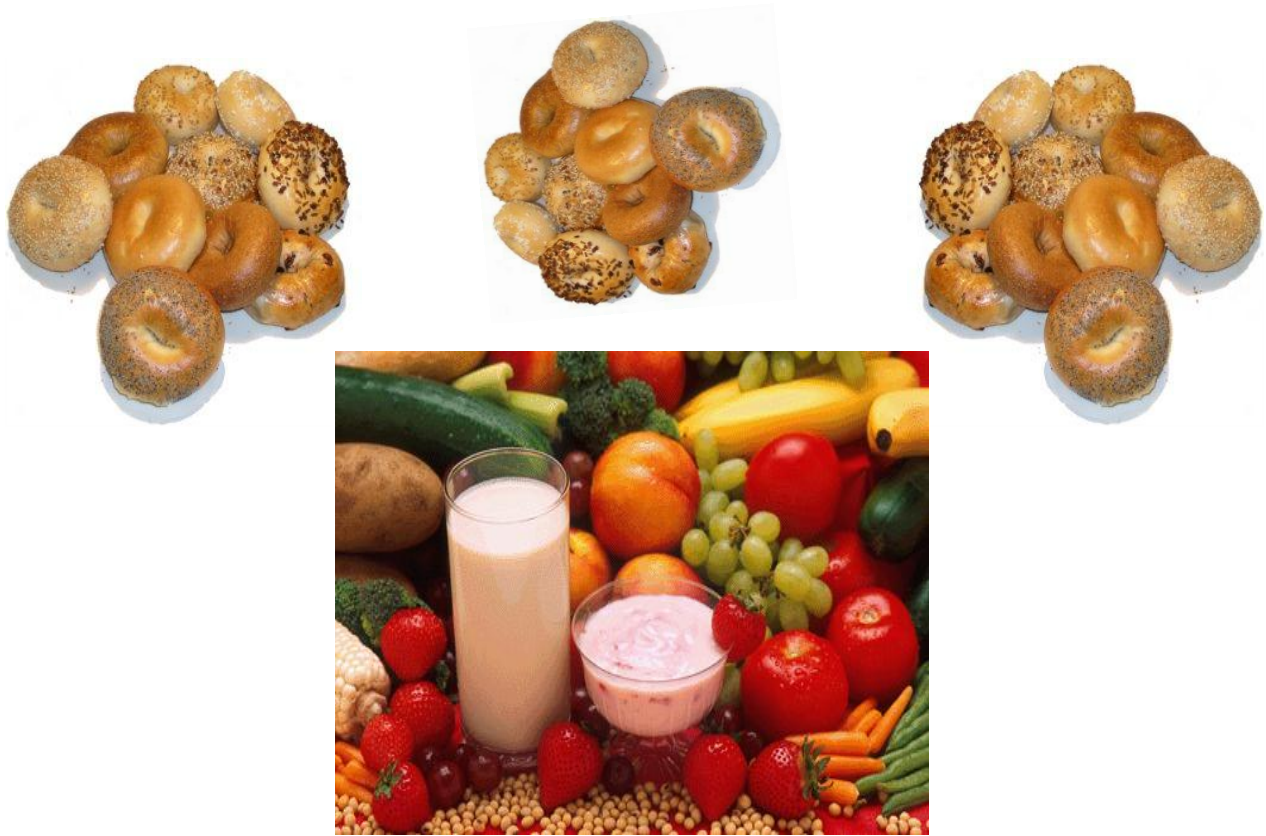


Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Cafeteria Choices
Health Assessment for High School



Cafeteria Choices

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document or to order more copies, please contact:

Lisa Rakoz
Program Supervisor, Health and Fitness Education
OSPI
E-mail: lisa.rakoz@k12.wa.us
Phone: 360.725.4977, TTY 360.664.3631

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Cafeteria Choices

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High School

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

Middle School

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

Elementary School

Alice Atha, Health and Fitness Education, Evergreen Public Schools
Shelly English, Health and Fitness Education, Sultan School District
PJ Jarvis, Health and Fitness Education, Central Valley School District
Adrienne Long, Health and Fitness Education, Lakeside School
Dan Mertz, Health and Fitness Education, Evergreen Public Schools
Diane Olliffe, Health and Fitness Education, Kent School District
Dan Persse, Health and Fitness Education, Blaine School District
Kevin Schmidt, Health and Fitness Education, Steilacoom Historical School District



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SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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

Cafeteria Choices

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 *Cafeteria Choices*.

- Reproduce one **Student Copy** of *Cafeteria Choices* for each student, pages 17-21.
- Read **Rubrics**, pages 22-26.
- Read **Scoring Notes**, pages 27-29.
- Read **Exemplars & Annotations**, pages 30-62.
- Read **Glossary**, pages 63-66.
- Read **Teacher Resources**, page 67.
- 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.



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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 *Cafeteria Choices* administration.

- Cover/remove potential answers to the assessment (posters, teaching aids, etc.).
- Distribute **Student Copies** of *Cafeteria Choices*, pages 17-21.
- One pencil or pen for each student.

"Day After" Checklist

Teacher checklist for the day after *Cafeteria Choices* administration.

- Review **Scoring Notes** pages 27-29.
- Review **Glossary for Health and Fitness Assessments**, page 68.
- Use the **Rubrics** provided to score *Cafeteria Choices*, pages 22-26.
- Score** *Cafeteria Choices*. This assessment could be used as part of a student's grade.



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- Compile and submit data** as required by school district/OSPI.
- Provide feedback to students (OSPI recommends **teachers keep all assessments for one year, and then shred**).

REQUIRED REPORTING

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

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



Cafeteria Choices

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.

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 response.
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.



Cafeteria Choices

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, *Cafeteria Choices*. 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.**

In response to the student council’s request for more input into school cafeteria food choices, the cafeteria director has asked you, Student Council President, to select an additional item to be included on the Healthy Choice Lunch menu.

The item chosen must adhere to strict nutritional requirements, so you decide to recommend that bagels be added. You have narrowed the choice to two different brands. The cafeteria director asks you to provide a report in support of your choice. The information provided in your report will help your cafeteria director select the healthiest brand.

Say: **Are there any questions about the prompt?** (pause for questions) **Follow along as I read the pre-writing.**

Pre-writing—will not be scored.

Compare the Nutrition Facts labels for Bagel-Brand A and Bagel-Brand B.

