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

Cut Out Conflict
Health Assessment for High School
Cut Out Conflict

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

The Office of Superintendent of Public Instruction complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, age, or marital status.

This publication was supported by Cooperative Agreement Award No. DP08-801 5U87DP001264 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of CDC.

Copyright 2004 by Washington Office of Superintendent of Public Instruction. All rights reserved. Educational institutions within the State of Washington have permission to reproduce this document. All other individuals wishing to reproduce this document must contact OSPI.
Cut Out Conflict

Acknowledgments

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

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

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

Elementary School
Alice Atha, Health and Fitness Education, Evergreen Public Schools
Shelly English, Health and Fitness Education, Sultan School District
PJ Jarvis, Health and Fitness Education, 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
# Cut Out Conflict

## Table of Contents

- Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education ..... 1
- Directions for Administration ................................................................. 2
- Recommendation for Time Management .................................................. 10
- Teacher Copy .......................................................................................... 11
- Student Copy .......................................................................................... 15
- Rubrics ................................................................................................. 22
- Scoring Notes ......................................................................................... 26
- Exemplars and Annotations ................................................................... 28
- Glossary ............................................................................................... 61
- Teacher Resources .................................................................................. 62
- Glossary for Scoring Health and Fitness Assessments ......................... 63
- Frequently Asked Questions .................................................................. 64
To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

- Immediate information to teachers regarding how well students have acquired the knowledge and skills for health and fitness expectations.
- Information to teachers regarding the strengths and gaps in classroom instruction and learning strategies.
- Imbedded assessments as part of the learning experience for students, who can participate in measuring their achievements.
- Models for high-quality classroom assessments by including:
  - Directions for Administration
  - Scoring Rubrics
  - Student Responses
  - Glossary

In order to assist in your efforts to align curriculum, instruction, and assessment, you can access the OSPI Health and Fitness website at www.k12.wa.us/healthfitness.

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education
Directions for Administering the Washington State Health Assessment

Introduction
This document contains information essential to the administration of the Washington State Health Assessment.

Please read this information carefully before administering the performance assessment.

Description of the Assessment
Students will perform this assessment by responding to a prompt and executing several tasks. Performance prompts ask the students to perform according to the criteria outlined in the prompt. Student responses may vary and include oral, visual, and written products or a combination of these types of products. This assessment could be used as part of a student’s grade.

Materials and Resources

“Before” Checklist

Teacher checklist before administration of Cut Out Conflict.

☐ Reproduce one Student Copy of Cut Out Conflict CBA for each student, pages 16-21.

☐ Read Rubrics, pages 22-25.

☐ Read Scoring Notes, pages 26-27.

☐ Read Exemplars & Annotations, pages 28-60.

☐ Read Glossary, page 61.

☐ Read Teacher Resources, page 62.

☐ Remind students to bring other materials if they finish the assessment early.

☐ All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.

☐ Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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

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 Cut Out Conflict administration.

☐ Cover/remove potential answers to the assessment (posters, teaching aids, etc.).
☐ One pencil or pen for each student.

“Day After” Checklist

Teacher checklist for the day after Cut Out Conflict administration.

☐ Review Scoring Notes pages 26-27.
☐ Use the Rubrics provided to score Cut Out Conflict, pages 22-25.
☐ Score Cut Out Conflict. This assessment could be used as part of a student’s grade.

☐ Compile and submit data as required by school district/OSPI.
☐ Provide feedback to students (OSPI recommends teachers keep all assessments for one year, and then shred).
REQUIRED REPORTING
OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not “assessments or other strategies” have been administered in social studies (including CBAs in civics), the arts, and health and fitness. OSPI recommends that each district designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met. Reporting can occur throughout the school year as "assessments or other strategies" are administered.

OSPI plans to share the results from the required portion of the verification report on the agency website.

OPTIONAL REPORTING
In an effort to obtain a comprehensive picture of state implementation, OSPI asks that school districts complete the optional sections of the iGrants form package 408.

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

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

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

Elementary Health and Fitness Assessments

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

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

Example:

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

Fitness

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

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

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

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

Health

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

Middle School Health and Fitness Assessments

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

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

Example

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

Fitness

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

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

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

Check the box or boxes that are appropriate.

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

Health

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

**High School Health and Fitness Assessments**

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

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

**Example:**

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

#### Fitness

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

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

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

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

#### Health

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Letter to the Publisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut Out Conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dear “Stressed and Depressed”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defending Jamie (KNOW Curriculum)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cut Out Conflict, High School Health Assessment
Teacher Worksheets and FAQs Updated July 2011

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

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

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

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

   | Health & Fitness | Physical Education      | ☐                   | ☐                 | ☐ | ☐ |
   | Social Studies   | Health                  | ☐                   | ☐                 | ☐ | ☐ |

   | Civics           | ☐                       | ☐                   | ☐                 | ☐ | ☐ |
   | Economics        | ☐                       | ☐                   | ☐                 | ☐ | ☐ |
   | Geography        | ☐                       | ☐                   | ☐                 | ☐ | ☐ |
   | History          | ☐                       | ☐                   | ☐                 | ☐ | ☐ |

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

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

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

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

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

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

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

9. Planning for OSPI-Developed Assessments

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

10. Workshops and Conferences

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

11. Scoring of the OSPI-Developed Assessments

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

12. Curricular Alignment with OSPI-Developed Assessments

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

13. District-Developed Instructional Resources

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

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

**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 script.  
    *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.*
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, *Cut Out Conflict*.** 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.

Your health and drama teachers are producing a theatre production called “Cut Out Conflict” to teach elementary school students healthy conflict resolution skills. Your teachers have asked you to write a one-act script about conflict resolution for the production.

In order for your script to be used in the production, you must create a realistic conflict situation and write a dialogue that demonstrates knowledge of conflict resolution skills. Your script should address the possible causes of the conflict, as well as identify community resources that may be used to resolve the conflict.

