

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Acme Advertising
Health Assessment for Middle School



Acme Advertising

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

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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.
- Embedded 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 Exemplars
 - 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

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Directions for Administering the Washington State Health Assessment

Introduction

This document contains information essential to the administration of the Washington 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 *Acme Advertising*.

- Reproduce one **Student Copy** of *Acme Advertising* for each student, pages 15-21.
- 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.
- Knowledge of expository writing.
- 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



Acme Advertising

made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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

<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>.

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

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

"Day Of" Checklist

Teacher checklist for the day of *Acme Advertising* administration.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Reproduce student copies of *Acme Advertising*, pages 15-21.
- Writing paper for each student.
- One pencil or pen for each student.

"Day After" Checklist

Teacher checklist for the day after *Acme Advertising* administration.

- Review **Scoring Notes**, pages 27-28.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 73.



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- Use the **Rubrics** provided to score *Acme Advertising*, pages 22-26.
- Score** *Acme Advertising*. This assessment could be used as part of a student's grade.
- Compile and submit** data as required by school district/OSPI.
- Provide feedback to students (OSPI recommends **teachers keep all assessments for one year, and then shred**).

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



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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 2-3 days. A two-day model might 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 will begin preparing for the two commercials by selecting a negative social situation and social skill for each commercial.
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 the students work from the previous day.
- **45 minutes:** The students write the scripts for the two commercials.
- **5 minutes:** The teacher collects all materials at the end of Day 2.
If students complete the assessment early, please have them work on other materials quietly.

OSPI recommends that teachers keep all assessments for one year, then shred.



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

Acme Advertising wants to provide a teenager’s point of view in two new commercials to promote positive social skills. Your teacher has chosen you to participate in the planning of the commercials. The goal of the commercials is to teach teenagers social skills.

Your task in planning each commercial includes identifying two social skills that can result in the positive resolution of negative social situations. You will write a dialogue for each commercial to demonstrate how each social skill you chose will be used in the positive resolution of the negative social situation. The dialogue for each commercial should be no longer than 45 seconds.

Say: **Are there any questions about the prompt? (pause for questions) There are four parts to this assessment and each part is worth four points for a total of 16 points. Follow along as I read Part 1.**

Part 1: Social Skills Steps

Place an **X** in the box next to the negative situation you would like to use for the first commercial.

Negative Situation

Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	



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Teacher Copy

Place an **X** in the box next to the social skills you will use for the commercial.

Social Skills

Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	
Anger Management Skills	

Provide a **complete list of the steps** you will use in the positive resolution you chose for the first commercial. Be sure to list steps in the **correct order**.

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

Part 2: First Commercial

Write a dialogue between two or three people using the negative social situation and the social skill you chose for the first commercial. Be sure to include:

- **All the steps** you listed for the social skill, and
- A **positive result** in your message.

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



Teacher Copy

Part 3: Social Skills Steps

Place an **X** in the box next to the negative situation you would like to use for the next commercial. (You must **choose a different situation** than you chose for the first commercial.)

Negative Situation

Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Place an **X** in the box next to the social skill you will use to resolve the negative social situation you chose for your second commercial. (You must **choose a different social skill** than you chose for the first commercial.)

Social Skills

Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	
Anger Management Skills	

Provide a **complete list of the steps** for the social skill you will use for the second commercial. Be sure to list steps in the **correct order**.

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



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Teacher Copy

Part 4: Second Commercial

Write a dialogue between two or three people using the negative social situation and social skill you chose for the second commercial. Be sure to include:

- **All the steps** you listed for the social skill, and
- A **positive result** in your message.

Say: **Are there any questions about Part 4?** (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



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Student Copy

Name _____ Period _____

Date _____ Teacher _____

School _____

Total Score _____ /16

Acme Advertising wants to provide a teenager's point of view in two new commercials to promote positive social skills. Your teacher has chosen you to participate in the planning of the commercials. The goal of the commercials is to teach teenagers social skills.

Your task in planning each commercial includes identifying two social skills that can result in the positive resolution of negative social situations. You will write a dialogue for each commercial to demonstrate how each social skill you chose will be used in the positive resolution of the negative social situation. The dialogue for each commercial should be no longer than 45 seconds.

Part 1: Social Skills Steps

Place an **X** in the box next to the negative situation you would like to use for the first commercial.

Negative Situation

Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	



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Student Copy

Place an **X** in the box next to the social skills you will use for the commercial.

Social Skills

Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	
Anger Management Skills	

Provide a **complete list of the steps** for the social skill you chose for the first commercial. Be sure to list steps in the **correct order**.

Complete List of Steps:

Score: /4



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Student Copy

Part 3: Social Skills Steps

Place an **X** in the box next to the negative situation you would like to use for the next commercial. (You must choose a different situation than you chose for the first commercial.)

Negative Situation

Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Place an **X** in the box next to the social skill you will use to resolve the negative social situation you chose for your second commercial. (You must choose a different social skill than you chose for the first commercial.)

Social Skills

Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	
Anger Management Skills	



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Student Copy

Provide a **complete list of the steps** for the social skill you chose for the second commercial. Be sure to list steps in the **correct order**.

Complete List of Steps:

Score: /4



Rubrics



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RUBRIC 1 – Used to score Part 1 of *Acme Advertising*

Grade Level Expectations (GLEs)

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student accumulates a total of 5 value points. The student:</p> <ul style="list-style-type: none"> • Provides a complete list of the steps for the chosen skill. <p style="text-align: center;">Negative Situation</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 5px;">Someone offers drugs to another person.</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">A drunk friend offers to drive someone home.</td> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="padding: 5px;">A student is trying to convince another student to cheat on a test or assignment.</td> <td></td> </tr> <tr> <td style="padding: 5px;">Someone dares another person to do something unsafe.</td> <td></td> </tr> <tr> <td style="padding: 5px;">A student is trying to start a fight.</td> <td></td> </tr> </table> <p style="text-align: center;">Social Skills</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 5px;">Conflict Resolution Skills</td> <td></td> </tr> <tr> <td style="padding: 5px;">Decision-making Skills</td> <td></td> </tr> <tr> <td style="padding: 5px;">Refusal Skills</td> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="padding: 5px;">Anger Management Skills</td> <td></td> </tr> </table> <p>Example: <u>Refusal Skills</u></p> <ol style="list-style-type: none"> 1. Say No (+1) 2. Recognize It/Name It (+1) 3. State Consequences (+1) 4. Suggest Alternative (+1) 5. Sell it/ Move it/ Leave door open (+1) 	Someone offers drugs to another person.		A drunk friend offers to drive someone home.	X	A student is trying to convince another student to cheat on a test or assignment.		Someone dares another person to do something unsafe.		A student is trying to start a fight.		Conflict Resolution Skills		Decision-making Skills		Refusal Skills	X	Anger Management Skills	
Someone offers drugs to another person.																			
A drunk friend offers to drive someone home.	X																		
A student is trying to convince another student to cheat on a test or assignment.																			
Someone dares another person to do something unsafe.																			
A student is trying to start a fight.																			
Conflict Resolution Skills																			
Decision-making Skills																			
Refusal Skills	X																		
Anger Management Skills																			
3	3-point response: The student accumulates a total of 4 value points.																		
2	2-point response: The student accumulates a total of 2-3 value points.																		
1	1-point response: The student accumulates a total of 1 value point.																		
0	0-point response: The student shows little or no understanding of the task.																		

Note: The number of steps and terminology used to describe those steps for the chosen social skill may vary; students should receive credit for including steps that align to the instructional program adopted by their district. For models that include more than five steps, example scoring matrices are included in the Scoring Notes. For models that are not represented below, a proportional scoring matrix should be used.



