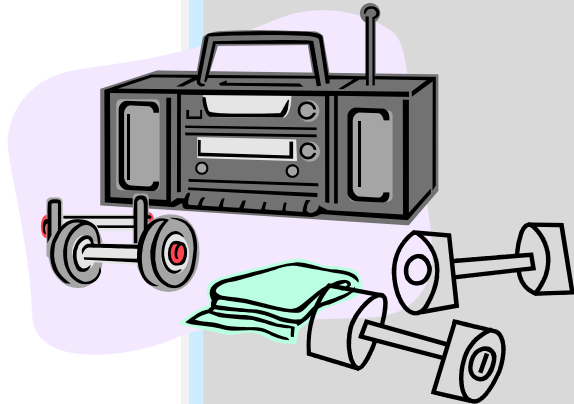


Washington State OSPI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



Fitness Planning
Fitness Assessment for High School



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

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Fitness Planning

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Fitness Planning

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Lisa Rakoz".

Lisa Rakoz
Program Supervisor
Health and Fitness Education

Fitness Planning

Directions for Administering the Washington State Fitness Assessment

Introduction

This document contains information essential to the administration of the Washington State Fitness 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 *Fitness Planning*.

- Reproduce one **Student Copy** of *Fitness Planning* for each student, pages 16-19.
- Read **Rubrics**, pages 20-22.
- Read **Scoring Notes**, pages 23-24.
- Read **Exemplars & Annotations**, pages 25-38.
- Read **Glossary**, pages 39-40.
- Read **Teacher Resources**, page 41.
- 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

Fitness Planning

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

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

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

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

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

"Day Of" Checklist

Teacher checklist for the day of *Fitness Planning* administration.

- Cover/remove potential answers to the assessment (posters, teaching aids, etc.).
- Distribute **Student Copies** of *Fitness Planning*, pages 16-19.
- One pencil or pen for each student.

"Day After" Checklist

Teacher checklist for the day after *Fitness Planning* administration.

- Review **Scoring Notes** pages 23-24.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 42.
- Use the **Rubrics** provided to score *Fitness Planning*, pages 20-22.
- Score** *Fitness Planning*. This assessment could be used as part of a student's grade.

Fitness Planning

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

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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

Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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

Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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

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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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

Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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

Fitness Planning

Recommendation for Time Management

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

Day One:

- **15 minutes:** The teacher provides the class with the **Student Copy** of the assessment and reads it aloud. The students may ask any questions needed. The teacher answers any questions asked.
Reminder: This is not a time for teaching or re-teaching. This is an individual assessment not a group assessment.
- **35 minutes:** The students analyze the prompt and create their response.
Please walk around the classroom and monitor student progress.
- **5 minutes:** The teacher collects all materials at the end of Day 1.
If students complete the assessment early, please have them work on other materials quietly.

Day Two:

- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The students continue to write their response to the prompt.
- **5 minutes:** The teacher collects all materials at the end of Day Two.
If students complete the assessment early, please have them work on other materials quietly.

Fitness Planning

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

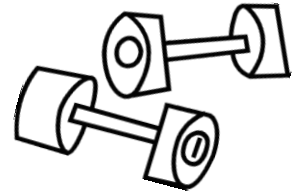
Say: **Today you will take the Washington State Fitness Assessment, *Fitness Planning*. Write your name, period, date, teacher, and school at the top of the paper. Please follow along as I read the prompt aloud.**

Your teacher has asked you to develop a fitness plan based on your current level of fitness. Your plan should focus on the following three fitness components: cardiorespiratory endurance, muscular endurance, and flexibility.

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

Cardiorespiratory Endurance Fitness Plan

Complete the table below to evaluate your current level of fitness for cardiorespiratory endurance to determine your fitness goal.



1. Circle the **Fitness Test** used in class.
2. Enter your **Baseline** cardiorespiratory fitness score.
3. Enter your **Current** cardiorespiratory fitness score.
4. Determine whether you are **At** or **Below** the standard provided by the teacher.
5. Determine whether your goal should focus on **Maintenance** or **Improvement** when developing your fitness plan based on the standards.
6. Analyze assessment data and write a **New Fitness Goal**. The goal must be **Realistic** and **Attainable** for the next designated testing date.
7. Give 2 reasons that support how your goal is Realistic and Attainable.

Fitness Test	Baseline Score	Current Score	Standard	Maintain or improve your score based on the fitness standard	New Fitness Goal
Circle: One mile run Pacer 12 minute run 3-minute step Other:	Score: _____	Score: _____	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: _____

Give 2 reasons that support how your new fitness goal is Realistic and Attainable.

1.

2.

Fitness Planning

Teacher Copy

Once you have completed the evaluation of your cardiorespiratory endurance fitness level and have determined your new fitness goal, create a fitness plan that will help you reach this goal.

