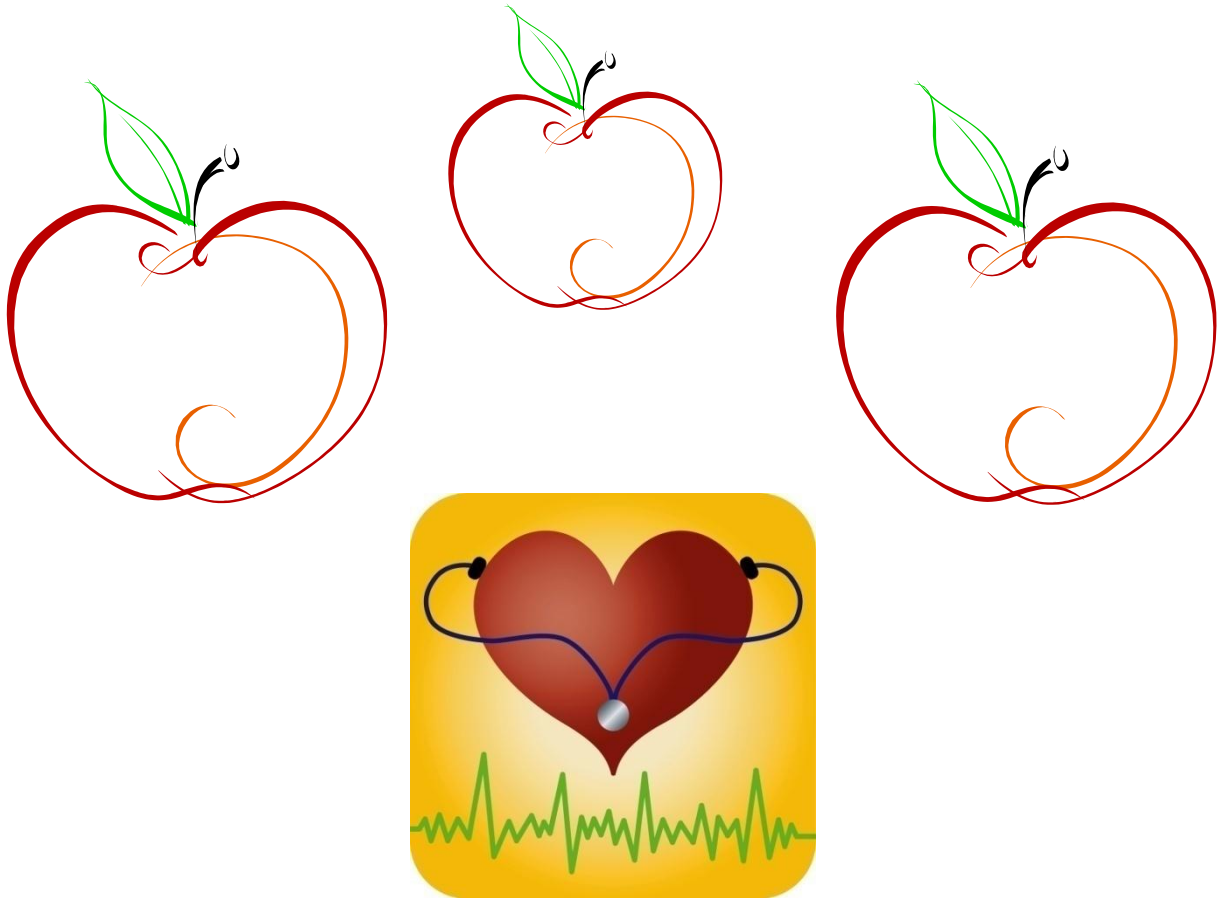


# Washington State OSPI-Developed Fitness Assessment

A Component of the Washington State Assessment Program



***Concepts of Health and Fitness***  
Fitness Assessment for Middle School



# *Concepts of Health and Fitness*

Office of Superintendent of Public Instruction  
Old Capitol Building  
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# *Concepts of Health and Fitness*

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# *Concepts of Health and Fitness*

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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz  
Program Supervisor  
Health and Fitness Education

# Concepts of Health and Fitness

## Directions for Administering the Washington State Fitness Assessment

### Introduction

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

Please read this information carefully **before** administering the performance assessment.

### Description of the Assessment

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

### Materials and Resources

#### “Before” Checklist

- Reproduce one **Student Copy** of *Concepts of Health and Fitness* for each student, pages 13-24.

**Optional:** A student answer sheet has been created for *Concepts of Health and Fitness*, pages 25-30. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- Read **Rubrics**, pages 32-81.
- Read **Glossary**, page 82.
- Read **Teacher Resources**, page 83.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

## Concepts of Health and Fitness

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 administering *Concepts of Health and Fitness*.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Distribute copies of *Concepts of Health and Fitness*, pages 13-24.

**Optional:** A student answer sheet has been created for *Concepts of Health and Fitness*, pages 25-30. It is optional to reproduce one classroom set of *Concepts of Health and Fitness* and then reproduce one **Student Answer Sheet** for each student.

- One pencil or pen for each student.

### "Day After" Checklist

#### Teacher checklist after administering *Concepts of Health and Fitness*.

- Review **Glossary for Scoring Health and Fitness Assessments**, page 84.
- Use **Rubrics** to score *Concepts of Health and Fitness*, pages 32-81.

## Concepts of Health and Fitness

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

## Teacher Worksheet

### High School Health and Fitness Assessments

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

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

**Example:**

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

<b>Fitness</b>				
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:				
<b>Fitness Performance Assessments (mile, push-ups, etc.)</b>				
<p><b>Which of these fitness performance assessments are administered in your high schools?</b>            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:				
<b>Health</b>				
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
<b>The Arts</b>	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"/>
<b>Health &amp; Fitness</b>	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"/>
<b>Social Studies</b>	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:

## Concepts of Health and Fitness

### Recommendation for Time Management

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

#### Day One:

- **15 minutes:** The teacher provides the students 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 work toward completing the assessment.  
***Please walk around the classroom and monitor student progress.***
- **5 minutes:** The teacher collects all materials at the end of Day 1.  
***If students complete the assessment early, please have them work on other materials quietly.***

#### Day Two:

- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The students continue to work toward completing the assessment.
- **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.**

**Passing score on *Middle School Concepts of Health and Fitness* –**

A total score of 35 points or more meets minimum state standard

**35-50 points = meets minimum state standard**

0-34 points = below minimum state standard

# Concepts of Health and Fitness

## Teacher Copy

### 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.

Say: **Today you will take the Washington State Fitness Assessment, *Concepts of Health and Fitness*. Please follow along as I read the directions.**

**There are several different types of questions on this assessment.**

- Some questions will ask you to choose the correct response from the four answer choices. Each of these questions is worth one point.
- Some questions will ask for a short written response to explain your thinking. Each of these questions is worth two points.
- Other questions ask for more detailed written responses. These questions also provide you with more room for your answer and are worth four points.

**Here are some important things to remember as you take this assessment:**

1. Before responding, read each question carefully.
2. If answer choices are given, fill in the circle in front of the correct response.
3. If an answer box is provided, write your answer neatly and clearly inside the box. Cross out or erase any work you do not want as part of your answer.
4. You should have plenty of time to finish every question on the assessment. If you do not know the answer to a question, go on to the next question. You can come back to that question later.

**Optional (for use with Student Answer Sheet):**

Say: **You have been provided an answer sheet to write your answers. Do not write on the Student Master copy—write only on your answer sheet. If you write on your answer sheet, please erase completely.**

Say: **Are there any questions about these directions? (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. Turn the page and write your name, period, date, classroom teacher's name and school at the top of the paper. Please begin.**

**Student Copy**

# Concepts of Health and Fitness



## Student Copy

### Directions to the student:

**There are several different types of questions on this assessment.**

- Some questions will ask you to choose the correct response from among four answer choices. Each of these questions is worth one point.
- Some questions will ask for a short written response to explain your thinking. Each of these questions is worth two points.
- Other questions ask for more detailed written responses. These questions also provide you with more room for your answer and are worth four points.

### Here are some important things to remember as you take this assessment:

1. Before responding, read each question carefully.
2. If answer choices are given, fill in the circle in front of the correct response.
3. If an answer box is provided, write your answer neatly and clearly inside the box. Cross out or erase any work you do not want as part of your answer.
4. You should have plenty of time to finish every question on the assessment. If you do not know the answer to a question, go on to the next question. You can come back to that question later.

**Turn the page and write your name, period, date, teacher, and school at the top of the paper.**

**Please begin.**

# Concepts of Health and Fitness

**Student Copy**

Total Score \_\_\_\_\_/50

Name \_\_\_\_\_ Period \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

School \_\_\_\_\_

1. Which of the following activities requires the highest level of aerobic fitness?
  - A. Pull-up
  - B. Curl-up
  - C. One-mile run
  - D. Sit-and-reach
2. When participating in a physical activity, which is the proper order to follow?
  - A. Warm up, stretching, physical activity, cool down
  - B. Cool down, physical activity, stretching, warm up
  - C. Stretching, warm up, physical activity, cool down
  - D. Stretching, cool down, physical activity, warm up
3. Explain how the **heart** and **lungs** work together using blood to get oxygen from outside of the body to the working muscles inside the body. (2 points)


4. Which one of the following sources of information would be the most reliable in helping determine the amount of fat in a food product?
  - A. A registered dietician
  - B. A physically fit friend
  - C. A nutrition label
  - D. A recipe

# Concepts of Health and Fitness

## Student Copy

5. The principle of fitness is summarized in the acronym FITT.

- F = Frequency**
- I = Intensity**
- T = Time**
- T = Type**

In an individual's workout routine, which of the following factors describes the role of frequency as it relates to the FITT principle?

