

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



New Student Orientation
Health Assessment for High School



New Student Orientation

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
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SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education

New Student Orientation

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 *New Student Orientation*.

- Reproduce one **Student Copy** of *New Student Orientation* for each student, pages 17-21.
- Read **Rubrics**, pages 22-26.
- Read **Scoring Notes**, pages 27-28.
- Read **Exemplars & Annotations**, pages 29-69.
- Read **Glossary**, pages 70-71.
- Read **Teacher Resources**, page 72.
- 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.

New Student Orientation

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 *New Student Orientation* administration.

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

"Day After" Checklist

Teacher checklist for the day after *New Student Orientation* administration.

- Review **Scoring Notes** pages 27-28.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 73.
- Use the **Rubrics** provided to score *New Student Orientation*, pages 22-26.
- Score *New Student Orientation***. This assessment could be used as part of a student's grade.

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

REQUIRED REPORTING

OSPI has developed an online reporting form to assist districts with the required submission of the implementation verification report. Districts are required to report whether or not “assessments or other strategies” have been administered in social studies (including 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> <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 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> <p><input type="checkbox"/> FitnessGram</p> <p><input type="checkbox"/> President's Challenge</p> <p><input type="checkbox"/> OSPI Fitness Performance Assessments</p> <p><input type="checkbox"/> District Approved Fitness Performance Assessments</p> <p><input type="checkbox"/> Other. Explain:</p>				
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:

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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.

New Student Orientation

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, *New Student Orientation*. Write your name, period, date, teacher, and school at the top of the paper. Please follow along as I read the prompt aloud.**

You are a class officer at your school and have been asked by your principal to address entering students during orientation. Part of the orientation covers important information in the student handbook. Your presentation is to support the school's policy of zero tolerance for drug and alcohol use.

Your presentation must address the following: the legal consequences associated with drug and alcohol use, the stages leading to dependence or addiction, the effects of drug and alcohol use, and the community resources to students dependent or addicted to drugs or alcohol at your school.

Your principal requires you to provide the following information to be addressed during your presentation.

1. Legal consequences
 - Identify **two** laws regarding drug or alcohol use.
 - Describe **one** penalty associated with **each** law.
2. Stages leading to dependence or addiction
 - Identify **two** stages of dependence or addiction.
 - Describe **one** behavior associated with **each** stage.
3. Effects of use
 - Explain **one** effect that drug or alcohol use has on **each** of the following: family, school, community, and emotional health.
4. Community resources
 - Identify **two** specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community.
 - Describe **one** service **each** resource provides to help those students.

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

New Student Orientation

Teacher Copy

Part 1:

Legal Consequences

1. Identify **two** laws regarding drug or alcohol use.
2. Describe **one** penalty associated with **each** law.

First law regarding drug or alcohol use:
Penalty associated with this law:
Second law regarding drug or alcohol use:
Penalty associated with this law:

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

New Student Orientation

Teacher Copy

Part 2:

Stages leading to dependence or addiction

1. Identify **two** stages of dependence or addiction.
2. Describe **one** behavior associated with **each** stage.

First chosen stage of dependence or addiction:

Behavior associated with this stage:

Second chosen stage of dependence or addiction:

Behavior associated with this stage:

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

New Student Orientation

Teacher Copy

Part 3:

Effects of use

1. Explain **one** effect that drug or alcohol use has on **each** of the following: family, school, community, and emotional health.

Family:
School:
Community:
Emotional Health:

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

New Student Orientation

Teacher Copy

Part 4:

Community resources

1. Identify **two** specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community.
2. Describe **one** service **each** resource provides to help those students.

First chosen resource:
Service this resource provides:
Second chosen resource:
Service this resource provides:

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

Student Copy

New Student Orientation

Student Copy

Name _____ Period _____

Date _____ Teacher _____

School _____

Total / 16

You are a class officer at your school and have been asked by your principal to address entering students during orientation. Part of the orientation covers important information in the student handbook. Your presentation is to support the school's policy of zero tolerance for drug and alcohol use.

Your presentation must address the following: the legal consequences associated with drug and alcohol use, the stages leading to dependence or addiction, the effects of drug and alcohol use, and the community resources to students dependent or addicted to drugs or alcohol at your school.

Your principal requires you to provide the following information to be addressed during your presentation.

1. Legal consequences
 - Identify **two** laws regarding drug or alcohol use.
 - Describe **one** penalty associated with **each** law.
2. Stages leading to dependence or addiction
 - Identify **two** stages of dependence or addiction.
 - Describe **one** behavior associated with **each** stage.
3. Effects of use
 - Explain **one** effect that drug or alcohol use has on **each** of the following: family, school, community, and emotional health.
4. Community resources
 - Identify **two** specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community.
 - Describe **one** service **each** resource provides to help those students;

New Student Orientation

Student Copy

Part 1:

Legal Consequences

1. Identify **two** laws regarding drug or alcohol use.
2. Describe **one** penalty associated with **each** law.

First law regarding drug or alcohol use:
Penalty associated with this law:
Second law regarding drug or alcohol use:
Penalty associated with this law:

Score _____ / 4

New Student Orientation

Student Copy

Part 2:

Stages leading to dependence or addiction

1. Identify **two** stages of dependence or addiction.
2. Describe **one** behavior associated with **each** stage.

First chosen stage of dependence or addiction:
Behavior associated with this stage:
Second chosen stage of dependence or addiction:
Behavior associated with this stage:

Score / 4

New Student Orientation

Student Copy

Part 3:

Effects of use

1. Explain **one** effect that drug or alcohol use has on **each** of the following: family, school, community, and emotional health.

