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

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A Letter to the Publisher

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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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
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 administration of A Letter to the Publisher.

- Reproduce one Student Copy of A Letter to the Publisher for each student, pages 14-17.
- Select and reproduce four advertisements that depict different ways consumers are influenced.
- Read Rubrics, pages 18-20.
- Read Scoring Notes, pages 21-22.
- Read Exemplars & Annotations, pages 23-44.
- Read Glossary, pages 45-46.
- Read Teacher Resources, page 47.
- Remind students to bring other materials if they finish the assessment early.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for...
the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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

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

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

“Day Of” Checklist

Teacher checklist for the day of A Letter to the Publisher administration.

☐ Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
☐ Student copies of A Letter to the Publisher, pages 14-17.
☐ Copies of selected advertisements for each student.
☐ One pencil or pen for each student.

“Day After” Checklist

Teacher checklist for the day after A Letter to the Publisher CBA administration.

☐ Review Scoring Notes pages 21-22.
A Letter to the Publisher

- Use the Rubrics provided to score A Letter to the Publisher, pages 18-20.
- Score A Letter to the Publisher. This assessment could be used as part of a student’s grade.
- Compile and submit data as required by school district/OSPI.
- Provide feedback to students.

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

   | Health & Fitness | Elementary School Level | Middle School Level | High School Level |
   |                  | Stand-alone course | Integrated into other content areas | Stand-alone course | Integrated into other content areas | Stand-alone course | Integrated into other content areas |
   | Physical Education | □                     | □                   | □                     | □                   | □                     | □                   |
   | Health           | □                     | □                   | □                     | □                   | □                     | □                   |

   | Social Studies | Elementary School Level | Middle School Level | High School Level |
   |               | Stand-alone course | Integrated into other content areas | Stand-alone course | Integrated into other content areas | Stand-alone course | Integrated into other content areas |
   | Civics        | □                     | □                   | □                     | □                   | □                     | □                   |
   | Economics     | □                     | □                   | □                     | □                   | □                     | □                   |
   | Geography     | □                     | □                   | □                     | □                   | □                     | □                   |
   | History       | □                     | □                   | □                     | □                   | □                     | □                   |

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

3. **Leadership/Coordination**
   Please describe the monitoring process on OSPI-developed assessments or other strategies in your district.

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

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

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

7. **Model Programs**
   Do you feel your school district assessment process would be a strong model for others to follow? □ Yes □ No
   If yes, may OSPI contact you for more information? □ Yes □ No
Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

The district has provided teachers with opportunities to attend OSPI-sponsored training on the OSPI-developed assessments in:
- Social Studies:
- The Arts:
- Health and Fitness:

9. Planning for OSPI-Developed Assessments

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

10. Workshops and Conferences

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

11. Scoring of the OSPI-Developed Assessments

The district has provided teachers with support/opportunity to score student responses to the OSPI-developed assessments in:
- Social Studies:
- The Arts:
- Health and Fitness:

12. Curricular Alignment with OSPI-Developed Assessments

The district has aligned its curriculum to the standards included in the OSPI-developed assessments in:
- Social Studies:
- The Arts:
- Health and Fitness:

13. District-Developed Instructional Resources

The district has developed instructional resources to support the implementation of the OSPI-developed assessments in:
- Social Studies:
- The Arts:
- Health and Fitness:
Recommendation for Time Management

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

Day One:
- **15 minutes:** The teacher provides the class with the **Student Copy** of the assessment and reads it aloud. The students may ask any questions needed. The teacher answers any questions asked.

  *Reminder: This is not a time for teaching or re-teaching. This is an individual assessment not a group assessment.*

- **35 minutes:** The students analyze the prompt and create their letter. *Please walk around the classroom and monitor student progress.*

- **5 minutes:** The teacher collects all materials at the end of Day 1. *If students complete the assessment early, please have them work on other materials quietly.*

Day Two:
- **5 minutes:** The teacher distributes materials to the students.

- **45 minutes:** The students continue to write their response to the prompt.

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

*OSPI recommends that teachers keep all assessments for one year, then shred.*
Assessment Administration
Below you will find the teacher copy of the prompt. Read the teacher copy of the assessment aloud to the students. Have them follow along as you read the instructions. Answer any questions the students may have before you instruct them to begin.

Teacher Copy
Say: Today you will take the Washington State Health Assessment, *A Letter to the Publisher*. At the top of your paper, write your name, period, date, teacher’s name, and school. Please follow along as I read the prompt aloud.

Citing concerns over some of the advertising found in the school’s magazine collection, your school librarian has asked you to join a committee of students to examine the issue. As part of your participation in this committee, you will analyze four magazine advertisements whose messages concern you and then write a letter to their publisher. The results of this task should persuade the publisher to include advertisements with fewer negative messages in the magazines.