Say: **Are there any questions about the prompt?** (pause for questions) There are four parts to this assessment and there are 12 points possible. Follow along as I read the directions.

**Pre-Writing**

Using the pre-writing boxes below, you will prepare the following components for the script you will write.

1. A **description** of a realistic **conflict situation**.
2. **Three possible causes** of the conflict.
3. Demonstrate the use of **four conflict-resolution skills**; **three verbal** and **one nonverbal**.
4. Two **different, reliable** school or community **resources** that he or she may use to help deal with conflict. **Describe** in detail **how** each of the two resources that you have chosen **could help** deal with the conflict.

Say: **Are there any questions about the directions?** (pause for questions)
Say: Follow along as I read the directions for the pre-writing. The pre-writing activity is for you to organize your thoughts for your final response. Use only the space provided.

**Part 1: Conflict and Causes**

Pre-writing

Describe a realistic conflict situation. Tell the problem, who (characters), where they are and what is happening. Tell three possible causes for the conflict situation.

<table>
<thead>
<tr>
<th>Describe the Situation</th>
<th>Three Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Say: Are there any questions about the directions in Part 1? (pause for questions)

Follow along as I read Part 2.

**Part 2: Verbal and Non-Verbal Skills**

Pre-writing

List four conflict resolution skills, including one non-verbal conflict resolution skill.

<table>
<thead>
<tr>
<th>Verbal Conflict Resolution Skills</th>
<th>Non-Verbal Resolution Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

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

Follow along as I read Part 3.
### Part 3: Reliable Resources

#### Pre-writing

Two **reliable school or community resources** that may be used to help deal with conflict. Describe in detail how each of the two resources that you have chosen could help solve the conflict.

<table>
<thead>
<tr>
<th>Two Reliable Resources</th>
<th>How the resources could help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**Say:** Are there any questions about Part 3? (pause for questions) **Write your script in the response space provided below.** Be sure to include each of the components in your pre-writing in order to earn all 12 points. 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.
Use your pre-writing work to develop your script. Be sure to include:

1. A **description** of a realistic **conflict situation** (+1).
2. **Three possible causes** of the conflict (+3).
3. Demonstrate the use of **four conflict-resolution skills; three verbal and one nonverbal** (+4).
4. Two **different, reliable** school or community **resources** that he or she may use to help deal with conflict (+2). **Describe** in detail **how** each of the two resources that you have chosen **could help** deal with the conflict (+2).
Cut Out Conflict

Student Copy
Your health and drama teachers are producing a theatre production called “Cut Out Conflict” to teach elementary school students healthy conflict resolution skills. Your teachers have asked you to write a one-act script about conflict resolution for the production.

In order for your script to be used in the production, you must create a realistic conflict situation and write a dialogue that demonstrates knowledge of conflict resolution skills. Your script should address the possible causes of the conflict, as well as identify community resources that may be used to resolve the conflict.

**Pre-Writing**

Using the pre-writing boxes below, you will prepare the following components for the script you will write.

1. A **description** of a realistic **conflict situation**.
2. Three possible **causes** of the conflict.
3. Demonstrate the use of **four conflict-resolution skills**; three **verbal** and one **nonverbal**.
4. Two **different, reliable** school or community **resources** that he or she may use to help deal with conflict. **Describe** in detail how each of the two resources that you have chosen **could help** deal with the conflict.
Part 1: Conflict and Causes

Pre-writing

Describe a realistic conflict situation. Tell the problem, who (characters), where they are and what is happening. Tell three possible causes for the conflict situation.

<table>
<thead>
<tr>
<th>Describe the Situation</th>
<th>Three Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Part 2: Verbal and Non-Verbal Skills

Pre-writing

List four conflict resolution skills, including one non-verbal conflict resolution skill.

<table>
<thead>
<tr>
<th>Verbal Conflict Resolution Skills</th>
<th>Non-Verbal Resolution Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Cut Out Conflict

Student Copy

**Part 3: Reliable Resources**

Pre-writing

<table>
<thead>
<tr>
<th>Two Reliable Resources</th>
<th>How the resources could help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
Use your pre-writing work to develop your script. Be sure to include:

1. A **description** of a realistic **conflict situation** (+1).
2. **Three possible causes** of the conflict (+3).
3. Demonstrate the use of **four conflict-resolution skills**; **three verbal** and **one nonverbal** (+4).
4. Two **different, reliable** school or community **resources** that he or she may use to help deal with conflict (+2). **Describe** in detail **how** each of the two resources that you have chosen **could help** deal with the conflict (+2).

**Cut Out Conflict Script**

---

Cut Out Conflict, High School Health Assessment

Teacher Worksheets and FAQs Updated July 2011
Rubric 1 – Used to score Part 1 of Cut Out Conflict

Grade Level Expectations (GLEs)

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.
3.3.1 Analyzes conflict situations.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4-point response: The student creates a one-act script that demonstrates a conflict situation (+1) and identifies three possible causes of the conflict (+3).</td>
</tr>
<tr>
<td>3</td>
<td>3-point response: The student creates a one-act script that demonstrates a conflict situation (+1) and identifies two possible causes of the conflicts (+2).</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student creates a one-act script that demonstrates a conflict situation (+1) and identifies one possible cause of the conflict (+1).</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student creates a one-act script that demonstrates a conflict situation (+1).</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>

Example:
Describe a realistic conflict situation. Tell the problem, who (characters), where they are and what is happening. Tell three possible causes for the conflict situation.