Family:
School:
Community:
Emotional Health:

Score _____ / 4

New Student Orientation

Student Copy

Part 4:

Community resources

1. Identify **two** specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community.
2. Describe **one** service **each** resource provides to help those students.

First chosen resource:
Service this resource provides:
Second chosen resource:
Service this resource provides:

Score _____ / 4

Rubrics

New Student Orientation

Rubric – A tool used to score assessments

RUBRIC 1 – Used to score Part 1 of New Student Orientation

Grade Level Expectations (GLEs)

2.4.6 Understands legal implications of drug, alcohol, and tobacco use.

4	<p>A 4-point response: The student analyzes the legal consequences of drug and alcohol use by identifying two laws regarding drug or alcohol abuse and providing one penalty associated with each law.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">First law regarding drug or alcohol use:</td> </tr> <tr> <td><i>Many laws govern drug and alcohol use by minors. In Washington State, it is illegal to buy, possess, or consume alcohol if under the age of 21.</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Penalty associated with this law:</td> </tr> <tr> <td><i>The consequences for this can be very high, ranging from a fine to arrest and possible sentence to a youth detention center.</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Second law regarding drug or alcohol use:</td> </tr> <tr> <td><i>A second law governing drug use with legal implications comes from the Anabolic Steroids Control Act of 1990. This law states that non-medical use for people of all ages is illegal in the United States.</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Penalty associated with this law:</td> </tr> <tr> <td><i>The penalty includes expulsion from athletic teams, monetary fines, and possible jail time.</i></td> </tr> </table>	First law regarding drug or alcohol use:	<i>Many laws govern drug and alcohol use by minors. In Washington State, it is illegal to buy, possess, or consume alcohol if under the age of 21.</i>	Penalty associated with this law:	<i>The consequences for this can be very high, ranging from a fine to arrest and possible sentence to a youth detention center.</i>	Second law regarding drug or alcohol use:	<i>A second law governing drug use with legal implications comes from the Anabolic Steroids Control Act of 1990. This law states that non-medical use for people of all ages is illegal in the United States.</i>	Penalty associated with this law:	<i>The penalty includes expulsion from athletic teams, monetary fines, and possible jail time.</i>
First law regarding drug or alcohol use:									
<i>Many laws govern drug and alcohol use by minors. In Washington State, it is illegal to buy, possess, or consume alcohol if under the age of 21.</i>									
Penalty associated with this law:									
<i>The consequences for this can be very high, ranging from a fine to arrest and possible sentence to a youth detention center.</i>									
Second law regarding drug or alcohol use:									
<i>A second law governing drug use with legal implications comes from the Anabolic Steroids Control Act of 1990. This law states that non-medical use for people of all ages is illegal in the United States.</i>									
Penalty associated with this law:									
<i>The penalty includes expulsion from athletic teams, monetary fines, and possible jail time.</i>									
3	A 3-point response: The student identifies two laws regarding drug or alcohol abuse and provides the penalty for only one law.								
2	A 2-point response: The student identifies two laws regarding drug or alcohol abuse but does not provide a penalty for either law. OR Identifies one law and provides one penalty for that law.								
1	A 1-point response: The student identifies one law regarding drug or alcohol abuse but does not provide a penalty for that law.								
0	A 0-point response: The student shows little or no understanding of the task.								

New Student Orientation

RUBRIC 2 – Used to score Part 2 of *New Student Orientation*

Grade Level Expectations (GLEs)

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

4	<p>A 4-point response: the student identifies two stages of drug/alcohol use leading to dependency or addiction and describes one behavior associated with each stage. Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">First chosen stage of dependence or addiction:</td> </tr> <tr> <td><i>Developing a tolerance</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Behavior associated with this stage:</td> </tr> <tr> <td><i>The user drinks alcohol more often, increasing the amount of alcohol consumed each period of use.</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Second chosen stage of dependence or addiction :</td> </tr> <tr> <td><i>Abuse</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Behavior associated with this stage:</td> </tr> <tr> <td><i>Abuse is the consistent and continued use of any illegal drug or improper use of substance for non-medical purposes.</i></td> </tr> </table>	First chosen stage of dependence or addiction:	<i>Developing a tolerance</i>	Behavior associated with this stage:	<i>The user drinks alcohol more often, increasing the amount of alcohol consumed each period of use.</i>	Second chosen stage of dependence or addiction :	<i>Abuse</i>	Behavior associated with this stage:	<i>Abuse is the consistent and continued use of any illegal drug or improper use of substance for non-medical purposes.</i>
First chosen stage of dependence or addiction:									
<i>Developing a tolerance</i>									
Behavior associated with this stage:									
<i>The user drinks alcohol more often, increasing the amount of alcohol consumed each period of use.</i>									
Second chosen stage of dependence or addiction :									
<i>Abuse</i>									
Behavior associated with this stage:									
<i>Abuse is the consistent and continued use of any illegal drug or improper use of substance for non-medical purposes.</i>									
3	A 3-point response: the student identifies two stages of drug/alcohol use leading to dependency or addiction and describes one behavior associated with a stage.								
2	<p>A 2-point response: the student identifies one stage of drug/alcohol use leading to dependency or addiction and describes one behavior associated with that stage. OR Identifies two stages of dependency or addiction but does not describe a behavior associated with either stage</p>								
1	A 1-point response: the student identifies one stage of drug/alcohol use leading to dependency or addiction but does not describe behavior associated with the stage.								
0	A 0-point response: The student shows little or not understanding of the task.								