- A. The number of different exercises completed in a particular week
  - B. The number of times that a person exercises in a particular week
  - C. The number of repetitions of an exercise included in a workout
  - D. The number of different exercises included in a workout
6. Raul knows a balanced diet is essential to healthy living. He is training to be a distance runner for his school track team. (2 points)

Select two of the following. Describe the specific role of the selected nutrients in Raul's training:

- Carbohydrates
- Proteins
- Fat
- Water

<b>Name of selected nutrient:</b>
<b>Role of nutrient in Raul's training:</b>
<b>Name of selected nutrient:</b>
<b>Role of nutrient in Raul's training:</b>

7. The lungs are a key component in which of the following systems?

- A. Skeletal
- B. Muscular
- C. Digestive
- D. Respiratory

## Concepts of Health and Fitness

### Student Copy

8. The chart below displays the scores of three male students on four different assessment items. The chart compares their scores to Minimum Health-Related Standards. (4 points)

<b>Fitness Assessment</b>	<b>Jose</b>	<b>Tomas</b>	<b>Scott</b>	<b>Minimum Health-Related Standards</b>
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	26	26
Mile run (time)	6:58	8:37	10:14	8:06

Each student in the chart above needs to improve his score in two of the four assessment items listed. Describe a plan that would help **one** of the students to improve his two scores that do not meet Minimum Health-Related Standards. Complete the following:

- Student name
- His two Fitness Assessment items that are below Minimum Health-Related Standards
- A description of how the student may improve these two scores

<b>Student name:</b>
<b>1. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>
<b>2. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>

## Concepts of Health and Fitness

### Student Copy

9. Which of the following activities would **best** develop muscular endurance?
- A. Sprinting
  - B. Push-ups
  - C. Sit-and-reach
  - D. Jump-and-reach
10. Julie knows that maintaining a healthy diet is important for lifelong health. Which of the following practices will **best** help Julie maintain a healthy diet?
- A. Analyze the nutrients that are present in foods that she eats
  - B. Eat a small breakfast and lunch and then eat a large dinner
  - C. Engage in an aerobic exercise program
  - D. Exercise using heavy weights
11. Which of the following sets of body components represents the order that oxygen is delivered to working muscles in the human body?
- A. Arteries, heart, lungs, working muscles
  - B. Heart, lungs, arteries, working muscles
  - C. Lungs, heart, lungs, working muscles
  - D. Lungs, heart, arteries, working muscles
12. Using the standard formula to find maximum target heart rate, what is the maximum rate of a 14 year old?
- A. 186 beats per minute
  - B. 106 beats per minute
  - C. 206 beats per minute
  - D. 234 beats per minute

## Concepts of Health and Fitness

### Student Copy

13. Describe two safety rules that should be followed while riding a bike. (2 points)

<b>Rule 1:</b>
<b>Rule 2:</b>

14. Which of the following descriptions represents the manner in which ingredients are listed on a food label?

- A. Amount of the ingredients by weight
- B. Alphabetical order of the ingredients
- C. Nutritional value of the ingredients
- D. Recommended daily allowance of the ingredients

15. An important procedure in physical activity is the cool down phase. What are **two** benefits to the body of cooling down? (2 points)

<b>Benefit 1:</b>
<b>Benefit 2:</b>

# Concepts of Health and Fitness

## Student Copy

16. Which of the following sets of body characteristics are used to determine an individual's body composition?

- A. Weight and muscular strength
- B. Lean mass and body fat percentage
- C. Skeletal structure and endurance
- D. Muscular strength and body fat percentage

17. Kevin is at a weight that is healthy for his height and age. Describe two ways that he can maintain this healthy weight. (2 points)

1.
2.

18. Daniel completed four fitness assessments. His percentile rankings for each assessment area are listed below:

- Mile Run: 60<sup>th</sup> percentile
- Curl-Ups: 8<sup>th</sup> percentile
- Pull-Ups: 15<sup>th</sup> percentile
- Stretch Test: 90<sup>th</sup> percentile

Which of the following fitness components needs the most improvement for Daniel?

- A. Cardiorespiratory endurance
- B. Muscular endurance
- C. Body composition
- D. Flexibility

# Concepts of Health and Fitness

## Student Copy

19. Name **two** fitness components. Identify the fitness assessment that measures each fitness component. (4 points)

<b>Fitness component 1:</b>
<b>How it can be measured (fitness assessment):</b>
<b>Fitness component 2:</b>
<b>How it can be measured (fitness assessment):</b>

20. Which of the following large muscle groups receives the greatest workout from crunches?

- A. Abdominals
- B. Quadriceps
- C. Hamstrings
- D. Biceps

21. During exercise, the heart rate increases. (2 points)

<b>1. What happens to the frequency of breathing when the heart rate increases?</b>
<b>2. What happens to the volume of blood circulating throughout the body?</b>

## Concepts of Health and Fitness

### Student Copy

22. Which of the following groups of food represents the **best** source of calcium?

- A. Fruit and vegetables
- B. Milk, yogurt and cheese
- C. Breads, cereal, rice and pasta
- D. Meat, poultry, fish, fry beans, eggs and nuts

23. Identify two benefits of physical activity for lifelong health. (2 points)

<b>Benefit 1:</b>
<b>Benefit 2:</b>

24. Which of the following practices would best serve to prevent dehydration?

- A. Drink water only when thirsty.
- B. Drink fruit juice or a sport drink during a workout.
- C. Drink a lot of water after a workout.
- D. Drink water often throughout the day.

## Concepts of Health and Fitness

### Student Copy

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

Benefits of warming up
1.
2.
<b>Name of one sports-related activity:</b>
Warm up for this activity:
<b>Name of one sports-related activity:</b>
Warm up for this activity:

26. Which of the following safety considerations must be practiced when playing pickle ball?

- A. Checking the ball for cracks
- B. Setting the net at the proper height
- C. Knowing where an opponent is on the court
- D. Wrapping the string of the handle around the wrist

## Concepts of Health and Fitness

### Student Copy

27. Describe two water safety considerations for boating or swimming. (2 points)

<b>Consideration 1:</b>
<b>Consideration 2:</b>

28. Which of the following phases of a cardiorespiratory activity would involve the **most** time?

- A. Stretching
- B. Cool down
- C. Workout
- D. Warm up

## Concepts of Health and Fitness

### Student Copy

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b>
<b>Benefit 1:</b>
<b>Benefit 2:</b>
<b>Benefit 3:</b>

30. Stretching is an important part of a fitness program. Which of the following procedures should be followed during stretching?

- A. Using weights to stretch farther
- B. Using bouncing or ballistic stretching
- C. Stretching when the muscles are cold
- D. Holding the stretch for a period of time

# Concepts of Health and Fitness

Middle School Student Answer Sheet

Total Score \_\_\_\_\_/50

Name \_\_\_\_\_ Period \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

School \_\_\_\_\_

Directions: Read *Concepts of Health and Fitness*. Determine the best answer and fill in the correct circle or answer the question to your best ability.

1.     A         B         C         D

2.     A         B         C         D

3.


4.     A         B         C         D

5.     A         B         C         D

6.

<b>Name of selected nutrient:</b>
<b>Role of nutrient in Raul's training:</b>
<b>Name of selected nutrient:</b>
<b>Role of nutrient in Raul's training:</b>

7.     A         B         C         D

## Concepts of Health and Fitness

8.

<b>Student name:</b>
<b>3. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>
<b>4. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>

9.     A         B         C         D

10.    A         B         C         D

11.    A         B         C         D

12.    A         B         C         D

13.

<b>Rule 1:</b>
<b>Rule 2:</b>



*Concepts of Health and Fitness*

14.     A             B             C             D

15.

<b>Benefit 1:</b>
<b>Benefit 2:</b>

16.     A             B             C             D

17.

1.
2.

18.     A             B             C             D



## Concepts of Health and Fitness

19.

<b>Fitness component 1:</b>
<b>How it can be measured (fitness assessment):</b>
<b>Fitness component 2:</b>
<b>How it can be measured (fitness assessment):</b>

20.     A             B             C             D

21.

<b>1. What happens to the frequency of breathing when the heart rate increases?</b>
<b>2. What happens to the volume of blood circulating throughout the body?</b>

22.     A             B             C             D



## Concepts of Health and Fitness

23.

<b>Benefit 1:</b>
<b>Benefit 2:</b>

24.     A             B             C             D

25.

<b>Benefits of warming up</b>
1.
2.
<b>Name of one sports-related activity:</b>
Warm up for this activity:
<b>Name of one sports-related activity:</b>
Warm up for this activity:

26.     A             B             C             D



## Concepts of Health and Fitness

27.

**Consideration 1:**


**Consideration 2:**


28.     A             B             C             D

29.

**What makes an activity aerobic?**


**Benefit 1:**


**Benefit 2:**


**Benefit 3:**


30.     A             B             C             D

**TOTAL SCORE** \_\_\_\_\_ **/ 50**



# Concepts of Health and Fitness Answer Key

1. C
2. A
3. 2-point response (See rubric #1, page 72)
4. C
5. B
6. 2-point response (See rubric #2, page 73)
7. D
8. 4-point response (See rubric #3, page 32)
9. B
10. A
11. D
12. C
13. 2-point response (See rubric #4, page 75)
14. A
15. 2-point response (See rubric #5, page 76)
16. B
17. 2-point response (See rubric #6, page 77)
18. B
19. 4-point response (See rubric #7, page 44)
20. A
21. 2-point response (See rubric #8, page 78)
22. B
23. 2-point response (See rubric #9, page 79)
24. D
25. 4-point response (See rubric #10, page 51)
26. D
27. 2-point response (See rubric #11, page 80)
28. C
29. 4-point response (See rubric #12, page 60)
30. D



# Rubrics 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.



# Four Point Responses

## Scoring Guide for Question #8 (RUBRIC 3)

8. The chart below displays the scores of three male students on four different assessment items. The chart compares their scores to Minimum Health-Related Standards. (4 points)

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	26	26
Mile run (time)	6:58	8:37	10:14	8:06

Each student in the chart above needs to improve his score in two of the four assessment items listed. Describe a plan that would help **one** of the students to improve his two scores that do not meet Minimum Health-Related Standards. Complete the following:

- Student name
- His two Fitness Assessment items that are below Minimum Health-Related Standards
- A description of how the student may improve these two scores

<b>Student name:</b>
<b>1. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>
<b>2. Fitness Assessment item:</b>
<b>How the student may improve his score:</b>



## Concepts of Health and Fitness

### Continued scoring guide for question #8

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item.

1. A suggestion for improving the mile run time can include the idea of “not resting” or “don’t take a rest.”
2. Acceptable as a way to improve either “push ups” or “sit ups” is the response “lift weights.” Although this doesn’t specifically address either the arm muscles or the abdominal muscles, it was seen as a reasonable way a student might improve in either of those areas.
3. To improve in any of the areas, a student suggestion to “practice more” would always be acceptable as would the suggestion to improve push ups by “doing more push ups,” to improve sit ups by “doing more sit ups,” etc. Although those are not the best suggestions to improve in those areas, they are perfectly reasonable ways to do so.
4. Unacceptable as a suggestion for improvement are vague suggestions such as “exercise more,” “do better,” or “workout more.”
5. If a response incorrectly identifies a assessment item that Jose, Tomas, or Scott need to improve (for instance, noting that Jose needs to improve his mile run time), no credit can be earned for identifying the assessment or for the way to improve that test score.
6. If a student name has not been identified no points can be earned.

