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

The Office of Superintendent of Public Instruction (OSPI) is grateful to the school districts, teachers, and the Youth Suicide Prevention Program (YSPP) who committed time and expertise to the development of the OSPI-Developed Health Assessment, *My Friend Morgan*.

### Middle School Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cece Badda</td>
<td>Health and Fitness</td>
<td>Easton School District</td>
</tr>
<tr>
<td>Joyce Kjorsvik</td>
<td>Health and Fitness</td>
<td>Snoqualmie Valley School District</td>
</tr>
<tr>
<td>Lisa Kloke</td>
<td>Health and Fitness</td>
<td>Longview School District</td>
</tr>
</tbody>
</table>

### Agency

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana Bratton</td>
<td>Program Coordinator</td>
<td>Youth Suicide Prevention Program</td>
</tr>
<tr>
<td>Sue Eastgard</td>
<td>Past Consultant</td>
<td>Youth Suicide Prevention Program</td>
</tr>
<tr>
<td>Lisa Watson</td>
<td>Past Curriculum Coordinator</td>
<td>Youth Suicide Prevention Program</td>
</tr>
</tbody>
</table>
My Friend Morgan

Table of Contents

Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education ........ 2
Directions for Administration ........................................................................................................ 3
Recommendation for Time Management .................................................................................. 10
Teacher Copy ............................................................................................................................ 11
Student Copy ............................................................................................................................. 14
Rubrics ....................................................................................................................................... 18
Scoring Notes ............................................................................................................................ 22
Exemplars and Annotations ...................................................................................................... 25
Glossary ....................................................................................................................................... 56
Teacher Resources ...................................................................................................................... 60
Additional Information for Instructors ...................................................................................... 61
Glossary for Scoring Health and Fitness Assessments ................................................................ 65
Frequently Asked Questions ...................................................................................................... 66

My Friend Morgan, Middle School Health Assessment
To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education
Introduction
This document contains information essential to the administration of the Washington State Health Assessment.

Please read this information carefully before administering the performance assessment.

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

Materials and Resources

“Before” Checklist

Teacher checklist before administering My Friend Morgan.

☐ Reproduce one Student Copy of My Friend Morgan for each student, pages 14-17.

☐ Read Rubrics, pages 18-21.

☐ Read Scoring Notes, pages 22-24.

☐ Read Exemplars & Annotations, pages 25-55.

☐ Read Glossary, pages 56-59.

☐ Read Teacher Resources, page 60.

☐ Read Additional Information for Instructors, pages 61-64.

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

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

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

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


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 My Friend Morgan administration.

☐ Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
☐ Student copies of My Friend Morgan, pages 14-17.
☐ One pencil or pen for each student.

“Day After” Checklist

Teacher checklist after administering My Friend Morgan.

My Friend Morgan

☐ Use the Rubrics provided to score My Friend Morgan, pages 18-21.
☐ Score My Friend Morgan (This assessment score could be used for a class score).
☐ 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 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

State law requires school districts to report whether or not the district administered assessments in the areas of Social Studies, The Arts, Health, and Fitness, at the elementary, middle, and high school levels, per RCW 28A.230.095. An optional component of the required report is to gather information about what assessments or other strategies are used by school districts to measure student learning in these subjects. This form may be used to collect and share this optional information with your school or district contact person so that the data can be reported to OSPI, should your district choose to complete the optional reporting form. Please note that specific information for individual teachers and schools will not be collected by OSPI.

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

Example:

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

Fitness

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Fit Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.)

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

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

Health

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cartoon Role Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Trimble's Muffins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Kid on the Block</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomp Out Second-Hand Smoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome to Our School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

State law requires school districts to report whether or not the district administered assessments in the areas of Social Studies, The Arts, Health, and Fitness, at the elementary, middle, and high school levels, per RCW 28A.230.095. An optional component of the required report is to gather information about what assessments or other strategies are used by school districts to measure student learning in these subjects. This form may be used to collect and share this optional information with your school or district contact person so that the data can be reported to OSPI, should your district choose to complete the optional reporting form. Please note that specific information for individual teachers and schools will not be collected by OSPI.

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

Example

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

### Fitness

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

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

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

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

### Health

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

High School Health and Fitness Assessments

State law requires school districts to report whether or not the district administered assessments in the areas of Social Studies, The Arts, Health, and Fitness, at the elementary, middle, and high school levels, per RCW 28A.230.095. An optional component of the required report is to gather information about what assessments or other strategies are used by school districts to measure student learning in these subjects. This form may be used to collect and share this optional information with your school or district contact person so that the data can be reported to OSPI, should your district choose to complete the optional reporting form. Please note that specific information for individual teachers and schools will not be collected by OSPI.

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

Example:

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

Fitness

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

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

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

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

Health

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Letter to the Publisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut Out Conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dear “Stressed and Depressed”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defending Jamie (KNOW Curriculum)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reporting on Assessments or Other Strategies for Social Studies, The Arts, Health and Fitness, and Educational Technology – Optional Survey

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

1. **Successes**
   Please comment on how the OSPI-Developed Assessments or other strategies have supported teaching and learning in Social Studies, The Arts, Health and Fitness, and Educational Technology in your district.

2. **Leadership/Coordination**
   Please describe the monitoring process for OSPI-Developed Assessments or other strategies used in your district (check all that apply).
   - Districts requires teachers to complete Teacher Worksheets
   - District collects all or some assessments
   - Student data is included in student reports (report card, parent-teacher conferences, etc.)
   - Other

3. **Scoring of the Assessments**
   Has your district provided teachers with training support or opportunities to score student responses to the OSPI-Developed Assessments or other strategies in:
   - Social Studies:  Yes □ No □
   - The Arts:        Yes □ No □
   - Health and Fitness: Yes □ No □
   - Educational Technology: Yes □ No □

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

5. **Needs**
   Please comment on what assistance OSPI can provide to your district to ensure the implementation of OSPI-Developed Assessments or other strategies.

6. **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 □
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.

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

Day Two:
- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The students continue to write their response to the prompt.
- **5 minutes:** The teacher collects all materials at the end of Day 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 and then shred.**
Assessment Administration

Below you will find the teacher copy of the prompt. Read the teacher copy of the assessment aloud to the students. Have them follow along as you read the instructions. Answer any questions the students may have before you instruct them to begin.