Note: The steps leading to dependence or addiction can vary depending on the teaching model used. Possible models may include, but are not limited to the following:

- Experimental/Recreational/Misuse/Abuse/Dependence
- Stages of Drug/Alcohol Use

New Student Orientation

RUBRIC 3 – Used to score Part 3 of *New Student Orientation*

Grade Level Expectations (GLEs)

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

4	<p>A 4-point response: The student describes one effect that drug and alcohol use has on each of the following: family, school, community, and emotional health. Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Family:</td> </tr> <tr> <td style="padding: 5px;"><i>Family-relationships with family members can be jeopardized because</i></td> </tr> <tr> <td style="padding: 5px;"><i>communication and trust are replaced with conflict and lies.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">School:</td> </tr> <tr> <td style="padding: 5px;"><i>School-grades decline as a result of clouded reasoning and thinking skills.</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Community:</td> </tr> <tr> <td style="padding: 5px;"><i>Community-communities are impacted financially because one of the biggest</i></td> </tr> <tr> <td style="padding: 5px;"><i>burdens on society is the rise of drug-related crimes and acts of violence directly</i></td> </tr> <tr> <td style="padding: 5px;"><i>related to drug use.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;">Emotional Health:</td> </tr> <tr> <td style="padding: 5px;"><i>Emotional health-people who experiment with drugs can become increasingly</i></td> </tr> <tr> <td style="padding: 5px;"><i>depressed and paranoid.</i></td> </tr> </table>	Family:	<i>Family-relationships with family members can be jeopardized because</i>	<i>communication and trust are replaced with conflict and lies.</i>	School:	<i>School-grades decline as a result of clouded reasoning and thinking skills.</i>		Community:	<i>Community-communities are impacted financially because one of the biggest</i>	<i>burdens on society is the rise of drug-related crimes and acts of violence directly</i>	<i>related to drug use.</i>	Emotional Health:	<i>Emotional health-people who experiment with drugs can become increasingly</i>	<i>depressed and paranoid.</i>
Family:														
<i>Family-relationships with family members can be jeopardized because</i>														
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<i>related to drug use.</i>														
Emotional Health:														
<i>Emotional health-people who experiment with drugs can become increasingly</i>														
<i>depressed and paranoid.</i>														
3	A 3-point response: The student provides three of the four components.													
2	A 2-point response: The student provides two of the four components.													
1	A 1-point response: The student provides one of the four components.													
0	A 0-point response: The student shows little or no understanding of the task.													

New Student Orientation

RUBRIC 4 – Used to score Part 4 of *New Student Orientation*

Grade Level Expectations (GLEs)

2.4.7 Analyzes various treatment options and recovery processes.

3.2.1 Evaluates health and fitness information, products, and services.

4	<p>A 4-point response: Identify two specialists, agencies, or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community and describes one service each resource provides to help those students.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">First chosen resource:</td> </tr> <tr> <td><i>Support programs (Alcoholics Anonymous)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Service this resource provides:</td> </tr> <tr> <td><i>Support programs are designed to assist with problem solving, communication, and self-esteem, these programs can be offered in schools or in various community locations; they provide group settings for users to openly talk about drug use.</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Second chosen resource:</td> </tr> <tr> <td><i>Treatment centers</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Service this resource provides:</td> </tr> <tr> <td><i>Treatment centers are outpatient treatment that consists of individual and/or group counseling; intense inpatient residency that is highly structured. These programs usually last from 6-12 months.</i></td> </tr> </table>	First chosen resource:	<i>Support programs (Alcoholics Anonymous)</i>	Service this resource provides:	<i>Support programs are designed to assist with problem solving, communication, and self-esteem, these programs can be offered in schools or in various community locations; they provide group settings for users to openly talk about drug use.</i>	Second chosen resource:	<i>Treatment centers</i>	Service this resource provides:	<i>Treatment centers are outpatient treatment that consists of individual and/or group counseling; intense inpatient residency that is highly structured. These programs usually last from 6-12 months.</i>
First chosen resource:									
<i>Support programs (Alcoholics Anonymous)</i>									
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Second chosen resource:									
<i>Treatment centers</i>									
Service this resource provides:									
<i>Treatment centers are outpatient treatment that consists of individual and/or group counseling; intense inpatient residency that is highly structured. These programs usually last from 6-12 months.</i>									
3	A 3-point response: The student identifies two specialists, agencies or organizations available to students dependent on or addicted to drugs or alcohol and one description of a service to help those students.								
2	A 2-point response: The student identifies two specialists, agencies or organizations available to students dependent on or addicted to drugs or alcohol but does not provide a description of a service to help those students.								
1	A 1-point response: The student identifies one specialist, agency or organization available to students dependent on or addicted to drugs or alcohol but does not provide a description of a service to help those students.								
0	A 0 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, *New Student Orientation*.