### RUBRIC 3 (question #8)

**(EALR 4.0) The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

4	<p><b>A 4-point response:</b> The student identifies two assessment items and/or scores for those particular items that are below Minimum Health-Related Standards. The student identifies how both scores may be improved. Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Student name:</b> <i>Jose</i></td> </tr> <tr> <td style="padding: 5px;"><b>1. Fitness Assessment item:</b> <i>Curl ups</i></td> </tr> <tr> <td style="padding: 5px;"><b>How the student may improve his score:</b> <i>Jose can improve his score by doing more curl-ups and abdominal crunches each day.</i></td> </tr> <tr> <td style="padding: 5px;"><b>2. Fitness Assessment item:</b> <i>Push ups</i></td> </tr> <tr> <td style="padding: 5px;"><b>How the student may improve his score:</b> <i>He can improve by doing more push ups outside of class—at night before going to bed.</i></td> </tr> </table>	<b>Student name:</b> <i>Jose</i>	<b>1. Fitness Assessment item:</b> <i>Curl ups</i>	<b>How the student may improve his score:</b> <i>Jose can improve his score by doing more curl-ups and abdominal crunches each day.</i>	<b>2. Fitness Assessment item:</b> <i>Push ups</i>	<b>How the student may improve his score:</b> <i>He can improve by doing more push ups outside of class—at night before going to bed.</i>
<b>Student name:</b> <i>Jose</i>						
<b>1. Fitness Assessment item:</b> <i>Curl ups</i>						
<b>How the student may improve his score:</b> <i>Jose can improve his score by doing more curl-ups and abdominal crunches each day.</i>						
<b>2. Fitness Assessment item:</b> <i>Push ups</i>						
<b>How the student may improve his score:</b> <i>He can improve by doing more push ups outside of class—at night before going to bed.</i>						
3	<p><b>A 3-point response:</b> The student identifies two assessment items and/or the scores for those particular items that are below Minimum Health-Related Standards. The student only identifies how one score may be improved.</p>					



## Concepts of Health and Fitness

2	<b>A 2-point response:</b> The student identifies one assessment item and/or the score for that particular item that is below Minimum Health-Related Standards. The student identifies how this score may be improved OR identifies two test items and/or scores for those particular items that are below Minimum Health-Related Standards.
1	<b>A 1-point response:</b> The student identifies one assessment item and/or the score of that particular item that is below Minimum Health-Related Standards.
0	<b>A 0-point response:</b> The student shows little or no understanding of the question.

### Exemplar #1—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

**Student name:** *Jose*

**1. Fitness Assessment item:** *Sit Ups*

**How the student may improve his score:** *Every night, before bed, he should do 10 sit ups until he can do 42 in a minute, then raise it by one to gradually increase his strength.*

**2. Fitness Assessment item:** *Push ups*

**How the student may improve his score:** *He could lift 5 pound weights for 10 minutes, or until he feels a burn. Gradually increase the weight as strength increases.*

#### **Annotation:**

This response earns a score of 4 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for each of those items to be improved. The response recognizes that Jose is not meeting standards in both sit ups and push ups, earning two points. Additionally, the response earns two more points for realizing that Jose could improve in each of those areas by “*strengthening his abdominal muscles by doing certain exercises that focus on that area for a minute or so each day,*” and “*strengthening his biceps for this... practice push ups at home each day and try to lift weights.*” As this plan would improve Jose’s results, full credit is awarded.



## Concepts of Health and Fitness

### Exemplar #2—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

**Student name:** *Tomas*

**1. Fitness Assessment item:** *Sit and Reach*

**How the student may improve his score:** *Mainly, Tomas should stretch more, he should try to stretch farther each day. He should do this frequently.*

**2. Fitness Assessment item:** *Mile Run*

**How the student may improve his score:** *Keep stretching to help build his leg muscles.*

*He should frequently run a mile each day and increase his intensity each day.*

**Annotation:**

This response earns a score of 4 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for each of those items to be improved. The response recognizes that Tomas is not meeting standards in both sit and reach and mile run, earning two points. Additionally, the response earns two more points for realizing that Tomas could improve in each of those areas by “*stretch more,*” “*stretch further,*” and “*should frequently run a mile each day and increase his intensity each day.*” As this plan would improve Tomas’s results, full credit is awarded.



## Concepts of Health and Fitness

### Exemplar #3—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Jose</i>
<b>1. Fitness Assessment item:</b> <i>Sit ups</i>
<b>How the student may improve his score:</b> <i>He could work on strengthening his abdominal muscles by doing certain exercises that focus on that area for a minute or so each day.</i>
<b>2. Fitness Assessment item:</b> <i>Push ups</i>
<b>How the student may improve his score:</b> <i>He could also work on strengthening his biceps for this. He could practice push ups at home each day and could try to lift weights.</i>

**Annotation:**

This response earns a score of 4 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for each of those items to be improved. The response recognizes that Jose is not meeting standards in both sit ups and push ups, earning two points. Additionally, the response earns two more points for realizing that Jose could improve in each of those areas by “*strengthening his abdominal muscles by doing certain exercises that focus on that area for a minute or so each day,*” and “*strengthening his biceps for this... practice push ups at home each day and try to lift weights.*” As this plan would improve Jose’s results, full credit is awarded.



## Concepts of Health and Fitness

### Exemplar #4—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Tomas</i>
<b>1. Fitness Assessment item:</b> <i>Sit and Reach</i>
<b>How the student may improve his score:</b> <i>Stretch more, practice</i>
<b>2. Fitness Assessment item:</b> <i>Mile Run</i>
<b>How the student may improve his score:</b> <i>Try to build more leg muscle, stretch more, make sure you do a good warm up.</i>

**Annotation:**

This response earns a score of 3 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for one of those items to be improved. The response recognizes that Tomas is not meeting standards in both sit and reach and mile run, earning two points. Additionally, the response earns a third point for realizing that he could improve his sit and reach by “*stretch more, practice.*” However a fourth point is not awarded because the suggested way to improve the mile run “*try to build more leg muscle, stretch more, make sure you do a good warm up,*” would not particularly help one improve the mile time.



## Concepts of Health and Fitness

### Exemplar #5—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Jose</i>
<b>1. Fitness Assessment item:</b> <i>Sit ups</i>
<b>How the student may improve his score:</b> <i>Drink water, improve diet, and do sit ups using the FITT plan</i>
<b>2. Fitness Assessment item:</b> <i>Push ups</i>
<b>How the student may improve his score:</b> <i>Drink water, improve diet, stretch, use the FITT plan</i>

**Annotation:**

This response earns a score of 3 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for one of those items to be improved. The response recognizes that Jose is not meeting standards in both sit ups and push ups, earning two points. Additionally, the response earns a third point for realizing that he could improve his sit ups by specifically stating “do sit ups using the FITT plan.” However a fourth point is not awarded because in the response the FITT plan is not focused on push ups.



## Concepts of Health and Fitness

### Exemplar #6—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Jose</i>
<b>1. Fitness Assessment item:</b> <i>Push ups</i>
<b>How the student may improve his score:</b> <i>Weight lifting and other upperbody strength workouts like punching bag, boxing, etc.</i>
<b>2. Fitness Assessment item:</b> <i>Sit ups</i>
<b>How the student may improve his score:</b> <i>flexible exercises like gymnastics, backbending, sit and reach, etc.</i>

**Annotation:**

This response earns a score of 3 for correctly identifying two assessment items that are below Minimum Health-Related Standards and providing a way for one of those items to be improved. The response recognizes that Jose is not meeting standards in both push ups and sit ups, earning two points. Additionally, the response earns a third point for realizing that he could improve his push ups by “*weight lifting and other upperbody strength workouts like punching bag, boxing, etc.*,” However a fourth point is not awarded because the suggested way to improve the sit up score “*flexible exercise like gymnastics*” would not particularly help one improve sit ups.



## Concepts of Health and Fitness

### Exemplar #7—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Jose</i>
<b>1. Fitness Assessment item:</b> <i>Sit Ups</i>
<b>How the student may improve his score:</b> <i>He could do 15 sit ups for 3 to 5 days a week to work out his abs.</i>
<b>2. Fitness Assessment item:</b> <i>Mile</i>
<b>How the student may improve his score:</b> <i>He could do as many push ups he do, (4) or he could do flexed arm hang</i>

**Annotation:**

This response earns a score of 2 for correctly identifying one assessment items that is below Minimum Health-Related Standards and providing a way for that item to be improved. The response recognizes that Jose is not meeting standards in sit ups, earning one point. And the response earns a second point for providing a way to improve that score, “*He could do 15 sit ups for 3 to 5 days a week to work out his abs.*” No further points are awarded however, because the response suggests that Jose needs to improve his mile time, which is actually already better than Minimum Health-Related Standards.



## Concepts of Health and Fitness

### Exemplar #8—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Jose</i>
<b>1. Fitness Assessment item:</b> <i>Push ups</i>
<b>How the student may improve his score:</b> <i>Jose needs to start working on his arm strength. He might want to work on muscle strength and start lifting weights.</i>
<b>2. Fitness Assessment item:</b> <i>Sit and reach</i>
<b>How the student may improve his score:</b> <i>Jose should stretch on a regular bases. He needs to keep his muscles lose instead of tight.</i>

**Annotation:**

This response earns a score of 2 for correctly identifying one assessment items that is below Minimum Health-Related Standards and providing a way for that item to be improved. The response recognizes that Jose is not meeting standards in push ups, earning one point. And the response earns a second point for providing a way to improve that score, “*Jose needs to start working on his arm strength. He might want to work on muscle strength and start lifting weights.*” No further points are awarded however, because the response suggests that Jose needs to improve his sit and reach, which is actually already better than Minimum Health-Related Standards.



## Concepts of Health and Fitness

### Exemplar #9—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b> <i>Tomas</i>
<b>1. Fitness Assessment item:</b> <i>Sit ups</i>
<b>How the student may improve his score:</b> <i>He needs to perform stretches that will strengthen his muscles as sit ups test muscular strength</i>
<b>2. Fitness Assessment item:</b> <i>Sit and Reach</i>
<b>How the student may improve his score:</b> <i>he needs to perform stretches that will help him become more muscular endurance</i>

**Annotation:**

This response earns a score of 1 for correctly identifying one assessment items that is below Minimum Health-Related Standards, but not providing an appropriate way for that item to be improved. The response recognizes that Tomas is not meeting standards in sit and reach, earning one point. The improvement for sit and reach does not earn a second point because its suggestion for improving that score, *“He needs to perform stretches that will help him becomes more muscular endurance,”* does not improve flexibility. No further points can be awarded because the response suggests that Tomas needs to improve his sit ups, which is already better than the Minimum Health-Related Standards.