Acme Advertising

RUBRIC 2 – Used to score Part 2 of *Acme Advertising*

Grade Level Expectations (GLEs)

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student accumulates a total of 5 value points. The student:</p> <ul style="list-style-type: none"> • Creates a dialogue that uses the complete list of steps for the chosen social skill to demonstrate how the social skill can be used in a positive resolution to a negative situation. (1 point per application of step = 5 possible value points). <p>Example:</p> <p><u>Negative social situation:</u> <i>Someone dares another person to do something unsafe</i></p> <p>Frank: <i>Hey, Joe. Let's take our skateboards and skate off the roof of the school. See how the sidewalk slants down and goes into that staircase? I bet we could really get some air!</i></p> <p>Joe: <i>No way, dog! That's messed up!</i></p> <p>Frank: <i>But dude, it would be so cool!</i></p> <p>Joe: <i>Dude! It would be so illegal and dumb!</i></p> <p>Frank: <i>You chicken?</i></p> <p>Joe: <i>I'd rather keep my bones in one piece, Colonel Sanders. I've got a better idea. Let's go over to the skate park and practice Ollie's.</i></p> <p>Frank: <i>Come on man. I know how we can get on the roof.</i></p> <p>Joe: <i>Well, I'm going over to the skate park. See you there, I hope.</i></p>
3	3-point response: The student accumulates a total of 4 value points
2	2-point response: The student accumulates 2-3 value points.
1	1-point response: The student accumulates 1 value point.
0	0-point response: The student shows little or no understanding of the task.

Note: The number of steps and terminology used to describe those steps for the chosen social skill may vary; students should receive credit for including steps that align to the instructional program adopted by their district. For models that include more than five steps, example scoring matrices are included in the Scoring Notes. For models that are not represented, a proportional scoring matrix should be used.



Acme Advertising

RUBRIC 3 – Used to score Part 3 of *Acme Advertising*

Grade Level Expectations (GLEs)

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student accumulates a total of 4 points. The student</p> <ul style="list-style-type: none"> • Provides a complete list of the steps for the chosen skill. <p style="text-align: center;">Negative Situation</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Someone offers drugs to another person.</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;">A drunk friend offers to drive someone home.</td> <td></td> </tr> <tr> <td style="padding: 2px;">A student is trying to convince another student to cheat on a test or assignment.</td> <td></td> </tr> <tr> <td style="padding: 2px;">Someone dares another person to do something unsafe.</td> <td></td> </tr> <tr> <td style="padding: 2px;">A student is trying to start a fight.</td> <td style="text-align: center;">X</td> </tr> </table> <p style="text-align: center;">Social Skills</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Conflict Resolution Skills</td> <td style="width: 50px; text-align: center;">X</td> </tr> <tr> <td style="padding: 2px;">Decision-making Skills</td> <td></td> </tr> <tr> <td style="padding: 2px;">Refusal Skills</td> <td></td> </tr> <tr> <td style="padding: 2px;">Anger Management Skills</td> <td></td> </tr> </table> <p>Example: <u>Conflict Resolution Skills:</u></p> <ol style="list-style-type: none"> 1. Clarify (+1) 2. Choices (+1) 3. Consequences (+1) 4. Choose (+1) 	Someone offers drugs to another person.		A drunk friend offers to drive someone home.		A student is trying to convince another student to cheat on a test or assignment.		Someone dares another person to do something unsafe.		A student is trying to start a fight.	X	Conflict Resolution Skills	X	Decision-making Skills		Refusal Skills		Anger Management Skills	
Someone offers drugs to another person.																			
A drunk friend offers to drive someone home.																			
A student is trying to convince another student to cheat on a test or assignment.																			
Someone dares another person to do something unsafe.																			
A student is trying to start a fight.	X																		
Conflict Resolution Skills	X																		
Decision-making Skills																			
Refusal Skills																			
Anger Management Skills																			
3	3-point response: The student accumulates a total of 3 points.																		
2	2-point response: The student accumulates a total of 2 points.																		
1	1-point response: The student accumulates 1 point.																		
0	0-point response: The student shows little or no understanding of the task.																		

Note: The number of steps and terminology used to describe those steps for the chosen social skill may vary; students should receive credit for including steps that align to the instructional program adopted by their district. For models that include more than four steps, example scoring matrices are included in the Scoring Notes. For models that are not represented below, a proportional scoring matrix should be used.



Acme Advertising

RUBRIC 4 – Used to score Part 4 of *Acme Advertising*

Grade Level Expectations (GLEs)

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none"> Creates a dialogue that uses the complete list of steps for the chosen social skill to demonstrate how the social skill can be used in a positive resolution to a negative situation. (1 point per application of step = 4 possible points). <p>Example:</p> <p><u>Negative social situation:</u> <i>a student is trying to start a fight</i></p> <p>Breanna: <i>You stay away from my boyfriend!</i> Marcy: <i>I did not know he was your boyfriend!</i> Breanna: <i>Liar! Let's go [fight]!</i> Marcy: <i>I did not know he was your boyfriend and I don't want to fight!</i> Breanna: <i>You scared?</i> Marcy: <i>No! I just think there's a better way to solve this problem. If we fight, one of us is going to get hurt! I realize you think I was trying to get Marc to like me. I really did not know he was your boyfriend.</i> Breanna: <i>Well, you know now!</i> Marcy: <i>Yes, I understand.</i> Breanna: <i>So what are you going to do?</i> Marcy: <i>I agree to not get Marc to like me. I think we should agree to talk to each other if someone makes us mad.</i></p>
3	3-point response: The dialogue is missing one key component
2	2-point response: The dialogue is missing two key components
1	1-point response: The dialogue is missing three key components
0	0-point response: The student shows little or no understanding of the task.

Note: The number of steps and terminology used to describe those steps for the chosen social skill may vary; students should receive credit for including steps that align to the instructional program adopted by their district. For models that include more than four steps example scoring matrices are included in the Scoring Notes. For models that are not represented, a proportional scoring matrix should be used.



Scoring Notes



Scoring Notes

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

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

Passing score on *Acme Advertising* – A **total** score on all four rubrics of twelve or more points meets standard.

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

1. Rubrics 1 and 2 correspond with the first commercial. Rubrics 3 and 4 correspond with the second commercial.
2. Writing a story instead of a dialogue is acceptable; students writing a story can earn points for using the steps of the model, just as they could when writing a dialogue.
3. Students should earn credit for using skills in a dialogue/story even if they have not identified them in the first part of the response.
4. Steps used in the decision-making model must match the skill identified (e.g. if the student identifies anger management, but lists skills for decision-making, no credit should be awarded).
5. If the student uses the same social skill for both prompts, score only the first.
6. The student responses in this set were scored using the following four models:

Conflict Resolution Skills

- Step 1: Clarify
- Step 2: Choices
- Step 3: Consequences
- Step 4: Choose

Decision-Making Skills

- Step 1: State the problem
- Step 2: Gather information
- Step 3: Compare alternatives
- Step 4: Imagine consequences
- Step 5: Decide – make sure it is legal and safe
- Step 6: Evaluate the decision



Acme Advertising

Refusal Skills

- Step 1: Say no or ask questions to gather information (who, what, why, when, where, how)
- Step 2: Recognize/Name it
- Step 3: State consequences
- Step 4: Suggest alternative
- Step 5: Sell it/Move it/Leave door open

Anger Management Skills

- Step 1: Calm down/Take a breath
- Step 2: Attack the problem, not the person
- Step 3: Brainstorm reasonable ways to handle the situation
- Step 4: Explain in words how you feel
- Step 5: Imagine the other person's point of view
- Step 6: Talk to a trusted friend, adult, or school counselor if you cannot resolve the problem

Value Point Equivalents for 4-Point Rubrics

Social Skill with Five Steps

# Steps (Value Points)	Score Points
5	4 pts
4	3 pts
2-3	2 pts
1	1 pt
0	0 pts

Social Skill with Seven Steps

# Steps (Value Points)	Score Points
6-7	4 pts
4-5	3 pts
2-3	2 pts
1	1 pt
0	0 pts

Social Skill with Six Steps

# Steps (Value Points)	Score Points
6	4 pts
4-5	3 pts
2-3	2 pts
1	1 pt
0	0 pts

Social Skill with Ten Steps

# Steps (Value Points)	Score Points
9-10	4 pts
7-8	3 pts
4-6	2 pts
1-3	1 pt
0	0 pts



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 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.