<table>
<thead>
<tr>
<th>Describe the Situation</th>
<th>Three Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing or put-downs for appearance or new social grouping.</td>
<td>1. Jealousy</td>
</tr>
<tr>
<td></td>
<td>2. Loss of friendship</td>
</tr>
<tr>
<td></td>
<td>3. Power struggles</td>
</tr>
</tbody>
</table>

Conflict situations of conflict may include but are not limited to the following:
- Being left-out in a social situation
- “Borrowing” things without asking

Causes of conflict may include but are not limited to the following:
- Loyalty
- Property dispute
- Territory and space
- Deliberate acts or remarks
Rubric 2 – Used to score Part 2 of *Cut Out Conflict*

Grade Level Expectations (GLEs)

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

3.3.1 Analyzes conflict situations.

<table>
<thead>
<tr>
<th>4</th>
<th>4-point response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>• Uses three verbal conflict-resolution skills (+3).</td>
</tr>
<tr>
<td></td>
<td>• Identifies one nonverbal conflict-resolution skill in the context of his or her one-act script (+1).</td>
</tr>
</tbody>
</table>

**Example:**

List **four conflict resolution skills**, including **one non-verbal** conflict resolution skill.

<table>
<thead>
<tr>
<th>Verbal Conflict Resolution Skills</th>
<th>Non-Verbal Resolution Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using “I” statements</td>
<td>1. Maintaining eye contact</td>
</tr>
<tr>
<td>2. Negotiating skills</td>
<td></td>
</tr>
<tr>
<td>3. Asking for clarification</td>
<td></td>
</tr>
</tbody>
</table>

Verbal skills may include, but not be limited to the following:
- Paraphrasing/rephrasing/restating for clarification
- Peer mediating
- Brainstorming ideas

Nonverbal skills include the following:
- Using nonaggressive body posture/gestures facial expressions
- Nodding to indicate understanding/listening
- Taking deep breaths/ calming down

<table>
<thead>
<tr>
<th>3</th>
<th>3-point response: The student uses two verbal conflict resolution skills (+2) and one non-verbal conflict-resolution skill (+1) OR Uses three verbal conflict-resolution skills (+3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2-point response: The student uses one verbal conflict resolution skill (+1) and one non-verbal conflict-resolution skill (+1) OR Uses two verbal conflict-resolution skills (+2)</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student uses one verbal conflict-resolution skill (+1); verbal or nonverbal (+1).</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
Rubric 3 – Used to score Part 3 of Cut Out Conflict

Grade Level Expectations (GLEs)
2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.
3.2.1 Evaluates health and fitness information, products, and services.
3.3.1 Analyzes conflict situations.

<table>
<thead>
<tr>
<th>Point</th>
<th>Response</th>
</tr>
</thead>
</table>
| 4     | 4-point response: The student:  
  - Identifies two reliable community resources (+2) that can help resolve the conflict.  
  - Explains how each community resource serves this function (+2) in the context of his or her one-act script.  
  Example:  
  Two reliable school or community resources that may be used to help deal with conflict. Describe in detail how each of the two resources that you have chosen could help solve the conflict.  
| 3     | 3-point response: The student provides 2 resources and one description.  
| 2     | 2-point response: The student provides 1 resource and 1 description, or 2 resources.  
| 1     | 1-point response: The student provides 1 resource.  
| 0     | 0-point response: The student shows little or no understanding of the task.  

Two Reliable Resources | How the resources could help
--- | ---
1. Peer mediator | A peer mediator could encourage the student to use non-threatening verbal skills such as “I” statements.
2. Teacher | A teacher could provide the student with guidance on how to use assertive statement.

Resources and descriptions may include, but are not limited to the following examples:
- A peer mediator (+1) could encourage the student to use non-threatening verbal skills, such as “I” statements (+3).
- A teacher (+1) could provide the student with guidance on how to use assertive statements (+3).
- A school counselor (+1) could provide the student with insights into effective listening skills (+1).
- A parent (+1) could provide the student with positive negotiation skills (+1).
Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, Cut Out Conflict.

Student responses can come from the skit and/or from the pre-skit writing task.

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

Passing Score on Cut Out Conflict—A total score on all three rubrics of nine or more points meets standard.

\[
\begin{array}{c}
11 - 12 = 4 \\
9 - 10 = 3 \text{ meets standard (“proficient”)} \\
6 - 8 = 2 \\
1 - 5 = 1 \\
0 = 0
\end{array}
\]

Rubric #1:
1. The conflict described should be realistic and appropriate for school.

Rubric #2:
1. The conflict resolution skills described by the student should be appropriate for the conflict scenario provided.
2. “Crying” should not be considered a conflict resolution skill.
3. “I” statements state how a person feels, takes ownership of a problem, and/or offers solutions.
4. “Walking away” should not be considered a conflict resolution skill unless it removes a person from a fight or hostile situation.

Rubric #3:
1. The resource used should be appropriate for the scenario.
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.
Exemplar #1

Cut Out Conflict

resolution
- use "I" messages
- ask for clarification so each person understands the other’s position.
Exemplar #1 (cont’d)

Cindy’s mom (Betty): Hey look who just showed up Cindy! It’s lucy.

Cindy: What? Where? I don’t see her.

Betty: Oh, maybe it wasn’t her.

Cindy: No mom, it’s her I see her now... can we go I’m not that hungry anymore.

Betty: Alright.

Lucy: Hey Cindy wait!

Cindy: Oh hi Lucy. I thought you had a lot of homework to do? (sarcastically)

Lucy: I do but my mom let me out of the house for a quick break.

Cindy: Well I have to go... bye

Lucy: Umm...Okay well I’ll see you tomorrow. Bye.

Narrator #1: Cindy didn’t say anything after that, or at school the next day.
Exemplar #1 (cont’d)

Scene 3

Lucy: Hey Cindy! What’s up?

Cindy: Nothing - I have to get to class.

Lucy: Okay then (turns around and talks to popular girls)

Narrator #1: After lunch Lucy went up to Cindy with all of her other friends to talk.

Lucy: Hi Cindy. Do you want to join us.

Cindy: I don’t know; sure.

Lucy’s popular friends: okay Lucy lets go gym - we have to hurry or we won’t get to be in there very long.

Lucy: Okay guys just a sec. (friends leave) well I’m going to go so I will talk to you later.