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

**Part 1: Advertising and Negative Effects**

Pre-writing—will not be scored.

For each of the four advertisements, provide one negative effect on teens. You must list four different negative effects. Next, identify the part of the advertisement that leads to the negative effect.

<table>
<thead>
<tr>
<th>Negative Effect on Teens</th>
<th>Negative Part of Advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

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

Pre-writing—will not be scored.

For each of the four advertisements, describe one change that would result in a positive effect on teens rather than a negative effect. Next, describe how each change would result in the intended positive effect.

<table>
<thead>
<tr>
<th>Change to Advertisement</th>
<th>Intended Positive Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

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

Part 3: Write A Letter to the Publisher

Say: Using your knowledge from Parts 1 and 2, write a letter in the response space provided. In order to receive all eight points be sure to include each of your answers from the pre-writing (Parts 1 and 2) in the letter.

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

Part 1: Advertising and Negative Effects

Pre-Writing

Pre-writing—will not be scored.

For each of the four advertisements, provide one negative effect on teens. You must list four different negative effects. Next, identify the part of the advertisement that leads to the negative effect.

<table>
<thead>
<tr>
<th>Negative Effect on Teens</th>
<th>Negative Part of Advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Citing concerns over some of the advertising found in the school’s magazine collection, your school librarian has asked you to join a committee of students to examine the issue. As part of your participation in this committee, you will analyze four magazine advertisements whose messages concern you and then write a letter to their publisher. The results of this task should persuade the publisher to include advertisements with fewer negative messages in the magazines.
Part 2: Advertising and Positive Effects

Pre-writing—will not be scored.

For each of the four advertisements, describe one change that would result in a positive effect on teens rather than a negative effect. Next, describe how each change would result in the intended positive effect.

<table>
<thead>
<tr>
<th>Change to Advertisement</th>
<th>Intended Positive Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Part 3: A Letter to the Publisher

Final Student Response

Using your knowledge from Parts 1 and 2, write a letter in the response space provided. In order to receive all eight points be sure to include each of your answers from the pre-writing (Parts 1 and 2) in the letter.

Dear Publisher,
Rubrics
A Letter to the Publisher

Rubric 1 – Used to score Part 1 of *A Letter to the Publisher*

Grade Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>3.2.1</th>
<th>Evaluates health and fitness information, products, and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.2</td>
<td>Creates health and fitness messages in media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>4-point response: The student accumulates a total of 7–8 value points.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>• Provides one negative effect that each of four advertisements may have on teens (1 point per effect = 4 possible value points)</td>
</tr>
<tr>
<td></td>
<td>• Identifies one part of each advertisement that may lead to each of the four negative effects or negative health problems (1 point per example = 4 possible value points).</td>
</tr>
</tbody>
</table>

**Example:**

One advertisement shows a thin female teenager who is in the company of several thin muscular teenage males. The body image, or images, that are represented in this ad may lead to eating disorders such as bulimia.

<table>
<thead>
<tr>
<th>3</th>
<th>3-point response: The student earns 5-6 value points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2-point response: The student earns 3-4 value points.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student earns 1-2 value points.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
# A Letter to the Publisher

## Rubric 2 – Used to score Part 2 of *A Letter to the Publisher*

### Grade Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>3.2.1</th>
<th>Evaluates health and fitness information, products, and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.2</td>
<td>Creates health and fitness messages in media.</td>
</tr>
</tbody>
</table>

### 4-point response: The student accumulates a total of 7–8 value points.

The student:
- Suggests one change for each of the four advertisements that may result in a positive effect on teens (1 point per change = 4 possible value points)
- Describes how each of the four changes would result in the intended positive effect (1 point per description = 4 possible value points).

**Example:**

An advertisement that previously showed only thin teenagers wearing a particular brand of jeans, having fun at a party, may be changed into teenagers with an assortment of body types having fun at a party while wearing a particular brand of jeans. This advertisement may communicate the message that teenagers of all body types can have fun.

### 3-point response: The student earns 5-6 value points.

### 2-point response: The student earns 3-4 value points.

### 1-point response: The student earns 1-2 value points.

### 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, *A Letter to the Publisher.*

1. The pre-writing will not be scored and will not count for the final response.

2. A response may receive credit for identifying one part of each advertisement that may lead to each of the four negative effects OR a negative health problem.

3. Because of potential issues regarding the right to reproduce the actual advertisements used by students to complete the required tasks in *A Letter to the Publisher,* a detailed description of each advertisement has been provided in place of the actual advertisement.
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 the 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.
A Letter to the Publisher

Exemplar #1

A Letter to Publisher

Dear Publisher,

The purpose of this letter is to bring to your attention the excessive amount of negative advertisements in your magazine. Your magazines are available to a diverse population in the community including young children. These negative effects will end up hurting and impacting the young children in a wrong way.

