs, while also correctly explaining a way to handle it is to “egore the person who is teasing” or “go to a teacher or friend.” Additionally, the response identifies “fighting” as a second kind of harassment, while correctly noting that a student in this situation can “walking away or talking to them.”

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of not going to school “if your sick” as the first strategy, and explains why students need to practice it: to “prevent others from getting your sickness.” Additionally, the response identifies a second disease prevention strategy as “wash your hands.” Why one should practice this strategy is identified as “prevent germs from going around.”

Rubric 3
Score: 2
This response earns a 2 on Rubric 3 for accumulating four of the rubric’s eight points. The student does describe four appropriate health and fitness goals that a student might undertake (flexibility, cardiorespiratory, nutrition, and muscular endurance). However, no attempt is made to explain how these goals would make a student healthier so no further credit is awarded.
Exemplar #5

Harassment

Two forms of harassment that are not tolerated are:

• Fighting If kids are hitting and they are holding you down
• Stealing you can only hit back in self defense. You should
• Cussing still someone though.

If someone is cussing at you, don’t cuss back
Instead go tell an adult or teacher nearby so that
person gets in trouble and not you.

Disease Prevention

Do not share hats, or [illegible] It could give you lice

Don’t use people’s chapstick, it could give you diseases like cold
sores.
Health and Fitness goals

Goals Eating right

eating right Helps look
exercising the way you
working out want to.
physical activities

Exercise

It keeps you
in shape.

Working Out

Helps build up
the muscles
in your body.

Physical activities

Helps you lose
Weight instead of
Helping you gain weight.
Exemplar #5 - Annotation

Rubric 1
Score: 3
This response earns a 3 on Rubric 1 for correctly identifying two forms of harassment, as well as noting an appropriate strategy for dealing with one of them. The response identifies “cusing at you” as a type of harassment that occurs (acceptable since someone is clearly using power over another), while also correctly explaining a way to handle it is to “don’t cus back” or “tell an adult or teacher.” Additionally, the response identifies “fighting” as a second kind of harassment, but it does not provide an appropriate strategy for dealing with it; “hit back in self defense” is not the strategy that students should undertake in this situation and is not credited.

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of not sharing hats as the first strategy, and explains why students need to practice it: “It could give you lice.” Additionally, the response identifies a second disease prevention strategy by noting that students shouldn’t share chapstick. Why one should practice this strategy is identified as stopping the spread of “diseases like cold sores.”

Rubric 3
Score: 2
This response earns a 2 on Rubric 3 for accumulating four of the rubric’s eight points. The student does describe two appropriate health and fitness goals that a student might undertake (“eating right” and “working out”), as well as explaining how each of those would make a student healthier (eating right helps with body composition, and working out helps build “muscles”). The other two health and fitness goals (“excerciseing” and “pysichal activies”) are not credited because they really don’t differ from “working out” and because their explanations don’t distinguish them as different goals; “in shape” is too vague an end result from exercising while weight loss isn’t necessarily the only end result of “pysichal activities.”
Exemplar #6

1. Name calling, pretend they are not there and walk away.
2. Bullying, Tell a teacher like Chris and they will help.

1. Don’t come to school
2. When you cough cover your mouth.

1. Won’t let anyone get sick
2. Your germs won’t spread.

Exemplar #6 - Annotation

Rubric 1
Score: 4
This response earns a 4 on Rubric 1 for correctly identifying two forms of harassment, as well as noting two appropriate strategies for dealing with those types of harassment. The response identifies “name calling” as a type of harassment that occurs, while also correctly explaining a way to handle it is to “walk away.” Additionally, the response identifies “bullying” as a second kind of harassment, while correctly noting that a student in this situation can “tell a teacher.”

Rubric 2
Score: 4
This response earns a 4 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice these strategies. The response identifies the idea of not going to school if you’re sick as the first strategy, and explains why students need to practice it: it “won’t let anyone get sick.” Additionally, the response identifies a second disease prevention strategy as “cover your mouth when you cough.” The “when you cough” explains when a student should do this, and the why is also explained as being so “germs won’t spread.”

Rubric 3
Score: 0
This response earns a 0 on Rubric 3 for accumulating none of the rubric’s eight points. No attempt is made to respond to the Health and Fitness section of the question, so no points are awarded.
Exemplar #7

Part 1 Harassment

1. harassment is an older kid picking on a smaller one, which is not allowed.