Cindy: but-

Lucy: (interrupted) bye! (as she was walking away)

Narrator #2: Cindy thought about why Lucy asked her to come along then ditched her the last minute. She was starting to get jealous of Lucy’s new friends.
Exemplar #1 (cont’d)

Scene 4

Narrator #1: At dinner that night it was just Cindy and her mom (Cindy’s dad works alot) until Lucy walked in.

Lucy: Hey guys! What’s for dinner

Cindy: What are you doing here?

Narrator #2: before Lucy could answer Betty spoke up.

Betty: It’s okay Lucy. You’re welcome anytime.

Narrator #2: Once dinner was over and Lucy went home Cindy talked with her mom.

Cindy: Mom, Lucy is just crowding me. At first she was ignoring me and I got jealous of her new friends but now she won’t leave me alone.

Betty: I’m sorry sweety - thing will cheer up soon. I promise.

Cindy: I hope so.

Scene 5

Narrator #1: the next week lucy stopped being so clingy and started to avoid Cindy - when Cindy had enough - she decided to talk to lucy about it.
Exemplar #1 (cont’d)

Cindy: Lucy we need to talk. Now.

Lucy: Okay. What’s going on?

Cindy: I feel sad when you ignore me because we used to talk all the time.

Lucy: Well I thought you were mad at me so I was giving you space.

Cindy: Really?

Lucy: Yeah.

Cindy: Well I was also jealous of your new friends.

Lucy: I was hanging out with them because I thought you never wanted to talk to me again.

Cindy: Oh I’m sorry Lucy!

Lucy: I’m sorry too Cindy!

Cindy: Friends?

Lucy: Best!

Cindy: I’m so glad we got this resolved.

Lucy: Me too!
EXEMPLAR #1 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for creating a one-act script about a conflict situation and identifying three possible causes of the conflict. The student writes a script about a conflict (struggling to make time for friends and dealing with new friends) and provides three different possible causes for the conflict (being ignored by a friend, jealousy about someone’s new social status, and getting new friends).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for explaining four conflict resolution skills (three verbal, one non-verbal) in the context of the one-act script. The response incorporates both the use of three verbal (“I” statements, clarification, taking ownership) and one nonverbal (body language) conflict resolution skills.

Rubric 3
Score: 4
This response earns the score of 4 on Rubric 3 for identifying two reliable community resources that can help to resolve conflicts and explaining how each serves that function. The response identifies two community resources where a student having a conflict could seek help (either “Mom” or the school counselor, which is mentioned in the outline) and tells how each serves a purpose (Mom is someone to talk to, the counselor can help to mediate).
Exemplar #2

Ben

- age 10
- dad beats his mom and him
- older brother (age 17) moved out to live with grandparents
- beatings are getting worse
- having trouble hiding his bruises
- mom has started taking drugs to help her calm down and stop hurrying
- Ben doesn't know what to do
- concerned about the safety of himself and mom
- relative won't get involved

Character list

Narrator: Ben is 10. Ten and 1/2 to be exact. He was mature for his age and had kept this secret to himself as long as he remembered. Although awkward questions were asked many times about his bumps and bruises, he knew he could tell no one about his father. For almost two years, his dad had beaten both his mother, Irene, and himself. His father's threat, however, kept him silent. Threats of being killed or tortured were more than enough of an incentive to keep quiet. But now something had to be done. He had tried out for the fourth grade basketball team and didn't want everyone seeing his bruises. This scene takes place in the locker room.
Exemplar #2 (cont’d)

Joe: Ben, what happened to your thigh? It is black and blue and all fat.

Ben: Oh, I ahh...I tripped down the stairs this morning.

Narrator: Not wanting to attract attention, Ben quickly tried to change the subject.

Ben: So, have you seen the new star wars movie? My grandma just bought it for me.

Joe: Cool! Can I come over tonight and watch it?

Ben: No! Am, I have to go somewhere.

Narrator: Ben never wanted friends over because they would witness his father beating his mother. He decided that he had to talk to his mother because he wanted to tell someone. Lucky for him, his father worked late on Wednesdays.

Ben: Hi mom, I’m home.

Irene: Did you have fun at school today?

Ben (in a hurry): Sure. Mom, I need to talk to you.

Irene (with concern) Is something the matter?

Ben: Mom, dad is getting worse. You said if we waited it out, it would get better.

Irene: It will, I promise.
Exemplar #2 (cont’d)

Ben: Mom, I feel sad when you ignore dad because he is out of control and hurting us.

Narrator: Rumors were flying. Ben had told Joe why he had bruises (the truth) and suddenly everyone knew. His friends wanted to help.

Brandon: Maybe your dad just is stressed so he takes it out on you. Or maybe he is jealous that you have always been closer to your mom than him. Or maybe he doesn’t like you...

Joe: Ben, you should tell the police and get just a restraining order. You don’t want your dad in prison do you?

Ben: No. (not really paying attention)

Joe: If you got a restraining order, it would be a compromise. You would not get beat, and he wouldn’t be in prison, he just couldn’t see you.

Narrator: Ben goes home. His mom and him talk about ways to handle the situation.

Irene: We could turn him in and lock him up. Then we wouldn’t have to see him again. I don’t want him hurting someone else like he hurt us. Just a little negotiating!

Ben: But what is in it for him?
Exemplar #2 (cont’d)

Irene: Well, we would be helping him get over his drug and alcohol problem. He always says he needs to stop but never will. If he was in prison he couldn’t drink or smoke.

Ben: Better yet, we could both win! We could make an agreement with him that we would not turn him in if he got a different house. He wouldn’t have the chance to beat us!

Irene: We could go live with grandpa and grandma. That is the best way to negotiate. He couldn’t hurt us if he isn’t with us and we wouldn’t turn him in.

Narrator: Ben was liking this plan. He had been leaning back in his chair with his arms crossed, but now he was on the edge of his seat. Back at school his friends still wanted to help.

Joe: You could call the Abuse Hotline. They have one downtown. They help you work everything out; find a new place to live, help with finances, and get a restraining order! I looked it up last night.