## Concepts of Health and Fitness

### Exemplar #10—Student sample for question #8

Fitness Assessment	Jose	Tomas	Scott	Minimum Health-Related Standards
Sit-ups	30	50	46	42
Push-ups	4	28	15	24
Sit-and-reach (cm)	36	7	28	26
Mile run (time)	6:58	8:37	10:14	8:06

<b>Student name:</b>
<b>1. Fitness Assessment item:</b> <i>Sit ups</i>
<b>How the student may improve his score:</b> <i>By doing crunches and by eating proteins</i>
<b>2. Fitness Assessment item:</b> <i>Sit and reach</i>
<b>How the student may improve his score:</b> <i>by doing aroebic activities like yoga.</i>

**Annotation:**

This response earns a score of 0 because it does not identify a student from the chart. According to the Scoring Notes points cannot be awarded for a response lacking a student name.



## Concepts of Health and Fitness

### Scoring Guide for Question #19 (RUBRIC 7)

19. Name **two** fitness components. Identify the fitness assessment that measures each fitness component. (4 points)

<b>Fitness component 1:</b>
<b>How it can be measured (fitness assessment):</b>
<b>Fitness component 2:</b>
<b>How it can be measured (fitness assessment):</b>

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item.

1. Acceptable as fitness components are muscular strength, muscular endurance, cardio respiratory endurance, and flexibility. To be credited, the component must be named exactly. Body Composition is a fitness component, however it will be not be accepted as a fitness component in this assessment. Body composition is measurable by height and weight, body mass index, calipers, or scales, **there are no recognized fitness assessments.**
2. If a response includes “strength” as a component, that is read as muscular strength; if, however, a response includes “endurance” as a component, the response cannot be credited unless it is clear from the response that it is referring to muscular endurance or cardio respiratory endurance.
3. To be credited as a fitness component, the component must be listed in the appropriate spot on the response sheet.
4. To be credited on how a component can be measured, a response must address some sort of assessment (the “sit and reach assessment” checks flexibility), not just the definition of a component (“flexibility is how far you can stretch”)
5. To be credited, an assessment must be specific. For example, a fitness test for flexibility must be sit and reach, not simply “a stretch assessment.”
6. Two separate components must be identified to be credited. A student may not use the same component twice. Only the first response will be accepted, as no additionally points will be given.
7. The fitness assessments for muscular strength and muscular endurance can be interchangeable. For example, pull-ups, push-ups, and flexed arm hang can all be used more than once, and for either component.



## Concepts of Health and Fitness

### Continued Scoring Guide for Question #19 (RUBRIC 7)

**RUBRIC 7** (question #19)

**(EALR 1.0) The student acquires the knowledge and skills necessary to maintain and active life: Movement, physical fitness, and nutrition.**

4	<p><b>A 4-point response:</b> The student identifies and defines components of physical fitness: cardio respiratory, muscular strength, endurance, flexibility, and body composition.</p> <p>The student names two health-related components and provides examples of how each component can be measured.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Fitness component 1:</b> <i>Flexibility</i></td> </tr> <tr> <td style="padding: 5px;"><b>How it can be measured (fitness assessment):</b> <i>Flexibility can be measured or assessed by doing a sit-and-reach assessment.</i></td> </tr> <tr> <td style="padding: 5px;"><b>Fitness component 2:</b> <i>Muscular Endurance</i></td> </tr> <tr> <td style="padding: 5px;"><b>How it can be measured (fitness assessment):</b> <i>Muscular endurance can be measured by a push up assessment to see how many can be done without stopping.</i></td> </tr> </table> <p><b>Other responses:</b></p> <ul style="list-style-type: none"> <li>• Cardio respiratory endurance</li> <li>• Muscular strength</li> </ul>	<b>Fitness component 1:</b> <i>Flexibility</i>	<b>How it can be measured (fitness assessment):</b> <i>Flexibility can be measured or assessed by doing a sit-and-reach assessment.</i>	<b>Fitness component 2:</b> <i>Muscular Endurance</i>	<b>How it can be measured (fitness assessment):</b> <i>Muscular endurance can be measured by a push up assessment to see how many can be done without stopping.</i>
<b>Fitness component 1:</b> <i>Flexibility</i>					
<b>How it can be measured (fitness assessment):</b> <i>Flexibility can be measured or assessed by doing a sit-and-reach assessment.</i>					
<b>Fitness component 2:</b> <i>Muscular Endurance</i>					
<b>How it can be measured (fitness assessment):</b> <i>Muscular endurance can be measured by a push up assessment to see how many can be done without stopping.</i>					
3	<p><b>A 3-point response:</b> The student names two health-related components with an example of how one of the components can be measured.</p>				
2	<p><b>A 2-point response:</b> The student names one health-related component with an example of how this particular component can be measured OR names two health-related components.</p>				
1	<p><b>A 1-point response:</b> The student names one health-related component.</p>				
0	<p><b>A 0-point response:</b> The student shows little or no understanding of the question.</p>				



## Concepts of Health and Fitness

### Exemplar #1—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness assessment that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Flexibility</i>
<b>How it can be measured (fitness assessment):</b> <i>Sit and Reach</i>
<b>Fitness component 2:</b> <i>Cardio Respiratory Endurance</i>
<b>How it can be measured (fitness assessment):</b> <i>step test and mile run</i>

#### Annotation:

This response earns the score of 4 for naming two fitness components and providing an example of how each can be measured. The response names “*flexibility*” and “*cardiorespiratory endurance*” as two of the components, earning two points. Additionally, the response earns two more points by explaining that the first can be assessed by “*sit and reach*” and the second can be assessed via the “*step test and mile run.*”

### Exemplar #2—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness assessment that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness assessment):</b> <i>It can be tested by pull ups</i>
<b>Fitness component 2:</b> <i>Flexibility</i>
<b>How it can be measured (fitness assessment):</b> <i>Can be tested by sit and reach</i>

#### Annotation:

This response earns the score of 4 for naming two fitness components and providing an example of how each can be measured. The response names “*muscular endurance*” and “*flexibility*” as two of the components, earning two points. Additionally, the response earns two more points by explaining that the first “*can be tested by pull-ups*” and the second “*can be tested by sit and reach*”.



## Concepts of Health and Fitness

### Exemplar #3—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Muscular Strength</i>
<b>How it can be measured (fitness test):</b> <i>sit and reach</i>
<b>Fitness component 2:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>flexed arm hang</i>

#### Annotation:

This response earns the score of 3 for naming two fitness components and providing an example of how each can be measured. The response names “*muscular strength*” and “*muscular endurance*” as two of the components, earning two points. Additionally, the response earns one more point by explaining that the second can be tested by “*flex arm hang*.” However, a fourth point is not awarded because the test given for muscular strength “*sit and reach*” is not a test for that component.

### Exemplar #4—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Flexibility</i>
<b>How it can be measured (fitness test):</b> <i>Flexibility is stretching if you can stretch you will be good at sit and reach</i>
<b>Fitness component 2:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>Muscular Endurance is running the mile it helps keep your muscle strength up</i>

#### Annotation:

This response earns the score of 3 for naming two fitness components and providing an example of how each can be measured. The response names “*flexibility*” and “*muscular endurance*” as two of the components, earning two points. Additionally, the response earns one more point by explaining that the first can be tested by “*Flexibility is stretching if you can stretch you will be good at sit and reach*”. However, a fourth point is not awarded because the test given for muscular endurance, “*Muscular Endurance is running the mile it helps keep your muscle strength up*” is not a test for that component.



## Concepts of Health and Fitness

### Exemplar #5—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Flexibility</i>
<b>How it can be measured (fitness test):</b> <i>sit and reach</i>
<b>Fitness component 2:</b> <i>muscular endurance</i>
<b>How it can be measured (fitness test):</b> <i>mile</i>

#### Annotation:

This response earns the score of 3 for naming two fitness components and providing an example of how one of them can be measured. The response names “*flexibility*” and “*muscular endurance*” as two of the components, earning two points. Additionally, the response earns one more point by explaining the first can be tested by doing “*sit and reach*”. However, a fourth point is not awarded because the test given for muscular endurance, “*mile*” is not a test of that component.

### Exemplar #6—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Muscular Strength</i>
<b>How it can be measured (fitness test):</b> <i>By doing tests that make his muscles work as hard as he can, till he can't stop</i>
<b>Fitness component 2:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>it can be measured by doing some activity that challenges your body, like climbing a mountain</i>

#### Annotation:

This response earns the score of 2 for naming two fitness components without providing examples of how either of them can be measured. The response names “*muscular strength*” and “*muscular endurance*” as two of the components, earning two points. However, no further credit is awarded because there are not acceptable measures of those components provided. For example, by saying “*make muscles work as hard as he can, till he can't stop*” and “*doing some activity that challenges your body, like climbing a mountain*” the student did not provide a way to test the components.



## Concepts of Health and Fitness

### Exemplar #7—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>pull ups and flexed arm hang</i>
<b>Fitness component 2:</b> <i>Cardio vascular strength</i>
<b>How it can be measured (fitness test):</b> <i>BPM (beast per minute)</i>

#### Annotation:

This response earns the score of 2 for naming one fitness component and providing an example of how it can be measured. The response names “*muscular endurance*” as two of the components, earning one point. Additionally, the response earns a second point for explaining that muscular endurance can be tested through “*pull-ups.*” However, no other further credit is awarded because no other acceptable component is provided; “*cardio-vascular strength*” is not a fitness component.

### Exemplar #8—Student sample for question #19

19. Name **two** fitness components. Identify the fitness test that measures each fitness component. (4 points)

<b>Fitness component 1:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>working on the pase of the mile</i>
<b>Fitness component 2:</b> <i>Muscular Endurance</i>
<b>How it can be measured (fitness test):</b> <i>body compsision</i>

#### Annotation:

This response earns the score of 1 for naming one fitness component without providing an example of how it can be measured. The response names “*muscular endurance*” as one of the components, earning one point but the response does not earn a second point because it does not give an appropriate test to measure that. “*Working on the pase of the mile*” is not an acceptable way to measure muscular endurance. Additionally, no further credit is awarded because you can not repeat a component twice for credit.