Acme Advertising

Exemplar #1

Rubric 1

Negative Situation	
Someone offers drugs to another person.	X
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Complete List of Steps:
<i>#1 State what needs to be decided: state the problem.</i>
<i>#2 Gather information: What do you need to know to help you make A decision. Use many sources if possible.</i>
<i>#3 Compare your alternatives: What choices do you have? There is usually many. Doing nothing is usually Always A chouse</i>
<i>#4 Imagine the consequences: What would happen as a result of each Alternatives. Think about all of them Rember Consequences can be positive (Pros) or Negative (cons).</i>
<i>#5 Decide: Make sure it's safe, legal, and approprite for you.</i>
<i>#6 Evaluate the decision. Follow trough. Was it the right decision? What happened as a result? Was it a good or bad decision?(If you do not Evaluate your decisions you make can and propley keep making the same mistakes.)</i>

Annotation

Decision-making Skills		
Skill with 6 Steps	Student Response	Value Points Earned
1. State the problem	<i>State what needs to be decided</i>	+1
2. Gather information	<i>Gather information</i>	+1
3. Compare alternatives	<i>Compare your alternative</i>	+1
4. Imagine consequences	<i>Imagine the consequences</i>	+1
5. Decide	<i>Decide</i>	+1
6. Evaluate the decision	<i>Evaluate the decision</i>	+1

This response earns the score of 4 on Rubric 1 for providing a complete list of steps for the chosen social skill. In discussing "Decision-making skills," the response lists all six steps in the proper order: state what needs to be decided, gather information, compare alternatives, imagine the consequences, decide, and evaluate the decision.

6 social skills steps demonstrated in dialogue = 6 value points
6 value points = 4 on the rubric (refer to Scoring Notes)

Score 4 / 4



Acme Advertising

Exemplar #1 (cont'd)

Rubric 2

Write a dialogue between two or three people using the negative social situation and social skill you chose for the first commercial. Be sure to include:

- **All the steps** you listed for the social skill, and
- A **positive result** in your message.

Neator: Cindy has Sara follow her behind the school Building

Cindy: Sara Do you want to smoke with me?

Sara: Cindy don't you know drugs kill. And anyway I don't smoke.

Cindy: Com on you now its cool and all the popular kids are doing it Come on!

Sara: Cindy that stuff kills you. I said KILLS you, but I want to be cool and popular. Well let's sell all get back to you on that. See you later.

Nerator: Sara is at her house using Desion Making Skills.

Sara (writing this down to herself): Well I have to state the proplem first. The proplem is Cindy wants me to smoke with her. The next step in desion making is to gather info. OK well I know smoking kills 1 out of 3 people, But if I do smoke Cindy said that I could become cool and popular. The 3rd step is Compare your Alternatives and those are, I can smoke and I can not smoke, Now the 4th thing to do is Imagine the Consequences. Now consequences can be good or bad. The good consequences for smoking are: I can become cool and popular. The bad consequences are I could die, get in trouble with parents, and with the law. The good consequences for not smoking are I wouldn't die, wouldn't get in trouble, and the bad consequences are I would become popular, cool, and I can get in troble with the goverment because it not legal for a 15 year old girl to smoke.

Neator: bak at school, the next day.

Sara: Cindy I was thinking about what you asked me yesterday about smoking with you but I desided not to smoke.

Cindy: Why. I's really cool.

Sara: Stop that I've made my dicision it's not to smoke. And that's because smoking get's you in a lot of trouble. Like with your perants and with the law and it causes your health to be bad like I could even die. And if you get cout . . . by a poleseman It goes on your Peramet Record. I was thinking you should stop smokeing, too. Not just trying to stop. Really do.

Cindy: Well hearing all those consequences really got me thinking. I should stop I really don't want to smoke in the first place but I wanted to be cool and "in" with the popualer kids but they didn't like smokers and I tried and tried but it didn't work but this time it's going to I'm not giving up never.



Acme Advertising

Exemplar #1 (cont'd)

Rubric 2 (cont'd)

Annotation:

Decision-making Skills Dialogue		
Skill with 6 Steps	Student Response	Value Points Earned
1. State the problem	<i>smoking</i>	+1
2. Gather information	<i>Drugs kill, "I don't want to smoke"</i>	+1
3. Compare alternatives	<i>Cool and popular kids smoke</i>	+1
4. Imagine consequences	<i>Deadly, parental problems, law problems</i>	+1
5. Decide	<i>Decides not to smoke</i>	+1
6. Evaluate the decision	<i>"I'm not giving up never"</i>	+1

This response earns the score of 4 on Rubric 2 for creating a dialogue that uses the complete list of steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how all six of the listed decision-making steps help the student to decide against smoking/drugs: state the problem ("*smoking*"), gather information ("*drugs kill*", "*I don't smoke*,"), compare alternatives ("*cool and popular*"), imagine consequences ("*get in trouble with parents and the law*"), decide ("*will not smoke*"), evaluate the decision (there are a lot of consequences, "*I really don't want to smoke*").

Score 4 / 4



Acme Advertising

Exemplar #1 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Complete List of Steps:
<i>Step #1 Ask questions (e.g. What? Why?)</i>
<i>Step #2 Name the trouble (That's)</i>
<i>Step #3 State the consequences (If I do that)</i>
<i>Step #4 Suggest an alternative (instead why don't we)</i>
<i>Step #5 Mov it, sell it, and leave the door open (if you chang your mind.)</i>

Annotation:

Refusal Skills		
Skill with 5 Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Ask questions</i>	+1
2. Recognize/Name it	<i>Name the trouble</i>	+1
3. State consequences	<i>State the consequences</i>	+1
4. Suggest alternatives	<i>Suggest an alternative</i>	+1
5. Sell it/Move it/Leave the door open	<i>Move it/sell it/leave the door open</i>	+1

This response earns the score of 4 on Rubric 3 for providing a complete list of steps for the chosen social skill. In discussing "Refusal skills," the response lists all five steps in the proper order: ask questions, name the trouble, state the consequences, suggest an alternative, and move it/sell it/leave the door open.

5 social skills steps listed = 5 value points

5 value points = 4 on the rubric

Score 4 / 4



Acme Advertising

Exemplar #1 (cont'd)

Rubric 4

Write a dialogue between two or three people using the negative social situation and social skill you chose for the first commercial. Be sure to include:

- **All the steps** you listed for the social skill, and
- A **positive result** in your message.

Nartor: the are at a party, at a friends house and Joe just came out and ask Sara this

Joe: Sara do you want a ride home?

Sara: Joe your drunk that's not a save think to do.