For example, in one advertisement, a young woman is jumping and strolling happily on the beach. Across the ad is the big word “[name of cigarette]!” This may appear to have a positive effect since the character appears to be so happy but the part that leads this ad to have a negative effect is the cigarette that the lady is holding in her right hand. “[name of cigarette]” is the name of the cigarette she is holding. This advertisement implies that the only way to feel happy like the woman, is by smoking “[name of cigarette]” cigarettes. Instead of advocating for people to stop smoking, this ad encourages it. If I were to change this ad, I would have the character displayed as a sad, depressed and unhealthy person while holding a cigarette. This image would instead show the true side effects of cigarette smoking and hopefully discourage people to quit or not start at all.

Another ad that has a negative effect is the one of a woman with a very beautiful face. At the corner of the picture is a bottle of [designer cosmetics] makeup that the woman supposedly used. The negative effect of the ad is that the only way to look as beautiful as the woman in the ad is by using cosmetic products. This would then encourage young girls to spend money on cosmetic products and not understand what true beauty is. One thing that I would
Exemplar #1 (cont’d)

change in this ad would be to take away the bottle at the bottom, only
displaying the woman. From this, the effect would be that true beauty is all
natural and does not require the purchase of cosmetic products.

One [dark chocolate candy bar] also exudes a negative effect. There are
two pictures - one of an ugly looking lady and the other is a good looking lady.
The ugly looking lady took place during the day time and the good one during
night time. The night time suggests that she looked better after she had a [dark
chocolate candy bar] bar. This implies that a [dark chocolate candy bar] bar
would make someone look better. Therefore, people would go spend money to
buy unhealthy food with a fake promise. I would change this by making both
pictures looking ugly to show that a [dark chocolate candy bar] bar has no
impact on what a person looks whatsoever.

The last ad I found with a negative image is one with a picture of a
beautiful model wearing diamond earrings. This naturally implies that the only
way to look beautiful is by wearing diamond earrings. This would cause people
to spend lots of money on unnecessary materialistic possessions. The effect can
be changed by removing the diamond earrings to show that diamond earrings
are not needed to make someone look beautiful.

From these examples, a serious cleansing of ads needs to occur. If these
ads were to remain, it would change the entire youth culture in a negative way.
Please address this issue immediately!

From a concerned reader
Exemplar #1 (cont’d)

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for accumulating eight value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and four more value points for identifying the part of the ad that might lead to the effect: the cigarettes might have the negative effect of convincing teens to smoke (because the woman is smoking the brand name of the cigarettes and is smiling and playing), the designer cosmetics could encourage young girls to spend their money on cosmetics (the only way to look as beautiful as the woman in the ad is to use this cosmetic product), the dark chocolate candy bar ad could convince teens to spend money to buy unhealthy food (implying that the candy bar is a healthy food), and the diamond jewelry ad might convince teens to spend “lots of money on unnecessary materialistic possessions” (the only way to look beautiful is to wear diamond earrings).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for accumulating eight value points. The response earns four value points for suggesting a change for each of the advertisements that may result in a positive effect on teens and four more value points for describing how each of the changes would result in a positive effect: the cigarettes could be changed by showing a “sad, depressed” smoker because that would show the “true side effects of smoking;” the designer cosmetics ad could be changed by taking away the bottle because then teens would not think beauty came from makeup; the dark chocolate candy bar ad would change by not having the woman in it become better-looking so teens do not believe the candy bar can improve you; and the diamond jewelry ad could change by removing the diamonds to show that they are not needed to make someone beautiful.
Exemplar #2

1) Soy milk misleads readers that soy milk will make you live longer. The motto quoted "Have a nice life span" implies that soy milk can "magically" make your life span longer. I would change the advertisement by explaining statistics that soy milk can improve your health - saying that you might live longer is a stretch. This change will enhance a reader's intellect or broadening the view that dairy is not always good and soy milk has benefits milk does not come with.

2) [alcoholic beverage] ad

This imitation implies sexual intentions with the naked legs crossed over on a couch. A person might read this and think "Oh, this vodka might just bring some adultery". There is no goodness coming from vodka for teens - so I recommend stop campaigning. No influence for vodka.

3) Sweatshirt

How is a sweatshirt possession related to a relationship; it's not. This sweatshirt would not even help you mentally if you were having problems with a relationship. I would just advertise the brand or design and if the teen likes it, he will buy it.
Exemplar #2 – (cont’d)

4 Make-up

The picture shows an implication that if you purchase this product then your face will appear as beautiful and flawless as hers. Reality will disappoint the customer and sum up to a state of insecurity. Do not air brush. Just apply the make-up and it will sell for its practicality.