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

Passing Score on *New Student Orientation* – A **total** score on all four rubrics of twelve or more points meets standard.

$$\begin{array}{r} 15 - 16 = 4 \\ 12 - 14 = 3 \quad \text{meets standard ("proficient")} \\ \hline 8 - 11 = 2 \\ 1 - 7 = 1 \\ 0 = 0 \end{array}$$

The term “addiction” and “dependency” should be considered the same.

Rubric 1

1. Student responses that identify “school rule” or “student handbook” as a law for drug/alcohol use should receive credit. No exemplars are provided because each school handbook may differ in content.
2. If a penalty is described but there is no law identified or the penalty is not linked to the law identified no points should be awarded for the penalty.

Rubric 2

1. To earn credit, the explanation of the behavior given must be linked to the stage.
2. If more than two stages are identified, only two should be scored along with their associated behaviors.

Rubric 3

1. Community service can count as a legal consequence.
2. Community effects include crime rates, jobs, socioeconomic factors, etc. (in the global sense); community effects do not include things of a personal nature (losing friends, being an outcast, etc.)

Rubric 4

1. Student responses that provide the same two services for two different community resources should receive full credit.
2. Multiple hot lines or web sites will only count as one community resource.

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.

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #1

Legal Consequences

1. Identify **two** laws regarding drug or alcohol use.
2. Describe **one** penalty associated with each law.

First law regarding drug or alcohol use:
<i>A person under the age of 21 cannot consume, purchase or possess alcohol.</i>
Penalty associated with this law:
<i>A penalty of that law is jail time for two months and a \$500 fine.</i>
Second law regarding drug or alcohol use:
<i>One cannot possess any illegal drug.</i>
Penalty associated with this law:
<i>Jail time for 5 years max and a maximum \$10,000 fine for minors. Penalties are worse if the drugs are sold to minors.</i>

This response earns a score of 4 on Rubric 1 for analyzing the legal consequences of drug use by identifying two drug/alcohol laws and one penalty associated with each.

Score 4 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #2

First law regarding drug or alcohol use:
<i>Having possession of illegal drug as a minor.</i>
Penalty associated with this law:
<i>A maximum \$10,000 fine.</i>
Second law regarding drug or alcohol use:
<i>Driving under the influence of alcohol.</i>
Penalty associated with this law:
<i>A \$1,000 fine and license revoked/suspended</i>

This response earns a score of 4 on Rubric 1 for analyzing the legal consequences of drug use by identifying two drug/alcohol laws and one penalty associated with each.

Score 4 / 4

New Student Orientation

Part 1:**RUBRIC 1-Exemplar #3**

First law regarding drug or alcohol use:
<i>Driving under the influence.</i>
Penalty associated with this law:
<i>License suspended for 90 days.</i>
Second law regarding drug or alcohol use:
<i>Selling or possessing illegal drugs.</i>
Penalty associated with this law:
<i>\$500,000 fine.</i>

This response earns a score of 3 on Rubric 1 for analyzing the legal consequences of drug use by identifying two drug/alcohol laws. One point is awarded for the 90 day license suspension; however, the "\$500,000 fine" is not accurate and does not score a point.

Score 3 / 4

New Student Orientation

Part 1:**RUBRIC 1-Exemplar #4**

First law regarding drug or alcohol use:
<i>A person under 21 cannot buy or attempt to buy alcohol knowingly.</i>
Penalty associated with this law:
<i>If this law is broken then the offender can get a fine of \$1000 and may even spend some time in jail.</i>
Second law regarding drug or alcohol use:
<i>A person under 21 cannot have a BAC over .00</i>
Penalty associated with this law:
<i>If a minor is driving under the influence then they can receive 90 days in jail.</i>

This response earns a score of 3 on Rubric 1 for analyzing the legal consequences of drug use by identifying two drug/alcohol laws. One point is awarded for identifying the \$1000 fine/jail time; however, the “BAC over .00” is not accurate and does not score a point.

Score 3 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #5

First law regarding drug or alcohol use:
<i>Cannot drink until 21.</i>
Penalty associated with this law:
<i>Put in jail.</i>
Second law regarding drug or alcohol use:
<i>Cannot possess illegal drugs.</i>
Penalty associated with this law:
<i>Minimum \$250 fine</i>

This response earns a score of 3 on Rubric 1 for analyzing the legal consequences of drug use by identifying two drug/alcohol laws. One point is awarded for the “minimum \$250 fine”; however, the penalty for the first law “Put in jail” is too vague and does not score a point.

Score 3 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #6

First law regarding drug or alcohol use:
<i>People who are under 21 cannot purchase or possess alcohol.</i>
Penalty associated with this law:
<i>If a minor is caught purchasing alcohol they will get \$500 worth of fine.</i>
Second law regarding drug or alcohol use:
<i>People who are under the age of 21 cannot purchase smokes.</i>
Penalty associated with this law:
<i>They will get \$500 worth of fine.</i>

This response earns a score of 2 on Rubric 1 for analyzing the legal consequences of drug use by correctly identifying one drug/alcohol law. The first law identified is correct however, "People who are under the age of 21 cannot purchase smokes" is incorrect and does not score a point. One point is awarded for identifying the \$500 fine for purchasing alcohol; however, the "\$500 worth of fine" penalty identified for the second law listed is not accurate and does not score a point.