Teacher Copy

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

Scenario

You have been contacted by Dr. Bozz to be on a local TV show to share your story. You were selected because you helped a friend who was having a really hard time. Dr. Bozz wants to interview you about your experience. You will need to tell your story, answer Dr. Bozz’s questions, and respond to questions from viewers.

The interview begins:
Dr. Bozz asks you to share your story about your friend Morgan. (The name has been changed to protect Morgan’s true identity.)

Here’s the story:
My friend Morgan had been acting differently for the past month. Schoolwork was piling up, Morgan was caught cheating on several tests, and recently Morgan’s mom was diagnosed with cancer. I started to notice Morgan was being quiet at school, didn’t joke around as much, and really pulled away from friends. For instance, one of our friends was joking around and Morgan overreacted by yelling, something I had never seen before.

I sent Morgan a text about going to the basketball game after school. Morgan’s reply was, “No way! I want to be alone. I just don’t care anymore.” This was not like Morgan. Because I knew about Morgan’s stress, I went to Morgan’s house to talk.

I told Morgan I was worried and wanted to hang out for a while. Then, Morgan opened up to me, telling me about feeling overwhelmed and frustrated with everything.

During our conversation, Morgan mentioned wanting some help. I suggested talking to the school counselor or another trusted adult like a family member. Morgan then remembered learning about a crisis line in Health class as another resource to help with stressful situations. We decided to contact an adult the next day.

Dr. Bozz thanks you for sharing your story and breaks for a commercial.
My Friend Morgan

Teacher Copy

Say: **Are there any questions about the prompt?** (Pause for questions.) **There are three parts to this assessment and each part is worth 4 points. Follow along as I read this section.**

**Directions:**
Use the scenario to answer the following questions.

**INTERVIEW WITH DR. BOZZ**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two changes in Morgan’s <strong>behavior</strong> did you notice?</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>What two comments did you hear Morgan <strong>say</strong> that worried you?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>What were two <strong>feelings</strong> Morgan was having?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>What two things did you <strong>do or say</strong> to Morgan to show you care?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

Say: **Are there any questions?** (Pause for questions.) **Follow along as I read the next section.**

**RESOURCES**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the scenario, what two resources did <strong>you</strong> link Morgan to?</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>List one additional resource in your <strong>school</strong> that is not listed in the scenario.</td>
<td></td>
</tr>
<tr>
<td>3. School:</td>
<td></td>
</tr>
<tr>
<td>List one additional resource in your <strong>community</strong> that is not listed in the scenario.</td>
<td></td>
</tr>
<tr>
<td>4. Community:</td>
<td></td>
</tr>
</tbody>
</table>

Say: **Are there any questions?** (Pause for questions.) **Follow along as I read the final section.**
CALLS FROM VIEWERS

After the commercial break, Dr. Bozz asks the viewers to call the studio with questions. Use what you learned from your classroom discussions to answer the following questions.

| Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?” |
| 1. “Morgan and I talked to…” |
| 2. “This is what I said to start the conversation…” |

| Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?” |
| 3. “I wanted Morgan to talk with an adult because…” |
| 4. “Another reason I wanted Morgan to talk with an adult was…” |

Say:  Are there any questions about this section? (Pause for questions.)

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

Student Copy
Scenario

You have been contacted by Dr. Bozz to be on a local TV show to share your story. You were selected because you helped a friend who was having a really hard time. Dr. Bozz wants to interview you about your experience. You will need to tell your story, answer Dr. Bozz’s questions, and respond to questions from viewers.

The interview begins:
Dr. Bozz asks you to share your story about your friend Morgan. (The name has been changed to protect Morgan’s true identity.)

Here’s the story:
My friend Morgan had been acting differently for the past month. Schoolwork was piling up, Morgan was caught cheating on several tests, and recently Morgan’s mom was diagnosed with cancer. I started to notice Morgan was being quiet at school, didn’t joke around as much, and really pulled away from friends. For instance, one of our friends was joking around and Morgan overreacted by yelling, something I had never seen before.

I sent Morgan a text about going to the basketball game after school. Morgan’s reply was, “No way! I want to be alone. I just don’t care anymore.” This was not like Morgan. Because I knew about Morgan’s stress, I went to Morgan’s house to talk.

I told Morgan I was worried and wanted to hang out for a while. Then, Morgan opened up to me, telling me about feeling overwhelmed and frustrated with everything.

During our conversation, Morgan mentioned wanting some help. I suggested talking to the school counselor or another trusted adult like a family member. Morgan then remembered learning about a crisis line in Health class as another resource to help with stressful situations. We decided to contact an adult the next day.

Dr. Bozz thanks you for sharing your story and breaks for a commercial.
Student Copy

**Directions:**
Use the scenario to answer the following questions.

**INTERVIEW WITH DR. BOZZ**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two changes in Morgan's <strong>behavior</strong> did you notice?</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>What two comments did you hear Morgan <strong>say</strong> that worried you?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>What were two <strong>feelings</strong> Morgan was having?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>What two things did you <strong>do or say</strong> to Morgan to show you care?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

**RESOURCES**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the scenario, what two resources did <strong>you</strong> link Morgan to?</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>List one additional resource in your <strong>school</strong> that is not listed in the scenario.</td>
<td></td>
</tr>
<tr>
<td>3. School:</td>
<td></td>
</tr>
<tr>
<td>List one additional resource in your <strong>community</strong> that is not listed in the scenario.</td>
<td></td>
</tr>
<tr>
<td>4. Community:</td>
<td></td>
</tr>
</tbody>
</table>
CALLS FROM VIEWERS

After the commercial break, Dr. Bozz asks the viewers to call the studio with questions. Use what you learned from your classroom discussions to answer the following questions.

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
</tbody>
</table>
Rubrics
RUBRIC 1 – Used to score INTERVIEW WITH DR. BOZZ section

Grade Level Expectations (GLEs)
2.1.1 Analyzes the dimensions of health and relates to personal health behaviors.
2.4.3 Understands positive and negative effects of stress and stress-management techniques.
3.3.1 Solves conflicts while maintaining safe and respectful relationships.