Bagel-Brand A	Bagel-Brand B

Say: **Are there any questions about the pre-writing?** (pause for questions) **There are four parts to this assessment. Follow along as I read Part 1.**



Cafeteria Choices

Teacher Copy

REPORT

Part 1:

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:
Positive health benefit:
Second reason for choosing Bagel-Brand A over Bagel-Brand B:
Positive health benefit:

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



Cafeteria Choices

Teacher Copy

Part 2:

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should not choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel-Brand A over Bagel-Brand B:
Negative impact on health:
Second reason for not choosing Bagel-Brand A over Bagel-Brand B:
Negative impact on health:

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



Cafeteria Choices

Teacher Copy

Part 3:

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item:
One nutritional benefit:
Second additional food item:
One nutritional benefit:

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

Part 4:

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B



Cafeteria Choices

Teacher Copy

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

Bagel – Brand A

Nutrition Facts

Serving size 1 bagel (104g)

Servings per container 6

Amount Per Serving

Calories 290 Calories from Fat 30

% Daily Value*

Total Fat 3.5g 5%

Saturated Fat 2.5g 15%

Trans Fat 0g

Polyunsaturated Fat 1g

Monounsaturated Fat 0g

Cholesterol 20g 7%

Sodium 460mg 19%

Total Carbohydrate 58g 19%

Dietary Fiber 4g 12%

Sugars 11g

Protein 7g

Vitamin A 0% • Vitamin C 0%

Calcium 15% • Iron 10%

Thiamin 25% • Riboflavin 10%

Niacin 15% • Folate 20%

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

	Calories	2,000	2,500
Total Fat	Less than	65 mg	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400 mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

Bagel – Brand B

Nutrition Facts

Serving size 1 bagel (104g)

Servings per container 6

Amount Per Serving

Calories 290 Calories from Fat 10

% Daily Value*

Total Fat 1.5g 2%

Saturated Fat 0.5g 0%

Trans Fat 0g

Polyunsaturated Fat 1g

Monounsaturated Fat 0g

Cholesterol 0g 0%

Sodium 620mg 26%

Total Carbohydrate 61g 20%

Dietary Fiber 2g 6%

Sugars 5g

Protein 9g

Vitamin A 0% • Vitamin C 0%

Calcium 15% • Iron 10%

Thiamin 25% • Riboflavin 10%

Niacin 15% • Folate 20%

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

	Calories	2,000	2,500
Total Fat	Less than	65 mg	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400 mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



Cafeteria Choices

Student Copy



Cafeteria Choices

Student Copy

Name _____ Period _____

Date _____ Teacher _____

School _____

Total Score _____ / 14

In response to the student council's request for more input into school cafeteria food choices, the cafeteria director has asked you, Student Council President, to select an additional item to be included on the Healthy Choice Lunch menu.

The item chosen must adhere to strict nutritional requirements, so you decide to recommend that bagels be added. You have narrowed the choice to two different brands. The cafeteria director asks you to provide a report in support of your choice. The information provided in your report will help your cafeteria director select the healthiest brand.

Pre-writing

Compare the Nutrition Facts labels for Bagel-Brand A and Bagel-Brand B.

Bagel-Brand A	Bagel-Brand B



Cafeteria Choices

Student Copy

Part 1:

REPORT

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:
Positive health benefit:
Second reason for choosing Bagel-Brand A over Bagel-Brand B:
Positive health benefit:

Score _____ / 4



Cafeteria Choices

Student Copy

Part 2:

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel A over Bagel B:
Negative impact on health:
Second reason for not choosing Bagel A over Bagel B:
Negative impact on health:

Score _____ / 4



Cafeteria Choices

Student Copy

Part 3:

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item:
One nutritional benefit:
Second additional food item:
One nutritional benefit:

Score _____ / 4

Part 4:

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B

Score _____ / 2



Cafeteria Choices

Bagel – Brand A

Nutrition Facts

Serving size 1 bagel (104g)

Servings per container 6

Amount Per Serving

Calories 290 Calories from Fat 30

% Daily Value*

Total Fat 3.5g	5%
Saturated Fat 2.5g	15%
Trans Fat 0g	
Polyunsaturated Fat 1g	
Monounsaturated Fat 0g	
Cholesterol 20g	7%
Sodium 460mg	19%
Total Carbohydrate 58g	19%
Dietary Fiber 4g	12%
Sugars 11g	

Protein 7g

Vitamin A 0%	• Vitamin C 0%
Calcium 15%	• Iron 10%
Thiamin 25%	• Riboflavin 10%
Niacin 15%	• Folate 20%

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

	Calories	2,000	2,500
Total Fat	Less than	65 mg	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400 mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

Bagel – Brand B

Nutrition Facts

Serving size 1 bagel (104g)

Servings per container 6

Amount Per Serving

Calories 290 Calories from Fat 10

% Daily Value*

Total Fat 1.5g	2%
Saturated Fat 0.5g	0%
Trans Fat 0g	
Polyunsaturated Fat 1g	
Monounsaturated Fat 0g	
Cholesterol 0g	0%
Sodium 620mg	26%
Total Carbohydrate 61g	20%
Dietary Fiber 2g	6%
Sugars 5g	

Protein 9g

Vitamin A 0%	• Vitamin C 0%
Calcium 15%	• Iron 10%
Thiamin 25%	• Riboflavin 10%
Niacin 15%	• Folate 20%

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

	Calories	2,000	2,500
Total Fat	Less than	65 mg	80g
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Dietary Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



Rubrics



Cafeteria Choices

Rubric – A tool used to score assessments

RUBRIC 1 – Used to score Part 1 of *Cafeteria Choices*

Grade Level Expectations (GLEs)