Score 2 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #7

First law regarding drug or alcohol use:
<i>A minor in possession of alcohol.</i>
Penalty associated with this law:
<i>Such a minor would receive 90 days jail time.</i>
Second law regarding drug or alcohol use:
<i>Persons under 21 may not purchase illegal drugs.</i>
Penalty associated with this law:
<i>Jail time</i>

This response earns a score of 2 on Rubric 1 for analyzing the legal consequences of drug use by correctly identifying one drug/alcohol law. The first law identified is correct however, "Persons under 21 may not purchase illegal drugs" is incorrect and does not score a point. One point is awarded for identifying 90 days jail time; however, the response of "jail time" for the second penalty is too vague and does not score a point.

Score 2 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #8

First law regarding drug or alcohol use:
You can not drink unless you are 21 years or older
Penalty associated with this law:
If you are under age and you get caught drinking, then you could get a fine and the cops will take your alcohol away.
Second law regarding drug or alcohol use:
You can not use tobacco.
Penalty associated with this law:
If you get caught the police will take your tobacco away.

This response earns a score of 1 on Rubric 1 for analyzing the legal consequences of drug use by correctly identifying one drug/alcohol law. The first law identified is correct however, "You cannot use tobacco" is incorrect and does not score a point. No points are awarded for either penalty listed. The penalty for the first law is too vague and the penalty for the second law is incorrect.

Score 1 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #9

First law regarding drug or alcohol use:
<i>Anyone under the age of 21 may not possess or consume any amount of alcohol.</i>
Penalty associated with this law:
<i>Also if you get caught with your first DUI you must pay.</i>
Second law regarding drug or alcohol use:
Penalty associated with this law:

This response earns a score of 1 on Rubric 1 for analyzing the legal consequences of drug use by correctly identifying one drug/alcohol law. The first law identified is correct. A second law is not identified and does not score a point. No points are awarded for either penalty. The penalty for the first law is incorrect and no second penalty is listed.

Score 1 / 4

New Student Orientation

Part 1:

RUBRIC 1-Exemplar #10

First law regarding drug or alcohol use:
<i>You can't have drugs</i>
Penalty associated with this law:
<i>You will go to jail.</i>
Second law regarding drug or alcohol use:
<i>You can't have alcohol.</i>
Penalty associated with this law:
<i>You will go to jail.</i>

This response scores 0 points for Rubric 1. Both laws identified are incorrect and both penalties are too vague.

Score 0 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #1

Stages leading to dependence or addiction

1. Identify **two** stages of dependence or addiction.
2. Describe **one** behavior associated with each stage.

First chosen stage of dependence or addiction:
<i>Abuse</i>
Behavior associated with this stage:
<i>Using a lot and getting used to it.</i>
Second chosen stage of dependence or addiction:
<i>Recreational Use</i>
Behavior associated with this stage:
<i>Planned use with friends</i>

This response earns the score of 4 on Rubric 2 for identifying two stages of dependence or addiction and describing one behavior associated with each stage.

Score 4 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #2

First chosen stage of dependence or addiction:
<i>Experimental Use</i>
Behavior associated with this stage:
<i>Curiosity about drug. Use with friends</i>
Second chosen stage of dependence or addiction:
<i>Misuse</i>
Behavior associated with this stage:
<i>Using more often. Person experiences hangovers</i>

This response earns the score of 4 on Rubric 2 for identifying two stages of dependence or addiction and describing one behavior associated with each stage.

Score 4 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #3

First chosen stage of dependence or addiction:
<i>Dependence</i>
Behavior associated with this stage:
<i>The user experiences memory blackouts.</i>
Second chosen stage of dependence or addiction:
<i>Recreational Use</i>
Behavior associated with this stage:
<i>Daily use of the drug.</i>

This response earns the score of 3 on Rubric 2 for identifying two stages of dependence or addiction and describing a behavior associated with the first stage identified. The behavior described for the second stage identified “daily use of the drug” is incorrect and does not score a point.

Score 3 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #4

First chosen stage of dependence or addiction:
<i>Misuse</i>
Behavior associated with this stage:
<i>User tries to watch how much they drink</i>
Second chosen stage of dependence or addiction:
<i>Experimental</i>
Behavior associated with this stage:
<i>User gets sick all the time</i>

This response earns the score of 3 on Rubric 2 for identifying two stages of dependence or addiction and describing a behavior associated with the first stage identified. The behavior described for the second stage identified “user gets sick all the time” is not associated with the experimental stage.

Score 3 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #5

First chosen stage of dependence or addiction:
<i>Recreational Use</i>
Behavior associated with this stage:
<i>They are curious</i>
Second chosen stage of dependence or addiction:
<i>Abuse</i>
Behavior associated with this stage:
<i>Getting DUI's</i>

This response earns the score of 3 on Rubric 2 for identifying two stages of dependence or addiction and describing a behavior associated with the second stage identified. The behavior described for the first stage identified "they are curious" is incorrect and does not score a point.

Score 3 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #6

First chosen stage of dependence or addiction:
<i>Experimental Use</i>
Behavior associated with this stage:
<i>Needing to drink</i>
Second chosen stage of dependence or addiction:
<i>Dependence</i>
Behavior associated with this stage:
<i>Getting drunk</i>

This response earns the score of 2 on Rubric 2 for identifying two stages of dependence or addiction. The behaviors described for the stages listed are incorrect because they are too vague or are not specific to those particular stages thus they do not score any points.