## Concepts of Health and Fitness

### Exemplar #9—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Body Composition</i>
<b>How it can be measured (fitness test):</b> <i>pull ups</i>
<b>Fitness component 2:</b> <i>Flexibility</i>
<b>How it can be measured (fitness test):</b> <i>stretch test</i>

#### Annotation:

This response earns the score of 1 for naming one approved fitness component. The response names “*flexibility*” one of the components, earning one point. “*Body composition*” does not earn a second point because there is now measurable fitness test. (See scoring notes). Additionally, no other credit is awarded because “*stretch test*” is not a fitness test for the component of flexibility. (See scoring notes).

### Exemplar #10—Student sample for question #19

19. Name **two** health related fitness components. Identify the fitness test that measures each component. (4 points)

<b>Fitness component 1:</b> <i>Balance</i>
<b>How it can be measured (fitness test):</b> <i>mile test</i>
<b>Fitness component 2:</b> <i>Agility</i>
<b>How it can be measured (fitness test):</b> <i>sit and reach</i>

#### Annotation:

This response earns the score of 0 for not naming any fitness components. The response names “*balance*” and “*agility*,” which are skill-related components. If no components are identified correctly, no other points will be awarded.



## Concepts of Health and Fitness

### Scoring Guide for Question #25 (RUBRIC 10)

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

<b>Benefits of warming up</b>
1.
2.
<b>Name of one sports-related activity:</b>
Warm up for this activity:
<b>Name of one sports-related activity:</b>
Warm up for this activity:

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item.

1. Additional benefits to warming up include “stress relief,” “improved focus,” and “keeps you relaxed.” Also acceptable as a benefit is that you will be “not sore” as that is seen as a type of injury prevention.
2. The idea that warming up makes you “loose” is acceptable as it is read as being stretched, flexible, or limber.
3. “You won’t cramp” is not acceptable as a benefit of stretching, as cramping is largely a result of dehydration.
4. To earn two points on the bottom portion of the response, a response must include two distinct activities.
5. To earn credit, student must identify the sports related activity. Stating just a warm-up for that activity is not acceptable. Additionally, fitness tests will not be awarded points as an activity or warm-up.
6. It will be accepted if the same warm-up is used for both sports related activities. For example if the two sports related activities are “running” and “soccer”, points will still be awarded to both if “jogging” is used.



## Concepts of Health and Fitness

### RUBRIC 10 (question #25)

**(EALR 1.0) The student acquires the knowledge and skills necessary to maintain and active life: Movement, physical fitness, and nutrition.**

4	<p>A <b>4-point response</b>: The student identifies proper conditioning and training principles. The student describes two benefits of warming up before sports-related activities and specific warm-ups for each.</p> <p><b>Example:</b> <b>Benefits of warming up</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">1. <i>Increase blood flow which will warm up the muscles</i></td> </tr> <tr> <td style="text-align: center;">2. <i>Slowly increases heart rate</i></td> </tr> </table> <p><b>Name of one sports-related activity:</b> <i>Sprinting</i></p> <p>Warm up for this activity: <i>jog slowly, then slowly increase speed</i></p> <hr/> <p><b>Name of one sports-related activity:</b> <i>Baseball</i></p> <p>Warm up for this activity: <i>playing catch, start close to partner, slowly move farther away and then start throwing harder.</i></p> <p><b>Other responses for benefits of warming-up:</b></p> <ul style="list-style-type: none"> <li>• Improve range of motion</li> <li>• Injury prevention</li> <li>• Injury care</li> </ul> <p><b>Other responses for two activities and specific warm-ups:</b></p> <ul style="list-style-type: none"> <li>• Hurdling; stretch hamstring before racing</li> <li>• Soccer; cross-over steps</li> </ul>	1. <i>Increase blood flow which will warm up the muscles</i>	2. <i>Slowly increases heart rate</i>
1. <i>Increase blood flow which will warm up the muscles</i>			
2. <i>Slowly increases heart rate</i>			
3	<p>A <b>3-point response</b>: The student describes two benefits and one activity and an associated warm-up OR describes one benefit and two activities and an associated warm-up for each.</p>		
2	<p>A <b>2-point response</b>: The student describes two benefits OR describes two activities and an associated warm-up for each OR describes one benefit and one activity with a warm-up for this activity.</p>		
1	<p>A <b>1-point response</b>: The student describes one benefit OR describes one activity and an associated warm-up for this activity.</p>		
0	<p>A <b>0-point response</b>: The student shows little or no understanding of the question.</p>		



## Concepts of Health and Fitness

### Exemplar #1—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *Increases blood flow*

2. *Prevents stiffness*

**Name of one sports-related activity:** *Running*

Warm up for this activity: *stretching legs (sitting and reaching for feet)*

**Name of one sports-related activity:** *Soccer*

Warm up for this activity: *stretching legs (sitting and reaching for feet)*

#### Annotation:

This response earns the score 4 for describing two benefits of warming up and giving two specific warm ups for two different sports-related activities. The response earns two points for realizing that two of the benefits of warming up are, “*Increases blood flow,*” and “*prevents stiffness.*” Additionally the response earns two more points for giving a warm up activity for both “*running (stretching legs)*” and “*soccer (stretching legs).*”

### Exemplar #2—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *prevents damaging muscles*

2. *gradually increase heart rate*

**Name of one sports-related activity:** *Running*

Warm up for this activity: *stretching thighs/ calves*

**Name of one sports-related activity:** *Swimming*

Warm up for this activity: *swim easy pace laps*

#### Annotation:

This response earns the score 4 for describing two benefits of warming up and giving two specific warm ups for two different sports-related activities. The response earns two points for realizing that two of the benefits of warming up are, “*prevents damaging muscles,*” and “*gradually increase heart rates.*” Additionally the response earns two more points for giving a warm up activity for both “*running (stretching thighs/calves)*” and “*swimming (swim easy pace laps).*”



## Concepts of Health and Fitness

### Exemplar #3—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *to increase blood flow*

2. *to prevent injury*

**Name of one sports-related activity:** *Running*

Warm up for this activity: *stretching out your hamstrings*

**Name of one sports-related activity:** *gymnastics*

Warm up for this activity: *stretching out all parts of your body*

#### Annotation:

This response earns the score 4 for describing two benefits of warming up and giving two specific warm ups for two different sports-related activities. The response earns two points for realizing that two of the benefits of warming up are, “*to increase blood flow,*” and “*to prevent injury.*” Additionally the response earns two more points for giving a warm up activity for both “*running (stretching out your hamstrings)*” and “*gymnastics (stretching out all parts of your body)*”

### Exemplar #4—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *Won't pull a muscle*

2. *Can prepare for the activity that you are about to do*

**Name of one sports-related activity:** *Soccer*

Warm up for this activity: *before playing soccer you stretch your hamstrings, so you don't pull a muscle*

**Name of one sports-related activity:** *Football*

Warm up for this activity: *before playing football run a lap to warm up your muscles for running.*



## Concepts of Health and Fitness

### Continued Exemplar #4—Student sample for question #25

#### Annotation:

This response earns the score 3 for describing one benefit of warming up and giving two specific warm ups for two different sports-related activities. The response earns one point for realizing a benefit of warming up, “*won’t pull a muscle.*” A point cannot be awarded for the benefit of warming up, “*can prepare for the activity that you are about to do,*” because the answer is too vague. Additionally the response earns two more points for giving a warm up activity for both “*soccer (before playing soccer you stretch your hamstrings, so you don’t pull a muscle)*” and “*football (before playing football run a lap to warm up your muscles for running).*”

### Exemplar #5—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *helps increase blood flow*

2. *prepares muscles to gain most of warm up*

**Name of one sports-related activity:** *swimming*

Warm up for this activity: *to do a couple hundred metrs slowly*

**Name of one sports-related activity:** *soccer*

Warm up for this activity: *dribble up and down the field slowly*

#### Annotation:

This response earns the score 3 for describing one benefit of warming up and giving two specific warm ups for two different sports-related activities. The response earns one point for realizing a benefit of warming up, “*helps increase blood flow.*” There is no point awarded for “*prepares muscles to gain most of warm up*” because this is not a physical benefit of warming up. Additionally the response earns two more points for giving a warm up activity for both “*swimming (to do a couple hundred metrs slowly)*” and “*soccer (dribble up and down the field slowly).*”



## Concepts of Health and Fitness

### Exemplar #6—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

**Benefits of warming up**

1. <i>decrease danger of muscle cramping</i>
2. <i>gradually increase heart rate</i>
<b>Name of one sports-related activity:</b> <i>100 meter dash</i>
Warm up for this activity: <i>you should stretch your hamstrings because you will be sprinting</i>
<b>Name of one sports-related activity:</b> <i>pull ups</i>
Warm up for this activity: <i>stretching out your arms because your arms will be working out</i>

**Annotation:**

This response earns the score 3 for describing one benefit of warming up and giving two specific warm ups for two different sports-related activities. The response earns one point for realizing a benefit of warming up, “*gradually increases heart rate.*” The first reason given for warming up “*decrease danger of muscle cramping,*” cannot be awarded a point because cramping is a result of being dehydrated. Additionally the response earns two more points for giving a warm up activity for both “*100 meter dash (you should stretch your hamstrings because you will be sprinting)*” and “*pull ups (stretching out your arms because your arms will be working out).*”

### Exemplar #7—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

**Benefits of warming up**

1. <i>Helps increase your heart rate</i>
2. <i>Allows muscle strenght</i>
<b>Name of one sports-related activity:</b> <i>Soccer/ mile</i>
Warm up for this activity: <i>Stretch your hamstrings</i>
<b>Name of one sports-related activity:</b> <i>sit ups</i>
Warm up for this activity: <i>stretch your biceps</i>



## Concepts of Health and Fitness

### Continued Exemplar #7—Student sample for question #25

#### Annotation:

This response earns the score 2 for describing one benefit of warming up and giving one specific warm up for a sports-related activity. The response earns one point for realizing a benefit of warming up, “*Helps increase your heart rate.*” No points can be awarded for “*allows muscle strenght*” because warming up has no affect on muscle strength. Additionally the response earns one more point for giving a warm up activity for “*soccer/mile (stretch your hamstrings).*” No points can be awarded for the warm up for “*sit ups (stretch the biceps)*” because the warm up activity is inappropriate.