Joe: But sweet pea I want to drive

Sara: No Joe you might get us killed.

Neartor: Sara goes Back in the house were the party is and went to the Bathroom to use her Refual Skills.

Sara (to herself, writing it down): the first step in Refusal Skills are to ask questions. The first question to ask is why do you want to drive?, anoter question is how much have you drank? The Second step is Name the trouble. Well the truoble is Joe's drunk and whan's me to let him drive me home Stat consequences is the third step in Refusal Skills. And the consequences are sometimes good and sometimes bad. Well the good consequences are, I would be stuke at the party and I can go home and do my homework. The Bad consequences are I might be kill if he drives of the road and he might get pold over and get seent to jail for bing a brunk driver. OK the forth step is to suggest an alternative. An Alternative is I can drive sence I have a lisens to. And the last step is move it, sell it, and leave the door open. Well I will drive him home if he'll let me.

Neator: She leves the bathroom an goes back outside to talk to Joe

Sara: I've deside that I don't want you to drive me home but I can drive you home.

Joe: OK then.

Annotation

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Why do you want to drive?, How much have you drank?</i>	+1
2. Recognize/Name it	<i>Joe's drunk and wants to drive her home</i>	+1
3. State consequences	<i>Stuck at the party, could go home and do homework, or get killed or could get pulled over and go to jail.</i>	+1
4. Suggest alternatives	<i>I can drive</i>	+1
5. Sell it/Move it/Leave the door open	<i>"I can drive you home"</i>	+1



Acme Advertising

Exemplar #1 (cont'd)

Rubric 4

This response earns the score of 4 on Rubric 4 for creating a dialogue that uses the complete list of steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how all five of the listed refusal steps help the student to decide not to ride with a drunk driver: *ask questions (Why do you want to drive? How much have you had to drink?, name it (drunk and want to drive), state consequences (stuck at party – could go and do homework OR might get killed or put in jail), suggest alternative (Sara can drive), sell it/move it/ leave door open (Sara states that she will drive).*

5 social skills steps demonstrated in dialogue = 5 value points

5 value points = 4 on the rubric

Score 4 / 4



Acme Advertising

Exemplar #2

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social Skill: Decision Making Skills

Complete list of steps:

Determine what needs to be decided! State the problem

Elicit info! What do you need to know to help you make a good decision.

Compare alternatives: What choices do you have?

Imagine the consequences: What could happen for each alternative

Decide: What should you do, is it safe and legal for you.

Evaluate, was it the right decision? What happened as a result? Was it good or bad?

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem	Determine what needs to be decided	+1
2. Gather information	Elicit information	+1
3. Compare alternatives	Compare alternatives	+1
4. Imagine consequences	Imagine the consequences	+1
5. Decide	Decide	+1
6. Evaluate the decision	Evaluate the decision	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 1 for providing a complete list of steps for the chosen social skill. In discussing “Decision-Making” skills, the response lists all six steps in the proper order: *determine what needs to be decided, elicit information, compare alternatives, imagine the consequences, decide, and evaluate the decision.*



Acme Advertising

Exemplar #2 (cont'd)

Rubric 2

George: Mike want a ride home.

Mike: no, you look drunk that's a problem. But it could be quicker will I get in a wreck.

George: Come on remember I'm the safest driver you know everyone says I drive better drunk.

Mike: Well I could get a ride, walk home or stay the night and my friends house. If I get a ride, I might get home faster, but might get in a wreck. If I walk home I could get home safely, but if someone comes out of somewhere while I'm walking and kidnapped me. If I stay the night: I know I would be safe but a robber or a serial killer can break in

George: Mike just get in the car.

Mike: I'll stay at Phil's house.

George: whatever goodbye.

Mike: my decision was right. I did not get in a wreck which is good.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	"You look drunk"	+1
2. Gather information	He asks George questions	+1
3. Compare alternatives	Discusses options of driving, walking, staying the night	+1
4. Imagine consequences	Could get home safely, be kidnapped, be safe, meet up with a robber	+1
5. Decide	Decides to stay at Phil's	+1
6. Evaluate the decision	Decides he made a good decision that is right for him.	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 2 for creating a dialogue that uses the complete list of steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how all six of the listed decision-making steps help the student to decide against riding with a drunk driver: *state the problem (George is drinking)*, *gather information (elicit info!)*, *compare alternatives (can ride, walk, stay the night)*, *imagine consequences (might get in a wreck, might get kidnapped, might be robbed)*, *decide (stay at Phil's)*, *evaluate the decision (decision was right – did not get drunk)*.



Acme Advertising

Exemplar #2 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	X
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social Skill: Refusal Skills

Complete list of steps:

Ask questions

Name the trouble.

State the consequences

Suggest an alternative

Move it, sell it, and leave the door open

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Ask questions</i>	+1
2. Recognize/Name it	<i>Name the trouble</i>	+1
3. State consequences	<i>State the consequences</i>	+1
4. Suggest alternatives	<i>Suggest an alternative</i>	+1
5. Sell it/Move it/Leave the door open	<i>Move it/Sell it/Leave the door open</i>	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 3 for providing a complete list of steps for the chosen social skill. In discussing "Refusal skills," the response lists all five steps in the proper order: "*ask questions, name the trouble, state the consequences, suggest an alternative, and move it/sell it/leave the door open*".



Acme Advertising

Exemplar #2 (cont'd)

Rubric 4

Fred: Matt you want some crystal meth

Matt: Why? have you seen what that does to your body.

Fred: So what be a friend have some.

Matt: But you can die from it.

Fred: stop being a little sissy.

Matt: If I do that I can die or be really skinny and sick for life.

Fred: that's if you do it a lot.

Matt: Who cares how about we play Halo2 or something at my house

Fred: no! but I might come over later.

Matt: my door's open you can walk in and come in my room if you want. Bye Fred.

Fred: Bye Matt I'll try and see you later.

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>"Why? Have you seen what it does to your body?"</i>	+0
2. Recognize/Name it	<i>"You can die from it"</i>	+1
3. State consequences	<i>"...die, get really skinny or sick for life"</i>	+1
4. Suggest alternatives	<i>"How about we play Halo 2?"</i>	+1
5. Sell it/Move it/Leave the door open	<i>"My door's always open. . ."</i>	+1

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 4 for creating a dialogue that uses four of the five listed steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how each of the five listed refusal steps help the student decide not to take drugs: while the last four steps are identified correctly, the response never uses the first step ("ask questions") in the dialogue ("Why" does not appropriately respond to the first step; questions should include where, when, what, how, how much).



Acme Advertising

Exemplar #3

Rubric 1

Negative Situation		Social Skills	
Someone offers drugs to another person.		Conflict Resolution Skills	
A drunk friend offers to drive someone home.	X	Decision-making Skills	
A student is trying to convince another student to cheat on a test or assignment.		Refusal Skills	X
Someone dares another person to do something unsafe.		Anger Management Skills	
A student is trying to start a fight.			

Social skill: Refusal Skills

Complete list of steps:

1. Ask Question: ex. How. . . When. . . Why. . . What. . . .
2. Name the trouble: ex That's . . .
3. State the Consequences: ex If I do that my . . .
4. Suggest an alteritive: ex Instead of that why don't we . . .
5. Leave an open door, move or close statement: If you know you won't change your mind then don't leave an open door, close it.