Score 2 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #7

First chosen stage of dependence or addiction:
<i>Missuse</i>
Behavior associated with this stage:
<i>DUI's</i>
Second chosen stage of dependence or addiction:
<i>The person is dependent on alcohol</i>
Behavior associated with this stage:
<i>The person drinks a lot.</i>

This response earns the score of 2 on Rubric 2 for identifying two stages of dependence or addiction. The behaviors described for the stages listed are incorrect because they are not specific to those particular stages thus they do not score any points.

Score 2 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #8

First chosen stage of dependence or addiction:
<i>Abuse</i>
Behavior associated with this stage:
<i>Problems at work. (late to work)</i>
Second chosen stage of dependence or addiction:
<i>Tolerance</i>
Behavior associated with this stage:
<i>Has to drink more to get drunk</i>

This response earns the score of 2 on Rubric 2 for identifying one stage of dependence or addiction and a behavior linked to that stage. The second stage listed “tolerance” is incorrect as it is a behavior not a stage according to the resources used by this instructor. Therefore, the behavior “has to drink more to get drunk” cannot be counted as it is not linked with a correct stage. Tolerance could be counted as a stage if the instructor used a model that identifies it as such.

Score 2 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #9

First chosen stage of dependence or addiction:
<i>Getting Drunk</i>
Behavior associated with this stage:
<i>Partying a lot</i>
Second chosen stage of dependence or addiction:
<i>Experimenting</i>
Behavior associated with this stage:
<i>Partying a lot</i>

This response earns the score of 1 on Rubric 2 for identifying one stage of dependence or addiction. The first stage described “getting drunk” is not correct. The behaviors described for the stages listed are incorrect because they are not specific to those particular stages. Thus, they do not score any points.

Score 1 / 4

New Student Orientation

Part 2:

RUBRIC 2-Exemplar #10

First chosen stage of dependence or addiction:
<i>Trying alcohol</i>
Behavior associated with this stage:
<i>Throwing up</i>
Second chosen stage of dependence or addiction:
<i>Dependend</i>
Behavior associated with this stage:
<i>Hangovers</i>

This response earns the score of 1 on Rubric 2 for identifying one stage of dependence or addiction. The first stage described “trying alcohol” is not correct. The behaviors described for the stages listed are incorrect because they are not specific to those particular stages. Thus, they do not score any points.

Score 1 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #1

Effects of use

2. Explain **one** effect that drug or alcohol use has on each of the following: family, school, community, and emotional health.

Family:
<i>Arguments, less in touch with siblings and parents</i>
School:
<i>Bad grades, academic level drops</i>
Community:
<i>Steals from others to get money for drugs</i>
Emotional Health:
<i>User may become depressed</i>

This response earns the score of 4 on Rubric 3 for describing one effect that drug/alcohol use has on all four of the following: family, school, community, and emotional health.

Score 4 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #2

Family:
<i>Withdraws from family, isn't around very much.</i>
School:
<i>Performance and grades decrease</i>
Community:
<i>Steals to support habit, increase crime rate</i>
Emotional Health:
<i>Becomes depressed and irritable, may be suicidal.</i>

This response earns the score of 4 on Rubric 3 for describing one effect that drug/alcohol use has on all four of the following: family, school, community, and emotional health.

Score 4 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #3

Family:
<i>Get angry with them, easily fight.</i>
School:
<i>Grades Drop</i>
Community:
<i>Fight with friends</i>
Emotional Health:
<i>Get angry easily, get depressed</i>

This response earns the score of 3 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, school, and emotional health. The response for community “fight with friends” is incorrect.

Score 3 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #4

Family:
<i>You can lose your familys trust</i>
School:
<i>Could get expelled from school or they would just drop out.</i>
Community:
<i>Can lead to vandalism.</i>
Emotional Health:
<i>Not good for your body, you could die easily from overdose of drugs and drinking too much</i>

This response earns the score of 3 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, school, and emotional community. The response for emotional health “not good for your body...” is incorrect.

Score 3 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #5

Family:
<i>You tend not to talk to your family as much and more fighting.</i>
School:
<i>Grades tend to drop and less active.</i>
Community:
<i>People wear coats and sunglasses at inappropriate times in the community.</i>
Emotional Health:
<i>Mood swings</i>

This response earns the score of 3 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, school, and emotional health. The response for community “people wear coats and sunglasses at inappropriate times in the community” is incorrect because it does not have a negative effect on the community.

Score 3 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #6

Family:
<i>Your family will lose respect for you and might have you removed.</i>
School:
Community:
<i>Has more drugs</i>
Emotional Health:
<i>You feel completely worthless</i>

This response earns the score of 2 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, and emotional health. The response for community “has more drugs” is too vague and there is not response listed for school.

Score 2 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #7

Family:
<i>You don't spend much time at home.</i>
School:
<i>Your grades start to drop</i>
Community:
<i>Stealing from your family.</i>
Emotional Health:
<i>You become addicted.</i>

This response earns the score of 2 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, and school. The response for community “stealing from your family” is incorrect because this is not specific to the community. The response for emotional health “you become addicted” is incorrect because addiction is physiological not psychological.