1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

1.5.3 Analyzes the effectiveness of various nutritional products.

4	<p>A 4-point response: The student identifies, using information from the product labels, two reasons for choosing Bagel-Brand A over Bagel-Brand B. Explain why each reason is a positive health benefit.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td>First reason for choosing Bagel-Brand A over Bagel-Brand B :</td> </tr> <tr> <td><i>Bagel-Brand A has more fiber than Bagel-Brand B.</i></td> </tr> <tr> <td>Positive health benefit:</td> </tr> <tr> <td><i>Fiber plays a key role in digestive health.</i></td> </tr> <tr> <td>Second reason for choosing Bagel-Brand A over Bagel-Brand B :</td> </tr> <tr> <td><i>Bagel-Brand A has less sodium than Bagel-Brand B.</i></td> </tr> <tr> <td>Positive health benefit:</td> </tr> <tr> <td><i>Reduces chances of high blood pressure.</i></td> </tr> </table>	First reason for choosing Bagel-Brand A over Bagel-Brand B :	<i>Bagel-Brand A has more fiber than Bagel-Brand B.</i>	Positive health benefit:	<i>Fiber plays a key role in digestive health.</i>	Second reason for choosing Bagel-Brand A over Bagel-Brand B :	<i>Bagel-Brand A has less sodium than Bagel-Brand B.</i>	Positive health benefit:	<i>Reduces chances of high blood pressure.</i>
First reason for choosing Bagel-Brand A over Bagel-Brand B :									
<i>Bagel-Brand A has more fiber than Bagel-Brand B.</i>									
Positive health benefit:									
<i>Fiber plays a key role in digestive health.</i>									
Second reason for choosing Bagel-Brand A over Bagel-Brand B :									
<i>Bagel-Brand A has less sodium than Bagel-Brand B.</i>									
Positive health benefit:									
<i>Reduces chances of high blood pressure.</i>									
3	3-point response: The student identifies, using information from the product labels, two reasons for choosing Bagel-Brand A over Bagel-Brand B and explains why one reason is a positive health benefit.								
2	2-point response: The student identifies, using information from the product labels, two reasons for choosing Bagel-Brand A over Bagel-Brand B but does not explain why either reason is a positive health benefit. OR identifies, using information from the product labels, one reason for choosing Bagel-Brand A over Bagel-Brand B and explains why the reason is a positive health benefit.								
1	1-point response: The student identifies, using information from the product labels, one reason for choosing Bagel-Brand A over Bagel-Brand B but does not explain why the reason is a positive health benefit.								
0	0-point response: The student identifies no benefits of choosing Bagel-Brand A over Bagel-Brand B.								



Cafeteria Choices

RUBRIC 2 – Used to score Part 2 of *Cafeteria Choices*

Grade Level Expectations (GLEs)

1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

1.5.3 Analyzes the effectiveness of various nutritional products.

4	<p>A 4-point response: The student identifies, using information from the product labels, two reasons for not choosing Bagel-Brand A over Bagel-Brand B. Explains why each reason is a negative impact on health.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td>First reason for not choosing Bagel-Brand A over Bagel-Brand B:</td> </tr> <tr> <td><i>Brand A has more saturated fat than Brand B.</i></td> </tr> <tr> <td>Negative impact on health:</td> </tr> <tr> <td><i>Saturated fat may lead to heart disease.</i></td> </tr> <tr> <td>Second reason for not choosing Bagel-Brand A over Bagel-Brand B:</td> </tr> <tr> <td><i>Bagel Brand A has more sugar than Brand B.</i></td> </tr> <tr> <td>Negative impact on health:</td> </tr> <tr> <td><i>More sugar may lead to tooth decay.</i></td> </tr> </table>	First reason for not choosing Bagel-Brand A over Bagel-Brand B:	<i>Brand A has more saturated fat than Brand B.</i>	Negative impact on health:	<i>Saturated fat may lead to heart disease.</i>	Second reason for not choosing Bagel-Brand A over Bagel-Brand B:	<i>Bagel Brand A has more sugar than Brand B.</i>	Negative impact on health:	<i>More sugar may lead to tooth decay.</i>
First reason for not choosing Bagel-Brand A over Bagel-Brand B:									
<i>Brand A has more saturated fat than Brand B.</i>									
Negative impact on health:									
<i>Saturated fat may lead to heart disease.</i>									
Second reason for not choosing Bagel-Brand A over Bagel-Brand B:									
<i>Bagel Brand A has more sugar than Brand B.</i>									
Negative impact on health:									
<i>More sugar may lead to tooth decay.</i>									
3	3-point response: The student identifies, using information from the product labels, two reasons for not choosing Bagel-Brand A over Bagel-Brand B and explains why one reason is a negative impact on health.								
2	2-point response: The student identifies, using information from the product labels, two reasons for not choosing Bagel-Brand A over Bagel-Brand B but does not explain why either reason is negative. OR Identifies, using information from the product labels, one reason for not choosing Bagel A over Bagel B and explains why the reason is a negative impact on health.								
1	1-point response: The student identifies, using information from the product labels, one reason for not choosing Bagel-Brand A over Bagel-Brand B but does not explain why the reason is a negative impact on health.								
0	0-point response: The student identifies no negative impact of choosing Bagel- Brand A over Bagel-Brand B.								



Cafeteria Choices

RUBRIC 3 – Used to score Part 3 of *Cafeteria Choices*

Grade Level Expectations (GLEs)

1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

1.5.3 Analyzes the effectiveness of various nutritional products.

4	<p>4-point response: The student identifies two additional foods that the school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel- Brand B lacks or provides in small amounts.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Additional food item: <i>Milk</i></td> </tr> <tr> <td style="padding: 5px;">One nutritional benefit: <i>Milk adds calcium.</i></td> </tr> <tr> <td style="padding: 5px;">Second additional food item: <i>Fruit cup</i></td> </tr> <tr> <td style="padding: 5px;">One nutritional benefit: <i>Fruit cup will add more fiber.</i></td> </tr> </table>	Additional food item: <i>Milk</i>	One nutritional benefit: <i>Milk adds calcium.</i>	Second additional food item: <i>Fruit cup</i>	One nutritional benefit: <i>Fruit cup will add more fiber.</i>
Additional food item: <i>Milk</i>					
One nutritional benefit: <i>Milk adds calcium.</i>					
Second additional food item: <i>Fruit cup</i>					
One nutritional benefit: <i>Fruit cup will add more fiber.</i>					
3	<p>3-point response: The student identifies two additional foods that the school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel- Brand B lacks or provides in small amounts. The student explains one benefit of one of the foods identified.</p>				
2	<p>2-point response: The student identifies two additional foods that the school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel- Brand B lacks or provides in small amounts. The student does not explain a benefit of the foods identified.</p> <p>OR</p> <p>Identifies one additional food that the school could serve with Bagel Brand B that would compensate for a nutrient that Bagel-Brand B lacks or provides in small amounts. The student explains one benefit of one of the foods identified.</p>				
1	<p>1-point response: The student identifies one additional food that the school could serve with Bagel-Brand B that would compensate for a nutrient that Bagel Brand B lacks or provides in small amounts. The student does not explain a benefit of the food identified.</p>				
0	<p>0-point response: The student identifies no additional foods that could be served with Bagel-Brand B.</p>				



Cafeteria Choices

RUBRIC 4 – Used to score Part 4 of *Cafeteria Choices*

Grade Level Expectations (GLEs)

1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

1.5.3 Analyzes the effectiveness of various nutritional products.

2	A 2-point response: The student identifies two supporting details for the recommended bagel using specific data in the food label (example: percentages, number of grams, etc.). Example: <i>First, I would recommend Bagel B because it has 1.5 grams of fat compared to Bagel A which has 3.5 grams of fat. Second, Bagel B has less sugar (5 grams of sugar) compared to Bagel A (11 grams of sugar).</i>
1	A 1-point response: The student identifies one supporting detail for the recommended bagel.
0	A 0-point response: The student identifies no supporting details for the recommended bagel.