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Ask questions</i>	+1
2. Recognize/Name it	<i>Name the trouble</i>	+1
3. State consequences	<i>State the consequences</i>	+1
4. Suggest alternatives	<i>Suggest an alternative</i>	+1
5. Sell it/Move it/Leave the door open	<i>Leave an open door, move, or close statement</i>	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 1 for providing a complete list of steps for the chosen social skill. In discussing "Refusal skills," the response lists all five steps in the proper order: *ask questions, name the trouble, state the consequences, suggest an alternative, and leave the door open.*



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Exemplar #3 (cont'd)

Rubric 2

Narrator: *Sally is at a party. She needs to get home. All around her there is screaming, yelling, loud music, and drunk 15-18 year olds. Her freind Lily just got her licences and she know Sally has to go home, but shes drunk.*

Lily: *"I'll give you a ride home."*

Sally: *(Thinks to herself) I saw her take a couple drinks I better ask her.*

Sally: *"How many drinks have you had?"*

Lily: *(Giggles) "5"*

Sally: *Well, you know its illegal to drink and drive.*

Lily: *"Yeah, but who cares"*

Sally: *If we do that, you could get pulled over or could crash. I think I should call my mom. She can give us a ride home."*

Narrator: *Sally grabs Lilys hand, pulls her to the phone and calls her mom. 5 mins. later her mom picks them up.*

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>"How many drinks have you had?"</i>	+1
2. Recognize/Name it	<i>"you know it's illegal to drink and drive"</i>	+1
3. State consequences	<i>"you could get pulled over or crash"</i>	+1
4. Suggest alternatives	<i>Ask mom to take drive them home</i>	+1
5. Sell it/Move it/Leave the door open	<i>Sally takes Lily's hand, phones mom and are picked up 5 minutes later.</i>	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 2 for creating a dialogue that uses the complete list of steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how all five of the listed refusal steps help the student to decide not to drink with a drunk driver: *ask questions ("How many drinks have you had?"), name it ("you know its illegal to drink and drive"), state consequences ("could get pulled over or crash"), suggest alternative (call Mom to get a ride), sell it/move it/ leave door open (grabs Lily's hand, goes to the phone and calls Mom, picked up 5 minutes later).*



Acme Advertising

Exemplar #3 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	X
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social Skill: Decision-making Skills

Complete list of steps:

1. *State the Problem*
2. *Gather information*
3. *Create an alterative*
4. *Consequenses: (pros. and cons.)*
5. *Decide*
6. *Was it a good decision? Legal, is going to effect me in good or bad ways.*

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem	<i>State the problem</i>	+1
2. Gather information	<i>Gather information</i>	+1
3. Compare alternatives	<i>Create an alteritive</i>	+1
4. Imagine consequences	<i>Consequenses (pros. and cons.)</i>	+1
5. Decide	<i>Decide</i>	+1
6. Evaluate the decision	<i>Was it a good decision?</i>	+1

Score 4 / 4

Annotation

This response earns the score of 4 on Rubric 3 for providing a complete list of steps for the chosen social skill. In discussing “Decision-Making Skills,” the response lists all six steps in the proper order: “*state the problem, gather information, compare alternatives, imagine consequences, decide, and evaluate the decision.*” Even though the word “evaluate” is not used, the student receives a point for knowing its definition



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Exemplar #3 (cont'd)

Rubric 4

Narrator: Ben's 7th grade Math class has a test tomorrow and he has been studying really hard. Ben's best friend Chris hasn't studied at all and today they are going to go over and review for the test.

Chris: (Whispers) Hey, Ben you should let me copy on the test so I don't have to listen and take notes.

Ben: (thinks to himself) I have to decide what to do. Chris wants me to let him copy. If he copys then he gets a good grade and we might get in trouble. If I don't let him copy we won't get into trouble and he'll need to take notes. I'm not going to let him copy. I think I'm making the right decision.

Ben: Chirs, I'm not going to let you copy you need to take notes today so your ready for the test.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	<i>Chris wants to copy Ben's test</i>	+1
2. Gather information	<i>Chris want to copy Ben's paper during the test.</i>	+1
3. Compare alternatives	<i>If he copies he'll get a good grade, but he could take his own notes, study and do well on the test.</i>	+1
4. Imagine consequences	<i>Might get in trouble</i>	+1
5. Decide	<i>Decides to not let him copy</i>	+1
6. Evaluate the decision	<i>I'm making the right decision</i>	+0

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 4 for creating a dialogue that uses five of the six steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how five of the six listed decision-making steps help the student to decide against cheating on a test: *state the problem (copy paper/cheat), gather information (test – Chris wants to copy paper), compare alternatives (Chris copies and gets good grade OR he needs to take his own notes and study), imagine consequences (might get in trouble), decide (will not let him copy)*. However, the response never uses the last step (evaluation) in the dialogue by stating why.



Acme Advertising

Exemplar #4

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Complete list of steps:

(State the Problem) – What the problem is about.

(Gathering information) – Gathering info about the Problem.

(Compare Alternatives) – What choices do you have about the Problem.

(consequences) – what would happen to you if you did it and how bad it would be.

(Decide) – to decide what you could do differently and what is the better decision making.

(Evaluate the problem) – to try and fix the problem and prevent it from happening.

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem	<i>State the problem</i>	+1
2. Gather information	<i>Gathering information</i>	+1
3. Compare alternatives	<i>Compare alternatives</i>	+1
4. Imagine consequences	<i>Consequences</i>	+1
5. Decide	<i>Decide</i>	+1
6. Evaluate the decision	<i>Evaluate the problem</i>	+1

Score 4 / 4

Annotation

This response earns the score of 4 on Rubric 1 for providing a complete list of steps for the chosen social skill. In discussing “Decision-making skills,” the response lists all six steps in the proper order: *state the problem, gather information, compare alternatives, imagine the consequences, decide, and evaluate the decision.*



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Exemplar #4 (cont'd)

Rubric 2

One day, me and my friends Cliff and Michael were heading to a party. While we were there we were of course partying and having fun, there was food there like candy popcorn and other snacks. Well Cliff decided to drive to the store and buy beer for the party because he wanted to get drunk and have a real party going on. So he went to the store and bought some beer. When he got back he was starting to get a little drunk. By the time we left Cliff wanted to drive us home but me and Michael said that it wouldn't be a good idea because he is a little too drunk to drive. So me and Michael start telling Cliff to listen to what we have to say about him driving drunk. We told him that if he drove me and Michael home that he could get us and himself hurt or die if he drove. After we told him that Cliff decided to let me drive home.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	Cliff is drinking	+1
2. Gather information	Partying and drinking beer, driving	+1
3. Compare alternatives		+0
4. Imagine consequences	Could get hurt or killed	+1
5. Decide	Cliff let his friend drive him home	+1
6. Evaluate the decision		+0

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 2 for creating a dialogue that uses four of the six listed steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how four of the six listed decision-making steps: “(state the problem, Cliff is drinking, gather information: partying and drinking beer; driving; imagine the consequences: could get hurt or killed, and decide: Cliff let his friend drive him home) are used to help.” The response does not provide responses for compare alternatives or evaluate the decision.



Acme Advertising

Exemplar #4 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	X
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Resolution Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social skill: Refusal Skills

Complete list of Steps:

(Ask a Question:) What happened

(Name the problem) Whats the problem, or what did you do

(Name the Consequences) What will happen if you do this.

(Suggest a alternative) is there a better way of doing this?