Brandon: Or you could go talk to Mrs. Carney, the school counselor. She would tell you what to do and get you the help you need.

Joe: Just talk to some adult!

Ben: I’ll think about it.

Narrator: In the end, Ben called the Abuse hotline. They got a restraining order on his dad and his mom and he were living with his grandparents - until they could get all their financial stuff figured out. Ben had no bruises!
Exemplar #2 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for creating a one-act script about a conflict situation and identifying three possible causes of the conflict. The student writes a script about a conflict (a child’s shame over domestic abuse) and provides three different possible causes for the conflict (having to avoid friends, hide bruises, and get threatened about not telling).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for explaining three conflict resolution skills in the context of the one-act script. The response incorporates the use of three verbal conflict resolution skills (“I” statements, negotiation, and brainstorming ideas). No further credit can be awarded because a nonverbal conflict resolution skill is not given.

Rubric 3
Score: 4
This response earns the score of 4 on Rubric 3 for identifying two reliable community resources that can help to resolve conflicts and explaining how each serves that function. The response identifies (at least) two community resources where a student having a conflict could seek help (a parent, a friend, the school counselor, the Abuse hotline) and tells how two of them serve a purpose (a parent is someone to talk to, a friend can offer alternatives and make suggestions).
Exemplar #3

Narrator - Lucy and Quin are best friends, but recently Lucy became a cheerleader and now she and Quin don’t talk or hangout as much. Quin really doesn’t want to tell Lucy how she feels because she might get mad, but she doesn’t want to lose her best friend either.

**Quin** - Hey Luc what's up?

**Lucy** just looks at her and walks on

- Quin - Fine, don't talk to me then.

**Lucy** - Sorry, hey, I am just really busy, my mind is on a lot of other things.

- Quin - Ohhh... Weird!

**Lucy** - What's wrong, did I do something?

- Quin - What do you care, you never talk to me as it is?

**Lucy** - Q, you are my best friend, how could I not care?

- Quin - Well, you haven't seem to care lately at all, you have only been talking to your cheer friends.

**Lucy** - Are you jealous or something... maybe feeling left out?

- Quin - No, its more like you are changing now that you have become a cheerleader and you don't have time for me.
Exemplar #3 (cont’d)

Lucy turns away (Quin can tell she is hurt)

* Lucy - I am so sorry, is there anything I can do?

- Quin - Well, I have been talking to the school counselor and the Idaho Youth Study, they are really helpful.

* Lucy - Well, what else can I do?

- Quin - Ohhh... I don’t know...

* Lucy - Well, how about you always tell me what you are feeling now on?

- Quin - Well, I guess that is okay.

* Lucy - Well, how about you and I go to some special things together? or if I make time for you to talk or hangout during my day?

- Quin - is that it?

* Lucy - is it okay that I call you every night and we talk for a while?

- Quin - Okay, I’m sure glad we talked about this!

* Lucy - Me too!!
EXEMPLAR #3 - Annotation

Score 10 / 12

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for creating a one-act script about a conflict situation and identifying three possible causes of the conflict. The student writes a script about a conflict (maintaining friendships as people grow up and apart) and provides three different possible causes for the conflict (jealousy, being ignored, feeling left out and lonely).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for explaining three conflict resolution skills in the context of the one-act script. The response incorporates the use of two verbal conflict resolution skills (a passive “I” statement, taking ownership) and one nonverbal skill (body language); no further credit can be awarded because a third verbal conflict resolution skill is not given.

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for identifying two reliable community resources that can help to resolve conflicts and explaining how one of them serves that function. The response identifies two community resources where a student having a conflict could seek help (the school counselor, the Idaho Youth Study) and tells how one of them serves a purpose (the school counselor is someone to talk to). How the Idaho Youth Study might help a student is never explained and is therefore not credited for showing how it serves a function.
EXEMPLAR #4

- (3) conflicts

- Mole and Jason get into an argument over who's toy is who's

- AS JASON IGNORES MOLE HE PLAYS ON

- THEN AFTER THAT MOLE HITS JASON WITH A TUB of blocks

- A TEACHER COMES, JASON AGAIN doesn't pay attention & has no eye contact or eye messages

(SKRIPT)
Mole: Hi JASON HOW are you doin today

Jason: Good and You, Great!

Mole: Lets go play with the Blocks, I got Legos.

Jason: oh, no you don't, I do ... ha ha ha..

Mole: Jason please, I said I wanted them, I don't want the Blocks.

Jason: (push's Mole) go away Mole these are Myne.

Mole: (takes Blocks and hits Jason in the Head) Ha Ha. The Legos are Myne.

Jason: (Grabs Legos) No you don't.
EXEMPLAR #4 (cont’d)

Mole: (crys)

Jason: (Ignores) Mole) He plays on w/o other children and ignores him.

Mole: (Gets Ms. dowty) Ms. dowty has trouble getting Jason to pay atttention.

Jason: pays no atttention to anyone except John who wants to play.

Mole: (crys) and says please Jason your hurting my feelings.

Ms. well you guys play together know you see what you’re done Right Jason!

Jason: yes!

Mole: yahh, now we can play together. Thanks J!

Mole: Wow! Look at that.

Mole: and Jason Hug and Shake hands and apolagize.

Jason: I’m sorry I should have paid attention.

Mole: I should have just asked you to share before.

Jason: No it’s my fault.