Exemplar #2 – Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for accumulating eight value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and four more value points for identifying the part of each of the ads that might lead to the effect. The soymilk ad might imply teens will die early (because the slogan says “have a nice life span” and will “magically” make you live longer), the alcoholic beverage ad might convince teens to be sexually active early (because of the provocatively naked legs), the athletic clothing ad might convince teens that clothes may be substituted for relationships (the sweatshirt would not help in a relationship), and the designer cosmetics ad might create disappointment and cause them to be insecure (by purchasing the product your face will appear beautiful and flawless).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for accumulating five value points. The response earns four value points for suggesting a change for each of the advertisements that may result in a positive effect on teens: the soymilk ad could be improved by including statistics about health that might encourage teens to partake; the alcoholic beverage ad could be changed by simply taking it off the market, because alcohol has no redeeming value; the athletic clothing ad could be changed by eliminating the claims about “commitment;” and the designer cosmetics ad could be changed by eliminating the airbrushing. Additionally, the response earns a fifth value point by showing how the soymilk ad would be positive: it would educate students that dairy can be healthy.
To whom it may concern,

We at Junglemoor High School have found the advertising in your magazine to be damaging to the self-esteem of teenage readers. The following are examples of advertisements, explanation as harm they cause, and suggestions as to how to make them more appropriate.

The first advertisement shows a group of teenagers laughing and having a good time. What is objectional is the unwritten inference that popularity and fun is caused by the product advertised, and that not using this product will make peers uninterested in you. A better way to advertise would be to show a single person looking confident and indicating their hair, or their shoulders, since the advertisement is for dandruff shampoo. This image would be one of empowerment and taking control of one’s own problems.

The second advertisement we could frankly do without altogether. Advertising cigarettes in any manner infers that one needs to smoke them to be “cool” or “tough” or “popular”. Students don’t need to hear that. Instead, you should advertise the dangers of smoking and tobacco and encourage teens not to take up those habits. This would further health knowledge improve my generation’s health.
Exemplar #3 (cont’d)

The third advertisement shows a pretty young woman smiling engagingly, the message being the product makes you pretty and worthy of attention. A better message would be what the product actually does, demonstrating that it only has an effect on one part of the body, rather than the whole. This will prevent teens from developing high expectations of the product and feelings of disappointment when it fails to deliver what it infers that it will.

The fourth and final ad shows a woman in a typically “home-maker” position, saying “my family comes first”. For young women who have goals aside from being mothers, or are not interested in becoming mothers, this advertisement infers that there is something “wrong” about them. A better message would be one showing a young man and a young woman using and sharing the product. This would put both man and women on a more equal footing at home and at school and in the workplace.

Please take these comments into consider when putting magazines together for teens. We applaud any efforts you make to follow them.

Thank you,
Exemplar #3 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for accumulating seven value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and three more value points for identifying the part in three of the ads that might lead to that effect: without using the dandruff shampoo a student will not have friends (shows group of teens laughing and having fun), the cigarette ad implies that teens don’t need to hear that smoking is “cool” and makes you “tough”, the “pretty and worthy” ad could create disappointment and feeling of high expectations with use of the product (shows pretty woman-the product makes you pretty and worthy of attention), and the food ad shows that something is wrong with you if you are a woman and don’t want to be a home-maker (shows a woman in a typical “home-maker” position, saying that family comes first).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for accumulating eight value points. The response earns four value points for suggesting a change for each of the advertisements that may result in a positive effect on teens and four more value points for describing how each of the changes would result in a positive effect: the dandruff shampoo ad should have just one confident person instead of a group of happy ones because that would imply one can control their own life; the cigarette ad should include health info about smoking because that would keep teens informed; the “pretty and worthy” ad should be more specific to its uses because then teens will not expect such a dramatic change from its use; and the food ad should include both a man and a woman so that teens do not believe only women can cook or have a family.
Exemplar #4

Dear Publisher,

The advertisements you are publishing for teenage viewers creates a negative effect in general. Specifically, one advertisement consists of a very good looking man, with a cigarette in his mouth, in order for promotion. This message to teens is negative, telegraphing that smoking is cool, and makes you look attractive. In real life smoking is very dangerous and has many horrible risk factors when it comes to health and appearance. Another advertisement has an alcohol bottle representing a juice maker. Drinking is a major problem for some teens and this advertisement is very misleading, creating the message that it has the effects of juice. This will only intrigue teens to want to try it; once again a negative effect. The third advertisement I discovered is a very glamorous, and beautiful woman holding a [butane] lighter creating the message that if you use this lighter you will become attractive to others. This is a negative effect because it is false and not truthful. The last advertisement is a picture of these beautifully, perfect legs that are smooth and skinny. This creates a very negative effect because it is deceitful, meaning not everyone will have the legs that are in the photo if they use the [hair removal] product. In the end, all of these advertisements lead to a negative effect.