1. In the left column, write in the appropriate term for each letter.
2. In the right column, using the recommended guidelines for the FITT Principle, write a plan to achieve your fitness goal.

Cardiorespiratory Endurance Fitness Plan

F =	
I =	
T =	
T =	

Muscular Endurance Fitness Plan

You first must complete the table below to evaluate your current level of fitness for muscular endurance to determine whether your fitness plan will focus on maintaining or improving your fitness score.

1. Circle the fitness test used in class.
2. Enter your baseline muscular endurance fitness score.
3. Enter your current muscular endurance fitness score.
4. Determine whether you are at or below the standard provided by the teacher.
5. Determine whether your goal should focus on maintenance or improvement when developing your fitness plan based on the standards.
6. Analyze assessment data and write a new fitness goal. The goal must be appropriate for the next designated testing date.

Fitness Test	Baseline Score	Current Score	Standards	Maintain or improve your score based on the fitness standards	New Fitness Goal
Circle: Flexed-Arm Hang Pull-ups Modified Pull-ups Push-ups Modified Push-ups Curl-ups Other:	Score: _____	Score: _____	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: _____

Fitness Planning

Teacher Copy

Once you have completed the evaluation of your muscular endurance fitness level and have determined your fitness plan goal, create a fitness plan that will help you reach this goal. In the right column, using the recommended guidelines for the FITT principle, write a plan to achieve your fitness goal.

Muscular Endurance Fitness Plan

F	
I	
T	
T	

Fitness Planning

Teacher Copy

Flexibility Fitness Plan

You first must complete the table below to evaluate your current level of fitness for flexibility to determine whether your fitness plan will focus on maintaining or improving your fitness score.

1. Circle the fitness test used in class.
2. Enter your baseline flexibility fitness score.
3. Enter your current flexibility fitness score.
4. Determine whether you are at or below the standard provided by the teacher.
5. Determine whether your goal should focus on maintenance or improvement when developing your fitness plan based on the standards.
6. Analyze assessment data and write a new fitness goal. The goal must be appropriate for the next designated testing date.

Fitness Test	Baseline Score	Current Score	Standards	Maintain or improve your score based on the fitness standards	New Fitness Goal
Circle: Back-saver Sit-and Reach Sit-and Reach Shoulder Stretch V Sit Other:	Score: <hr/>	Score: <hr/>	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: <hr/>

Once you have completed the evaluation of your flexibility fitness level and have determined your fitness plan goal, create a fitness plan that will help you reach those goals. In the right column, using the recommended guidelines for the FITT principle, write a plan to achieve your fitness goal.

Flexibility Fitness Plan

F	
I	
T	
T	

Student Copy

Fitness Planning

Student Copy

Name _____ Period _____

Date _____ Teacher _____

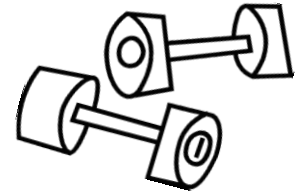
School _____

Total Score _____ / 14

Your teacher has asked you to develop a fitness plan based on your current level of fitness. Your plan should focus on the following three fitness components: cardiorespiratory endurance, muscular endurance, and flexibility.

Cardiorespiratory Endurance Fitness Plan

Complete the table below to evaluate your current level of fitness for cardiorespiratory endurance to determine your fitness goal.



1. Circle the **Fitness Test** used in class.
2. Enter your **Baseline** cardiorespiratory fitness score.
3. Enter your **Current** cardiorespiratory fitness score.
4. Determine whether you are **At** or **Below** the standard provided by the teacher.
5. Determine whether your goal should focus on **Maintenance** or **Improvement** when developing your fitness plan based on the standards.
6. Analyze assessment data and write a **New Fitness Goal**. The goal must be **Realistic** and **Attainable** for the next designated testing date.
7. Give 2 reasons that support how your goal is Realistic and Attainable.

Fitness Test	Baseline Score	Current Score	Standard	Maintain or improve your score based on the fitness standards	New Fitness Goal
Circle: One mile run Pacer 12 minute run 3-minute step Other:	Score: _____	Score: _____	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: _____

Give 2 reasons that support how your new fitness goal is Realistic and Attainable.

- 1.

- 2.

Score _____ / 2

Fitness Planning

Student Copy

Once you have completed the evaluation of your cardiorespiratory endurance fitness level and have determined your new fitness goal, create a fitness plan that will help you reach this goal.

1. In the left column, write in the appropriate term for each letter.
2. In the right column, using the recommended guidelines for the FITT Principle, write a plan to achieve your fitness goal.