2. Harassment is also like bullying not allowed.

Stradag 4 Kid’s that like 2 pick on other Kids.

1. If unlike like to harass people you need to talk to someone.
2. Bring a stress ball.
3. Do not come to school with an attitude.

That’s Harassment.

Disease

3 ways you can get disease 1 not washing hand’s.

2. Touching Dead Animals.

and last but not least washing your hair.

If not, you can get lice ewww.
<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td>Do 8 push up’s</td>
<td>Do every night</td>
<td>ride your bike</td>
</tr>
<tr>
<td><img src="image4" alt="Image" /></td>
<td><img src="image5" alt="Image" /></td>
<td><img src="image6" alt="Image" /></td>
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<tr>
<td>do 20 or more sit-up</td>
<td>Eat healthy/eat good groups</td>
<td>Do Sports/Basketball</td>
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<tr>
<td><img src="image7" alt="Image" /></td>
<td><img src="image8" alt="Image" /></td>
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<td><img src="image11" alt="Image" /></td>
<td><img src="image12" alt="Image" /></td>
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<tr>
<td>Brush Your Teeth</td>
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<td><img src="image14" alt="Image" /></td>
<td><img src="image15" alt="Image" /></td>
<td><img src="image16" alt="Image" /></td>
</tr>
</tbody>
</table>
Welcome to Our School

Exemplar #7 - Annotation

Score 7 / 12

Rubric 1
Score: 2
This response earns a 2 on Rubric 1 for correctly identifying one form of harassment, as well as noting an appropriate strategy for dealing with it. The response identifies “an older kid picking on a smaller one” as a type of harassment that occurs, while also correctly explaining a way to handle it is to “talk to someone” or “bring a stress ball.” While the response does identify a second type of bad behavior (bullying), this is not credited as a type of harassment because it is no different than “an older kid picking on a smaller one.”

Rubric 2
Score: 3
This response earns a 3 on Rubric 2 for describing two disease prevention strategies students can practice and for explaining when or why students should practice one of those strategies. The response identifies the idea of washing your hair as the first strategy, and explains why students need to practice it: if not, “you can get lice.” Additionally, the response identifies a second disease prevention strategy as either “washing hand’s” or not “touching Dead Animals.” However, since the response does not include a when or why for either of those strategies, no fourth point is awarded.

Rubric 3
Score: 2
This response earns a 2 on Rubric 3 for accumulating four of the rubric’s eight points. The student does describe four appropriate health and fitness goals that a student might undertake (including doing pushups and sit-ups, riding your bike, eating healthy food, playing sports, brushing your teeth, getting a good night’s sleep, and bathing). However, no attempt is made to explain how these goals would make a student healthier so no further credit is awarded.
Harassment

➢ Our school doesn’t have bullies
   • There are schools that have bullies.
   • We have a bully hotline

➢ Our school doesn’t allow weapons
   • If our school would allow weapons many bad things could happen
   • It’s against our rules

Disease Prevention

➢ One thing you could get is drug in your food
   • Someone at school could put drug in your gone somewhere else.
   • Don’t move away from your food until you’re done eating
   • Keep an eye on your food

➢ Another thing you could get is lice.
   • Someone at school could have lice
   • Don’t wear other people’s coats
   • Don’t wear another person’s hats
Exemplar #8 (cont’d)

Health and Fitness Goals

► Doing push-ups and lifting weights
  • doing push ups and lifting weights could make a person stronger

► Doing curlups, riding bikes, and exercises
  • when a person is over weight he or she could do those things they might lose weight
  • going out-side could also help a person to be healthy

► Jumping Jacks, running, walking, riding a bike
  • those things could get you in shape
  • Instead of sitting in front of a TV. you can go out and do those things

► Eating Fruits and vegetables
  • they could make you stronger and healthier
Exemplar #8 (cont’d)

- Harassment
  - Our school doesn’t have bullies
    - Some schools have bullies
    - Bully hotline
  - Our school doesn’t allow weapons
    - If it did many bad things would happen against school rules

Done

- Disease Prevention
  - Two Strategies that help prevent diseases
    - One way is by not going to other places while your food is out.
      - Someone might put bad things in your food while you’re gone.
  - A disease you could get is lice
    - Someone could have lice at school
    - Don’t put on other people’s coats or hats