<table>
<thead>
<tr>
<th>4</th>
<th>4-point response: The student accumulates a total of 7-8 value points. The student identifies two items from the scenario for the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Changes in Morgan’s behavior.</td>
</tr>
<tr>
<td></td>
<td>• Direct comments Morgan stated.</td>
</tr>
<tr>
<td></td>
<td>• Feelings that Morgan directly states.</td>
</tr>
<tr>
<td></td>
<td>• Specific ways to show care for Morgan.</td>
</tr>
</tbody>
</table>

What two changes in Morgan’s behavior did you notice? (+2)
- Acting differently
- Schoolwork was piling up
- Caught cheating on several tests
- Quiet at school
- Didn’t joke around
- Overreacted by yelling
- Wanted to be alone
- Stopped wanting to go places like a basketball game
- Pulled away from friends

What two comments did you hear Morgan say that worried you? (+2)
- “I want to be alone.”
- “I just don’t care anymore.”
- Morgan told me about feeling overwhelmed and frustrated.

What were two feelings Morgan was having? (+2)
- Overwhelmed
- Frustrated

What two things did you do or say to Morgan to show you care? (+2)
- Sent a text
- Invited Morgan to the basketball game
- Told Morgan I was worried
- Suggested talking to a school counselor, a trusted adult, or calling a crisis line
- Suggested getting help
- Talked with Morgan
- Let Morgan open up
- Listened to Morgan
- Suggested talking to someone
- Hung out with Morgan
- Went to Morgan’s house

| 3 | 3-point response: The student accumulates a total of 5-6 value points. |
| 2 | 2-point response: The student accumulates a total of 3-4 value points. |
| 1 | 1-point response: The student accumulates a total of 1-2 value points. |
| 0 | 0-point response: The student accumulates a total of 0 value points. |
RUBRIC 2 – Used to score RESOURCES section

Grade Level Expectations (GLEs)
2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4-point response: The student identifies four adult resources. Two resources are identified from the scenario along with two additional resources.</td>
</tr>
<tr>
<td></td>
<td>Using the scenario, what two resources did you link Morgan to? ( +2 )</td>
</tr>
<tr>
<td></td>
<td>School counselor, trusted adult like a family member, crisis line</td>
</tr>
<tr>
<td></td>
<td>List one additional resource in your school that is not listed in the scenario. ( +1 )</td>
</tr>
<tr>
<td></td>
<td>School: teacher, coach, school nurse</td>
</tr>
<tr>
<td></td>
<td>List one additional resource in your community that is not listed in the scenario. ( +1 )</td>
</tr>
<tr>
<td></td>
<td>Community: adult, trusted neighbor, therapist</td>
</tr>
</tbody>
</table>

Other Possible Answers:
**School Resources**
- Counselor
- Crisis Hotline/Helpline
- Parent (employee or volunteer)
- Reliable websites
- School staff

**Community Resources**
- Adult member of religious community
- Counselor
- Crisis Hotline/Helpline
- Doctor/Dr. Bozz
- Parent
- Reliable websites

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3-point response: The student identifies 3 adult resources.</td>
</tr>
<tr>
<td>2</td>
<td>2-point response: The student identifies 2 adult resources.</td>
</tr>
<tr>
<td>1</td>
<td>1-point response: The student identifies 1 adult resource.</td>
</tr>
<tr>
<td>0</td>
<td>0-point response: The student identifies 0 adult resources.</td>
</tr>
</tbody>
</table>
**RUBRIC 3 – Used to score CALLS FROM VIEWERS section**

**Grade Level Expectations (GLEs)**
1. Analyzes the dimensions of health and relates to personal health behaviors.
2. Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.
3. Understands positive and negative effects of stress and stress-management techniques.
4. Solves conflicts while maintaining safe and respectful relationships.

<table>
<thead>
<tr>
<th>4</th>
<th>4-point response: The student identifies who to link Morgan to in order to receive help. The student uses dialogue with an adult to start a conversation when seeking help. The student lists two reasons why they cannot handle the situation on their own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</td>
<td>(+2)</td>
</tr>
<tr>
<td>1. “Morgan and I talked to…”</td>
<td></td>
</tr>
<tr>
<td>Possible answers: school counselor, trusted adult like a family member, adult member of religious community, teacher, doctor, or coach.</td>
<td></td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
<td></td>
</tr>
</tbody>
</table>
Looking for a conversation with an adult. Needs specifics. Example: “My friend Morgan is going through a lot right now. I think she needs some help.”|
|Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”| (+2) |
|3. “I wanted Morgan to talk with an adult because…”| |
Needs to explain the reason for the link. Example: “I didn’t know what to say to help. I knew an adult would be more experienced and could help.”|
|4. “Another reason I wanted Morgan to talk with an adult was…”| |
Needs to explain the reason for the link. Example: “Adults could give her help or link her to resources I couldn’t give her.”|

For Caller #2 (responses 3 and 4) – the answer cannot be repetitive.

| 3 | 3-point response: The student correctly answers 3 of the 4 items. |
| 2 | 2-point response: The student correctly answers 2 of the 4 items. |
| 1 | 1-point response: The student correctly answers 1 of the 4 items. |
| 0 | 0-point response: The student answers 0 of the 4 items. |
Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, My Friend Morgan.

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

Passing score on My Friend Morgan – A total score on all three rubrics of nine points or more meets standard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 – 12</td>
<td>4</td>
</tr>
<tr>
<td>9 – 10</td>
<td>3</td>
</tr>
<tr>
<td>6 – 8</td>
<td>2</td>
</tr>
<tr>
<td>1 – 5</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes

1. The underlined student responses in the exemplars are the accepted answers.
2. The student response does not need to stay in the designated box to be credited.
3. As long as the correct answers are given, any additional responses are not credited.

For example:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were two feelings Morgan was having?</td>
<td>overwhelmed, stressed</td>
<td>(+1)</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>yelling and frustrated</td>
<td>(+1)</td>
</tr>
</tbody>
</table>

The response would receive two points for “overwhelmed” and “frustrated”. No points are credited or deducted for the extra responses. The responses, “stressed” and “yelling”, are not identified in the scenario.
Continued – Scoring Notes

Rubric 1
The following lists of accepted answers come from the scenario.