### Exemplar #8—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *Less chance of pulling a muscle*

2. *Easier to move, more flexible*

#### Name of one sports-related activity:

Warm up for this activity: *stretching before a soccer game*

#### Name of one sports-related activity:

Warm up for this activity: *running some jogs back and forth*

#### Annotation:

This response earns the score 2 for describing two benefits of warming up. The response earns two points for realizing a benefit of warming up, “*less chance of pulling a muscle,*” and “*easier to move, more flexible.*” No points can be awarded for the specific warm ups listed because the student did not identify the sports-related activity.



## Concepts of Health and Fitness

### Exemplar #9—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. <i>increase of muscular strength and muscular endurance</i>
2. <i>learn the rules to the game</i>
<b>Name of one sports-related activity:</b> <i>basketball</i>
Warm up for this activity: <i>lay ups</i>
<b>Name of one sports-related activity:</b>
Warm up for this activity:

#### Annotation:

This response earns the score 1 for describing one benefit of warming up. The response earns 0 points for benefits of warming up. “*Increase of muscular strength and muscular endurance*” and “*learn the rules to the game*” cannot be credited because they are not physical benefits of warming up. Additionally the response earns one point for giving a warm up activity for “*basketball (lay ups)*.” No points can be awarded for the next warm up activity because it was left blank.



## Concepts of Health and Fitness

### Exemplar #10—Student sample for question #25

25. Describe **two** benefits of warming up before sports-related activities. Name **two** different sports-related activities and name one warm up for each activity. (4 points)

#### Benefits of warming up

1. *you won't cramp up*

2. *you won't get dehydrated*

**Name of one sports-related activity:** *pickelball*

Warm up for this activity:

**Name of one sports-related activity:** *geocaching*

Warm up for this activity:

#### Annotation:

This response earns the score 0. The response earns 0 points for benefits of warming up. “*you won't cramp up*” and “*you won't get dehydrated*” because they deal with water intake. Additionally the response earns 0 points for giving only sports-related activities, but not including the warm up activity.



## Concepts of Health and Fitness

### Scoring Guide for Question #29 (RUBRIC 12)

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b>
<b>Benefit 1:</b>
<b>Benefit 2:</b>
<b>Benefit 3:</b>

**Scoring Notes:** The following scoring notes should be used as guidelines when scoring this item.

1. To be credited as the definition of an aerobic activity, a response must address the idea of increasing the heart rate. Simply discussing breathing is not sufficient to be credited.
2. Acceptable as examples of the benefits of aerobic activity include: weight loss, stress relief, living longer, relieving sickness, more confidence, burning calories (weight loss), increased energy, more mentally alert, improved heart and lungs, keeping you active as you age.
3. The following are not acceptable as examples of the benefits of aerobic activity because they are too vague: healthier, staying fit, staying in shape, feeling good, or looking good.
4. Any discussion of “endurance” has to be specific to cardio respiratory endurance to be credited. Muscular endurance is irrelevant to this question.



## Concepts of Health and Fitness

### RUBRIC 12 (question #29)

**(EALR 1.0) The student acquires the knowledge and skills necessary to maintain and active life: Movement, physical fitness, and nutrition.**

4	<p><b>A 4-point response:</b> The student describes what makes an activity aerobic and provides three benefits of aerobic activity to lifelong fitness.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>What makes an activity aerobic?</b> <i>Aerobic activity is an activity performed at a</i></td> </tr> <tr> <td style="padding: 5px;"><i>high enough intensity that the heart rate will be increased. It is an activity that</i></td> </tr> <tr> <td style="padding: 5px;"><i>takes place for 20 to 30 minutes. The rate of breathing will also increase.</i></td> </tr> <tr> <td style="padding: 5px;"><b>Benefit 1:</b> <i>A healthy cardiorespiratory system</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"><b>Benefit 2:</b> <i>Lowered heart rate (includes resting, exercise, recovery)</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"><b>Benefit 3:</b> <i>Increased lung capacity</i></td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> </table> <p><b>Other possible benefits include:</b></p> <ul style="list-style-type: none"> <li>• Relieves stress</li> <li>• Helps maintain a healthy weight</li> <li>• Longer life</li> <li>• Confidence</li> </ul>	<b>What makes an activity aerobic?</b> <i>Aerobic activity is an activity performed at a</i>	<i>high enough intensity that the heart rate will be increased. It is an activity that</i>	<i>takes place for 20 to 30 minutes. The rate of breathing will also increase.</i>	<b>Benefit 1:</b> <i>A healthy cardiorespiratory system</i>		<b>Benefit 2:</b> <i>Lowered heart rate (includes resting, exercise, recovery)</i>		<b>Benefit 3:</b> <i>Increased lung capacity</i>	
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<i>high enough intensity that the heart rate will be increased. It is an activity that</i>										
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<b>Benefit 1:</b> <i>A healthy cardiorespiratory system</i>										
<b>Benefit 2:</b> <i>Lowered heart rate (includes resting, exercise, recovery)</i>										
<b>Benefit 3:</b> <i>Increased lung capacity</i>										
3	<p><b>A 3-point response:</b> The student describes what makes an activity aerobic and provides two benefits OR describes two benefits of aerobic activity to lifelong fitness.</p>									
2	<p><b>A 2-point response:</b> The student describes what makes an activity aerobic and provides one benefit OR describes two benefits of aerobic activity to lifelong fitness.</p>									
1	<p><b>A 1-point response:</b> The student describes what makes an activity aerobic OR describes one benefit of aerobic activity to lifelong fitness.</p>									
0	<p><b>A 0-point response:</b> The student shows little or no understanding of the question.</p>									



## Concepts of Health and Fitness

### Exemplar #1—Student sample for question #29

1. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>When it is between 60% and 80 % of your</i>
<i>maximum heart rate</i>
<b>Benefit 1:</b> <i>keep your heart strong and preventing it from becoming weak</i>
<b>Benefit 2:</b> <i>burning fat and keeping a lean body composition</i>
<b>Benefit 3:</b> <i>preventing obesity and its related health risks</i>

#### Annotation:

This response earns the score of 4 for describing what makes an activity aerobic and providing three benefits of aerobic activity to lifelong fitness. The response recognizes that an activity becomes aerobic when “*when it is between 60% and 80% of your maximum heart rate,*” earning one point. Additionally, the response earns three more points for providing three appropriate benefits of aerobic activity, including “*keep your heart strong and preventing it from becoming weak,*” “*burning fat and keeping a lean body composition,*” and “*preventing obesity and its related health risks.*”



## Concepts of Health and Fitness

### Exemplar #2—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>the activity has enough intensity to raise the heart</i>
<i>rate</i>
<b>Benefit 1:</b> <i>you can get back to your resting heart rate quicker</i>
<b>Benefit 2:</b> <i>you have a lower resting heart rate</i>
<b>Benefit 3:</b> <i>you can have a healthy wait all your life</i>

#### Annotation:

This response earns the score of 4 for describing what makes an activity aerobic and providing three benefits of aerobic activity to lifelong fitness. The response recognizes that an activity becomes aerobic when “*the activity has enough intensity to raise the heart rate,*” earning one point. Additionally, the response earns three more points for providing three appropriate benefits of aerobic activity, including “*you get back to your resting hear rate quicker,*” “*you have a lover resting heart rate,*” and “*you can have a healthy wait all your life.*”



## Concepts of Health and Fitness

### Exemplar #3—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>You must be in your target heart rate zone</i>
<b>Benefit 1:</b> <i>you will have a healthy heart and there is less change of heart problems</i>
<b>Benefit 2:</b> <i>your lings will be strong</i>
<b>Benefit 3:</b> <i>you feel healthy</i>

#### Annotation:

This response earns the score of 3 for describing what makes an activity aerobic and providing two benefits of aerobic activity to lifelong fitness. The response recognizes that an activity becomes aerobic, “*you must be in your target heart rate zone.*” Additionally, the response earns two more points for providing two appropriate benefits of aerobic activity, “*you will have a healthy heart and there is less change of heart problems,*” and “*you lings will be strong.*” However, a fourth point cannot be awarded for the response, “*you feel healthy,*” because the answer is too vague. (See scoring notes).



## Concepts of Health and Fitness

### Exemplar #4—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>An activity is aerobic if the heart is beating within</i>
<i>60% to 80% of the maximum heart rate</i>
<b>Benefit 1:</b> <i>aerobic activity burns fat. This will improve one's health</i>
<b>Benefit 2:</b> <i>the heart will be able to pump blood healthily, and overall you heart will</i>
<i>function</i>
<b>Benefit 3:</b> <i>breathing problems will not be an issue</i>

#### Annotation:

This response earns the score of 3 for describing what makes an activity aerobic and providing two benefits of aerobic activity to lifelong fitness. The response recognizes that an activity becomes aerobic, “*an activity is aerobic is the heart is beating within 60% to 80% of the maximum heart rate.*” Additionally, the response earns two more points for providing two appropriate benefits of aerobic activity, “*aerobic activity burns fat. This will improve one's health,*” and “*the heart will be able to pump blood healthily, and overall you heart will function.*” However, a fourth point cannot be awarded for the response, “*breathing problems will not be a issue,*” because the answer is not medically accurate.



## Concepts of Health and Fitness

### Exemplar #5—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>When doing the exercise your beats per minute</i>
<i>would be in your training zone</i>
<b>Benefit 1:</b> <i>cardio workout</i>
<b>Benefit 2:</b> <i>burning fat</i>
<b>Benefit 3:</b> <i>increasing muscular endurance</i>

#### Annotation:

This response earns the score of 2 for describing what makes an activity aerobic and providing one benefit of aerobic activity to lifelong fitness. The response recognizes that an activity becomes aerobic when “*when doing the exercise your beat per minute would in your target heart rate zone,*” earning one point. Additionally, the response earns a second point for providing an appropriate benefit of aerobic activity, “*burning fat.*” However, no further points can be awarded for this response because the other benefits provided, “*cardio workout,*” and “*increasing muscular endurance,*” are not benefits of aerobic exercise. Cardio workout is a type of exercise and increasing muscular endurance is not a direct result of aerobic exercise.



## Concepts of Health and Fitness

### Exemplar #6—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>Exercising to reach your maximum heart rate</i>
<b>Benefit 1:</b> <i>keeps you fit</i>
<b>Benefit 2:</b> <i>most likely will make you live longer</i>
<b>Benefit 3:</b> <i>you won't get sick as much because it keeps you healthy</i>

#### Annotation:

This response earns the score of 2 for providing two benefit of aerobic activity to lifelong fitness. The response earns two points for providing two appropriate benefits of aerobic activity, including, “*most likely will make you live longer,*” and “*you won't get sick as much because it keeps you healthy.*” However, no further points are awarded for this response because the other benefit provided, “*keeps you fit*” is too vague to be credited and because the definition of aerobic exercise “*exercising to reach your maximum heart rate,*” is not correct.