Cardiorespiratory Endurance Fitness Plan

F =	
I =	
T =	
T =	

Score _____ / 4

Turn Page

Fitness Planning

Student Copy

Muscular Endurance Fitness Plan

You first must complete the table below to evaluate your current level of fitness for muscular endurance to determine whether your fitness plan will focus on maintaining or improving your fitness score.

1. Circle the fitness test used in class.
2. Enter your baseline muscular endurance fitness score.
3. Enter your current muscular endurance fitness score.
4. Determine whether you are at or below the standard provided by the teacher.
5. Determine whether your goal should focus on maintenance or improvement when developing your fitness plan based on the standards.
6. Analyze assessment data and write a new fitness goal. The goal must be appropriate for the next designated testing date.

Fitness Test	Baseline Score	Current Score	Standard	Maintain or improve your score based on the fitness standards	New Fitness Goal
Circle: Flexed-Arm Hang Pull-ups Modified Pull-ups Push-ups Modified Push-ups Curl-ups Other:	Score: _____	Score: _____	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: _____

Once you have completed the evaluation of your muscular endurance fitness level and have determined your fitness plan goal, create a fitness plan that will help you reach this goal. In the right column, using the recommended guidelines for the FITT principle, write a plan to achieve your fitness goal.

Muscular Endurance Fitness Plan

F	
I	
T	
T	

Score _____ / 4

Fitness Planning

Student Copy

Flexibility Fitness Plan

You first must complete the table below to evaluate your current level of fitness for flexibility to determine whether your fitness plan will focus on maintaining or improving your fitness score.

1. Circle the fitness test used in class.
2. Enter your baseline flexibility fitness score.
3. Enter your current flexibility fitness score.
4. Determine whether you are at or below the standard provided by the teacher.
5. Determine whether your goal should focus on maintenance or improvement when developing your fitness plan based on the standards.
6. Analyze assessment data and write a new fitness goal. The goal must be appropriate for the next designated testing date.

Fitness Test	Baseline Score	Current Score	Standard	Maintain or improve your score based on the fitness standards	New Fitness Goal
Circle: Back-saver Sit-and Reach Sit-and Reach Shoulder Stretch V Sit Other:	Score: <hr style="width: 50%; margin: 0 auto;"/>	Score: <hr style="width: 50%; margin: 0 auto;"/>	Circle: Meets standard Below standard	Circle: Maintain Improve	Goal: <hr style="width: 50%; margin: 0 auto;"/>

Once you have completed the evaluation of your flexibility fitness level and have determined your fitness plan goal, create a fitness plan that will help you reach those goals. In the right column, using the recommended guidelines for the FITT principle, write a plan to achieve your fitness goal.

Flexibility Fitness Plan

F	
I	
T	
T	

Score _____ / 4

Rubrics

Fitness Planning

Rubric – A tool used for scoring assessments

RUBRIC 1

Grade Level Expectations (GLEs)

1.3.2 Analyzes the progress of a personal fitness plan.

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

2	A 2-point response: The student gives 2 reasons that support how their goal is both realistic and attainable. Example: 1. My goal is realistic because I improved by 4 push-ups from my baseline score to my current score and I can improve by at least that much by the next testing date. 2. My goal is attainable because I will be following my new fitness plan for improvement.
1	A 1-point response: The student gives 1 reason that supports how their goal is both realistic and attainable.
0	A 0-point response: The student shows little or no understanding of the task.

RUBRIC 2

Grade Level Expectations (GLEs)

1.3.1 Analyzes the components of health-related fitness.

1.3.2 Analyzes the progress of a personal fitness plan.

4.1.1 Analyzes daily health and fitness habits.

4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

4	A 4-point response: The student develops a cardiorespiratory endurance fitness plan that demonstrates knowledge of the FITT Principle.								
	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">F = Frequency</td> <td>A workout schedule of activity 3 times a week</td> </tr> <tr> <td>I = Intensity</td> <td>Within Target Heart Rate Zone OR 60-85% of Max Heart Rate</td> </tr> <tr> <td>T = Time</td> <td>Minimum of 20 minutes at the appropriate intensity</td> </tr> <tr> <td>T = Type</td> <td>Any exercise that allows you to sustain heart rate target for the recommended time.</td> </tr> </table>	F = Frequency	A workout schedule of activity 3 times a week	I = Intensity	Within Target Heart Rate Zone OR 60-85% of Max Heart Rate	T = Time	Minimum of 20 minutes at the appropriate intensity	T = Type	Any exercise that allows you to sustain heart rate target for the recommended time.
F = Frequency	A workout schedule of activity 3 times a week								
I = Intensity	Within Target Heart Rate Zone OR 60-85% of Max Heart Rate								
T = Time	Minimum of 20 minutes at the appropriate intensity								
T = Type	Any exercise that allows you to sustain heart rate target for the recommended time.								
3	A 3-point response: The student accurately completes three of the four boxes.								
2	A 2-point response: The student accurately completes two of the four boxes.								
1	A 1-point response: The student accurately completes one of the four boxes.								
0	A 0-point response: The student shows little or no understanding of the task.								