Scoring Notes



Scoring Notes

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

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

Passing Score on *Cafeteria Choices* – A **total** score on all four rubrics of eleven or more points meets standard.

13 – 14	= 4	
11 – 12	= 3	meets standard “proficient”)
8 – 10	= 2	
1 – 7	= 1	
0	= 0	

Rubric 1

1. Points should not be given for responses that simply list the nutrients on either of the nutritional labels. Points are earned for comparing the two labels and identifying the **positive** nutritional facts. (Bagel-Brand A has less sodium than Bagel-Brand B.)
2. Points should not be given for explanations that state “losing weight” as a benefit of “fewer carbohydrates”. While many students make this claim (due mostly to the current popularity of low carbohydrate diets), its nutritional validity is not yet verified.
3. Points should not be given for explanations that state “increasing” muscle mass as a benefit of “iron.”

Rubric 2

1. Points should not be given for responses that simply list the nutrients on either of the nutritional labels. Points are earned for comparing the two labels and identifying the **negative** nutritional facts. (Bagel-Brand A has 2g more total fat than Bagel-Brand B).
2. Explaining why excess carbohydrates are negative such as, “excess carbs are stored as fat” is acceptable. This response is acceptable because the student identifies why excessive amounts are negative.

Rubric 3

1. On Rubric 3, points should be awarded if the foods identified are nutritionally valid options, not if they would make a nice meal. For example, while eating a bagel with broccoli might not sound appealing, it is a good nutritional choice.
2. Points should not be given for explanations that state “natural sugars” as a benefit of “fruit.”



Cafeteria Choices

Continued-Scoring Notes

- Points should not be given for identifying a food guide pyramid group as a nutritional benefit. This response refers to a balanced diet but not a specific nutritional benefit.
- In the final part of the item, students are asked to provide two foods to compensate the nutrients that Bagel Brand B lacks. The following is a list (not comprehensive) of some foods that are acceptable and some foods that are not:

ACCEPTABLE

Fruit
Orange Juice
Yogurt
Cheese
Eggs
Vegetables

NOT ACCEPTABLE

Butter
Margarine
Jam/Jelly
Bacon
Sausage

Rubric 4

- Regardless of the bagel the student chooses, the students rational for their choice is scored not their choice of bagel.



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.



Cafeteria Choices

RUBRIC 1

Part 1:

Exemplar #1

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Bagel A has a higher amount of dietary fiber</i>
Positive health benefit:
<i>Helps regulate digestion system</i>
Second reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Bagel A has less sodium</i>
Positive health benefit:
<i>Less chance of high blood pressure</i>

This response earns a 4 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why each of those benefits is positive.

The response identifies that Bagel A has a “higher amount of dietary fiber” and has less sodium earning 2 points. Additionally, it explains that dietary fiber helps “regulate digestion” and that less sodium would result in “less chance of high blood pressure” earning 2 more points.

Score 4 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #2

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

Bagel Brand A has less sodium than Bagel Brand B.

Positive health benefit:

With less salt the bagel is healthier because too much salt can lead to heart attacks, heart disease and other diseases.

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

Brand A has more fiber.

Positive health benefit:

Keeps the digestive pipes clean.

This response earns a 4 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why each of those benefits is positive.

The response identifies that Bagel A has “less sodium” and has “more fiber” earning two points. Additionally, it explains the relationship of salt to heart disease and that fiber has a positive effect on the digestive tract for two more points.

Score 4 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #3

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

Bagel A has less carbohydrates 58g than Bagel B 61 g.

Positive health benefit:

With less carbohydrates Bagel A has less potential for the development of fat due to excess "carbs."

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

Bagel A 4 g has more fiber than Bagel-B 2 g

Positive health benefit:

More Fiber allows For better digestion of food, for better gastroenterological health.

This response earns a 4 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why each of those benefits is positive.

The response identifies that Bagel A has a "less carbohydrates than Bagel B and that Bagel A has more fiber than Bagel B earning two points. Additionally, it explains that excess carbohydrates are related to the development of fat and that fiber is related to better "gastroenterological health" earning two more points.

Score 4 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #4

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

There is more Dietary Fiber Bagel A has 12 percent Bagel B has 6 %

Positive health benefit:

More fiber keeps you regular

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

Less carbohydrates 19% and Bagel B has 20%

Positive health benefit:

To many carbohydrates store up to be fat if they aren't burned up.

This response earns a 4 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why each of those benefits is positive.

The response identifies that Bagel A has more “Dietary Fiber” than Bagel B and less carbohydrates than Bagel B earning two points. Additionally, it explains that dietary fiber “keeps you regular” and that too many carbohydrates “store up to be fat if not burned” earning two more points.

Score 4 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #5

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

There are fewer total carbohydrates in Bagel-Brand A.

Positive health benefit:

Fewer carbs means it's more nutritious.

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

There is more dietary fiber in Bagel Brand A

Positive health benefit:

Dietary fiber helps your digestive track. The more the better.

This response earns a 3 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why one of those benefits is positive.

The response identifies that Bagel A has fewer total carbohydrates than Bagel B and that there is more dietary fiber in Bagel A earning two points. The response earns 1one more point when it explains that dietary fiber helps “regulate digestion”; however, “fewer carbs means it’s more nutritious” is not an acceptable answer because it is inaccurate.

Score 3 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #6

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

There is more sodium in bagel-brand B than in bagle-brand A.

Positive health benefit:

You get less sodium because your body doesn't need extra sodium.

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

There is less carbs in bagel-brand A than bagle-brand B.

Positive health benefit:

Less carb intake because if your body gets more carbs than it can burn, it will store them away in your body as fat.

This response earns a 3 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why one of those benefits is positive.

The response identifies that there is more sodium in Bagel B than Bagel A and that there are less carbs in Bagel A than Bagel B earning two points. The response earns one more point when it explains that the body "will store excess carbs as fat"; however, "because your body doesn't need extra sodium" is not an acceptable answer because it is too vague.

Score 3 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #7

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Brand-A has less sodium than Brand-B</i>
Positive health benefit:
<i>Less sodium in diet.</i>
Second reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Brand-A has More fiber than Brand-B.</i>
Positive health benefit:
<i>Better digestion.</i>

This response earns a 3 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B and for explaining why one of those benefits is positive.

The response identifies that Bagel A has less sodium and more fiber earning two points. The response earns one more point when it explains the benefit of better digestion for more fiber, however, no further points are awarded because repeating “less sodium in the diet” does not identify a health benefit.