## Concepts of Health and Fitness

### Exemplar #7—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>Workout</i>
<b>Benefit 1:</b> <i>get stronger</i>
<b>Benefit 2:</b> <i>get flexible</i>
<b>Benefit 3:</b> <i>get longer life</i>

#### Annotation:

The response earns the score of 1 for providing one benefit of aerobic activity to lifelong fitness. The response earns one point for providing on appropriate benefit of aerobic activity, which is increased life expectancy, “*get longer life.*” However, no further points are awarded for this response because the other benefits “*get stronger*” and “*get flexible*” do not directly result from aerobic exercise and the definition of aerobic exercise, “*workout*” is too vague and does not mention heart rate.



## Concepts of Health and Fitness

### Exemplar #8—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>It must be within your target heart rate zone</i>
<b>Benefit 1:</b> <i>your muscles get stronger</i>
<b>Benefit 2:</b>
<b>Benefit 3:</b>

#### Annotation:

This response earns a score of 1 for describing what makes an activity aerobic. The response recognizes that an activity becomes aerobic when “*it must be within your target hear rate zone*” earning one point. However, no further points can be awarded for the benefits of aerobic exercise. “*Your muscles get stronger*” cannot earn any points because this is not a direct result of aerobic exercise.



## Concepts of Health and Fitness

### Exemplar #9—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>If you are stretching and running and getting the</i>
<i>blood flowing</i>
<b>Benefit 1:</b> <i>you will be more lose and able to run</i>
<b>Benefit 2:</b> <i>more flexibly then lifelong fitness</i>
<b>Benefit 3:</b> <i>cardio workout</i>

#### Annotation:

This response earns the score 0 because it neither correctly defines what makes an activity aerobic nor provides the specific benefits of aerobic activity to lifelong fitness.



## Concepts of Health and Fitness

### Exemplar #10—Student sample for question #29

29. Aerobic activity is essential to lifelong fitness. (4 points)

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

<b>What makes an activity aerobic?</b> <i>PHITT principal</i>
<b>Benefit 1:</b> <i>muscle strength</i>
<b>Benefit 2:</b> <i>muscle endurance</i>
<b>Benefit 3:</b> <i>pace yourself in the mile</i>

#### Annotation:

This response earns the score 0 because it neither correctly defines what makes an activity aerobic nor provides the specific benefits of aerobic activity to lifelong fitness.



# Two Point Responses

## Scoring Guide for Question #3 (RUBRIC 1)

3. Explain how the **heart** and **lungs** work together using blood to get oxygen from outside of the body to the working muscles inside the body. (2 points)

### RUBRIC 1 (question #3)

<b>2</b>	<p>A <b>2-point response</b>: The student identifies and describes the anatomy and physiology of key body systems. The student provides working aspects of both the lungs and the heart. Example:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Oxygen goes to the lungs during breathing. Once in the lungs, the oxygen mixes with blood, then the heart pumps this blood to the working muscles.</i></p> </div>
<b>1</b>	A <b>1-point response</b> : The student provides one working aspect of either the lungs or heart.
<b>0</b>	A <b>0-point response</b> : The student shows little or no understanding of the question.

### Student Sample 2-Point Response:

<i>Air goes into you lungs when you breathe in. It flows over millions of tiny blood vessels and some is absorbed by red blood cells. The blood being pumped to your heart brings the oxygen to Then the red blood cells are carried back to the heart and lungs where the process starts all over. The heart keeps the blood moving in this process.</i>
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### Student Sample 1-Point Response:

<i>When you breathe in, oxygen travels through our lungs to the heart and then to your working muscles.</i>
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### Student Sample 0-Point Response:

<i>Oxygen comes from when you're breathing in and out and the oxygen gets to your working muscles by helping you do more work and makes your muscles strong.</i>
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## Concepts of Health and Fitness

### Scoring Guide for Question #6 (RUBRIC 2)

6. Raul knows a balanced diet is essential to healthy living. He is training to be a distance runner for his school track team. (2 points)

Select two of the following. Describe the specific role of the selected nutrients in Raul's training:

- Carbohydrates
- Proteins
- Fat
- Water

#### RUBRIC 2 (question #6)

<b>2</b>	<p><b>A 2-point response:</b> The student recognizes the role of two nutrients (carbohydrates, fats, proteins, and water) in a runner's diet. Select two of the following (carbohydrates, fat, proteins, water). Describe the specific role of the selected nutrients in Raul's training. Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Name of selected nutrient:</b> <i>Protein</i></td> </tr> <tr> <td style="padding: 5px;"><b>Role of nutrient in Raul's training:</b> <i>Proteins build and repair muscle tissue.</i></td> </tr> <tr> <td style="padding: 5px;"><b>Name of selected nutrient:</b> <i>Carbohydrates</i></td> </tr> <tr> <td style="padding: 5px;"><b>Role of nutrient in Raul's training:</b> <i>Carbohydrates are a primary source of energy he can use in his training.</i></td> </tr> </table> <p><b>Other responses:</b></p> <ul style="list-style-type: none"> <li>• Fats provide a long-term energy source</li> <li>• Water hydrates the body</li> </ul>	<b>Name of selected nutrient:</b> <i>Protein</i>	<b>Role of nutrient in Raul's training:</b> <i>Proteins build and repair muscle tissue.</i>	<b>Name of selected nutrient:</b> <i>Carbohydrates</i>	<b>Role of nutrient in Raul's training:</b> <i>Carbohydrates are a primary source of energy he can use in his training.</i>
<b>Name of selected nutrient:</b> <i>Protein</i>					
<b>Role of nutrient in Raul's training:</b> <i>Proteins build and repair muscle tissue.</i>					
<b>Name of selected nutrient:</b> <i>Carbohydrates</i>					
<b>Role of nutrient in Raul's training:</b> <i>Carbohydrates are a primary source of energy he can use in his training.</i>					
<b>1</b>	<b>A 1- point response:</b> The student describes the role of one of the two nutrients in a runner's diet.				
<b>0</b>	<b>A 0-point response:</b> The student shows little or no understanding of the question.				

#### Student sample 2-point response

<b>Name of selected nutrient:</b> <i>Carbohydrates</i>
<b>Role of nutrient in Raul's training:</b> <i>provide Raul with energy that he needs to run</i>
<b>Name of selected nutrient:</b> <i>Protein</i>
<b>Role of nutrient in Raul's training:</b> <i>will help Raul with repairing muscles</i>



## Concepts of Health and Fitness

### Continued student sample 1-point response for question #6

<b>Name of selected nutrient:</b> <i>Water</i>
<b>Role of nutrient in Raul's training:</b> <i>keeps Raul hydrated during activity</i>
<b>Name of selected nutrient:</b> <i>Fat</i>
<b>Role of nutrient in Raul's training:</b> <i>keeps him warm while he is running</i>

### 0-Point Response:

<b>Name of selected nutrient:</b> <i>Water</i>
<b>Role of nutrient in Raul's training:</b>
<b>Name of selected nutrient:</b> <i>Protein</i>
<b>Role of nutrient in Raul's training:</b>



## Concepts of Health and Fitness

### Scoring Guide for Question #13 (RUBRIC 4)

13. Describe two safety rules that should be followed while riding a bike. (2 points)

#### RUBRIC 4 (question #13)

<b>2</b>	<p>A <b>2-point response:</b> The student demonstrates knowledge of rules and safety procedures for participating in a leisure activity.</p> <p>The student describes two bicycle safety rules. Example:</p> <table border="1"><tr><td><b>Rule 1:</b> <i>Wear a helmet</i></td></tr><tr><td><b>Rule 2:</b> <i>Ride with traffic</i></td></tr></table> <p><b>Other responses:</b></p> <ul style="list-style-type: none"><li>• Obey rules</li><li>• Avoid riding at night unless with lights on the bike</li><li>• Make sure the bike is safe</li></ul>	<b>Rule 1:</b> <i>Wear a helmet</i>	<b>Rule 2:</b> <i>Ride with traffic</i>
<b>Rule 1:</b> <i>Wear a helmet</i>			
<b>Rule 2:</b> <i>Ride with traffic</i>			
<b>1</b>	A <b>1-point response:</b> The student provides describes one bicycle safety rule.		
<b>0</b>	A <b>0-point response:</b> The student shows little or no understanding of the question.		

#### Student Sample 2-Point Response:

<b>Rule 1:</b> <i>Always wear a helmet because accidents can happen and you don't know when they will happen.</i>
<b>Rule 2:</b>
<i>Don't ride your bike at night. But if you do make sure that you use reflectors and bike lights.</i>

#### Student Sample 1-Point Response:

<b>Rule 1:</b>
<i>Walk your bike when you cross the street.</i>
<b>Rule 2:</b>
<i>Ride your bike towards the cars.</i>

#### Student Sample 0-Point Response:

<b>Rule 1:</b>
<i>Ride your bike on the sidewalk.</i>
<b>Rule 2:</b>
<i>Stay safe.</i>



## Concepts of Health and Fitness

### Scoring Guide for Question #15 (RUBRIC 5)

15. An important procedure in physical activity is the cool down phase. What are **two** benefits to the body of cooling down? (2 points)

#### RUBRIC 5 (question #15)

<b>2</b>	<b>A 2-point response:</b> The student appropriately explains how a cool down after an aerobic workout helps to prevent both sore muscles and lightheadedness. Example: <b>Benefit 1:</b> <i>Cooling down keeps the blood flowing better throughout the body.</i> <b>Benefit 2:</b> <i>This procedure helps to keep blood flowing evenly to and from muscles and other organs, thus helping prevent muscle soreness and lightheadedness.</i>
<b>1</b>	<b>A 1-point response:</b> The student appropriately explains how a cool down after an aerobic workout helps to prevent sore muscles OR explains how a cool down prevents lightheadedness.
<b>0</b>	<b>A 0-point response:</b> The student shows little or no understanding of the question.