What two changes in Morgan’s behavior did you notice? (+2)

- Acting differently
- Schoolwork was piling up
- Caught cheating on several tests
- Quiet at school
- Didn’t joke around
- Overreacted by yelling
- Wanted to be alone
- Stopped wanting to go places like a basketball game
- Pulled away from friends

Not accepted:
- “Mom’s cancer” is not a behavior change and cannot be accepted.
- Only stating the word “yelling” is not accepted because the correct response is “overreacted by yelling.” Overreacted is the behavior change and yelling is the reaction.
- Only stating the word “sad” is not accepted because it is a feeling and not a change in behavior. A change in behavior is a result of one’s feelings.
- “Basketball game” is not accepted as a stand alone answer. If the response states “stopped wanting to go places like a basketball game,” it is accepted.

*As long as two correct answers are given, any additional responses are not credited.

What two comments did you hear Morgan say that worried you? (+2)

- “I want to be alone.”
- “I just don’t care anymore.”
- Morgan told me about feeling overwhelmed and frustrated.

“Yelling” is not accepted because it is a reaction and not a comment.

What were two feelings Morgan was having? (+2)

- Overwhelmed
- Frustrated

Only two feelings are clearly stated. All other feelings are assumed and should not be given credit. “Stressed” or other emotions (sad, lonely, helpless) are not accepted because they are not stated in the scenario.

What two things did you do or say to Morgan to show you care? (+2)

- Sent a text
- Invited Morgan to the basketball game
- Told Morgan I was worried
- Suggested talking to a school counselor, a trusted adult, or calling a crisis line
- Suggested getting help
- Talked with Morgan
- Let Morgan open up
- Listened to Morgan
- Suggested talking to someone
- Hung out with Morgan
- Went to Morgan’s house
Continued – Scoring Notes

Rubric 2
For questions 1 and 2, the correct answers must come from the following list.

<table>
<thead>
<tr>
<th>What two resources did you link Morgan to?</th>
<th>(+2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselor, trusted adult like a family member, crisis line</td>
<td></td>
</tr>
</tbody>
</table>

For questions 3 and 4, a wide range of answers are possible provided the responses refer to a trusted adult.

Not accepted answers may include:
- friend
- neighbor
- brother or sister

These answers are too vague and do not represent a trusted adult. It will be accepted if the answer states adult brother or adult sister.

Rubric 3
For question 1, a wide range of answers are possible provided the responses refer to a trusted adult.

Possible answers include:
- a school counselor
- trusted adult like a family member
- adult member of religious community
- teacher
- doctor
- coach

For question 2, the conversation needs to be with a trusted adult.

Not accepted answers may include:
- “Talking with Morgan.”
- “Are you ok?”
- “Why are you feeling this way?”
- “You should not be like this. You were so fun to be around.”
- “Let’s just hang out together.”

For Caller #2 (responses 3 and 4):
- The answer cannot be repetitive.
- The response “I am a kid” is not accepted because the expectation is to link Morgan with an adult.
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.
### RUBRIC 1 EXEMPLAR #1
### INTERVIEW WITH DR. BOZZ

<table>
<thead>
<tr>
<th>What two changes in Morgan’s <strong>behavior</strong> did you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>One change in Morgan’s behavior that I noticed was that she was quiet in school, didn’t joke around, and pulled away from friends.</strong> (+1)</td>
</tr>
<tr>
<td>2. <strong>Another change in her behavior was that she let her school work pile up and would cheat on tests.</strong> (+1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two comments did you hear Morgan <strong>say</strong> that worried you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <strong>One thing that Morgan told me was that she wanted to be alone, which worried me because I knew she was really stressed out and shouldn’t be alone.</strong> (+1)</td>
</tr>
<tr>
<td>4. <strong>Another comment Morgan said to me was “I just don’t care anymore.” I knew that I had to prove that she does care because the comments like that are signs that she may be suicidal.</strong> (+1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were two <strong>feelings</strong> Morgan was having?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>One feeling Morgan had was overwhelmed.</strong> (+1)</td>
</tr>
<tr>
<td>6. <strong>Another feeling she was having was frustration.</strong> (+1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two things did you do or <strong>say</strong> to Morgan to show you care?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <strong>I told Morgan that I was worried about her.</strong> (+1)</td>
</tr>
<tr>
<td>8. <strong>I also suggested talking to the school counselor or an adult for help.</strong> (+1)</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 4 on Rubric 1 for accumulating 8 value points.
- In the first question, the response correctly identifies two changes in behavior displayed by Morgan.
- In the second question, the response correctly identifies two specific comments Morgan said to indicate a problem.
- In the third question, the response correctly identifies two feelings from the scenario.
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.

**Score** 4 / 4
**RUBRIC 1 EXEMPLAR #2**
**INTERVIEW WITH DR. BOZZ**

What two changes in Morgan’s **behavior** did you notice?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Pulled away from friends</em> (+1)</td>
</tr>
<tr>
<td>2.</td>
<td><em>overreacted by yelling.</em> (+1)</td>
</tr>
</tbody>
</table>

What two comments did you hear Morgan **say** that worried you?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td><em>I just don’t care anymore.</em> (+1)</td>
</tr>
<tr>
<td>4.</td>
<td><em>I want to be alone.</em> (+1)</td>
</tr>
</tbody>
</table>

What were two **feelings** Morgan was having?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td><em>overwhelmed</em> (+1)</td>
</tr>
<tr>
<td>6.</td>
<td><em>frustrated</em> (+1)</td>
</tr>
</tbody>
</table>

What two things did you **do or say** to Morgan to show you care?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><em>I was worried.</em> (+1)</td>
</tr>
<tr>
<td>8.</td>
<td><em>we should hang out for a while.</em> (+1)</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 4 on Rubric 1 for accumulating 8 value points.
- In the first question, the response correctly identifies two changes in behavior displayed by Morgan.
- In the second question, the response correctly identifies two specific comments Morgan said to indicate a problem.
- In the third question, the response correctly identifies two feelings from the scenario.
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.

Score 4 / 4
**RUBRIC 1 EXEMPLAR #3**
**INTERVIEW WITH DR. BOZZ**

<table>
<thead>
<tr>
<th>What two changes in Morgan’s behavior did you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>caught cheating on test</em></td>
</tr>
<tr>
<td>2. <em>she dose not care anymore</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two comments did you hear Morgan say that worried you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <em>I just dont care anymore</em></td>
</tr>
<tr>
<td>4. <em>I just want to be alone</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were two feelings Morgan was having?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <em>overwhelmed</em></td>
</tr>
<tr>
<td>6. <em>frustrated</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two things did you do or say to Morgan to show you care?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <em>ask if going to the basketball game</em></td>
</tr>
<tr>
<td>8. <em>she wanted to hang out</em></td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 4 on Rubric 1 for accumulating 7 value points.