Fitness Planning

RUBRIC 3

Grade Level Expectations (GLEs) for RUBRIC 3 and RUBRIC 4

- 1.3.1 Analyzes the components of health-related fitness.
- 1.3.2 Analyzes the progress of a personal fitness plan.
- 4.1.1 Analyzes daily health and fitness habits.
- 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

4	<p>A 4-point response: The student develops a muscular endurance plan that demonstrates knowledge of the FITT Principle.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 10%;">F</td> <td>A workout schedule of activity 2-4 times a week.</td> </tr> <tr> <td style="text-align: center;">I</td> <td>A workout schedule that increases the amount of weight while staying at or above 8 repetitions per set.</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Increasing the amount of time to allow for building of muscle endurance.</td> </tr> <tr> <td style="text-align: center;">T</td> <td>An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (e.g., resistance training, yoga, pilates)</td> </tr> </table>	F	A workout schedule of activity 2-4 times a week.	I	A workout schedule that increases the amount of weight while staying at or above 8 repetitions per set.	T	Increasing the amount of time to allow for building of muscle endurance.	T	An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (e.g., resistance training, yoga, pilates)
F	A workout schedule of activity 2-4 times a week.								
I	A workout schedule that increases the amount of weight while staying at or above 8 repetitions per set.								
T	Increasing the amount of time to allow for building of muscle endurance.								
T	An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (e.g., resistance training, yoga, pilates)								
3	A 3-point response: The student accurately completes three of the four boxes.								
2	A 2-point response: The student accurately completes two of the four boxes.								
1	A 1-point response: The student accurately completes one of the four boxes.								
0	A 0-point response: The student shows little or no understanding of the task.								

RUBRIC 4

Grade Level Expectations (GLEs) 1.3.1, 1.3.2, 4.1.1, 4.2.1

4	<p>A 4-point response: The student develops a flexibility plan that demonstrates knowledge of the FITT Principle.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 10%;">F</td> <td>Daily flexibility exercises.</td> </tr> <tr> <td style="text-align: center;">I</td> <td>Stretching that increases range of motion.</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Increase the amount of time spent on flexibility activities.</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Uses all major muscle groups allowing the body to move through the full range of motion.</td> </tr> </table>	F	Daily flexibility exercises.	I	Stretching that increases range of motion.	T	Increase the amount of time spent on flexibility activities.	T	Uses all major muscle groups allowing the body to move through the full range of motion.
F	Daily flexibility exercises.								
I	Stretching that increases range of motion.								
T	Increase the amount of time spent on flexibility activities.								
T	Uses all major muscle groups allowing the body to move through the full range of motion.								
3	A 3-point response: The student accurately completes three of the four boxes.								
2	A 2-point response: The student accurately completes two of the four boxes.								
1	A 1-point response: The student accurately completes one of the four boxes.								
0	A 0-point response: The student shows little or no understanding of the task.								

Scoring Notes

Scoring Notes

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

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

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

$$\begin{array}{r} 13 - 14 = 4 \\ 11 - 12 = 3 \quad \text{meets standard ("proficient")} \\ \hline 8 - 10 = 2 \\ 1 - 7 = 1 \\ 0 = 0 \end{array}$$

Protocol for fitness assessments must be followed correctly for student data to be accurate. Suggestion: Please review current protocol. Meet with your physical education department prior to administering the assessment for consistency within the state.

1. The FITT component must appear in the corresponding box for that component; no points should be awarded for correct responses that do not appear with the corresponding FITT component.
2. For frequency, actual days of the week are acceptable as long as a “frequency” is implied.
3. The student should be able to apply the concept of intensity to their fitness plan, not just define it. (For example, specific heart rate should be indicated for “intensity” on cardiorespiratory endurance).
4. The time must correspond with the type of exercise indicated in the response in order to receive credit.
5. If a time is indicated but a type of exercise is not provided, no credit should be given for time.
6. Mathematical calculations (when applicable to the fitness test/component) must be accurate to receive credit (e.g., target heart rate).
7. “Weight training” is not acceptable as a type of exercise; the student should provide specific exercises (e.g., curl-ups, side-crunches, bench press) to receive credit.

Exemplars & Annotations

*Words in *italics* are literal student responses taken directly from assessments 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.