(Move it, sell it, leave it alon.) Make a choice of doing it

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Ask a questions</i>	+1
2. Recognize/Name it	<i>Name the problem</i>	+1
3. State consequences	<i>Name the consequences</i>	+1
4. Suggest alternatives	<i>Suggest an alternative</i>	+1
5. Sell it/Move it/Leave the door open	<i>Move it, sell it, leave it alone</i>	+1

Score 4 / 4

Annotation:

This response earns the score of 4 on Rubric 3 for providing a complete list of steps for the chosen social skill. In discussing "Refusal Skills," the response lists all five steps in the proper order: *ask questions, name the problem, name the consequences, suggest an alternative, and move it/sell it/leave it alone.*



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Exemplar #4 (cont'd)

Rubric 4

One day me and my friend Cliff were hanging out after school. We were just walking around bored and there was really nothing to do. So while we were walking around we see these people doing drugs. At first we didn't know they were doing drugs until we got closer to them and could actually see them doing it. So while we were walking by them they called us over to them, when we got over to them they asked if we wanted to do drugs with them. At first I was thinking if I do drugs then it might make me look cool but then I realized that doing drugs doesn't make you look cool at all it makes you look nasty and smelly. Cliff also said that he didn't want any. Then we left. Then while we were walking away from them I was thinking that what would have happened if I had said yes to them, and what would my parent think.

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions		+0
2. Recognize/Name it	<i>drugs</i>	+1
3. State consequences		+0
4. Suggest alternatives	<i>"it might make me look cool," but realized it doesn't, nasty and smelly</i>	+1
5. Sell it/Move it/Leave the door open	<i>They left</i>	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 4 for creating a dialogue that uses three of the five listed steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how three of the five listed refusal steps: (*name it: drugs, suggest alternative: looks cool or doesn't look cool; look nasty and smelly, and sell it/move it/leave door open: they left*) help the student to decide against taking drug", but it fails to incorporate the other two steps (ask questions, name the consequences).



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Exemplar #5

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	X

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision-making Skills

Complete list of steps:

- 1st: Calm down if your mad
- 2nd: Evaluate the situation
- 3rd: List your options
- 4th: Weigh the consequences of each action
- 5th: decide what your gonna do
- 6th: do It (and run if necessary)

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information	<i>Evaluate your situation</i>	+1
3. Compare alternatives	<i>List your options</i>	+1
4. Imagine consequences	<i>List the consequences of each action</i>	+1
5. Decide	<i>Decide what you're gonna do</i>	+1
6. Evaluate the decision		+0

Score 3 / 4

Annotation

This response earns the score of 3 on Rubric 1 for providing a list that includes four of the six steps of the chosen social skill. In discussing "Decision-making" skills, the response lists four of the steps: (*gather information: evaluate the situation, compare alternatives: list options, imagine consequences: weigh consequences of each action, decide*) but does not identify the other two (state the problem, evaluate the decision).



Acme Advertising

Exemplar #5 (cont'd)

Rubric 2

Kid bumps in to another kid. "What's your problem? You tryin to start somethin? Ill mess you up so bad, youll wish you weren't so messed up!" Other kid thinks about what to do. You can hear his thoughts: Okay, this kids gonna beat me up. I gotta stay calm. What Am I gonna do? I could fight him, but that might end in damage to my beautiful face. I could say Im sorry and get outa her. I might have to swallow my pride but thats better than swallowing my teeth. Yeah, I'll say sorry and run.

"No dude I dno't wanna start anything, It was an accident. I'm really sorry. Other kid: "Well watch where" your going next time."

"Yeah sorry."

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	<i>Kid is going to beat him up</i>	+1
2. Gather information	<i>Conflict from the "bump"</i>	+1
3. Compare alternatives	<i>Could fight, might damage beautiful face or say sorry and leave</i>	+1
4. Imagine consequences	<i>Swallow pride vs. swallow teeth</i>	+1
5. Decide	<i>Say sorry and run</i>	+1
6. Evaluate the decision		+0

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 2 for creating a dialogue that uses five of the six steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue the response shows how five of the decision-making steps help the student to avoid a fight although it fails to examine the evaluate step (state the problem: kids going to beat him up, gather information: conflict from the "bump," compare alternatives: could fight, might damage beautiful face or say sorry and leave, imagine consequences: swallow pride vs. swallow teeth, decide: say sorry and run).



Acme Advertising

Exemplar #5 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social skill: Refusal Skills

Complete list of steps:

1. Say no thanks.
2. Give a reason or make something up.
3. Say no very firmly
4. Walk away.

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	Say no thanks	+1
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	Walk away	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 3 for providing two of the five steps for the chosen social skill. In discussing "Refusal skills," the response lists two of the five steps (say no: say no thanks and move it/sell it/leave the door open: walk away) but does not identify the other three (name the problem, state the consequences, suggest alternatives).



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Exemplar #5 (cont'd)

Rubric 4

Drunk teen walks out of party with other teen

Drunk: Hey you want a ride home?

Other dude: No thanks Im fine.

Drunk: why don't you wanna go?

Other dude: I have some more stuff to do tonight.

Drunk: You shouldn't be out this late

other teen: You shouldn't be drinking. Im not going with you.

Other dude walks away.

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	"no thanks, I'm fine"	+1
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	Student walks away	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 4 for creating a dialogue that uses two of the five steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how two of the five listed refusal steps (say no: "*no thanks, I'm fine*" and move it/sell it/leave it: student walks away) help the student to decide against riding with a drunk driver, but it fails to incorporate the other three steps (name the problem, state the consequences, and suggest alternatives).



Acme Advertising

Exemplar #6

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	X
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision-making Skills

Complete list of steps:

What) – What is the decision I need to make?

So What) – What are all the possible decisions and their consequences?

NOW What?) – What am I going to do?

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information	<i>So What) – What are all the possible decisions?</i>	+1
3. Compare alternatives		+0
4. Imagine consequences	<i>...their consequences?</i>	+1
5. Decide	<i>Now What? - What am I going to do?</i>	+1
6. Evaluate the decision		+0

Score 2 / 4

Annotation

This response earns the score of 2 on Rubric 1 for providing a list that includes three of the six steps of the chosen social skill. In discussing “Decision-making” skills, the response lists three of the steps: gather information (*So What) – What are all the possible decisions?*), imagine consequences (*..their consequences*), decide (*Now What? - What am I going to do?*) but does not identify the other three (state the problem, compare alternatives, evaluate the decision).



Acme Advertising

Exemplar #6 (cont'd)

Rubric 2

(sound of kids talking – it's lunch time)

Voice 1 – “Hey Bill”

Voice 2 – “Yeah? What is it?”

Voice 1 – “Listen, Derreck and I snuck into Mrs. Lorrins class while she was in the staffroom, and we got the answer to tomorrow's big quiz! Do you want to copy em”? Almost everybody in the class is!”

Voice 2 – “Uhhh...”

Voice 3 – “Ask yourself what the decision is you need to make. Then consider all the options and their consequences. Finally, Decide what you are going to do.”

Voice 2 – “...No Thanks Warren, If I study, I'll get a good grade anyway. Come on, lets go play basketball.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information		+0
3. Compare alternatives	<i>Consider all options and their consequences</i>	+1
4. Imagine consequences		+0
5. Decide	<i>Decides not to cheat</i>	+1
6. Evaluate the decision		+0

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 2 for creating a dialogue that uses two of the six steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how two of the six decision-making steps (compare alternatives: consider all options and consequences, decide: no, decides not to cheat) are used to help the student avoid cheating on a test, but does not include the remaining four steps (state the problem, gather information, imagine the consequences, evaluate).