- In the first question, the first response correctly identifies one change in behavior displayed by Morgan. The second response “*she dose not care anymore*” is a feeling and not a change in behavior.
- In the second question, the response identifies two specific comments Morgan said to indicate a problem.
- In the third question, the response correctly identifies two feelings from the scenario.
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.

**Score** 4 / 4
**RUBRIC 1 EXEMPLAR #4**
**INTERVIEW WITH DR. BOZZ**

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two changes in Morgan’s <strong>behavior</strong> did you notice?</td>
<td></td>
</tr>
<tr>
<td>1. No longer cares about school <em>(lets HW pile up)</em> <em>(chets on test)</em></td>
<td>(+1)</td>
</tr>
<tr>
<td>2. No longer wants to hang out w/friends.</td>
<td>(+1)</td>
</tr>
<tr>
<td>What two comments did you hear Morgan <strong>say</strong> that worried you?</td>
<td></td>
</tr>
<tr>
<td>3. Yelled something I had never heard before</td>
<td>(+0)</td>
</tr>
<tr>
<td>4. No way! <em>I just want to be alone.</em></td>
<td>(+1)</td>
</tr>
<tr>
<td>What were two <strong>feelings</strong> Morgan was having?</td>
<td></td>
</tr>
<tr>
<td>5. Depression</td>
<td>(+0)</td>
</tr>
<tr>
<td>6. Overwhelmed</td>
<td>(+1)</td>
</tr>
<tr>
<td>What two things did you <strong>do or say</strong> to Morgan to show you care?</td>
<td></td>
</tr>
<tr>
<td>7. <em>I’m worried about you.</em></td>
<td>(+1)</td>
</tr>
<tr>
<td>8. <em>Went to trusted adult</em></td>
<td>(+1)</td>
</tr>
</tbody>
</table>

**Annotation:**

This response earns a 3 on Rubric 1 for accumulating 6 value points.
- In the first question, the response correctly identifies two changes in behavior displayed by Morgan.
- In the second question, the response correctly identifies one specific comment Morgan said to indicate a problem. “*Yelled something I had never heard before*” is not a specific comment; it is a reaction and is not credited.
- In the third question, “*Depression*” is not identified in the scenario.
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.

**Score**: 3 / 4
RUBRIC 1 EXEMPLAR #5
INTERVIEW WITH DR. BOZZ

What two changes in Morgan’s behavior did you notice?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>noticed Morgan was angry. (+0)</td>
</tr>
<tr>
<td>2.</td>
<td>I noticed Morgan was quieter. (+1)</td>
</tr>
</tbody>
</table>

What two comments did you hear Morgan say that worried you?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>“Leave me alone.” (+1)</td>
</tr>
<tr>
<td>4.</td>
<td>“I just don’t care anymore!” (+1)</td>
</tr>
</tbody>
</table>

What were two feelings Morgan was having?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Morgan was feeling stressed from her mom having cancer and didn’t know how to cope with it so it kept piling on. (+0)</td>
</tr>
<tr>
<td>6.</td>
<td>Another emotion Morgan was having is anger towards others. (+0)</td>
</tr>
</tbody>
</table>

What two things did you do or say to Morgan to show you care?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>When Morgan was upset and wasn’t being herself. I went to her house to talk with her. (+1)</td>
</tr>
<tr>
<td>8.</td>
<td>When I was talking to her I linked her to an adult so she could become happy again. (+1)</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 3 on Rubric 1 for accumulating 5 value points.
- In the first question, the response correctly identifies one change in behavior displayed by Morgan. However, the response “noticed Morgan was angry.” is not accepted because “angry” is not listed in the scenario.
- In the second question, the response correctly identifies two specific comments Morgan said to indicate a problem.
- In the third question, “stressed” and “anger” are not identified in the scenario.
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.

Score 3 / 4
**My Friend Morgan**

**RUBRIC 1 EXEMPLAR #6**  
**INTERVIEW WITH DR. BOZZ**

<table>
<thead>
<tr>
<th>What two changes in Morgan’s <strong>behavior</strong> did you notice?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>He wasn’t acting normal.</em></td>
<td>(+1)</td>
</tr>
<tr>
<td>2. <em>He was acting really different</em></td>
<td>(+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two comments did you hear Morgan <strong>say</strong> that worried you?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <em>He said he just couldn’t take the stress/frustration</em></td>
<td>(+0)</td>
</tr>
<tr>
<td>4. <em>He said he just wanted to be alone</em></td>
<td>(+1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were two <strong>feelings</strong> Morgan was having?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <em>Stressed</em></td>
<td>(+0)</td>
</tr>
<tr>
<td>6. <em>anxiety</em></td>
<td>(+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two things did you <strong>do</strong> or <strong>say</strong> to Morgan to show you care?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <em>Said I’ll goto his house</em></td>
<td>(+1)</td>
</tr>
<tr>
<td>8. <em>take him to a councilour?!</em></td>
<td>(+1)</td>
</tr>
</tbody>
</table>

**Annotation:**  
This response earns a 2 on Rubric 1 for accumulating 4 value points.  
- In the first question, both responses correctly identify the same change in behavior displayed by Morgan. Repetitive answers are not accepted; therefore only one value point is credited.  
- In the second question, the response correctly identifies one specific comment Morgan said to indicate a problem. However, “stress/frustration” is not accepted because it was not identified in the scenario.  
- In the third question, “Stressed” and “anxiety” are not identified in the scenario.  
- In the fourth question, the response correctly identifies two things to show care for Morgan from the scenario.  

Score 2 / 4
My Friend Morgan

RUBRIC 1 EXEMPLAR #7
INTERVIEW WITH DR. BOZZ

What two changes in Morgan’s behavior did you notice?

1. basketball game (0)
2. He never hung out with his friends. (1)

What two comments did you hear Morgan say that worried you?

3. No way, I want to be alone. (1)
4. I just don’t care anymore. (1)

What were two feelings Morgan was having?

5. lonely. (0)
6. sad. (0)

What two things did you do or say to Morgan to show you care?