Score 3 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #8

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

It has 4 g dietary Fiber and B only has 2g.

Positive health benefit:

You need fiber in your body, specially when you become older.

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

It has 7 g of protein

Positive health benefit:

You need Protein to maintain a good healthy body and strong bones.

This response earns a 2 on Rubric 1 for using the nutritional labels to identify two benefits of choosing Bagel A over Bagel B. However, no further points are awarded because it does not explain why they are a healthy part of a balanced diet.

The response identifies that there is more fiber and protein in Bagel A earning two points. No further points are awarded because “you need fiber in your body” is too vague. Stating “to maintain a good healthy body and strong bones” is also too vague and incorrect.

Score 2 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #9

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:

Bagel Brand A has less sodium than bagel brand B by 160mg.

Positive health benefit:

Less sodium is a health benefit because sodium is found in almost everything so when you can downsize your sodium intake you should.

Second reason for choosing Bagel-Brand A over Bagel-Brand B:

Bagel Brand A has less carbohydrates than Bagel B.

Positive health benefit:

If you are a person who keeps track of your carbs this would mean you get more to eat.

This response earns a 1 on Rubric 1 for using the nutritional labels to identify one benefit of choosing Bagel A over Bagel B. No further points are awarded because it does not explain why they are a healthy part of a balanced diet.

The response identifies that Bagel A has less sodium than Bagel B earning one point. No further points are awarded because the statement “less carbohydrates” is not identified as a health benefit.

Score 1 / 4



Cafeteria Choices

Part 1:

RUBRIC 1

Exemplar #10

Identify **positive** nutritional facts from the food label.

1. Identify **two** reasons why your school should choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **positive** health benefit.

First reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Because you have more sodium and carbohydrates</i>
Positive health benefit:
<i>The calcium for your bones</i>
Second reason for choosing Bagel-Brand A over Bagel-Brand B:
<i>Has more dietary fiber than bagel-brand B</i>
Positive health benefit:
<i>Could help your diet.</i>

This response earns a 1 on Rubric 1 for using the nutritional labels to identify one benefit of choosing Bagel A over Bagel B. No further points are awarded because it does not explain why they are a healthy part of a balanced diet.

The response identifies that there is more fiber in Bagel A earning one point. No further points are awarded because having more sodium and carbohydrates is not positive; calcium is the same for both bagels and “could help your diet” is too vague.

Score 1 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #1

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

Because it has more calories from fat. A has 30 B has 10

Negative impact on health:

To much fat can give you clogged arteries and make you obese.

Second reason for **not** choosing Bagel A over Bagel B:

Because it has less protein. A has 7 g B has 9 g

Negative impact on health:

The more protein the better it gives you tons of energy to build muscles.

This response earns a 4 on Rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining each of these reasons.

This response identifies that Bagel A has more calories from fat and that Bagel A has less protein than Bagel B. Additionally, this response earns two more points by explaining that “clogged arteries” can result from too much fat and protein is needed to “build muscles”.

Score 4 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #2

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

I would chose bagle B because there is 10 calories from fat and 30 in bagle A.

Negative impact on health:

Fat is a negative impact because fat can clog your arteries.

Second reason for **not** choosing Bagel A over Bagel B:

I also wouldn't choose bagle A over B because bagle A has 20 g cholesterol and B has 0g

Negative impact on health:

Cholesterol is a negative impact because it is bad for your heart.

This response earns a 4 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining each of these reasons.

This response identifies that Bagel A has more calories from fat and that Bagel A has 20 g cholesterol compared to 0g in Bagel B earning two points. Additionally, this response earns two more points by explaining that “fat can clog your arteries” and that cholesterol is “bad for your heart”.

Score 4 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #3

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel A over Bagel B:
<i>To much calories from fat.</i>
Negative impact on health:
<i>You'll gain weight</i>
Second reason for not choosing Bagel A over Bagel B:
<i>It has more cholesterol.</i>
Negative impact on health:
<i>Bad for your arteries and heart.</i>

This response earns a 4 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining each of these reasons.

This response identifies that Bagel A has too much calories from fat and that Bagel A has more cholesterol than Bagel B earning two points. Additionally, this response earns two more points by explaining that “You’ll gain weight” with too many calories from fat and that too much cholesterol would be “bad for your arteries and heart”.

Score 4 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #4

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

Why not to choose Bagel A instead of B is Bagel A has more total fat.

Negative impact on health:

Is you could go over the amount of fat you need and put on extra weight.

Second reason for **not** choosing Bagel A over Bagel B:

Another reason for not choosing Bagel A over B is Bagel A has more cholesterol.

Negative impact on health:

Cholesterol can block your arteries and cause a heart attack.

This response earns a 4 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining each of these reasons.

This response identifies that Bagel A “has more total fat” and that Bagels A has” more cholesterol” than Bagel B earning two points. Additionally this response earns two more points by explaining that you could “go over your amount of fat you need and put on extra weight” and that cholesterol can block arteries and cause heart attack.

Score 4 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #5

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

Bagel Brand A has more saturated fat than Bagel Brand B.

Negative impact on health:

People will become more fat

Second reason for **not** choosing Bagel A over Bagel B:

Bagel Brand A has more sugar than Bagel brand B.

Negative impact on health:

People will become to hyper in school and it's has more fat

This response earns a 3 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining one of these reasons.

This response identifies that Bagel A has more saturated fat and that Bagel A has more sugar than Bagel B earning two points. Additionally, this response earns a third point by explaining that “people can become more fat” as a result of too much fat; however no further points are earned because becoming “hyper in school” is not a valid negative effect of too much sugar.

Score 3 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #6

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

Bagel A has 290 calories and 30 of those are from fat.

Negative impact on health:

The negative impact is that there is more fat and all that fat is not good.

Second reason for **not** choosing Bagel A over Bagel B:

Bagel A also has 20 g of cholesterol and Bagel B has none.

Negative impact on health:

If you have high cholesterol you could end up having clogged arteries.

This response earns a 3 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining one of these reasons.

This response identifies that Bagel A has more calories from fat and that Bagel A has 20 g of cholesterol while Bagel B has none, earning two points. Additionally, this response earns a third point for explaining that with high cholesterol “you could end up having clogged arteries”. No further points are earned because stating that “all that fat is not good” is too vague.

Score 3 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #7

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for **not** choosing Bagel A over Bagel B:

For one an brand A the total fat grams is 3.5 g=5% and brand B is way less like 1.5 g 2%

Negative impact on health:

3.5g of total is a lot for your health status it could lead to to much fat for the body.