Done

- Health and fitness goals
  - Doing pushups, lifting weights
    - Doing push ups could make a person stronger
  - Doing curlups, riding bikes, exercising
    - When a person is overweight he or she could do curlups or ride bike and the might lose weight.
    - Going out side and doing exercise could help a person lose weight.
  - Jumping jacks, running, walking, or riding a bike
    - Those things could get you in shape.
    - Instead of sitting in front of a TV. You could go outside and do exercise.
  - Eating fruits and vegetables
    - They could make you strong and healthy

Done
Exemplar #8 - Annotation

Rubric 1
Score: 2
This response earns a 2 on Rubric 1 for correctly identifying one form of harassment, as well as noting an appropriate strategy for dealing with it. The response identifies “bullies” as a type of harassment, while also correctly explaining a way to handle that would be to call the “bullie Hotline.” While the response does identify a second type of bad behavior (“wepons”), this is not credited; while weapons are not acceptable in school, they are a different type of problem that is not considered harassment.

Rubric 2
Score: 2
This response earns a 2 on Rubric 2 for describing one disease prevention strategy students can practice and for explaining when or why students should practice that strategy. The response identifies the idea of not sharing coats and hats as one strategy, and explains why students need to practice it: to avoid “lice.” The response’s other strategy of disease prevention is not credited as it does not discuss an everyday problem.

Rubric 3
Score: 2
This response earns a 2 on Rubric 3 for accumulating five of the rubric’s eight points. The student does describe three appropriate health and fitness goals that a student might undertake (doing push-ups and lifting weights, curl-ups and biking, eating fruits and vegetables). Additionally, the response explains how two of those would make a student healthier (weights would make one “stronger” and curl-ups and biking would help with weight loss). The “jumping jacks” section is not credited as it is not specific enough (“runing, walking, rideing a bike … would help get you in shape”), while the explanation for eating fruits and vegetables (“make you stronger and helthier”) is too vague.
Welcome to Our School

Exemplar #9

Harassment

(1) One kind of harassment would be beat you up and choke you and stuff:

(2) Another harassment would be like sexual harassment.

One strategy to stay away from harassment would be to yell for someone to help you.

Disease

(1) A type of disease that would not spread would be diabetes.

(2) Another type of disease would be Asthma.

Health & fitness

(1) Don’t sit around playing games and eating. Time yourself when playing (example) (one hour)

(2) Ride a bike or run or any sort of exercise, remind yourself with notes and other things.

(3) X

(4) X
Exemplar #9 - Annotation

Rubric 1
Score: 3
This response earns a 3 on Rubric 1 for correctly identifying two forms of harassment, as well as noting an appropriate strategy for dealing with one of them. The response identifies both "beat you up" and "sexual harassment" as types of harassment that occur, and each is credited. Additionally, the response identifies "yell for someone to help you" as an appropriate strategy for dealing with either one of those situations, so a third point is awarded.

Rubric 2
Score: 0
This response earns a 0 on Rubric 2 because it does not provide any acceptable disease prevention strategies. The response simply lists two diseases to be avoided, but not two ways to avoid contracting contagious diseases.

Rubric 3
Score: 1
This response earns a 1 on Rubric 3 for accumulating two of the rubric's eight points. The student does describe two appropriate health and fitness goals that a student might undertake (ride a bike or run). However, it neither gives any more health and fitness goals ("not sitting around" isn’t really a goal) nor explains how any of their ideas will make a student healthier.
Exemplar #10

There are to kinds of harassment’s their is sexual harassment and just
harassment and I choose sexual harassment.

Ist sexual harassment when somebody at school or at home won’t leave you
alone and keep following you and keep saying that you like somebody and
they won’t stop and there’s one two things you can do tell the teacher or
the principal

Sexual harassment

Disease Prevention

A really bad disease can either cause horrible death or very bad sickness and the
only two ways you can get it is by another person or a type of chemical.

health And fitness Goals

#1 first you should do exercises every morning.