7. I will help you. (0)
8. let go talk to a friend. (0)

Annotation:
This response earns a 2 on Rubric 1 for accumulating 3 value points.
- In the first question, the response correctly identifies one change in behavior displayed by Morgan. However, “basketball game” is not accepted as a stand alone answer. If the response stated, “stopped wanting to go places like a basketball game,” it would be accepted.
- In the second question, the response correctly identifies two specific comments Morgan said to indicate a problem.
- In the third question, “lonely” and “sad” are not identified in the scenario.
- In the fourth question, the responses “I will help you.” and “let go talk to a friend.” are not identified in the scenario.

Score 2 / 4
My Friend Morgan

RUBRIC 1 EXEMPLAR #8
INTERVIEW WITH DR. BOZZ

<table>
<thead>
<tr>
<th>What two changes in Morgan’s <strong>behavior</strong> did you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>One change in Morgans behavior was loneliness</em>       (+0)</td>
</tr>
<tr>
<td>2. <em>Another change was her not caring about anything</em>    (+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two comments did you hear Morgan <strong>say</strong> that worried you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. “No way! I want to be alone. I just don’t care anymore.”   (+2)</td>
</tr>
<tr>
<td>4. <em>Her yelling at a friend.</em>                                 (+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were two <strong>feelings</strong> Morgan was having?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <em>Morgan was feeling sad</em>                                   (+0)</td>
</tr>
<tr>
<td>6. <em>Morgan was feeling lonely.</em>                               (+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What two things did you <strong>do</strong> or <strong>say</strong> to Morgan to show you care?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <em>Your a great friend.</em>                                           (+0)</td>
</tr>
<tr>
<td>8. <em>It would be a burden if you werent here.</em>                      (+0)</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 1 on Rubric 1 for accumulating 2 value points.
- In the first question, “loneliness” is a feeling, not a behavior. Also, the response “not caring” is too vague and does not identify a specific change in behavior displayed by Morgan.
- In the second question, the response correctly identifies two specific comments Morgan said to indicate a problem. Value points are credited for both answers even though they are written on the same line. “Her yelling at a friend.” is not a specific comment; it is a reaction and is not credited.
- In the third question, “lonely” and “sad” are not identified in the scenario.
- In the fourth question, the responses, “Your a great friend.” and “It would be a burden if you werent here.” are not identified in the scenario.

**Score** 1 / 4
### RUBRIC 1 EXEMPLAR #9

#### INTERVIEW WITH DR. BOZZ

<table>
<thead>
<tr>
<th>What two changes in Morgan’s <strong>behavior</strong> did you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>She was quiet during school</em></td>
</tr>
<tr>
<td>2. <em>Wanted to be alone</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What two comments did you hear Morgan <strong>say</strong> that worried you?</td>
</tr>
<tr>
<td>3. <em>Caught cheating on several tests</em></td>
</tr>
<tr>
<td>4. <em>Worried about all her schoolwork.</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What were two <strong>feelings</strong> Morgan was having?</td>
</tr>
<tr>
<td>5. <em>Acting different in the past month</em></td>
</tr>
<tr>
<td>6. <em>Didn’t joke around as much</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What two things did you <strong>do</strong> or <strong>say</strong> to Morgan to show you care?</td>
</tr>
<tr>
<td>7. <em>You are important to me</em></td>
</tr>
<tr>
<td>8. <em>Take her to lunch</em></td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 1 on Rubric 1 for accumulating 2 value points.
- In the first question, the response correctly identifies two changes in behavior displayed by Morgan.
- In the second question, the responses “*Caught cheating on several tests*” and “*Worried about all her schoolwork.*” do not correctly identify specific comments Morgan said to indicate a problem.
- In the third question, the responses “*Acting different in the past month*” and “*Didn’t joke around as much*” are not accepted because they are not feelings.
- In the fourth question, the responses, “*You are important to me*” and “*Take her to lunch*” are not identified in the scenario.

**Score** 1 / 4
RUBRIC 1 EXEMPLAR #10
INTERVIEW WITH DR. BOZZ

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What two changes in Morgan’s behavior did you notice?</td>
<td>(+0)</td>
</tr>
<tr>
<td>1. Sad</td>
<td>(+0)</td>
</tr>
<tr>
<td>2. mad and talking back.</td>
<td>(+0)</td>
</tr>
<tr>
<td>What two comments did you hear Morgan say that worried you?</td>
<td>(+0)</td>
</tr>
<tr>
<td>3. Noway.</td>
<td>(+0)</td>
</tr>
<tr>
<td>4. She was overwhelmed.</td>
<td>(+0)</td>
</tr>
<tr>
<td>What were two feelings Morgan was having?</td>
<td>(+0)</td>
</tr>
<tr>
<td>5. Lonely</td>
<td>(+0)</td>
</tr>
<tr>
<td>6. Mad</td>
<td>(+0)</td>
</tr>
<tr>
<td>What two things did you do or say to Morgan to show you care?</td>
<td>(+0)</td>
</tr>
<tr>
<td>7. It’s ok, you will be ok.</td>
<td>(+0)</td>
</tr>
<tr>
<td>8. I also said that things will get better just give it some time.</td>
<td>(+0)</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 0 on Rubric 1 for accumulating 0 value points.
- In the first question, the responses “Sad” and “mad and talking back.” are not accepted because they are not changes in behavior.
- In the second question, the responses “Noway.” and “She was overwhelmed.” do not correctly identify specific comments Morgan said to indicate a problem.
- In the third question, “Lonely” and “Mad” are not identified in the scenario.
- In the fourth question, the responses, “It’s ok, you will be ok.” and “I also said that things will get better just give it some time.” are not identified in the scenario.

Score 0 / 4
RUBRIC 2 EXEMPLAR #1
RESOURCES

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School counselor (+1)</td>
</tr>
<tr>
<td>2.</td>
<td>Trusted Family member/adult (+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>School: Principal (+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your community that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Community: Friends parents (+1)</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 4 on Rubric 2.
- The student correctly identifies two adult resources from the scenario.
- The student correctly identifies one additional adult school resource.
- The student correctly identifies one additional adult community resource.