Fitness Planning

RUBRIC 1

2 Point Response

Fitness Test	Baseline Score	Current Score	Healthy Fitness Zone Evaluation	Maintain or improve your score based on National Fitness Test Norms	New Fitness Goal
Circle: One mile run Pacer 12 minute run 3-minute step Other:	Score: <u>12:08</u>	Score: <u>10:40</u>	Circle: Above standard <u>Meets standard</u> Below standard	Circle: Maintain <u>Improve</u>	Goal: <u>9:20</u>
<p>Give 2 reasons that support how your new fitness goal is Realistic and Attainable.</p> <p>1. <i>I can work on my leg strength, and run short distances, increasing them over time, to help my legs not feel fatigued while running the mile.</i></p> <p>2. <i>I can work on breathing techniques, and gain control of my asthma, so I don't lose my breath so quickly.</i></p>					

This response earns a 2 on Rubric #1 for accumulating 2 points. This response gives 2 reasons that support how their goal is both realistic and attainable.

Score 2 / 2

Fitness Planning

Continued—Rubric 1 1 Point Response

Fitness Test	Baseline Score	Current Score	Healthy Fitness Zone Evaluation	Maintain or improve your score based on National Fitness Test Norms	New Fitness Goal
Circle: One mile run Pacer 12 minute run 3-minute step Other:	Score: <u>13:04</u>	Score: <u>11:54</u>	Circle: Above standard Meets standard Below standard	Circle: Maintain Improve	Goal: <u>11:00</u>
<p>Give 2 reasons that support how your new fitness goal is Realistic and Attainable.</p> <p>1. My new fitness goal is realistic because my current score is 11:54 minutes. By setting a new goal of only 54 seconds shorter it would just mean I need to pace myself more.</p> <p>2. My new fitness goal is attainable because it is only 54 seconds shorter.</p>					

This response earns a 1 on Rubric #1 for accumulating 1 point. The first reason, pacing better to achieve 54 seconds is realistic. The second reason repeats the first reason.

Score 1/2

0 Point Response

Fitness Test	Baseline Score	Current Score	Healthy Fitness Zone Evaluation	Maintain or improve your score based on National Fitness Test Norms	New Fitness Goal
Circle: One mile run Pacer 12 minute run 3-minute step Other:	Score: <u>11:02</u>	Score: <u>10:20</u>	Circle: Above standard Meets standard Below standard	Circle: Maintain Improve	Goal: <u>10:00</u>
<p>Give 2 reasons that support how your new fitness goal is Realistic and Attainable.</p> <p>1. I am going to try and run faster to reach my goal</p> <p>2. I am going to try and run faster.</p>					

This response earns a 0 on Rubric #1 for accumulating 0 points. Both responses are vague. Running faster is not a valid reason for achieving the goal.

Score 0/2

Fitness Planning

RUBRIC 2

Exemplar #1-Score: 4 (8 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>I'll jog 4 times a week</i>
I = Intensity	<i>Won't walk, jog at 60 to 80% of max</i>
T = Time	<i>Jog for about 30 minutes</i>
T = Type	<i>Running</i>

This response earns a 4 on rubric #2 for accumulating 8 value pts. This response correctly identifies FITT and provides 4 examples that support a cardiorespiratory endurance plan.

Score 4/4

Exemplar #2-Score: 4 (7 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>How often (3 to 4 times a week)</i>
I = Intensity	<i>How hard (until body can't) 70-80% of max</i>
T = Time	<i>How long (about 20 to 30 minutes) a day</i>
T = Type	<i>What station</i>

This response earns a 4 on rubric #2 for accumulating 7 value pts. This response correctly identifies FITT and provides 3 examples that support a cardiorespiratory endurance plan. The example for type is not accepted because it is not an example of a cardiorespiratory activity.

Score 4/4

Exemplar #3-Score: 3 (6 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>3 to 5 times a week</i>
I = Intensity	<i>60% to 80% intensity</i>
T = Time	<i>20 to 60 minutes</i>
T = Trying	<i>Get your heart rate up</i>

This response earns a 3 on rubric #2 for accumulating 6 value pts. This response correctly identifies frequency, intensity, and time but "trying" is not correct. The response provides 3 examples that support a cardiorespiratory endurance plan. The example for type is not accepted because it is not an example of a cardiorespiratory activity.

Score 3/4

Fitness Planning

Continued—Rubric 2
Exemplar #4-Score: 3 (6 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>Run the mile</i>
I = Intensity	<i>Not pushing myself all the way</i>
T = Time	<i>Under nine minutes</i>
T = Type	<i>Jogging</i>

This response earns a 3 on rubric #2 for accumulating 6 value pts. This response correctly identifies FITT and provides 2 examples that support a cardiorespiratory endurance plan. The example for type and time are accepted but frequency and intensity are incorrect.