I would create changes to these advertisements so they are truthful and not misleading. For the cigarette advertisement I would change the model to a real smoker,
Exemplar #4 (cont’d)

where the real effects of smoking Show; wrinkles and bad teeth because it is the truth. I would change the alcohol bottle to a real bottle of alcohol that shows the amount of alcohol in it, and the effects. For the [butane] lighter I would change the advertisement so there is no woman in it. I would also change the skin advertisement so there is no picture of legs that look to be perfect. These changes would make the advertisements positive towards teens. This is because they would then show the truth of the product, instead of fantasizing the product. I suggest you make these changes!

Thank you for your time,

Sincerely,
A Letter to the Publisher

Exemplar #4 – Annotation

Rubric 1
Score: 4
The response earns the score of 4 on Rubric 1 for accumulating seven value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and three more value points for identifying the part in three of the ads that might lead to that effect: the cigarettes have dangerous and horrible risk factors (an attractive man is smoking, promoting that smoking is cool and makes you look attractive), the alcoholic beverage ad might convince teens to drink alcohol because it tastes and looks like juice (alcohol bottle represents a juice maker), the butane lighter ad might convince teens to smoke to be attractive, and the hair removal ad might lead to feelings of deceit (everyone will have the legs in the photo).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for accumulating six value points. The response earns four value points for suggesting a change for each of the advertisements that may result in a positive effect on teens: the cigarette ad should have a real smoker, with "wrinkles and bad teeth;" the alcoholic beverage ad should show a regular bottle full of alcohol; the butane lighter ad should not have a beautiful woman; and the hair removal ad should not include a pair of legs that are “perfect.” Additionally, the response earns fifth and sixth value points by showing how the new cigarette ad (it should educate students about the dangers of smoking) and the hair removal ad (students should have to deal with the “truth” about a product instead of its fantasy) would be positive for teens.
Dear Publisher

In this makeover ad I think that it is sending the message to teens that they have to have cool clothes to fit in. The fact that the lady who supposedly was out of style looked perfectly happy yet they still wanted to change her. Maybe if it was someone who wasn’t able to buy enough clothes that was featured it wouldn’t make such a negative affect. Then teens would see people helping other people and not just trying to change them.

In the ad “Look this way” it shows a girl who is sort of sad because maybe she doesn’t look the way she thinks she should. It may cause teens to have an image of perfection they think they need I would never make the title of this ad ‘look this way’. If it was something else like ‘beauty and health’ tips it may change teens out look on it for the good.

This ad shows a lady happier now that ‘red’s her color.’ It also shows that someone thinks that she looks the best the she ever has now that she’s skinnier. If it didn’t show her getting such a compliment maybe it wouldn’t offend teens as much.

It may make teens notice that it’s nice to look that way but it’s not the only way to look.
Exemplar #5 (cont’d)

In the ad about smoking it may show teens the only way to be happy is to smoke. The man is in a pretty nice place and looks very happy. Maybe if the big word YES wasn’t there is may show teens they don’t have to smoke if it didn’t show him so happy in such a nice place teens wouldn’t think it was so cool.

Exemplar #5 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for accumulating eight value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and four more value points for identifying the part in each ad that might lead to that effect: the makeover ad is sending the message that teens should not be out of style (have to look cool to fit in), the “perfect skin” ad might cause teens to feel they have to be perfect to be happy (“look this way”, a girl looks sad because she doesn’t look the way she should), the frozen diet meal ad might convince teens that skinniness equates to happiness (and the woman’s image of perfection in the ad could lead to a variety of health problems for students), and the cigarette ad might convince teens to smoke to be happy (a man is in a nice place and looks happy).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for accumulating five value points. The response earns three value points for suggesting a change for three of the advertisements that may result in a positive effect on teens: the title of the “perfect skin” ad should be changed, the woman in the frozen diet meal ad should not be so perfect looking, and in the cigarette ad, the big word “Yes” should be removed. Additionally, the response earns a fourth and fifth value point by showing how the new “perfect skin” ad and the new cigarette ad would benefit kids (the new skin moisturizer ad would change students’ outlook on beauty to include beauty and health tips to educate teens and the new cigarette ad would show one doesn’t have to smoke to be happy).
Dear Publisher,

The first advertisement is pushing consumers to buy [skin moisturizer]. The negative aspect of this advertisement is in the motto. The motto suggests that you can only be radiant if you use this product. This is reinforced by the fact that the woman in the picture has practically perfect skin. To make this advertisement more positive, I would remove the picture of the woman because then the motto wouldn’t be as suggestive as to what is truly radiant.

The [alcoholic beverage] advertisement is definitely negative in that it is making a connection between drinking alcohol and sex. This connection is illustrated in his advertisement by having 2 chess pieces making out behind a bottle of [alcoholic beverage]. Without having any sexual activity in their advertisements, they would not be negative. This is because it would be much more difficult to make that connection between drinking alcohol and sex.