Score 4 / 4
RUBRIC 2 EXEMPLAR #2
RESOURCES

<table>
<thead>
<tr>
<th>Using the scenario, what two resources did you link Morgan to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I linked Morgan to the school counselor</td>
</tr>
<tr>
<td>2. I linked Morgan to another adult family member.</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

| 3. School: Teachers other than a counselor or a coach for school sports | (+1) |

List one additional resource in your community that is not listed in the scenario.

| 4. Community: Grandparents, Boys & Girls Club member           | (+1) |

Annotation:
This response earns a 4 on Rubric 2.
- The student correctly identifies two adult resources from the scenario.
- The student correctly identifies one additional adult school resource.
- The student correctly identifies one additional adult community resource.

Note: Boys & Girls Club member could imply a peer or friend versus an adult.

Score 4 / 4
RUBRIC 2 EXEMPLAR #3
RESOURCES

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>First I suggested that he talk to the school counselor or a family member (1)</td>
</tr>
<tr>
<td>2.</td>
<td>Second I told him about the crisis line we learned about in health. (1)</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

3. School: Your favorite teacher. (1)

List one additional resource in your community that is not listed in the scenario.

4. Community: Your neighbor, or trusted friend. (0)

Annotation:
This response earns a 3 on Rubric 2.
- The student correctly identifies two adult resources from the scenario.
- The student correctly identifies one additional adult school resource.
- The student does not correctly identify one additional adult community resource.
  Therefore, “Your neighbor, or trusted friend.” is not accepted because it does not clearly identify an adult resource in the community.

Score 3 / 4
### RUBRIC 2 EXEMPLAR #4
#### RESOURCES

<table>
<thead>
<tr>
<th>Using the scenario, what two resources did you link Morgan to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking to a friend about it                             (+0)</td>
</tr>
<tr>
<td>2. Getting an adult to help                                 (+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your **school** that is not listed in the scenario.

3. School: **Teacher**                                        (+1)

List one additional resource in your **community** that is not listed in the scenario.

4. Community: **Parent**                                      (+1)

**Annotation:**
This response earns a 3 on Rubric 2.
- The student correctly identifies one adult resource. However, “Talking to a friend about it” is not accepted because it is not identified in the scenario and is not a trusted adult.
- The student correctly identifies one additional adult school resource.
- The student correctly identifies one additional adult community resource.

Score 3 / 4
<table>
<thead>
<tr>
<th>Using the scenario, what two resources did you link Morgan to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. morgans friend                                          (+0)</td>
</tr>
<tr>
<td>2. taking her to a trusted adult                            (+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

| 3. School: talking to the principal                         (+1) |

List one additional resource in your community that is not listed in the scenario.

| 4. Community: going to a therapist                          (+1) |

**Annotation:**
This response earns a 3 on Rubric 2.
- The student correctly identifies one adult resource. However, “morgans friend” is not accepted because it is not identified in the scenario and is not a trusted adult.
- The student correctly identifies one additional adult school resource.
- The student correctly identifies one additional adult community resource.

**Score** 3 / 4
RUBRIC 2 EXEMPLAR #6
RESOURCES

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Talking to me</td>
</tr>
<tr>
<td>2.</td>
<td>a crisis line</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>School: youth suicide prevention program</td>
</tr>
</tbody>
</table>

List one additional resource in your community that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Community: friends</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 2 on Rubric 2.
- The student correctly identifies one adult resource from the scenario. However, “Talking to me” is not accepted because it is not identified in the scenario and is not a trusted adult.
- The student correctly identifies one additional adult school resource.
- The student does not correctly identify one additional adult community resource. Therefore, “friends” is not accepted because it does not clearly identify an adult resource in the community.

Score 2 / 4
**RUBRIC 2 EXEMPLAR #7**

**RESOURCES**

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>her dad</strong></td>
<td>(+1)</td>
</tr>
<tr>
<td>2. <strong>or the school counselor</strong></td>
<td>(+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your **school** that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. School: <strong>where she goes to school</strong></td>
<td>(+0)</td>
</tr>
</tbody>
</table>

List one additional resource in your **community** that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Community: <strong>maybe what she just did after school and what went on after school</strong></td>
<td>(+0)</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 2 on Rubric 2.

- The student correctly identifies two adult resources from the scenario.
- The student does not correctly identify one additional adult school resource. Therefore, “**where she goes to school**” is not accepted because it does not clearly identify an **adult** resource in the school.
- The student does not correctly identify one additional adult community resource. Therefore, “**maybe what she just did after school and what went on after school**” is not accepted because it does not clearly identify an **adult** resource in the community.

**Score** 2 / 4
**My Friend Morgan**

**RUBRIC 2 EXEMPLAR #8**

**RESOURCES**

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>talk to mom</td>
</tr>
<tr>
<td>2.</td>
<td>ask for help</td>
</tr>
</tbody>
</table>

List one additional resource in your school that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>School: bulling stoped</td>
</tr>
</tbody>
</table>

List one additional resource in your community that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Community: helping stressed people</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 1 on Rubric 2.

- The student correctly identifies one adult resource from the scenario. However, “ask for help” is not accepted because it is too vague and not identified in the scenario.
- The student does not correctly identify one additional adult school resource. Therefore, “bulling stoped” is not accepted because it does not clearly identify an adult resource in the school.
- The student does not correctly identify one additional adult community resource. Therefore, “helping stressed people” is not accepted because it does not clearly identify an adult resource in the community.

**Score** 1 / 4
**RUBRIC 2 EXEMPLAR #9**

**RESOURCES**

Using the scenario, what two resources did you link Morgan to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr: Bozz</td>
<td>(+0)</td>
</tr>
<tr>
<td>2. school counselor</td>
<td>(+1)</td>
</tr>
</tbody>
</table>

List one additional resource in your **school** that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. School: class mates</td>
<td>(+0)</td>
</tr>
</tbody>
</table>

List one additional resource in your **community** that is not listed in the scenario.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Community: other people</td>
<td>(+0)</td>
</tr>
</tbody>
</table>

**Annotation:**

This response earns a 1 on Rubric 2.

- The student correctly identifies one adult resource from the scenario. However, “Dr. Bozz” is not accepted because Morgan was not linked to Dr. Bozz in the scenario.
- The student does not correctly identify one additional adult school resource. Therefore, “class mates” is not accepted because it does not clearly identify an adult resource in the school.
- The student does not correctly identify one additional adult community resource. Therefore, “other people” is not accepted because it does not clearly identify an adult resource in the community.