Mole: No

Jason: well here you go, I’ll play with the Blocks.
EXEMPLAR #4 - Annotation

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for creating a one-act script about a conflict situation and identifying three possible causes of the conflict. The student writes a script about a conflict (sharing the building blocks at recess) and provides three different possible causes for the conflict (pushing and shoving, taking recess equipment without asking, forcefully reclaiming the equipment).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for explaining three conflict resolution skills in the context of the one-act script. The response incorporates the use of two verbal conflict resolution skills (“I” statements, compromise) and one nonverbal skill (hugging/shaking hands); no further credit can be awarded because a third verbal conflict resolution skill is not given.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for identifying one reliable community resource that can help to resolve conflicts and explaining how that resource serves the function. The response identifies one community resource where a student having a conflict could seek help (from a teacher) and tells how it serves a purpose (the teacher will redirect students from fighting back to playing). No further credit is awarded because a second reliable community resource is not identified.
EXEMPLAR #5

Conflict: Lindsey and Adriana were in line for the “Big Slide” at recess. Lindsey was ahead of Adriana and was waiting for her turn patiently. When it was Lindsey’s turn, Adriana cut in front of her and went down the slide. When Lindsey got down the slide she pushed Adriana for cutting in front of her.

Lindsey’s Side: She feels hurt by Adriana because she was standing in line first, and should have gone down the slide first. She thinks that it was mean of Adriana to cut in front of her, and feels hurt by her friend. Lindsey said that she pushed Adriana because she cut in front of her.

Adriana’s Side: Adriana says that she feels like that since her and Lindsey are best friends that she could go in front of her. She did not mean to hurt her feelings and thinks Lindsey is over-reacting. She thinks that it was really mean that Lindsey pushed her.

Mediator’s Opinion (another mutual friend, a recess officer, a teacher): The problem here is that Lindsey felt hurt by Adriana cutting in front of her, and Adriana thinks that it is not a big deal because they are friends. Ask the two girls if they understand what the problem is, and agree with your interpretation of it. The mediator believes that there is never justification for violence, and Lindsey shouldn’t have pushed Adriana.

Solutions:

1.) From now on when you are standing in line, the first person in line goes down the slide first.

2.) If two friends are standing together in line, offer your friend to go down the slide first, so if you give them permission, there won’t be a problem. You’ll both go down the slide and have fun.

3.) If you’re planning on going down the slide more than once, alternate turns. Adriana can go first the first time down the slide, and Lindsey can go first the second time down the slide.

4.) If you can never reach an agreement on your order going down the slide, decide to do other things at recess like play kickball, go on the monkey bars, or play tag!
EXEMPLAR #5 (cont’d)

5) Use the rule that no solution ever justifies violence!

Possible Solution: As the mediator you should state what you think is the best solution. You believe that the girls should go down the slide two times at recess, that way both of the girl’s can have a turn going first. The mediator also thinks that Lindsey should apologize for pushing Adriana, and Adriana should apologize for cutting in front of Lindsey.

Lindsey’s Opinion: Adriana and I are best friends, so I think that we could take turns! She now knows that she shouldn’t push people.

Adriana’s Opinion: I really like going down the “Big Slide” so I would like going down it more than once, and I can take turns. She now knows that she should cut in front of people, even if they are your friends.

Script:

Lindsey: “Adriana, you cut in front of me in line for the slide, how come you’re being such a brat?”

Adriana: “I’m not a brat, you’re a brat. We’re friends and I can go ahead of my friends, and you pushed me!”

Recess Officer: “Girls, what is the problem here?”

Lindsey: “Adriana cut in front of me!”

Adriana: “Lindsey pushed me!”

Recess Officer: “Why don’t you girls plan on going down the slide at least two times when you’re at recess. That way you girls can take turns going first! Lindsey, you know that you shouldn’t push people, and Adriana you know that you shouldn’t cut in line.”

Lindsey: “That sounds like a good idea, we usually go down the slide at least two times anyway, and since we’re best friends I don’t mind taking turns! I’m sorry for pushing you Adriana.”

Adriana: “Yeah, I agree. This problem isn’t worth fighting with my best friend. I know that we can take turns, because we do it all the time when we play Barbies together! I’m sorry for cutting in front of you Lindsey.”
EXEMPLAR #5 - Annotation

Score 9 / 12

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for creating a one-act script about a conflict situation and identifying two possible causes of the conflict. The student writes a script about a conflict (cutting in line at the “Big Slide”) and provides two different possible causes for the conflict (territorial disputes, jealousy/pushing); no further credit can be awarded because a third possible cause of the conflict is not given.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for explaining three conflict resolution skills in the context of the one-act script. The response incorporates the use of three verbal conflict resolution skills (use of peer mediator, brainstorming ideas, negotiating); no further credit can be awarded because a nonverbal conflict resolution skill is not given.

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for identifying two reliable community resources that can help to resolve conflicts and explaining how one of those resources serves the function. The response identifies one community resource where a student having a conflict could seek help (from the recess officer) and tells how it serves a purpose (the recess officer would mediate the conflict). The response identifies a second community resource (teacher); however, a valid explanation as to how a teacher provides that resource is not included.
EXEMPLAR #6

Act 1

Narrator: The daughter comes home from school after her, mother got a phone call from her teacher about her bad grade on her test.

Susy: (daughter) Hi mom, how was your day at work?

Mom: My day was good, so how was your day?

Susy: My day was good. AJ wanted me to come to her house for dinner and do our homework together. Can I go?

Mom: I am not sure, your teacher called me and said you got a bad grade on your test. I think you need to stay home and eat with the family, so we can talk about this bad grade that you got.

Susy: Mom I don’t want to I want to go to AJ’s house and work on homework!

Narrator: Susy walks away into her room and slams the door. Mom goes after her.

Mom: You haven’t ate with the family for a week, you have a bad grade, and you slammed the door when I was talking to you.

Susy: I don’t want to eat with the family.

Mom: I believe you can get a good grade because you have got a good grade before so let’s calm down.
EXEMPLAR #6 (cont’d)

Susy: Can we compromise about this.

Mom: I believe that we can compromise about this.

Susy: I am sorry that I got a bad grade, but I just did not get it.

Mom: You should of came and asked me.

Mom: If you need help you should go to [the school counselor] to have them help you.

Susy: If I don’t get it I will go to them I will get my grade up.

Mom: I believe you can go to AJ’s house for dinner then you can come home and I will help you work on your homework.

Susy: Thanks mom I will be back at seven o clock to work on my homework.