Score 3/4

Exemplar #5-Score: 3 (5 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>Doing physical fitness everyday</i>
I = Intensity	<i>I will work a hard as my mind will let me</i>
T = Time	<i>As long as I can</i>
T = Type	<i>fitness</i>

This response earns a 3 on rubric #2 for accumulating 5 value pts. This response correctly identifies FITT and provides 1 example that supports a cardiorespiratory endurance plan. The frequency is correct but the other examples are too vague.

Score 3/4

Exemplar #6-Score: 2 (4 value points)

Cardiorespiratory Endurance Fitness Plan

F =	<i>Run more (every other day)</i>
I =	<i>Practice running at 70% of my max</i>
T =	<i>30 minutes</i>
T =	<i>running</i>

This response earns a 2 on rubric #2 for accumulating 4 value pts. This response does not correctly identify FITT but provides 4 correct examples that support a cardiorespiratory endurance plan.

Score 2/4

Fitness Planning

Continued—Rubric 2
Exemplar #7-Score: 2 (4 value points)

Cardiorespiratory Endurance Fitness Plan

F = Frequency	<i>Long jogs everyday</i>
I = Intensity	<i>Short sprints added</i>
T = Time	<i>Everyday</i>
T = Type	<i>Cardiorespiratory endurance things</i>

This response earns a 2 on rubric #2 for accumulating 4 value pts. This response does correctly identify FITT but does not provide 4 correct examples that support a cardiorespiratory endurance plan.

Score 2/4

Exemplar #8-Score: 1 (2 value points)

Cardiorespiratory Endurance Fitness Plan

F =	<i>Every other day</i>
I =	<i>Work</i>
T =	
T =	<i>Jogging</i>

This response earns a 1 on rubric #2 for accumulating 2 value pts. This response does not correctly identify FITT and provides only 2 correct examples that support a cardiorespiratory endurance plan. The examples for frequency and type are correct.

Score 1/4

Exemplar #9- Score: 1 (2 value points)

Cardiorespiratory Endurance Fitness Plan

F = Fitness	<i>Run</i>
I =	
T = Time	<i>Anaerobic</i>
T = Type	<i>30 minutes</i>

This response earns a 1 on rubric #2 for accumulating 2 value pts. This response does correctly identify time and type but does not provide 4 correct examples that support a cardiorespiratory endurance plan.

Score 1/4

Fitness Planning

Continued—Rubric 2
Exemplar #10-Score 0 (0 value points)

Cardiorespiratory Endurance Fitness Plan

F =	<i>Run</i>
I =	<i>Pace myself</i>
T =	<i>Practice</i>
T =	<i>Improve</i>

This response earns a 0 on rubric #2 for accumulating 0 value pts. This response does not correctly identify FITT and does not provide 4 correct examples that support a cardiorespiratory endurance plan.

Score 0/4

Fitness Planning

RUBRIC 3

Exemplar #1

Muscular Endurance Fitness Plan

F	<i>Every other day</i>
I	<i>At least one or two more each time</i>
T	<i>A little more each time</i>
T	<i>Push-ups</i>

This response earns a 4 on rubric #3 for accumulating 4 pts. This response provides 4 correct examples that support a muscular endurance plan.

Score 4/4

Exemplar #2

Muscular Endurance Fitness Plan

F	<i>Four times per week</i>
I	<i>To do more reps each time</i>
T	<i>Increasing as I do more</i>
T	<i>Push ups</i>

This response earns a 4 on rubric #3 for accumulating 4 pts. This response provides 4 correct examples that support a muscular endurance plan.

Score 4/4

Fitness Planning

Continued—Rubric 3 Exemplar #3

Muscular Endurance Fitness Plan

F	<i>Do push ups every night</i>
I	<i>Do at least 30 each night and do more each night</i>
T	<i>5 minutes or so</i>
T	<i>Push-ups</i>

This response earns a 3 on rubric #3 for accumulating 4 pts. This response provides 3 correct examples that support a muscular endurance plan. Every night is not an acceptable frequency for muscular endurance.

Score 3/4

Exemplar #4

Muscular Endurance Fitness Plan

F	<i>Every other day</i>
I	<i>Doing 80% of my push-ups max</i>
T	<i>Goes up as I get stronger</i>
T	<i>Keep table of percentages at home or school</i>

This response earns a 3 on rubric #3 for accumulating 3 pts. This response provides 3 correct examples that support a muscular endurance plan. The example for type is not correct.

Score 3/4

Exemplar #5

Muscular Endurance Fitness Plan

F	<i>3 or 4 times a week</i>
I	<i>Until my arms give out and I can't do it any more</i>
T	<i>Time it takes</i>
T	<i>Muscular endurance/push-ups</i>

This response earns a 3 on rubric #3 for accumulating 3 pts. This response provides 3 correct examples that support a muscular endurance plan. The example for time is too vague.