Acme Advertising

Exemplar #6 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social skill: Refusal Skills

Complete list of steps:

Say No

Offer a reason

*Leave/Avoid the situation
(engine starting)*

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Say no</i>	+1
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	<i>Leave/Avoid the situation</i>	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 3 for providing two of the five steps for the chosen social skill. In discussing “Refusal skills”, the response lists two of the five steps (say no, move it/sell it/leave it) but does not identify the other three (name the problem, state the consequences, suggest alternatives).



Acme Advertising

Exemplar #6 (cont'd)

Rubric 4

Voice 1 – *Hey Daryll, you need a ride home?*

Voice 2 – *I'm not sure you should drive while your drunk, Joe*

Voice 1 – *Aw, come one, its only a little ways.*

Voice 3 – *To refuse an unsafe situation first say no. Second, offer a reason for saying no. Finally leave the situation.*

Voice 2 – *No thanks. My Mom is picking me up later. See ya tomorrow!*

(engine revs, then fades)

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>no</i>	+1
2. Recognize/Name it	<i>Discusses drunk driving</i>	+1
3. State consequences		+0
4. Suggest alternatives	<i>Mom will pick student up</i>	+1
5. Sell it/Move it/Leave the door open	<i>Rides home with mom</i>	+1

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 4 for creating a dialogue that uses four of the five steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how four of the five listed refusal steps (say no: says no, name the problem: driving while drunk, suggest alternative: Mom will pick up later, move it/sell it/leave it: rides with Mom) help the student to decide against riding with a drunk driver, but it does not incorporate the other step (state the consequences).



Acme Advertising

Exemplar #7

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	X
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision making Skills

Complete list of steps:

First- think about it

Second think it through

Then- do what you thought about.

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information		+0
3. Compare alternatives		+0
4. Imagine consequences		+0
5. Decide		+0
6. Evaluate the decision		+0

Score 0 / 4

Annotation

This response earns the score of 0 on Rubric 1 because it did not provide the appropriate list of steps for the chosen skill.



Acme Advertising

Exemplar #7 (cont'd)

Rubric 2

If my friend Brenda got drunk and offered me and my friend Lizzy a ride. I told her to think it over. Brenda would think it over for a minute and I asked her what she decided. She told me that she would let us drive ourselves home in her car. Then I told her I would call my mom instead. Lizzy told her she would do the same. When my mom got there she drove Brenda home and took me home. Lizzy's mom took her home. When I got home my mom told me I made a great choice of calling her.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	<i>Drunk friend driving teen home</i>	+1
2. Gather information		+0
3. Compare alternatives		+0
4. Imagine consequences		+0
5. Decide	<i>Mom will drive girls home</i>	+1
6. Evaluate the decision	<i>"Great choice"</i>	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 2 for creating a dialogue that uses three of the six steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how three of the six decision-making steps (state the problem: getting drunk, decide: Mom drove girls home, evaluate: "great choice" are used to help the student avoid riding with a drunk driver, but fails to include the remaining three steps (gather information, compare alternatives, and consider the consequences).



Acme Advertising

Exemplar #7 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	X
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social skill: Refusal Skills

Complete list of steps:

First think about it.

Second consider what it will do.

Lastley Do it what ever it is you choose.

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions		+0
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open		+0

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 3 because it did not provide the appropriate list of steps for the chosen social skill.



Acme Advertising

Exemplar #7 (cont'd)

Rubric 4

My friend asked me if I wanted to cheat on a test. I told Haley I would think about it. Then she asked me what I decided I told her that I wouldn't she asked why I said "why in the world would I want to cheat on such an easy test?" then she said "Fine I'll cheat by myself." But right that moment I was thinking out loud "I'm going to tell the teacher that your going to cheat" Then she changed her mind real fast "O H don't tell please I wont cheat I promise" then when we took the test she didn't cheat and got an A+.

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Student said she wouldn't cheat</i>	+1
2. Recognize/Name it	<i>Cheating on test</i>	+1
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	<i>"Why . . . cheat on such an easy test?"</i>	+1

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 4 for creating a dialogue that uses three of the five steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how three of the five listed refusal steps (say no: she said she wouldn't cheat, name the problem: cheat, move it/sell it/leave it: why cheat on test?) help the student decide against cheating on a test, but it fails to incorporate the other two steps (state the consequences, consider alternatives).



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Exemplar #8

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social Skill: Refusal Skills

Complete list of steps:

Someone offers you a ride home even though they're drunk.

you: Tell both of them that isn't the best idea and offer both of them a ride home if they refuse then tell them what could happen if they do and if they don't

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions		+0
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open		+0

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 1 because it did not provide the appropriate list of steps for the chosen social skill.



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Exemplar #8 (cont'd)

Rubric 2

There's two people; one has been drinking, and the other needs a ride home. The drunk one offers to give him a ride home. Then another person walks up and says "I don't think that's a good idea," and offers both of them a ride home. The other two people say that they'll be fine and starts walking away. Then the person who was telling them not to do it tells them the pros and cons and they both realize that they should take the offer for a ride home.

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions		+0
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open		+0

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 2 because it provided a list of steps for the decision-making model instead of the refusal skills model.



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Exemplar #8 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	X
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision-making Skills

Complete list of steps:

Tell them they shouldn't and list the pros and cons. See what they say and if they say they still want to do it tell them that they don't know if the person they're cheating off has the best/right answers.

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information		+0
3. Compare alternatives		+0
4. Imagine consequences		+0
5. Decide		+0
6. Evaluate the decision		+0

Score 0 / 4

Annotation

This response earns the score of 0 on Rubric 3 because it did not provide the appropriate list of steps for the chosen social skill.



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Exemplar #8 (cont'd)

Rubric 4

Two kids are talking about a test in the hallway. One is trying to convince another to cheat off someones test. Another kid over hears them and stops to talk to them. She says that they shouldn't do it because (then she lists the pros & cons). The 2 people still aren't convinced and start to walk away. But as they're walking away the girl says "how do you know if that person that you're cheating off has the best/right answers?" this convinced the people to not cheat on the test.

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information		+0
3. Compare alternatives		+0
4. Imagine consequences		+0
5. Decide		+0
6. Evaluate the decision		+0

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 4 for creating a story that uses none of the six steps to demonstrate how the chosen social skill would be used to positively resolve a negative social situation. Although the response does include a story about students cheating, it does not clearly show any of the steps.



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Exemplar #9

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision-making Skills

Complete list of steps:

think of options

think of consequences

execute action

Decision-making Process		
Steps	Student Response	Value Points Earned
1. State the problem		+0
2. Gather information	<i>Gather information</i>	+1
3. Compare alternatives		+0
4. Imagine consequences	<i>Imagine the consequences</i>	+1
5. Decide	<i>decide</i>	+1
6. Evaluate the decision		+0

Score 2 / 4

Annotation:

This response earns the score of 2 on Rubric 1 for providing a list that includes three of the six steps of the chosen social skill. In discussing “decision-making” skills, the response lists three of the steps (gather information, imagine the consequences, decide) but does not identify the other three (state the problem, compare alternatives, evaluate).



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Exemplar #9 (cont'd)

Rubric 2

steve: (pulls up next to friend who is walking. Steve is drunk). "Hey Bob were are you going"?

Bob: "I walking to the mall."

Steve: "You want a ride the mall is a awful long ways away."

Bob: Well that depends how many drinks have you had tonight?

Steve: "Only four or five. But it's all right im sober."

Bob: Mmm. . . Well if I take a ride we might get in trouble with the law. But if I take the ride I'll get ther a lot faster.

Bob: "I think I'll just walk today."

Steve: "Oh well." Your loss, see ya!"

Bob: "Bye."