The [toothpaste] advertisement is negative because it has a model with a perfect smile and a perfect face in the picture. This is suggesting that if you use that brand of toothpaste, you will look like a model. Without a picture of a model, this advertisement would not be negative. It would not be negative anymore because there would be no connection made between using that toothpaste and looking like a supermodel.

[female celebrity’s] scandalous perfume advertisement distracted so many guys and they were not looking at her face. They did not even know it was [female celebrity] because they were looking at her nude body. This is obviously a negative thing because guys will buy this perfume for their girlfriends and they’ll be like [female celebrity] in the advertisement. Therefore, if [female celebrity] was wearing clothes her advertisement, it would not have a negative impact.
Exemplar #6 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for accumulating six value points. The response earns three value points for providing a negative effect that three of the advertisements might have on teens and three more value points for identifying the parts in three of the ads that might lead to that effect: the skin moisturizer ad suggests to teens they can only look good by using this product (because the woman in the picture has “perfect skin”), the alcoholic beverage ad promotes sexual activity when drinking (two chess pieces making out behind a bottle of alcohol), and the toothpaste ad might pressure teens to look perfect, like a “model” (picture of a model with perfect smile and perfect face). No further credit is awarded because the negative effect of the female celebrity’s fragrance ad is not specifically addressed.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for accumulating six value points. The response earns three value points for suggesting a change for three of the advertisements that may result in a positive effect on teens: in the skin moisturizer ad, the picture of the woman should be removed; the sexual activity should be removed from the alcoholic beverage ad; the toothpaste ad should not have a picture of a model; and the female celebrity should be wearing clothes in her fragrance ad. Additionally, the response earns two value points for showing that by removing the sexual activity from the alcoholic beverage ad, they will not make a connection between alcohol and sex; also, the new toothpaste ad would benefit kids (they would no longer make the connection between models and toothpaste).
Dear Publisher,

The first advertisement that I find has a negative effect on teens deals with body image. This advertisement is not even a real person; it is a “realistic”- looking generated image, with unrealistic proportions than shouldn’t actually be achieved. Obviously, this could have a negative effect on body image and self-confidence, ultimately leading to possible eating disorders and other psychological problems. This is all to get people to buy clothing from a certain brand. Although this is obviously the goal of the corporations, I don’t think demoting the psychological well-being of teens is worth selling a few pieces of clothing.

The second advertisement obviously involves smoking. This ad doesn’t only promote smoking; it shines a positive light on [that brand of cigarettes], claiming that they care about their customers. Clearly, they do not, as they make their living selling life threatening substances to the masses. There isn’t really anything this company could do to make this ad more positive. It is not the ad that is negative; it is what is being advertised. As you would assume, lessening teens’ exposure to smoking should lower the amount of people who die from it.

The third advertisement is for margaritas. It creates a fun, playful image, which is what many alcohol advertisements strive for. This leads to teens thinking that alcohol creates fun and happiness. Also, the ad has a slogan [that] makes teens think that alcohol makes them rebellious and “different,” although this “different” is more like the norm; it is something they think they must conform to. This company could either lessen the amount of “fun” in their ads, which is unlikely to happen, because their goal is to sell and fun sells; or they could simply make an effort to keep their ads out of magazines commonly read by teenagers.
Exemplar #7 (cont’d)

Whether or not my fourth advertisements are actually negative could be considered controversial. The ads I chose were just labels, with characters wearing their clothes. I did not feel the need to put the characters in the collage, as they are all more or less the same. Again, the goal of the corporations is to sell things, but they are what creates the negative aspects of teenage culture. People think that they need to wear these things to be cool. This creates cliques, and at times social harassment. It depleats the individuality in many, and in no ways helps us celebrate what differences we have. Of course, there isn’t any way these brands can keep their advertisements out of the media completely. The negative effects that they have are inevitable.

Exemplar #7 – Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for accumulating seven value points. The response earns four value points for providing a negative effect that each of the advertisements might have on teens and three more value points for identifying the part of three of the ads that might lead to the effect: the “clothing” ad might cause teens to have eating disorders (character looks unrealistic), the cigarette ad might convince teens that tobacco companies really care about the well-being of consumers, the alcoholic beverage ad might convince teens that being rebellious and different is the norm, so teens might think they need to conform to the norm (makes alcohol use look fun), and the other assorted clothing ads might encourage the creation of cliques and social harassment (need to wear certain clothes to be cool).

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for accumulating one value point. The response earns one value point for suggesting a change to only one of the advertisements (the alcoholic beverage people should lessen the amount of fun in the ads). Because that is the only change proffered, it is the only one credited.
Exemplar #8

Dear Publisher,

I think that these magazines ads are giving off a bad image, like the deodorant ad little kids or anyone can think that their deodorant will bring them hot girls. Or that milk can give you big mcuclses because milk should give you strong bones. Or people can also think that the bed ad will make it so that you never have to get out of bed and can be lazy and sleep all the time or they can think that the girl that is show the bed will come with the bed if you buy it. The shampoo ad can make people think that their shampoo will make them have an organic experience.