Mom: Bye see you at seven have fun.
EXEMPLAR #6 - Annotation

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for creating a one-act script about a conflict situation and identifying one possible cause of the conflict. The student writes a script about a conflict (poor grades leading to a clash with a parent) and provides one possible cause for the conflict (wanting to go visit friends). No further credit can be awarded because a second or third possible cause of the conflict is not given.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for explaining three conflict resolution skills in the context of the one-act script. The response incorporates the use of three verbal conflict resolution skills (compromise, taking ownership, brainstorming). No further credit can be awarded because a nonverbal conflict resolution skill is not given.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for identifying one reliable community resource that can help to resolve conflicts and explaining how that resource serves the function. The response identifies one community resource where a student having a conflict could seek help (a school counselor) and tells how it serves a purpose (someone to talk to). No further credit is awarded because a second reliable community resource is not identified.
A Complex Conflict

Narrator: Mark, Bryce, and Steve have been assigned a project together. The three are supposed to meet after school today.

Mark: Hey, Bryce.
Bryce: Hey, Mark. Are you ready to work on the project?
Mark: Yeah, but where’s Steve? We need his help.
Bryce: Um, I don’t think he’ll be coming......
Mark: What do you mean? Is he in trouble?
Bryce: Um......
Mark: What’s going on?! Tell me!
Bryce: Mark, Steve smokes.
Mark: What!
Bryce: He’s not here because he goes off to smoke after school.
Mark: I can’t believe it!......Well, we have to do something about this.
Bryce: What do you mean?
Mark: What do I mean?! Well, we have to get this project done, don’t we?
And we need Steve’s help!
Bryce: What do you want to do?
Mark: Tomorrow at recess, we’ll talk to him.

Narrator: At recess the next day, Mark and Bryce confront Steve.
Mark and Bryce: Hey, Steve.
Steve: Hey, what’s up?
Bryce: We just want to talk to you about......
Mark: We need to talk to you about your smoking.
Steve: Um......What are you talking about?
Mark: Listen, we know why you haven’t been coming to help us work on our project. We know you’ve been going to smoke after school.
EXEMPLAR #7 (cont’d)

Bryce: Steve, there are ways for us to help you.
Steve: I don’t need your help!
Bryce: Why don’t you just let us try?
Mark: Yeah, just tell us why it is that you smoke? If it’s because you have a problem, I’m sure there’s another way to deal with it.
Steve: There isn’t any other way.
Mark: I’m sorry, but that’s not good enough, Steve. We need your help on this project.
Bryce: There must be a way for all of us to get our needs met.
Mark: Steve, I know this sounds hard, but the project is due in two days, and we’ll never finish on time without you.
Steve: (sighs)
Bryce: Maybe…..
Mark: Maybe, if you can’t bring yourself to quit smoking, you can at least choose another time to do it. Do you have to do it during the time we want to work on the project?
Steve: Maybe you guys should change the time for doing your stupid project!
Bryce: Okay, Mark, maybe we can work on the project later in the evening.
Does that work for you, Steve?
Steve: Yeah, as long as we start working after 6:00, I can come.
Bryce: Great! How does that sound, Mark?
Mark: Sounds good to me. And Steve, I’m glad we could work this out. But, I wish you would quit smoking…..
Bryce: Steve, if you ever decide you do want to quit, you should call Teen Line. They’re an agency that could help you shake your addiction.
Steve: (sighs) I’ll see you guys today at 6:00.
EXEMPLAR #7 – Annotation

Score  6 / 12

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for creating a one-act script about a conflict situation and identifying one possible cause of the conflict. The student writes a script about a conflict (boys arguing about a school project) and provides one possible cause for the conflict (arguments about who is participating and who is not). No further credit can be awarded because a second or third possible cause of the conflict is not given.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for explaining two conflict resolution skills in the context of the one-act script. The response incorporates the use of two verbal conflict resolution skills (negotiating to get needs met, brainstorming ideas). No further credit can be awarded because a third verbal or a first nonverbal conflict resolution skill is not given.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for identifying one reliable community resource that can help to resolve conflicts and explaining how that resource serves the function. The response identifies one community resource where a student having a conflict could seek help ("Teen Line") and tells how it serves a purpose (it helps people with addictions). No further credit is awarded because a second reliable community resource is not identified.
EXEMPLAR #8

Two boys are playing with blocks in a classroom.

Boy 1: You are an idiot, give me your blocks.

Boy 2: No, they are my blocks, you are mean!

Boy 1 takes Boy 2’s blocks and walks away.

Boy 2 goes to the teacher and tells her the story.

The teacher makes them talk to each other about.

Teacher: Okay, Boy 1, tell Boy 2 why you called him an idiot and took his blocks.

Boy 1: I did that because those are my blocks. I thought you took them.

Boy 2: Oh okay, I understand.

Teacher: Okay now both of you apologize.

Boys 1, 2: I’m sorry!
EXEMPLAR #8 - Annotation

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for creating a one-act script about a conflict situation and identifying two possible causes of the conflict. The student writes a script about a conflict (boys arguing over blocks at recess) and provides two possible causes for the conflict (name-calling and taking his blocks, which is seen as a property dispute). No further credit can be awarded because a fourth possible cause of the conflict is not given.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for explaining one conflict resolution skill in the context of the one-act script. The response incorporates the use of one verbal conflict resolution skill (clarification). No further credit can be awarded because no other verbal or nonverbal conflict resolution skills are given.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for identifying one reliable community resource that can help to resolve conflicts and explaining how that resource serves the function. The response identifies one community resource where a student having a conflict could seek help (a teacher) and tells how it serves a purpose (by making the disputing parties talk to each other). No further credit is awarded because a second reliable community resource is not identified.
EXEMPLAR #9

Cut out conflict script

Stu and Dan where best friends and they all had the same friends. One day at lunch Stu’s brownie went missing and he suspected that Dan ate it. Instead of doing what he should have done which was talking to Dan he spread rumors around the school that Dan steals.