Score 2 / 4

New Student Orientation

Part 3:

RUBRIC 3-Exemplar #8

Family:
<i>You don't have good relationship with them (lost of trust)</i>
School:
<i>Grades go down.</i>
Community:
<i>Don't really care</i>
Emotional Health:
<i>Get sick from drug.</i>

This response earns the score of 2 on Rubric 3 for describing one effect that drug/alcohol use has on the following: family, and school. The response for community “don’t really care” needs more clarification. The response for emotional health “get sick from drug” is incorrect because it is physiological not psychological.

Score 2 / 4

New Student Orientation

Part 3:**RUBRIC 3-Exemplar #9**

Family:
<i>It can ruin your relationship between your family and friends.</i>
School:
<i>Your personal higene</i>
Community:
Emotional Health:

This response earns the score of 1 on Rubric 3 for describing one effect that drug/alcohol use has on family. The response for school “your personal higene” is incorrect because it is too vague. There are no responses for community or emotional health.

Score 1 / 4

New Student Orientation

Part 3:**RUBRIC 3-Exemplar #10**

Family:
<i>You will just want to be away from home and use.</i>
School:
Community:
<i>Bad influence</i>
Emotional Health:
<i>Brain doesn't work right</i>

This response earns the score of 1 on Rubric 3 for describing one effect that drug/alcohol use has on family. The response for community “bad influence” is incorrect because it is too vague. The response for emotional health “brain doesn’t work right” is physiological not psychological. There is no response for school.

Score 1 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #1

Community resources

1. Identify **two** specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol at your school or in your community.
2. Describe **one** service each resource provides to help those students.

First chosen resource:
<i>Alcohol and Drug counselors</i>
Service this resource provides:
<i>Give recommendations to students for help.</i>
Second chosen resource:
<i>Alcoholics Anonymous</i>
Service this resource provides:
<i>Talking about it with others who are going through the same things you are.</i>

This response earns a score of 4 on Rubric 4 for identifying two specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol and provides one service each resource provides.

Score 4 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #2

First chosen resource:
<i>Al-anon</i>
Service this resource provides:
<i>Gives support to friends and relatives of user which could help them deal with that person.</i>
Second chosen resource:
<i>AA-</i>
Service this resource provides:
<i>Gives addicts a chance to talk it out with other addicts.</i>

This response earns a score of 4 on Rubric 4 for identifying two specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol and provides one service each resource provides.

Score 4 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #3

First chosen resource:
<i>Alcoholics Anonymous</i>
Service this resource provides:
<i>Gives addict a chance to talk about their addiction</i>
Second chosen resource:
<i>Al-anon</i>
Service this resource provides:
<i>Helps someone quit drinking</i>

This response earns a score of 3 on Rubric 4 for identifying two specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol but only provides one correct service. The service for the second resource is incorrect because Al-anon is for friends and relatives of the alcoholic.

Score 3 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #4

First chosen resource:
AA
Service this resource provides:
<i>To confront ones problem and deteriorate the sense of loneliness</i>
Second chosen resource:
<i>Drug/Alcohol rehabilitation center</i>
Service this resource provides:
<i>To rehab someone</i>

This response earns a score of 3 on Rubric 4 for identifying two specialists, agencies or organizations available to students dependent or addicted to drugs or alcohol but only provides one correct service. The service for the second resource is too vague.

Score 3 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #5

First chosen resource:
<i>School counselor</i>
Service this resource provides:
<i>Can reference to other doctors who can help more specifically</i>
Second chosen resource:
<i>Parents/Friends</i>
Service this resource provides:
<i>Can make the abuser quit drinking and get new friends</i>

This response earns a score of 2 on Rubric 4 for identifying one specialist, agency or organization available to students dependent or addicted to drugs or alcohol and one correct service. The second resource "Parents/Friends" does not score a point because it is not a specialist, agency or organization. Therefore, the service does not score a point.

Score 2 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #6

First chosen resource:
<i>1-800-quitnow</i>
Service this resource provides:
<i>Talk about troubles</i>
Second chosen resource:
<i>Hotline</i>
Service this resource provides:
<i>Will keep problems confided unless to help</i>

This response earns a score of 2 on Rubric 4 for identifying one specialist, agency or organization available to students dependent or addicted to drugs or alcohol and one correct service. The second resource is the same as the first (two hotlines) and the service for the second resource is incorrect.

Score 2 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #7

First chosen resource:
<i>Rehab</i>
Service this resource provides:
<i>Where a person can get help to quit the drug and learn to live without it</i>
Second chosen resource:
<i>Big sister</i>
Service this resource provides:
<i>Someone to talk to</i>

This response earns a score of 2 on Rubric 4 for identifying one specialist, agency or organization available to students dependent or addicted to drugs or alcohol and one correct service. The second resource “Big sister” does not score a point because it is not a specialist, agency or organization. Therefore, the service does not score a point.

Score 2 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #8

First chosen resource:
<i>Counselors</i>
Service this resource provides:
<i>They can help you find and keep the help you need</i>
Second chosen resource:
<i>Teammates</i>
Service this resource provides:
<i>Talk with you about it</i>

This response earns a score of 2 on Rubric 4 for identifying one specialist, agency or organization available to students dependent or addicted to drugs or alcohol and one correct service. The second resource does not score a point because it is not a specialist, agency or organization. "Teammates" can be a support however they are not specialists and the service is not acceptable because it is too vague and may not be reliable.