I think they should change all these ads so they don’t look offensive or bad looking when they show girls in ads or guys they shouldn’t be so appearing to other. The deodorant ad could be about after sports to smell good or the bed, it doesn’t need a girl on it. It can just be the bed and the details. Things like that.

Sincerely,

Score 2 / 8

Exemplar #8 - Annotation

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for accumulating one value point. The response earns one value point for providing a negative effect that one of the advertisements might have on teens (the foam mattress ad might convince teens to be “lazy” or sleep all the time).

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for accumulating two value points. The response earns two value points for suggesting a change to two of the advertisements (the men’s deodorant ad should show an after-sports scene, and the foam mattress ad should not “need a girl”). Because those are the only changes proffered, they are the only ones credited.
A Letter to the Publisher

Exemplar #9

To whom this may concern,

I think most of these ad’s are not telling the truth such as this [cigarette] advertisement they don’t say that it can give you Lung Cancer all it says is, “A pleasure to burn”! but I don’t think most people think that it is a “Pleasure to burn.”

I would change this ad by putting a quote that says May and will cause lung cancer. So the people are getting the truth out of these advertisements.

Exemplar #9 - Annotation

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for accumulating two value points. The response earns one value point for providing a negative effect that one of the advertisements might have on teens (it might convince teens to smoke, thereby ending up with lung cancer) and one value point for identifying what part of the ad might do that (saying that the cigarettes are a “pleasure”).

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for accumulating two value points. The response earns one value point for suggesting a change to the cigarette advertisement (adding the phrase “may and will cause cancer”) and a second value point for describing how that would have a positive effect (so teens would realize the real dangers of smoking).
Dear Publisher

Some of the advertisements in your magazine use ideas that are negative. I believe that you should not have these adds in your magazine. Your magazine is full of false and crude advertising.

The add in the upper left states that, in order to tell a good story, you need a wad of chew tucked into your lip. This is false advertising. Having chew, has nothing to do with telling stories. This add uses storytelling as an incentive for buying [chewing tobacco].

The add in the bottom left is assuming that each customer hates their computer. This is generalizing. It also uses an animal in the add but that has nothing to do with computers.

The add in the upper right shows some one who is diving with sharks. Then it states that you should not take chances with your health. The guy in the cage is taking risk with his help but it is not an affective add because normal people cannot relate to the cage guy. Not many people dive with sharks so that kind of a risk is not there.

The last add is the worst. It is saying that their rifle shoots so many birds in the sky that the sky is cleared of
Exemplar #10 (cont’d)

all life. It is using “Killing animals is fun and easy with this rifle” to advertise. Some people would be offended by this add.

Some of these adds are offensive, some are lying, and some are unrealistic. You should screen your advertising more when you produce your next magazine.

Sincerely,

Exemplar #10 – Annotation

Score 1 / 8

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for accumulating two value points. The response earns one value point for providing a negative effect that one of the advertisements might have on teens (it might convince teens they need chewing tobacco to tell a good story) and one value point for identifying what part of the ad might do that (saying it is the “recipe” for a great story).

Rubric 2
Score: 0
This response earns the score of 0 on Rubric 2 for accumulating no value points. The response does not suggest a change to any of the four ads. Without suggesting changes, no points can be earned on this rubric.
Advertising – Is a written or spoken media message designed to interest consumers in purchasing a product or service.
Affect – To bring about change or influence (how smoking affects the health).
Alcohol – The drug in wine, beer, and liquor that causes intoxication.
Alcoholism – A disease that causes a person to lose control of his or her drinking behavior; a physical and emotional addiction to alcohol.
Anorexia Nervosa – An eating disorder that involves self-starvation, a distorted body image, and low body weight.
Balanced Diet – Eating and drinking the right amount of nutrients for a health balanced diet.
Behavior – A way a person chooses to act or respond.
Behavior Risk – A situation that will increase the likelihood of injury, disease, or other health problems.
Beneficial – Promoting a favorable result.
Benefit – Something promoting well-being.
Bulimia Nervosa – An eating disorder in which an individual repeatedly eats large amounts of food and then uses behaviors such as vomiting or using laxatives to rid the body of the food.
Character – Qualities or features that distinguish a person.
Chemical Dependency – Physical or emotional need to continue taking a drug.
Chemical Toxins – A poisonous substance that is produced by living cells or organisms and is capable of causing disease when introduced into the body.
Comparison shopping – A method of judging the benefits of different products by comparing several factors, such as quality, features, and cost.
Consequences – Are the results of your actions and decisions.
Consumer – A person who buys or uses a product or service.
Consumption – The process of taking food into the body through the mouth (as by eating).
Desensitization – Is the effect of reacting less after frequent exposure to something.
Eating Disorders – An extreme, harmful eating behavior that can cause serious illness or even death.
Emotion – Is the feeling that is produced in response to life experiences.
Fact – Something believed to be true or real.
Harmful – Capable of causing injury or harm; involving or causing danger or risk.
Health – State of well-being in which all of the components of health: physical, emotional, social, mental/intellectual, and environmental are in balance.
  Physical Health – Refers to the way your body functions; proper nutrition and sleep, regular exercise, recommended body weight.
  Emotional Health – Is expressing your emotions in a positive, nondestructive way
  Social Health – Is the quality of your relationships with friends, family, teachers, and others you are in contact with.
  Mental/Intellectual Health – Is the ability to recognize reality and cope with the demands of daily life. It is the ability to enjoy learning and know that striving for information and understanding can be an exciting, life-long process.
  Environmental Health – Is keeping your air and water clean, your food safe, and the land around you enjoyable and safe.
Glossary (cont’d)