Score 3/4

Fitness Planning

Continued—Rubric 3 Exemplar #6

Muscular Endurance Fitness Plan

F	<i>Stretch arms/ improve arm strength</i>
I	<i>Lift weights-increase weights as I go</i>
T	<i>Certain sets, certain reps</i>
T	<i>Upper body workout-bench</i>

This response earns a 2 on rubric #3 for accumulating 2 pts. This response provides 2 correct examples that support a muscular endurance plan. The intensity and type are correct but frequency and time are incorrect.

Score 2/4

Exemplar #7

Muscular Endurance Fitness Plan

F	<i>Do push-ups everyday</i>
I	<i>Build my strength up</i>
T	<i>30 minutes</i>
T	<i>Bench press</i>

This response earns a 2 on rubric #3 for accumulating 2 pts. This response provides 2 correct examples that support a muscular endurance plan. Time and type are correct. Frequency does not allow for recovery and intensity is not correct.

Score 2/4

Exemplar #8

Muscular Endurance Fitness Plan

F	<i>Everyday</i>
I	<i>20 per day</i>
T	<i>As long as it takes me</i>
T	<i>Pull-ups</i>

This response earns a 2 on rubric #3 for accumulating 2 pts. This response provides 2 correct examples that support a muscular endurance plan. Time and type are correct. Frequency does not allow for recovery and intensity is not correct.

Score 2/4

Fitness Planning

Continued—Rubric 3 Exemplar #9

Muscular Endurance Fitness Plan

F	<i>Get a better percentage</i>
I	<i>Get in better shape</i>
T	<i>Push myself to work harder</i>
T	<i>The tolerance and strength to improve by doing push-ups</i>

This response earns a 1 on rubric #3 for accumulating 1 pt. This response provides 1 correct example that supports a muscular endurance plan. Type is correct.

Score 1/4

Exemplar #10

Muscular Endurance Fitness Plan

F	<i>Workout more</i>
I	<i>Push myself when I think I'm done</i>
T	<i>Think about it will help me</i>
T	<i>Try to improve</i>

This response earns a 0 on rubric #3 for accumulating 0 pts. This response does not provide correct examples that support a muscular endurance plan.

Score 0/4

Fitness Planning

RUBRIC 4

Exemplar #1

Flexibility Fitness Plan

F	<i>Stretch everyday</i>
I	<i>Push harder than normal</i>
T	<i>Spend 8 minutes stretching</i>
T	<i>Flexibility stretches</i>

This response earns a 4 on rubric #4 for accumulating 4 pts. This response provides 4 correct examples that support a flexibility plan.

Score 4/4

Exemplar #2

Flexibility Fitness Plan

F	<i>Stretch everyday</i>
I	<i>Go a little farther everytime</i>
T	<i>Increase time as I go</i>
T	<i>Stretching lower body</i>

This response earns a 4 on rubric #4 for accumulating 4 pts. This response provides 4 correct examples that support a flexibility plan.

Score 4/4

Exemplar #3

Flexibility Fitness Plan

F	<i>Everyday</i>
I	<i>Just stretch so I know I will achive</i>
T	<i>As long as it takes (longer each time)</i>
T	<i>V Sit</i>

This response earns a 3 on rubric #4 for accumulating 3 pts. This response provides 3 correct examples that support a flexibility plan. The response for intensity is too vague.

Score 3/4

Fitness Planning

Continued—Rubric 4 Exemplar #4

Flexibility Fitness Plan

F	<i>Three times a week</i>
I	<i>As far as I can reach</i>
T	<i>For 10 minutes</i>
T	<i>Sit and Reach</i>

This response earns a 3 on rubric #4 for accumulating 3 pts. This response provides 3 correct examples that support a flexibility plan. The response for intensity is too vague.

Score 3/4

Exemplar #5

Flexibility Fitness Plan

F	<i>Everyday</i>
I	<i>I will work as hard as I can</i>
T	<i>Think about how it will help me</i>
T	<i>Stretchs</i>

This response earns a 2 on rubric #4 for accumulating 2 pts. This response provides 2 correct examples that support a flexibility plan. The responses for intensity and time are too vague.

Score 2/4

Exemplar #6

Flexibility Fitness Plan

F	<i>Stretch everyday</i>
I	<i>Stretch as far as I can and further each day</i>
T	
T	

This response earns a 2 on rubric #4 for accumulating 2 pts. This response provides 2 correct examples that support a flexibility plan. Time and type are not completed.

Score 2/4

Fitness Planning

Continued Rubric 4 Exemplar #7

Flexibility Fitness Plan

F	<i>Work on flexibility every other day</i>
I	<i>Get in shape</i>
T	<i>Push myself to work longer each time I stretch</i>
T	<i>stretch</i>

This response earns a 2 on rubric #4 for accumulating 2 pts. This response provides 2 correct examples that support a flexibility plan. The response for intensity and time are too vague.