Score 2 / 4

New Student Orientation

Part 4:**RUBRIC 4-Exemplar #9**

First chosen resource:
<i>Intervention Specialist</i>
Service this resource provides:
<i>Help you with your grades</i>
Second chosen resource:
<i>Study group</i>
Service this resource provides:
<i>Help you with your grades</i>

This response earns a score of 1 on Rubric 4 for identifying one specialist, agency or organization available to students dependent or addicted to drugs or alcohol and no correct services. "Help you with your grades" is not a correct service for an "Intervention Specialist". The second resource does not score a point because it is not a specialist, agency or organization. "Study group" can be a support however they are not specialists and the service is not acceptable because it is not related to the drug/alcohol problem.

Score 1 / 4

New Student Orientation

Part 4:

RUBRIC 4-Exemplar #10

First chosen community resource:
<i>Alcohol</i>
Service this resource provides:
<i>Have students act as a resource in a rehab center</i>
Second chosen community resource:
<i>Drugs</i>
Service this resource provides:
<i>Have student spend day collecting needles and abandoned drugs this will help them see the filthyness of drugs</i>

This response earns a score of 0 on Rubric 4 for identifying no community resources available to students dependent or addicted to drugs or alcohol and no correct service. This student shows little or no understanding of the prompt.

Score 0 / 4

Glossary

New Student Orientation

Addiction – The condition of being habitually or compulsively occupied with or involved in something; examples include gambling, cleaning, shopping, drinking etc.

Affect – To bring out change or influence (how smoking affects the health).

Alcohol – The drug in wine, beer, and liquor that causes intoxication.

Alcoholism – A disease that causes a person to lose control of his or her drinking behavior; a physical and emotional addiction to alcohol.

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

Behavior Risk – A situation that will increase the likelihood of injury, disease, or other health problems.

Chemical Dependency – Physical or emotional need to continue taking a drug.

Chemical Toxins – A poisonous substance that is produced by living cells or organisms and is capable of causing disease when introduced into the body.

Consumption – The process of taking food or drink into the body through the mouth.

Drug Addiction – A condition in which a person can no longer control his or her drug use.

Heredity – Characteristics that are passed from parents to their offspring.

Instability – The quality or condition of being erratic or undependable.

Inhalants – Harmful substances that can be inhaled.

Motivation – Impelling to action.

Nicotine – Addictive drug found in tobacco leaves.

Physiological dependence – A condition in which the user has a chemical need for a drug.

Psychological dependence – Condition in which a person believes that a drug is needed in order to feel good or to function normally.

Risk – Any venturesome undertaking especially one with an uncertain outcome which could be negative “she was drinking and driving and got in an accident” or positive “he tried out for a team and made it”.

Risk Factor – Anything that increases the likelihood of injury, disease, or other health problems.

Self-esteem – Pride in oneself; self respect.

Stages of Alcohol and other Drug Use

Some individuals may skip from experimentation to dependence. Others may never leave the experimentation or recreation stage. Earlier identification of a problem can lead abusing persons to seek help at an earlier stage, increasing the chance of successful treatment.

Experimental – Use of drugs or alcohol is out of curiosity. The user learns how the substance makes him/her feel. Use is often unplanned or spontaneous.

Recreational – There is a more conscious decision to use at this stage but it is infrequent. The recreational user starts to plan when, how, where and with whom use will occur. The intent is to add to existing good times. Intoxication occurs by accident.

Misuse – The user seeks out the drug and uses it with greater frequency. User begins to experience some negative consequences from the use of alcohol and/or other drugs. Hangovers and/or some relationship difficulties may occur. The user at this stage will begin to monitor consumption. Alcohol and other drug use becomes incorporated into lifestyle. This is a critical juncture in the continuum toward dependence.

New Student Orientation

Glossary (cont'd)

Stages of Alcohol and other Drug Use (cont'd)

Abuse – The user is preoccupied with alcohol and/or other drugs and insists upon being in situations where use can occur. Intoxication happens more often and is not perceived as being a problem. There is loss of control over one's use, and signs of tolerance are evident. It is taking more of the drug to achieve the same feelings. Negative consequences increase. These may include more severe marital or relationship problems, DWI's, job performance problems, and accidents on and/or off the job.

Dependency – There is total preoccupation with using alcohol and/or other drugs. The user experiences continuous failure at cutting down or quitting. There are lapses of memory or "blackouts" occurring more frequently. Physiological and psychological dependence on the drug increases. Increased and more severe negative consequences result. The chemically dependent person will often do anything, in this late stage, to obtain alcohol and/or other drugs.

Substance Abuse – Excessive addictive use of drugs.

Tolerance – A condition in which the body becomes used to the effects of a medicine. This may be seen as a stage of addiction or as a behavior.

Unsafe – Involving or causing danger or risk.

Teacher Resources

New Student Orientation

Department of Agriculture

Nutrition Information

www.nutrition.gov

Department of Health and Human Services

Department of Health and Human Services

www.hhs.gov

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 *New Student Orientation* – A **total** score on all four rubrics of twelve or more points meets standard.

$$\begin{array}{r} 15 - 16 = 4 \\ 12 - 14 = 3 \\ \hline 8 - 11 = 2 \\ 1 - 7 = 1 \\ 0 = 0 \end{array} \quad \text{meets standard ("proficient")}$$

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.

New Student Orientation

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.

New Student Orientation

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.

New Student Orientation

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.

New Student Orientation

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.

New Student Orientation

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.

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- 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.

New Student Orientation

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.