Stu- where has my brownie gone? I left it right here. I bet Dan ate it.
Wonda- Hi stu, what are you doing?
Stu- Dan stole my brownie; he always steals everything from everybody. He is a stealer.

(After hearing this, Wonda tells a couple of people who then go tell more people and so on until it is spread around the whole school.)

Wonda- Hey Lou, Sarah, Kelly, Did you hear that Dan steals everything. You should not hang out with him anymore.

(Once Dan hears that Stu started the rumor, he goes to talk with him)

Dan- Hey stu why did you tell people that I steal things, I have never stolen anything in my life.
Stu- You stole my brownie you stupid stealer.

Dan- I did not!
Stu- Then who did?
Dan- I don’t know.
Stu- That’s because you stole it, stealer!

(Dan then pushes Stu and pushes him back just a little harder. Dan pushes him again harder knocking Stu over. Then Dan starts hitting Stu and Stu hits him back. Two teachers come and stop the fight. Stu and Dan are both in trouble now and it could of all been solved if Stu would have just talked to Dan at the beginning)

THE END
EXEMPLAR #9 – Annotation

Score 3 / 12

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for creating a one-act script about a conflict situation and identifying one possible cause of the conflict. The student writes a script about a conflict (one boy claims that another stole) and provides one possible cause for the conflict (a lack of communication). No further credit can be awarded because a second or third possible cause of the conflict is not given.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for explaining one conflict resolution skill in the context of the one-act script. The response incorporates the use of one verbal conflict resolution skill (talking to each other to address the problem). No further credit can be awarded because no other verbal or nonverbal conflict resolution skills are given.

Rubric 3
Score: 0
This response earns the score of 0 on Rubric 3 because it does not identify any reliable community resources that can help to resolve conflicts and does not explain how those resources serve the function. The response never addresses where the boys could turn to deal with their conflict; the only resources that show up in the dialogue are teachers, and all they do in this play is break up the fight. Without identifying reliable community resources to help deal with conflict, no points can be earned on this rubric.
EXEMPLAR #10

1st boy’s name: Tony

2nd boy’s name: Steve

Setting: Tony’s playroom

Conflict: Steve grabs Tony’s toy from him

- 2 boy walk into the playroom.

- the 1st grabs a toy preferably a buzzlight year action figure

- 2nd boy yanks toy a begins playing w/it

- 1st boy asks politely to give the toy back.

- There is no response

- as the boy keeps an open mind about the situation he then proceeds to think out a solution

- He again speaks. this time asking if there is any other toy he would like to play with.

- the 2nd boy then says that he is sorry for what he has done and asks if the 1st boy wants the toy back.

- 1st boy responds by saying that he’ll grab another toy & play w/him.

- conflict resolved
EXEMPLAR #10 – Annotation

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for creating a one-act script about a conflict situation. The student writes a script about a conflict (one boy steals another's toy); no further credit can be awarded because no causes of the conflict are ever specifically identified.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for explaining one conflict resolution skill in the context of the one-act script. The response incorporates the use of one verbal conflict resolution skill (taking ownership); no further credit can be awarded because no other verbal or nonverbal conflict resolution skills are given.

Rubric 3
Score: 0
This response earns the score of 0 on Rubric 3 because it does not identify any reliable community resources that can help to resolve conflicts and does not explain how those resources serve the function. The response never addresses where the boys could turn to deal with their conflict in any way. Without identifying reliable community resources to help deal with conflict, no points can be earned on this rubric.
Anger – A strong negative feeling toward someone or something that is caused by a sense of being hurt or wronged.

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

Beneficial – Promoting a favorable result.

Character – Qualities or features that distinguish a person.

Conflict – Any disagreement, struggle, or fight.

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

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

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

Consequences – Are the results of your actions and decisions.

Cooperation – Working together for the good of all.

Dialogue – A conversation between two or more people.

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

Empowerment – Power to direct or determine.

Etiquette – Rules governing socially acceptable behavior.

Fear – Protects us from danger.

Goal – Something that you work toward and take action steps to achieve.

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

“I” Statements – A message in which a person describes how she or he feels by using the pronoun “I”.

Listening – The act of hearing attentively.

Negotiate – The use of communication and often compromise to settle a disagreement.

Non-Verbal Communication – Body language, e.g., facial expressions, gestures, and posture.

Peer Mediation – A process in which trained students help other students find fair ways to resolve conflict and settle their differences.

Prevent – To keep from happening.

Prevention – The act of preventing or impeding.

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

Respectful – Showing proper admiration, honor, or esteem to a person or property.

School and Community Resources
- Clergy member
- Parent or trust-worthy adult
- Counselor
- Teacher
- Doctor
- Hotline/Helpline
- Coach
- Reliable websites
- Reliable friend

Script – The style of writing for a play or drama.

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

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

Technique – A way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps).
Centers for Disease Control and Prevention (CDC)

Health Information and Statistics
www.cdc.gov

OSPI Health and Fitness

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

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

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

Washington State Department of Health

Health Information 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 Cut Out Conflict** – A total score on all three rubrics of nine or more points to meet standard.

\[
\begin{align*}
11 - 12 &= 4 \\
9 - 10 &= 3 \text{ meets standard ("proficient")} \\
6 - 8 &= 2 \\
1 - 5 &= 1 \\
0 &= 0
\end{align*}
\]

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

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

The fully amended law now states:

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

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

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

**REQUIRED REPORTING**

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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

- Collect data sheets from teachers responsible for implementing the assessments or other strategies in their classroom.

- July 31: Final date for districts to submit data on the use of assessments or other strategies via the iGrants reporting system.

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

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

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

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

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

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

Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI’s

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.
Cut Out Conflict

- Meet the essential academic learning requirements (EALRs) in physical education.
- Meet minimum standards in physical and cognitive assessments.

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

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

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

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

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

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

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

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

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

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

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

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

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