Decision-making Process Dialogue		
Steps	Student Response	Value Points Earned
1. State the problem	<i>Steve is drunk</i>	+1
2. Gather information	<i>Ask questions</i>	+1
3. Compare alternatives	<i>Can ride or not</i>	+1
4. Imagine consequences	<i>Trouble with law or walk away</i>	+1
5. Decide	<i>Walk away</i>	+1
6. Evaluate the decision		+0

Score 3 / 4

Annotation:

This response earns the score of 3 on Rubric 2 for creating a dialogue that uses five of the six steps to demonstrate how the chosen social skill can be sued to positively resolve a negative social situation. Within the dialogue, the response shows how five of the decision-making steps help the student to avoid riding with a drunk driver (state the problem: Steve is drunk, gather information: ask questions, compare alternatives: can ride or not, imagine consequences: trouble with law, decide: walk away), although it fails to include the final step (evaluation).



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Exemplar #9 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	X
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	X
Refusal Skills	
Anger Management Skills	

Social skill: Decision-making Skills

Complete list of steps:

Think of options

Think of consequences

Execute action

Score 0 / 4

Annotation:

This response earns the score of 0 with Rubric 3 because it uses the same conflict resolution skill (decision making) as above. Without introducing a second conflict resolution skill, no credit can be earned on the third or fourth rubric.

Exemplar 9 (cont'd)

Rubric 4

Jim: "Hey Ron I dare you to jump off my house, onto the trampoline, and into the swimming pool.

Ron: "Yeah. What's in it for me?"

Jim: "Five bucks."

Ron: "Well I could buy a lot with five bucks, but if I jump off and get hurt it wont be worth it. So I dont think I will.

Ron: "Nah, that's okay I don't want to get hurt. Lets go do something else.

Jim: Alright.

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 4 because it uses the same conflict resolution skill (decision-making) as above. Without introducing a second conflict resolution skill, no credit can be earned on the third or fourth rubric.



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Exemplar #10

Rubric 1

Negative Situation	
Someone offers drugs to another person.	
A drunk friend offers to drive someone home.	X
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social Skill: Refusal Skills

Complete list of steps:

- *say no than-you*
- *tell you already have a pre-arranged plan to get a ride*
- *tell them you need a phone to call your mom + have her come and pick you up*
- *distract the driver and run*

Refusal Skills		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>Say no</i>	+1
2. Recognize/Name it		+0
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	<i>Move it/leave it/sell it</i>	+1

Score 1 / 4

Annotation:

This response earns the score of 1 on Rubric 1 for providing a list that includes two of the five steps of the chosen social skill. In discussing "Refusal skills," the response lists two of the steps (say no, move it/leave it/sell it) but does not identify the other three (name the problem, imagine the consequences, suggest alternatives).



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Exemplar #10 (cont'd)

Rubric 2

tom: "hey betty want a ride home"?

betty: "no I don't want a ride from someone who is drunk!"

tom: "I'm not just get in the car"

betty: "No, my mom is already on her way here"

tom: "no she isn't".

betty: "Here she is, bye"

Refusal Skills Dialogue		
Steps	Student Response	Value Points Earned
1. Say no or ask questions	<i>say no</i>	+1
2. Recognize/Name it	<i>Say "drunk"</i>	+1
3. State consequences		+0
4. Suggest alternatives		+0
5. Sell it/Move it/Leave the door open	<i>"bye"</i>	+1

Score 2 / 4

Annotation:

The response earns a 2 on Rubric 2 for creating a dialogue that uses three of the five steps to demonstrate how the chosen social skill can be used to positively resolve a negative social situation. Within the dialogue, the response shows how three of the five refusal steps (say no, name the problem: drunk, move it/leave it/sell it: "bye") are used to help the student avoid riding with a drunk driver, but it fails to include the remaining two steps (state consequences, suggest alternatives).



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Exemplar #10 (cont'd)

Rubric 3

Negative Situation	
Someone offers drugs to another person.	X
A drunk friend offers to drive someone home.	
A student is trying to convince another student to cheat on a test or assignment.	
Someone dares another person to do something unsafe.	
A student is trying to start a fight.	

Social Skills	
Conflict Resolution Skills	
Decision-making Skills	
Refusal Skills	X
Anger Management Skills	

Social skill: Refusal Skills

Complete list of steps:

- say no
- *say I have a sport game*
- *say I dont do that stuff*
- *think of a better alternative that the bad person would be interested in.*

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 3 because it uses the same conflict resolution skill (refusal) as above. Without introducing a second conflict resolution skill, no credit can be earned on the third or fourth rubric.

bob: hey dud you have to take this "E" stuff it awesome!"

fred: "I don't think so"

bob: "come on"

fred: "hey I have a better idea lets go and play football, we round up some other guys, it will be fun"

bob: "Oh. . . well, sure that sounds like a better idea"

Score 0 / 4

Annotation:

This response earns the score of 0 on Rubric 4 because it uses the same conflict resolution skill (refusal) as above. Without introducing a second conflict resolution skill, no credit can be earned on the third or fourth rubric.



Glossary

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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.

Benefit – Something promoting well-being.

Consequences – A the results of your actions and decisions.

Decision Making Skills – Steps used to evaluate choices and consequences before making a decision.

Emotional Health – Expressing your emotions in a positive, non-destructive way.

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

Mental Health – The ability to recognize reality and cope with the demands of daily life.

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

Peer Pressure – Is a feeling that you should do something because that is what your friends want.

Prevention – The act of keeping something from happening.

Physical Health – The way your body functions; proper nutrition and sleep, regular exercise, recommended body weight.

Social Health – The quality of your relationships with friends, family, teachers, and others you are in contact with.

Refusal Skills – A strategy to avoid doing something you don't want to do.

Refusal Skills for a Four Step Model

1. **S** = Saying NO in a firm voice
2. **T** = Tell why not
3. **O** = Offer another idea
4. **P** = Promptly leave

Refusal Skills for a Five Step Model

1. Say "NO" in a firm voice
2. Recognize/Name it
3. List consequences
4. Suggest alternative
5. Sell it/Move it/Leave the door open

Refusal Skills for a Six Step Model

1. Avoid dangerous situations
2. Say "No!"
3. Stand your ground
4. Stay focused on the issue
5. Offer a way out
6. Walk away



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Glossary (cont'd)

Refusal Skills for a Six Step Model

1. Say "No!"
2. Ask questions
3. State the problem
4. List the consequences
5. Suggest alternative
6. Move, Sell, Leave the door open

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

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

Stress – The body's and mind's response to a situation, positive or negative.

Substance Abuse – Excessive and addictive use of drugs.

For other drug/alcohol short- and long-term effects, please refer to an updated textbook.



Teacher Resources

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Centers for Disease Control and Prevention (CDC)

Health Information and Statistics
www.cdc.gov

CNN Student News

Student Information
www.cnnstudentnews.com

OSPI Health and Fitness

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

PBS Teacher Source

Teacher website
www.pbs.org/teachers

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

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



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 *Acme Advertising* – A **total** score on all four rubrics of twelve or more points meets standard.

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

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

Value point – If there are more than 4 answers, then “value points” are awarded. For example, if there are eight correct answers, this would equate to a four on a 4-point rubric.

- 7-8 value points = 4 points on the rubric
- 5-6 value points = 3 points on the rubric
- 3-4 value points = 2 points on the rubric
- 1-2 value points = 1 point on the rubric
- 0 points = 0 points on the rubric



Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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



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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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



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2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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



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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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



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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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



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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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



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May – July

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

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

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

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

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

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

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

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



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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



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

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

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

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

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