#2 you would have to be in good shape or if you’re not in good shape you get back
problems and practically be very weak.
Exemplar #10 - Annotation

Rubric 1
Score: 2
This response earns a 2 on Rubric 1 for correctly identifying one form of harassment, as well as noting an appropriate strategy for dealing with it. The response identifies “sexual harassment” as a type of harassment that occurs, while also correctly explaining a way to handle that would be to “tell the teacher or the Principal.” The response does not identify a second type of harassment so no further credit is awarded.

Rubric 2
Score: 0
This response earns a 0 on Rubric 2 because it does not provide any acceptable disease prevention strategies. The response just discusses illness in general.

Rubric 3
Score: 1
This response earns a 1 on Rubric 3 for accumulating one of the rubric’s eight points. The student does describe one appropriate health and fitness goal that a student might undertake (exercise). However, it neither gives any more health and fitness goals nor explains how “exercises” will make a student healthier.
Glossary
Welcome to Our School

Anger – A strong negative feeling toward someone or something that is caused by a sense of being hurt or wronged.
Behavior – A way a person chooses to act or respond.
Beneficial – Promoting a favorable result.
Character – Qualities or features that distinguish a person.
Conflict – Any disagreement, struggle, or fight.
Conflict Resolution – A nonviolent way to deal with an argument.
   Examples of a Four Step Model
   1. Clarity
   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.
Dialogue – A conversation between two or more people.
Emotion – Is the feeling that is produced in response to life experiences.
Empowerment – Power to direct or determine.
Fear – Protects us from danger.
Goal – Something that you work toward and take action steps to achieve.
Harmful – Capable of causing injury or harm; involving or causing danger or risk.
“I” Statements – A message in which a person describes how she or he feels by using the pronoun “I”.
Listening – The act of hearing attentively.
Negotiate – The use of communication and often compromise to settle a disagreement.
Non-Verbal Communication – Body language, e.g., facial expressions, gestures, and posture.
Peer Mediation – A process in which trained students help other students find fair ways to resolve conflict and settle their differences.
Prevent – To keep from happening.
Prevention – The act of preventing or impeding.
Resolution – An explanation, as of a problem; a solution.
Respectful – Showing proper admiration, honor, or esteem to a person or property.
School and Community Resources
  • Clergy member
  • Parent or trust-worthy adult
  • Counselor
  • Teacher
  • Doctor
  • Hotline/Helpline
  • Coach
  • Reliable websites
  • Reliable friend
Script – The style of writing for a play or drama.
Social Skills – Specific strategies to interact with family, friends and others.
Support System – Family, friends or others that help when it is needed.
Technique – A way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps).
Teacher Resources for
*Welcome to Our School*

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
www.doh.wa.gov
Welcome to Our School, Elementary Health Assessment

Teacher Worksheets and FAQs Updated July 2011

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 Welcome to Our School** – A total score on all three rubrics of nine or more points meets standard.

- 11-12 points = 4
- 9-10 points = 3 meets standard (“proficient”)
- 6-8 points = 2
- 1-5 points = 1
- 0 points = 0

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

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

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

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

**Value point** – If there are more than 4 answers, then “value points” are awarded. For example, if there are 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.

   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.
Welcome to Our School

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>
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</table>
| Elementary     | At least one assessment in health AND at least one assessment in fitness by the end of 5th grade.  
| (K-5 or K-6)   | • 7 assessments are available at the elementary level.                                |
| Middle School  | At least one assessment in health AND at least one assessment in fitness by the end of 8th grade.  
| (6-8 or 6-9)   | • 8 assessments are available at the middle school level.                              |
| High School    | At least one assessment in health AND at least one assessment in fitness by the end of high school.  
| (9-12)         | • 7 assessments are available at the high school level.                                |

2. What are OSPI-Developed Assessments?

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

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

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
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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*.

\[
\begin{align*}
15 - 16 &= 4 \\
12 - 14 &= 3 \text{ meets standard ("proficient") } \\
8 - 11 &= 2 \\
1 - 7 &= 1
\end{align*}
\]

10. What happens if a student fails an assessment?

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

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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

**February – May**

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

**May – July**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

**Credit equivalency** means not taking the physical education class, but replacing it with out-of-class physical education.
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To earn credit equivalency, the student shall
• Provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.
• Meet the essential academic learning requirements (EALRs) in physical education.
• Meet minimum standards in physical and cognitive assessments.

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

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

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

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

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

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

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

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

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

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