Health Enhancing – Ability to improve your health.
Hidden Messages in Advertising – Advertisers use several techniques to persuade consumers to purchase their products or services.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
<th>Hidden Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandwagon</td>
<td>A group of people using a product</td>
<td>Everyone is using it and you should too.</td>
</tr>
<tr>
<td>Humor</td>
<td>Product displayed as a cartoon, slogan, or jingle</td>
<td>It may be a catchy tune so you may remember this “hook” and purchase the product.</td>
</tr>
<tr>
<td>Rich and famous</td>
<td>Product displayed by a famous person</td>
<td>It will make you feel rich and famous.</td>
</tr>
<tr>
<td>Free gifts</td>
<td>Redeemable coupons for merchandise</td>
<td>It’s a great deal and too good to pass up.</td>
</tr>
<tr>
<td>Scientific</td>
<td>Teens will believe the data</td>
<td>If it’s in a laboratory, it must be true.</td>
</tr>
<tr>
<td>Great outdoors</td>
<td>Scenes of nature</td>
<td>It must be healthy if it’s associated with nature.</td>
</tr>
<tr>
<td>Good times</td>
<td>People smiling and laughing</td>
<td>If you buy it, you will be happy too.</td>
</tr>
<tr>
<td>Testimonial</td>
<td>People for whom a product has worked</td>
<td>It worked for them, it will work for me.</td>
</tr>
</tbody>
</table>

Hygiene – A condition promoting clean, sanitary practices; “personal hygiene”.
Leisure- Freedom to choose an enjoyable activity i.e. walking, gardening, hiking, golfing, cycling.
Leisure Activity – Choosing an activity for enjoyment i.e. walking, gardening, hiking, golfing, cycling.
Life Goals – The ability to set expectations for a healthy life.
Listening – The act of hearing attentively.
Media – Various methods of communicating information, includes radio, television, film, magazines, books, and the Internet.
Media literacy – Is the skill of being able to recognize and evaluate the influence of messages in media.
Myth – A fictitious story, person, or thing
Non-Verbal Communication – Body language i.e. facial expressions, gestures, and posture.
Resolution – An explanation, as of a problem; a solution.
Risk – Any venturesome undertaking especially one with an uncertain outcome which could be negative “she was drinking and driving and got in an accident” or positive “he tried out for a team and made it”.
Risk Factor – Anything that increases the likelihood of injury, disease, or other health problems.
Self-esteem – Pride in oneself; self-respect.
Stress – Is the body’s and mind’s response to a situation, positive or negative.
Stressor – Something that causes stress; example, traffic jam.
Unsafe – Involving or causing danger or risk.
Centers for Disease Control and Prevention (CDC)

Health Information and Statistics
www.cdc.gov

OSPI Health and Fitness

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

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

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

Washington State Department of Health

Health Information, Washington State
http://www.doh.wa.gov/
**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 A Letter to the Publisher** - **A total** score on both rubrics of five or more points to meet standard.

- 7 - 8 = 4
- 5 - 6 = 3 meets standard (“proficient”)
- 3 - 4 = 2
- 1 - 2 = 1
- 0 = 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
1. **What does the law state regarding health and fitness assessments at the state level?**

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

The fully amended law now states:

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

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

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

**REQUIRED REPORTING**

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

OSPI plans to share the results from the required portion of the verification report on the website in fall 2009.
OPTIONAL REPORTING
In an effort to obtain a comprehensive picture of state implementation, OSPI is asking that school districts consider completing the optional sections of the iGrants form package 408.

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

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

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

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

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

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

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

When teachers score their student’s responses, both the student and teacher receive immediate feedback on what has been learned.
A Letter to the Publisher

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

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

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

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

9. What is considered a “passing” score?

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

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

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

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=sysstem

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

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

**SCHEDULE/CALENDAR**

**September – January**

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

**February – May**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

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.