Second reason for **not** choosing Bagel A over Bagel B:

Because Brand A has so much cholestral 20 g= 7% and Brand B has 0% and 0 g.

Negative impact on health:

A negative would be, you need a certain amount of cholestral but not 20 g is really bad for your health in many different areas.

This response earns a 3 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B and explaining one of these reasons.

This response identifies that Bagel A has more total grams of fat and that Bagel A has 20 g of cholesterol while Bagel B has none, earning two points. Additionally, this response earns a third point for explaining that a high fat level could lead to “to much fat for the body”. No further points are earned because stating that 20 g is “really bad for your health in many different areas” is too vague.

Score 3 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #8

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel A over Bagel B:
<i>Bagle B has less total fat by 2 g.</i>
Negative impact on health:
<i>Bagle B has more carbohydrates.</i>
Second reason for not choosing Bagel A over Bagel B:
<i>Bagle A has 2 less grams of protein in it than Bagle B.</i>
Negative impact on health:
<i>Bagle B has 200 mg more sodium than Bagle A.</i>

This response earns a 2 on Rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B but it does not explain these reasons.

This response identifies that Bagel B has “less total fat by 2g.” and that Bagel A has “2 less grams of protein in it” earning two points. However, no further points are earned because it does not explain the negative health impacts of either reason.

Score 2 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #9

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel A over Bagel B:
<i>Has more fat</i>
Negative impact on health:
<i>To much is bad for you</i>
Second reason for not choosing Bagel A over Bagel B:
<i>Has more cholesterol</i>
Negative impact on health:
<i>To much is bad for you</i>

This response earns a 2 on rubric 2 for using the nutritional labels to identify two reasons not to choose Bagel A over Bagel B but it does not explain these reasons.

This response identifies that Bagel A has “more fat” and that Bagel A has “more cholesterol” earning two points. However, no further points are earned because stating that “to much is bad for you” is too vague.

Score 2 / 4



Cafeteria Choices

Part 2:

RUBRIC 2

Exemplar #10

Identify the **negative** nutritional facts on the food label.

1. Identify **two** reasons why your school should **not** choose Bagel-Brand A over Bagel-Brand B.
2. Explain why each of the two reasons is a **negative** impact on health.

First reason for not choosing Bagel A over Bagel B:
<i>Has more sodium, and more carbohydrates.</i>
Negative impact on health:
<i>Can clog your arteries</i>
Second reason for not choosing Bagel A over Bagel B:
<i>Bagel A has less protein</i>
Negative impact on health:
<i>There is no vitamin A in both of them</i>

This response earns a 1 on rubric 2 for using the nutritional labels to identify one valid reason for not choosing Bagel A over Bagel B and it does not explain the reason.

This response identifies that Bagel A has “more sodium, and more carbohydrates” which is incorrect information. It further states that Bagel A has “less protein” earning one point. However, no further points are earned because sodium and carbohydrates do not “clog your arteries” and “no vitamin A” does not describe a negative health impact.

Score 1 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #1

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>Oranges</i>
One nutritional benefit: <i>Vitamin C</i>
Second additional food item: <i>Broccoli</i>
One nutritional benefit: <i>Vitamin A</i>

This response earns a 4 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefits of the new foods.

The response earns two points by identifying oranges as a nutritionally appropriate food to serve with Bagel B and explaining that the benefit of oranges would be Vitamin C. Additionally, the response earns two more points by identifying broccoli as another food to serve and explaining that the broccoli will add Vitamin A.

Score 4 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #2

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>peanut butter</i>
One nutritional benefit: <i>protein</i>
Second additional food item: <i>apple</i>
One nutritional benefit: <i>fiber</i>

This response earns a 4 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefits of the new foods.

The response earns two points by identifying peanut butter as a nutritionally appropriate food to serve with Bagel B and explaining that the benefit of peanut butter would be protein. Additionally, the response earns two more points by identifying apple as another food to serve and explaining that the apple will add fiber.

Score 4 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #3

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>1% milk</i>
One nutritional benefit: <i>Calcium & will help strengthen bones</i>
Second additional food item: <i>banana</i>
One nutritional benefit: <i>potassium</i>

This response earns a 4 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefits of the new foods.

The response earns two points by identifying 1% milk as a nutritionally appropriate food to serve with Bagel B and explaining that the benefit of 1% milk would be calcium. Additionally, the response earns two more points by identifying bananas as another food to serve and explaining that the banana will add potassium.

Score 4 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #4

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: *Apple*

One nutritional benefit: *Apples contain valuable vitamins and fiber and taste good.*

Second additional food item: *Yogurt*

One nutritional benefit: *Contains calcium and has some fruit.*

This response earns a 4 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefits of the new foods.

The response earns two points by identifying apple as a nutritionally appropriate food to serve with Bagel B and explaining that the benefit of apple would be fiber. Additionally, the response earns two more points by identifying yogurt as another food to serve and explaining that the yogurt will add calcium.

Score 4 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #5

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: *Yogert*

One nutritional benefit: *gives you calsome*

Second additional food item: *an apple*

One nutritional benefit: *give you all kinds of vitamins that you need.*

This response earns a 3 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefit of one of the new foods.

The response earns two points by identifying “yogert” as a nutritionally appropriate food to serve with Bagel B and explaining that the benefit of yogurt would be “calsome” (calcium). Additionally, the response earns one more point by identifying apple as another food to serve. However, no further points are awarded because the explanation that an apple “gives you all kinds of vitamins that you need” is too vague.

Score 3 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #6

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: *meat*

One nutritional benefit: *give you more fat*

Second additional food item: *vegetable*

One nutritional benefit: *It would help you dietary fiber*

This response earns a 3 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefit of one of the new foods.

The response earns one point by identifying meat as a nutritionally appropriate food to serve with Bagel B however “giving you more fat” is not a valid nutritional benefit therefore no second point is awarded. The response earns two more points by identifying vegetable as another food to serve and explaining that the vegetable will add dietary fiber.

Score 3 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #7

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>Orange Juice</i>
One nutritional benefit: <i>Vitamins</i>
Second additional food item: <i>Banana</i>
One nutritional benefit: <i>Potassium</i>

This response earns a 3 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet and for explaining the nutritional benefit of one of the new foods.

The response earns one point by identifying orange juice as a nutritionally appropriate food to serve with Bagel B, however the second point is not awarded because the explanation of “vitamins” is too vague. Additionally, the response earns two more points by identifying banana as another food to serve and explaining that the banana will add potassium.

Score 3 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #8

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>fruit</i>
One nutritional benefit: <i>healthy energy</i>
Second additional food item: <i>cheese</i>
One nutritional benefit: <i>energy, good food choice</i>

This response earns a 2 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet; however no further points are awarded as the nutritional benefits of the new foods are too vague.