Score 2/4

Exemplar #8

Flexibility Fitness Plan

F	<i>Stretch frequently</i>
I	<i>Push myself</i>
T	<i>Use it wisely</i>
T	<i>Sit and Reach</i>

This response earns a 1 on rubric #4 for accumulating 1 pt. This response provides 1 correct example that supports a flexibility plan. The response for type is correct. The other responses are too vague.

Score 1/4

Exemplar #9

Flexibility Fitness Plan

F	<i>Stay fit in sit and reach test</i>
I	<i>In the state standard</i>
T	<i>Table of records</i>
T	<i>Tracking</i>

This response earns a 0 on rubric #4 for accumulating 0 pts. This response provides 0 correct examples that support a flexibility plan. Responses show little or no understanding of the prompt.

Score 0/4

Glossary *Fitness Planning*

Protocol for fitness assessments must be followed correctly for student data to be accurate. Suggestion: Please review current protocol. Meet with your physical education department prior to administering the assessment for consistency within the state.

Aerobic Exercise – Steady activity in which the heart can supply all the oxygen the muscles need.

Anaerobic – Physical activity done in short, fast bursts in which the heart cannot supply blood and oxygen as fast as muscles use it.

Activity Pyramid – A pyramid used to illustrate various levels of physical activity.

<http://extension.missouri.edu/explore/hesguide/foodnut/gh1800.htm>

Body Composition – All of the tissues that together make up the body; bone, muscle, skin, fat, body organs.

Cardiorespiratory Endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

Exercise – Purposeful physical activity that is planned, structured, and repetitive and that improves or maintains personal fitness.

Fitness – The ability of the body to perform daily physical activities without getting out of breath, sore or overly tired.

FITT Principle – A formula in which each letter represents a factor important for determining the correct amount of physical activity.

Frequency – How often you do the activity each week

Intensity – How hard you work at the activity per session

Time – How long you work out at each session

Type – Which activities you select

FITT Principle for cardiorespiratory endurance

Frequency – Exercise 3-5 times per week

Intensity – Train at 60-85% of target heart rate zone/ 70-85% of one's maximum heart rate

Time – 20-60 minutes per session

Type – Any aerobic activity that keeps heart rate within your target heart zone

FITT Principle for flexibility:

Frequency – Daily stretching

Intensity – Stretch muscles and hold beyond its normal length at a comfortable stretch

Time – Hold stretch for 10-15 seconds with the stretching workout lasting 15-30 minutes

Type – Use stretches that allow the body to move through the full range of motion

Flexibility – The ability to move the joints through a full range of motion.

Goal Setting – A plan to determine ahead of time what is expected to be accomplished and how it can be accomplished.

Fitness Planning

Glossary (cont'd)

Health-Related Fitness Components

Cardiorespiratory endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

Muscular endurance – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength – The amount of force a muscle can exert.

Flexibility – The ability to move the joints through a full range of motion.

Body composition – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.

Improvement – To become better.

Maintenance – Meets or exceeds standard-to stay the same.

Physical Activity – The state of being active or moving.

Skill-related Fitness – Six areas of physical fitness which are often associated with games and sports.

Agility – The ability to change the position of your body quickly and to control your body's movements.

Balance – The ability to keep an upright posture while standing still or moving.

Coordination – The ability to use your senses together with your body parts or to use two or more body parts together.

Power – The ability to move strength quickly.

Reaction time – The ability to react or respond quickly to what you hear, see, or feel.

Speed – The ability to perform a movement or cover a distance in a short period of time.

Target Heart Rate – (THR) – A heart rate range that should be reached during exercise to gain cardiorespiratory health benefits.

Teacher Resources

Fitness Planning

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics

www.cdc.gov

Nutrition and Physical Activity

www.cdc.gov/nccdphp/dnpa

FitnessGram/Activitygram

FitnessGram/Activitygram is a computerized tool that enables you to perform quality fitness and physical activity assessments and personal physical activity management.

www.fitnessgram.net/home

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

The President's Challenge

The President's Challenge is the Physical Activity and Fitness Awards Program of the President's Council on Physical Fitness and Sports.

www.presidentschallenge.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 *Fitness Planning* – A **total** score on all four rubrics of eleven or more points meets standard.

$$\begin{array}{r} 13 - 14 = 4 \\ 11 - 12 = 3 \\ \hline 8 - 10 = 2 \\ 1 - 7 = 1 \\ 0 = 0 \end{array} \quad \text{meets standard ("proficient")}$$

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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

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2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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

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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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

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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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

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May – July

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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

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seconds). The assessment is application of the information – taking it to the next level. Did the student really “get” the knowledge and can he/she apply the information?

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

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

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

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