#### Student Sample 2-Point Response:

<b>Benefit 1:</b> <i>cool downs stretch warm muscles and prevent them from being sore</i>
<b>Benefit 2:</b> <i>if you just stop after exercise, your heart rate drops dramatically. When this happens, the blood goes to your brain and muscles at a slower speed in a short amount of time causing you to be dizzy.</i>

#### Student Sample 1-Point Response:

<b>Benefit 1:</b> <i>you should stretch</i>
<b>Benefit 2:</b> <i>you should stretch or cool down after exercising to gradually slow your heart rate down. If you don't it will affect the blood flow to your brain so you will feel dizzy.</i>

#### Student Sample 0-Point Response:

<b>Benefit 1:</b> <i>stretch your muscles</i>
<b>Benefit 2:</b> <i>When you cool down you should walk around or go for a light jog</i>



## Concepts of Health and Fitness

### Scoring Guide for Question #17 (RUBRIC 6)

17. Kevin is at a weight that is healthy for his height and age. Describe two ways that he can maintain this healthy weight. (2 points)

#### RUBRIC 6 (question #17)

<b>2</b>	<b>A 2-point response:</b> The student describes how nutrition and exercise influence physical growth and lifelong health. The student describes two ways to maintain a current weight. Example: <table border="1"><tr><td>1. <i>Maintain current caloric intake and eating habits.</i></td></tr><tr><td>2. <i>Maintain current level of exercise or activity.</i></td></tr></table>	1. <i>Maintain current caloric intake and eating habits.</i>	2. <i>Maintain current level of exercise or activity.</i>
1. <i>Maintain current caloric intake and eating habits.</i>			
2. <i>Maintain current level of exercise or activity.</i>			
<b>1</b>	<b>A 1-point response:</b> The student describes one way to maintain a current weight.		
<b>0</b>	<b>A 0-point response:</b> The student shows little or no understanding of the question.		

#### Student Sample 2-Point Response:

1. <i>Continue to eat healthy and not fatty foods</i>
2. <i>Make sure that he is exercising enough and burning as much as he eats.</i>

#### Student Sample 1-Point Response:

1. <i>Exercise the same amount as he is currently exercising</i>
2. <i>Eat less food</i>

#### Student Sample 0-Point Response:

1. <i>Exercise more than he is exercising now</i>
2. <i>He needs to cut down on snacks</i>



## Concepts of Health and Fitness

### Scoring Guide for Question #21 (RUBRIC 8)

21. During exercise, the heart rate increases. (2 points)

#### RUBRIC 8 (question #21)

<b>2</b>	<p>A <b>2-point response:</b> The student identifies and describes anatomical and physiological functions of the cardiorespiratory systems. The student states that the breathing rate increases and the volume of blood increases. Example:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>1. What happens to the frequency of breathing when the heart rate increases?</b></td> </tr> <tr> <td style="text-align: center;"><i>Breathing becomes more frequent to supply more oxygen.</i></td> </tr> <tr> <td style="text-align: center;"><b>2. What happens to the volume of blood circulating throughout the body?</b></td> </tr> <tr> <td style="text-align: center;"><i>Volume of blood circulated increases to carry more blood to the muscles</i></td> </tr> </table>	<b>1. What happens to the frequency of breathing when the heart rate increases?</b>	<i>Breathing becomes more frequent to supply more oxygen.</i>	<b>2. What happens to the volume of blood circulating throughout the body?</b>	<i>Volume of blood circulated increases to carry more blood to the muscles</i>
<b>1. What happens to the frequency of breathing when the heart rate increases?</b>					
<i>Breathing becomes more frequent to supply more oxygen.</i>					
<b>2. What happens to the volume of blood circulating throughout the body?</b>					
<i>Volume of blood circulated increases to carry more blood to the muscles</i>					
<b>1</b>	<p>A <b>1-point response:</b> The student states that the breathing rate increases OR states that the volume of blood increases.</p>				
<b>0</b>	<p>A <b>0-point response:</b> The student shows little or no understanding of the question.</p>				

#### Student Sample 2-Point Response:

<b>1. What happens to the frequency of breathing when the heart rate increases?</b>
<i>Breathing becomes more frequent to supply the necessary amount of oxygen</i>
<b>2. What happens to the volume of blood circulating throughout the body?</b>
<i>volume of blood circulated increases to carry more oxygen to muscles.</i>

#### Student Sample 1-Point Response:

<b>1. What happens to the frequency of breathing when the heart rate increases?</b>
<i>It decreases</i>
<b>2. What happens to the volume of blood circulating throughout the body?</b>
<i>More blood will be pumping from your heart which means more blood.</i>

#### 0-Point Response:

<b>1. What happens to the frequency of breathing when the heart rate increases?</b>
<i>Your heart pumps more air to your body when you work out.</i>
<b>2. What happens to the volume of blood circulating throughout the body?</b>



## Concepts of Health and Fitness

### Scoring Guide for Question #23 (RUBRIC 9)

23. Identify two benefits of physical activity for lifelong health. (2 points)

#### RUBRIC 9 (question #23)

<b>2</b>	<b>A 2-point response:</b> The student describes fitness goals for lifetime wellness. The student correctly provides two benefits of lifelong fitness. Example: <b>Benefit 1:</b> <i>Longer life span</i> <b>Benefit 2:</b> <i>Reduced stress</i> <b>Other possible responses include:</b> <ul style="list-style-type: none"><li>• Better sleep</li><li>• Lower heart rate</li><li>• Reduced stress</li><li>• Muscular strength</li><li>• Better peer relations</li></ul>
<b>1</b>	<b>A 1-point response:</b> The student correctly states one benefit of lifelong fitness.
<b>0</b>	<b>A 0-point response:</b> The student shows little or no understanding of the question.

#### Student Sample 2-Point Response:

<b>Benefit 1:</b> <i>You will sleep better</i>
<b>Benefit 2:</b> <i>You will not have as much stress</i>

#### Student Sample 1-Point Response:

<b>Benefit 1:</b> <i>Healthier body, which may lead to longer life</i>
<b>Benefit 2:</b>

#### Student Sample 0-Point Response:

<b>Benefit 1:</b> <i>A lifelong fitness could be jogging every day</i>
<b>Benefit 2:</b>



## Concepts of Health and Fitness

### Scoring Guide for Question #27 (RUBRIC 11)

27. Describe two water safety considerations for boating or swimming. (2 points)

#### RUBRIC 11 (question #27)

<b>2</b>	<p>A <b>2-point response:</b> The student identifies proper ways to safely participate in a physical activity. The student describes two general safety considerations to follow while boating or swimming. Example:</p> <p><b>Consideration 1:</b> <i>Swim with a buddy.</i></p> <p><b>Consideration 2:</b> <i>Don't dive into shallow water</i></p> <p><b>Other possible boating safety considerations include:</b></p> <ul style="list-style-type: none"><li>• Use a life jacket</li><li>• Have a buddy in the boat (adult)</li><li>• Know the water-current, waves, rocks, falls</li><li>• Know your strength</li><li>• Know where you are going and how to get back</li></ul> <p><b>Other possible swimming safety considerations include:</b></p> <ul style="list-style-type: none"><li>• Know the water-current, depth, obstacles</li><li>• Don't dive into murky water</li></ul>
<b>1</b>	A <b>1-point response:</b> The student describes one general rule for water safety.
<b>0</b>	A <b>0-point response:</b> The student shows little or no understanding of the question.

#### Student Sample 2-Point Response:

**Consideration 1:** *Never go in the water alone*

**Consideration 2:** *Wear a life jacket*

#### Student Sample 1-Point Response:

**Consideration 1:** *Go boating with someone*

**Consideration 2:** *Don't fish from your boat*

#### Student Sample 0-Point Response:

**Consideration 1:** *Don't drink the water*

**Consideration 2:** *Wear light clothes so the heavy ones don't pull you under*



# Glossary

## Concepts of Health and Fitness

**Body Fat** – The percentage of body weight that is made up of fat.

**Calorie** – A unit of energy found in food.

**Calorie Requirement for boys and girls**

An active 15 year old boy needs about 3,000 Calories per day

An active 15 year old girl needs about 2,300 Calories per day

**Component** – That belongs to a set.

**Diet** – A selection of foods.

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

**Frequency** – How often you do the activity each week

**Intensity** – How hard you work at the activity per session

**Time** – How long you work out at each session

**Type** – Which activities you select

**FITT Principle for cardiorespiratory endurance**

**Frequency** – Exercise 3-5 times per week

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

**Time** – 20-60 minutes per session

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

**FITT Principle for Flexibility:**

**Frequency** – Daily stretching

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

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

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

**Health-Related Fitness Components**

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

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

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

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

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

**Identify** – To connect or associate closely with.

**Improvement** – To become better.

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

**Physical Activity** – Movement using the larger muscles of the body; includes sports, dance and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.



# Teacher Resources

## *Concepts of Health and Fitness*

### **Centers for Disease Control and Prevention (CDC)**

Statistics and Information  
<http://www.cdc.gov>

### **OSPI Health and Fitness**

Health and Fitness Information  
[www.k12.wa.us/HealthFitness](http://www.k12.wa.us/HealthFitness)

### **P.E.Links4u**

Promoting Active and Healthy Lifestyles  
[www.pelinks4u.org](http://www.pelinks4u.org)

### **PE Central**

Premier website for Health and Physical Education  
[www.pecentral.org](http://www.pecentral.org)

### **U.S. Department of Agriculture**

Nutrition Information  
[www.nutrition.gov](http://www.nutrition.gov)

Food Pyramid  
[www.mypyramid.gov](http://www.mypyramid.gov)

### **Washington Dairy Council**

Nutrition Information  
[www.eatsmart.org](http://www.eatsmart.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 *Middle School Concepts of Health and Fitness*** – A total score of 35 points or more meets minimum state standard

**35-50 points = meets minimum state standard**

0-34 points = below minimum state standard

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

**Rubric** – A tool used for scoring work.

**Scoring Notes** – Explains the rationale for scoring.

**Score point** – A point earned on the rubric.



# Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

### REQUIRED REPORTING

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

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



# Concepts of Health and Fitness

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



# Concepts of Health and Fitness

## 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.



## *Concepts of Health and Fitness*

### **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 4<sup>th</sup> grade and a fitness assessment in 5<sup>th</sup> grade; health assessment in 7<sup>th</sup> grade and fitness assessment in 8<sup>th</sup> grade; and health assessment in 9<sup>th</sup> grade and fitness assessment in 10<sup>th</sup> 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.



## Concepts of Health and Fitness

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

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

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

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

### 9. What is considered a “passing” score?

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

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

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

### 10. What happens if a student fails an assessment?

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



# Concepts of Health and Fitness

## 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.



# Concepts of Health and Fitness

## 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>).



## Concepts of Health and Fitness

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.



## Concepts of Health and Fitness

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

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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



## *Concepts of Health and Fitness*

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

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

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

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

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

**For more information,** contact Lisa Rakoz at [lisa.rakoz@k12.wa.us](mailto:lisa.rakoz@k12.wa.us) or 360-725-4977.