The response earns one point by identifying fruit as a nutritionally appropriate food to serve with Bagel B; however, the explanation of “healthy energy” is too vague. Additionally, the response earns one more point by identifying cheese as another food to serve; however, “energy, good food choice” is too vague for further points.

Score 2 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #9

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: <i>Milk</i>
One nutritional benefit: <i>All vitamins.</i>
Second additional food item: <i>Apple</i>
One nutritional benefit: <i>for healthy fats.</i>

This response earns a 2 on Rubric 3 for identifying two other foods that could be served with Bagel B in a balanced diet; however, it does not correctly identify the nutritional benefits of either.

The response earns one point by identifying milk as a nutritionally appropriate food to serve with Bagel B, however, the second point is not awarded because the explanation of “All vitamins” as a benefit is too vague. Additionally, the response earns one more point by identifying apple as another food to be served, however, the explanation “for healthy fats” is not a nutritional benefit.

Score 2 / 4



Cafeteria Choices

Part 3: RUBRIC 3

Exemplar #10

1. Identify **two** additional foods that your school could serve with Bagel-Brand B that would compensate for two nutrients that Bagel-Brand B lacks or provides in small amounts.
2. Explain **one** nutritional benefit that is present in **each** food that you have identified.

Additional food item: *cream cheese*

One nutritional benefit: *puts a little more fat.*

Second additional food item: *jelly*

One nutritional benefit: *puts a little more sugar.*

This response earns a 1 on Rubric 3 for identifying one other food that could be served with Bagel B in a balanced diet. It does not list an appropriate nutritional benefit.

The response earns one point by identifying cream cheese as a nutritionally appropriate food to serve with Bagel B; however, the explanation “puts a little more fat” is not a nutritional benefit. The response earns no further points because jelly would not add nutritional benefit and “a little more sugar” is not beneficial.

Score 1 / 4



Cafeteria Choices

Part 4: RUBRIC 4

Exemplar #1

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B

I am choosing brand B because it has 9 grams of protein and low in sugars and 0 grams of Cholesterol.

This response earns a 2 on Rubric 4 for using specific data from the Nutrition Facts label to support their choice of Bagel B. The response lists 11 grams of protein and 0 grams of cholesterol in Bagel B to earn 2 points.

Score 2 / 2

Part 4: RUBRIC 4

Exemplar #2

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B

Bagel brand B is better for you because you only have 2% fat instead of 5% and you will only have 5 grams of sugar instead of 11grams.

This response earns a 2 on Rubric 4 for using specific data from the Nutrition Facts label to support their choice of Bagel B. The response compares 2% fat to 5% fat and 5 grams sugar to 11 grams to earn 2 points.

Score 2 / 2



Cafeteria Choices

Part 4: RUBRIC 4

Exemplar #3

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B

Bagel brand B is better for you because you only have 2% fat instead of 5% and you will have 2 grams of fiber in Brand B and 4 grams in Brand A.

This response earns a 1 on Rubric 4 for listing one correct specific data from the Nutrition Facts label to support their choice of Bagel B. The response states Brand B has 2% fat compared to 5% fat in Bagel A for one point. No further points are earned because the response compares 2 grams of fiber in Brand B to 4 grams of fiber in Brand A; however, more dietary fiber is a benefit of A, thus not supporting their choice of Brand B.

Score 1 / 2

Part 4: RUBRIC 4

Exemplar #4

Using the information you have analyzed, write your recommendation for the cafeteria director supporting your choice of bagel. Using specific data in the Nutrition Facts label (example: percentages, number of grams, etc.), provide two supporting details for your choice.

Circle recommended bagel: A B

Because some things have more grams for a reason.

This response earns a 0 on Rubric 4. It does not list specific information from the Nutrition Facts Label to support their choice of Bagel B.

Score 0 / 2



Glossary

Cafeteria Choices

Balanced diet – Eating and drinking the right amount of nutrients for a healthy balanced diet.

Beans – Dry beans and peas are the mature forms of legumes such as kidney beans, pinto beans, lima beans, black-eyed peas, and lentils, are excellent sources of plant protein, and also provide other nutrients such as iron and zinc.

Calorie – A unit of energy found in food.

Carbohydrates – Vary widely in sweetness, texture and degree to which they are absorbed in our gastrointestinal tract.

Complex carbohydrates – Including both starch and fiber, requires digestion before being used as an energy source by the body, and are found in plant foods, such as whole grains, pasta, potatoes, and beans.

Simple carbohydrates – Can be absorbed by the body without further digestion, and are found in foods such as honey, candy, and soda.

Compensate – Make up for shortcomings; counterbalanced; offset.

Dairy – Relating to milk or milk products including yogurt and cheese.

Dietary Guidelines – The *Dietary Guidelines for Americans* has been published jointly every 5 years by the [Department of Health and Human Services \(HHS\)](#) and the [Department of Agriculture \(USDA\)](#). The Guidelines provide authoritative advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases.

Fat – A nutrient that provides energy, helps growth and repairs cells, and dissolves and carries certain vitamins to cells

Cholesterol – A fat like substance manufactured by the body and found in animal tissue and fat, high levels believed to lead to collection of cholesterol in the arteries, possibly leading to serious health risks.

Saturated – Saturated fat is most often of animal origin and solid at room temperature. Excess of these fats in the diet is thought to raise the cholesterol level in the bloodstream.

Transfats – Vegetable oil that has been treated with hydrogen in order to make it more solid and give it a longer shelf life, research suggests a correlation between diets high in transfats and diseases like atherosclerosis and coronary heart disease

Unsaturated – A fat derived from plant and some animal sources, intake of foods containing more unsaturated fats than saturated fats may contribute to reduced blood cholesterol.

Healthy Fats –

Monounsaturated – Fats are currently viewed as being "healthier" than other dietary fats used for cooking and eating. Although they have the same concentration of calories, they may result in reduced blood cholesterol levels which reduce the chance of heart disease.

Polyunsaturated – A type of fat that is found in large amounts in foods from plants, including safflower, sunflower and corn oil, research suggests it that does not raise blood cholesterol levels.



Cafeteria Choices

Glossary (cont'd)

Total Fat 12g	18%
Saturated Fat 3g	15%
<i>Trans Fat</i> 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%

The nutrients listed first are the ones Americans generally eat in adequate amounts, or even too much. They are identified in yellow on the chart as **Limit these Nutrients**. Eating too much fat, saturated fat, *trans* fat, and cholesterol or sodium may increase your risk of heart related disease.

Fiber – Dietary fiber generally refers to parts of fruits, vegetables, grains, nuts and legumes that can't be digested by humans.

Food label – A label found on the outside packages of food that states the number of servings in the container, the number of calories in each serving, and the amount of nutrients in each serving.

Fruit – The part of the plant that carries the seed; the term generally includes the fleshy fruits and berries that help move food waste out of the body more quickly.

Grains – Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product.

Gram – A metric unit of weight equal to one thousandth of a kilogram.

Meat – The flesh of animals (including fishes and birds and snails) used as food.

Minerals – A nutrient that performs many functions in regulating the activities of cells.

Calcium – Calcium is essential to the formation and maintenance of strong bones and teeth.

Iron – Necessary for healthy blood (helps your blood transport oxygen through your body) helps prevent tiredness; good sources of dietary iron include meat, fish, poultry, lentils, beans, leaf vegetables, tofu, chickpeas, black-eyed peas, and strawberries.

Potassium – Regulates fluid balance in cells; helps nerves function. Foods with high sources of potassium include orange juice, potatoes, bananas, avocados, apricots, parsnips and turnips.

Sodium – Sodium is one of the primary electrolytes in the body; all three electrolytes (sodium, potassium, and calcium) are available in unrefined salt, as are other vital minerals needed for optimal bodily function.

MyPyramid – New food guide pyramid as of 2006 (www.mypyramid.gov).

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

Nutrient Content Claims – Regulations that spell out what terms may be used to describe the level of a nutrient in a food and how they can be used. These are the core terms:

- **Free** – Means that a product contains no amount of, or only trivial amounts of, one or more of these components: fat, saturated fat, cholesterol, sodium, sugars, and calories.



Cafeteria Choices

Glossary (cont'd)

- **Low** – Can be used on foods that can be eaten frequently without exceeding dietary guidelines for one or more of these components: fat, saturated fat, cholesterol, sodium, and calories, descriptors are defined as follows:
 - **low-fat** – 3g or less per serving
 - **low-saturated fat** – 1 g or less per serving
 - **low-sodium** – 140 mg or less per serving
 - **very low sodium** – 35 mg or less per serving
 - **low-cholesterol** – 20 mg or less and 2 g or less of saturated fat per serving
 - **low-calorie** – 40 calories or less per serving
 - **Synonyms for low include** – "little," "few," "low source of," and "contains a small amount of."
- **Lean and extra lean** – These terms can be used to describe the fat content of meat, poultry, seafood, and game meats
 - **Lean** – less than 10 g fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.
 - **Extra lean** – less than 5 g fat, less than 2 g saturated fat, and less than 95 mg cholesterol per serving and per 100 g.
- **High** – This term can be used if the food contains 20 percent or more of the Daily Value for a particular nutrient in a serving.
- **Good source** – This term means that one serving of a food contains 10 to 19 percent of the Daily Value for a particular nutrient.
- **Reduced** – A nutritionally altered product contains at least 25 percent less of a nutrient or of calories than the regular, or reference, product.
- **Less** – This term means that a food, whether altered or not, contains 25 percent less of a nutrient or of calories than the reference food (For example, pretzels that have 25 percent less fat than potato chips could carry a "less" claim or "Fewer" is an acceptable synonym.
- **Light/Lite** – This descriptor can mean two things:
 - First – A nutritionally altered product contains one-third fewer calories or half the fat of the reference food.
 - Second – The sodium content of a low-calorie, low-fat food has been reduced by 50%.
(The term "light" still can be used to describe such properties as texture and color, as long as the label explains the intent--for example, "light brown sugar" and "light and fluffy").
- **More** – This term means that a serving of food, whether altered or not, contains a nutrient that is at least 10 percent of the Daily Value more than the reference food.
- **Healthy** – A "healthy" food must be low in fat and saturated fat and contain limited amounts of cholesterol and sodium.

Nutrition – The study of foods and how they nourish the body.

Nutritional facts – Food label indicating value of contents.

% Daily Value – (this information is based on a 2,000-calorie daily diet) you may need more or less, dependant on your lifestyle.

Proteins – A nutrient that builds and repairs body cells.



Cafeteria Choices

Glossary (cont'd)

Reading food labels – The ability to understand food labels.

Recommended dietary allowance (RDA) – Recommended nutrient intakes that will meet the needs of almost all healthy people.

Serving Size – The serving size remains the basis for reporting each food's nutrient content, a portion size.

Servings per container – The number of servings found in the food package.

Vitamins – A nutrient needed in small amounts for growth and repair of body cells.

Water – A clear, colorless, odorless, and tasteless liquid which is essential for almost every function that keeps you alive.

Vegetable – A plant cultivated for an edible part, such as the root of the beet, the leaf of spinach, or the flower buds of broccoli or cauliflower.

For more information, contact:

FDA

General Inquiries: Call toll-free 1-888-INFO-FDA (1-888-463-6332).

Food Safety Hotline: 1-800-332-4010

FDA's food label information on the Web: www.cfsan.fda.gov/label.html.

USDA

Food Safety Education and Communication Office

1400 Independence Ave., S.W., Room 1180

Washington, DC 20250

Meat and Poultry Hotline: 1-800-535-4555.



Teacher Resources

Cafeteria Choices

Centers for Disease Control and Prevention

Health Information and Statistics
www.cdc.gov

Nutrition and Physical Activity
www.cdc.gov/nccdphp/dnpa

Department of Agriculture

Nutrition Information
www.nutrition.gov

Food Pyramid
www.mypyramid.gov

Department of Health and Human Services

Dietary Guidelines for Americans
www.healthierus.gov/dietaryguidelines

Dietary Approaches to Stop Hypertension (DASH)
www.nhlbi.nih.gov/health/public/heart/hbp/dash

Food and Drug Administration

Nutrition Facts Label
www.cfsan.fda.gov/~dms/foodlab.html

OSPI Health and Fitness

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

Washington Dairy Council

Nutrition Information
www.eatsmart.org

Washington State Department of Health

Health Information for Washington State
www.doh.wa.gov/



Glossary for Scoring Health and Fitness Assessments

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

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

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

Passing Score on Cafeteria Choices— A **total** score on all four rubrics of eleven or more points meets standard.

13 – 14	= 4	
11 – 12	= 3	meets standard (“proficient”)
8 – 10	= 2	
1 – 7	= 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.



Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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



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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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



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2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

Accountability: The assessments and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in health and fitness skills.



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4. When should assessments be used? At what grade level?

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

When teachers score their student's responses, both the student and teacher receive immediate feedback on what has been learned.



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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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



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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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



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May – July

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

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

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

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

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

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

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

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



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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



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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.