**Score 1 / 4**
**RUBRIC 2 EXEMPLAR #10**

**RESOURCES**

Using the scenario, what two resources did you link Morgan to?

1. *I tested him with the baseball game*  
   (+0)

2. *and I went over to his house*  
   (+0)

List one additional resource in your *school* that is not listed in the scenario.

3. *School:*  
   (+0)

List one additional resource in your *community* that is not listed in the scenario.

4. *Community: I also was thinking if I should have an intervention with him*  
   (+0)

**Annotation:**
This response earns a 0 on Rubric 2.
- The student did not correctly identify any accepted *adult* resources.

Score 0 / 4
### CALLS FROM VIEWERS

**Caller #1:** “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”

1. “Morgan and I talked to…”
   
   *Our school counselor, Mrs. Smith, who was really helpful.*

   (1)

2. “This is what I said to start the conversation…”

   *“Hi, Mrs. Smith. Morgan and I were wondering if you could help us with something.”*

   (1)

**Caller #2:** “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”

3. “I wanted Morgan to talk with an adult because…”

   *This was my first time dealing with something like this and I was inexperienced.*

   (1)

4. “Another reason I wanted Morgan to talk with an adult was…”

   *Adults could give her help or link her to resources that I couldn’t.*

   (1)

**Annotation:**

This response earns a 4 on Rubric 3.

- The student correctly identifies an adult resource and created a conversation with that adult.
- The student correctly lists two different reasons for talking with an adult.

Score 4 / 4
RUBRIC 3 EXEMPLAR #2
CALLS FROM VIEWERS

Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”

1. “Morgan and I talked to…”

*Morgan and I talked to a trusted adult about her stress lately.*

2. “This is what I said to start the conversation…”

*I said I have a friend that needs your help.*

Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”

3. “I wanted Morgan to talk with an adult because…”

*I am only 12 and depression is too big for me to fix. I knew that an adult was more experienced with this kind of stuff so he knew more.*

4. “Another reason I wanted Morgan to talk with an adult was…”

*I also didn’t want to say the wrong thing and make her mad.*

Annotation:
This response earns a 4 on Rubric 3.
- The student correctly identifies an adult resource and created a conversation with that adult.
- The student correctly lists two different reasons for talking with an adult.

Score 4 / 4
**RUBRIC 3 EXEMPLAR #3**

**CALLS FROM VIEWERS**

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td><em>the school counselor</em></td>
</tr>
<tr>
<td>(+1)</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
<tr>
<td><em>My friend Morgan has been feeling very frustrated and overwhelmed and she needs some help to help her get back to her normal self.</em></td>
</tr>
<tr>
<td>(+1)</td>
</tr>
<tr>
<td>Caller #2: “A lot of kids I know don't want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</td>
</tr>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td><em>I didn't think she would take my help. I was worried she would just ignore what I was saying.</em></td>
</tr>
<tr>
<td>(+0)</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
<tr>
<td><em>I think she would need more than one adult helping her through these hard times.</em></td>
</tr>
<tr>
<td>(+1)</td>
</tr>
</tbody>
</table>

**Annotation:**

This response earns a 3 on Rubric 3.
- The student correctly identifies an adult resource and created a conversation with that adult.
- The student correctly lists one reason for talking with an adult. However, “*I didn't think she would take my help. I was worried she would just ignore what I was saying.*” is not accepted because the expectation is to link Morgan with a *trusted adult.*

Score 3/4
**My Friend Morgan**

**RUBRIC 3 EXEMPLAR #4**

**CALLS FROM VIEWERS**

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td>Morgans dad whom She trust’s</td>
</tr>
<tr>
<td>(+1)</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
<tr>
<td>Morgan are you okay. I think you need to talk to someone.</td>
</tr>
<tr>
<td>(+0)</td>
</tr>
<tr>
<td>Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</td>
</tr>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td>She wasn’t getting over it</td>
</tr>
<tr>
<td>(+1)</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
<tr>
<td>I didnt really know what to say to help.</td>
</tr>
<tr>
<td>(+1)</td>
</tr>
</tbody>
</table>

**Annotation:**

This response earns a 3 on Rubric 3.

- The student correctly identifies an adult resource. However, “Morgan are you okay. I think you need to talk to someone.” is not accepted because the conversation is with Morgan, not with “Morgans dad.”
- The student correctly lists two different reasons for talking with an adult.

**Score** 3 / 4
## CALLS FROM VIEWERS

**Caller #1:** “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”

1. “Morgan and I talked to…”
   
   A trusted adult  

2. “This is what I said to start the conversation…”
   
   My friend Morgan is going through a lot right now. I think she needs some help.  

**Caller #2:** “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”

3. “I wanted Morgan to talk with an adult because…”
   
   I can’t cure cancer  

4. “Another reason I wanted Morgan to talk with an adult was…”
   
   because she was caught cheating on several tests.  

### Annotation:

This response earns a 2 on Rubric 3.

- The student correctly identifies an adult resource and created a conversation with that adult.
- The student responses, “I can’t cure cancer” and “because she was caught cheating on several tests.” are not accepted because the expectation is to link Morgan with a trusted adult.

Score 2 / 4
CALLS FROM VIEWERS

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td><em>The school counselor.</em> (+1)</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
<tr>
<td><em>you should not be like this, you were so fun to be around.</em> (+0)</td>
</tr>
<tr>
<td>Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</td>
</tr>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td><em>It involved her school work.</em> (+0)</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
<tr>
<td><em>because I can only help so much.</em> (+1)</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 2 on Rubric 3.
- The student correctly identifies an adult resource. However, “you should not be like this, you were so fun to be around.” is not accepted because the conversation is with Morgan, not with “The school counselor.”
- The student correctly lists one reason for talking with an adult. However, “It involved her school work.” is not accepted because the expectation is to link Morgan with a trusted adult.

Score 2/4
RUBRIC 3 EXEMPLAR #7
CALLS FROM VIEWERS

Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”

1. “Morgan and I talked to…”
   “A trusted adult, like the school counselor.” (+1)

2. “This is what I said to start the conversation…”
   “Hey my friend is having some depression and anxiety problems, could you maybe help him power through it?” (+1)

Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”

3. “I wanted Morgan to talk with an adult because…”
   “I am a kid” (+0)

4. “Another reason I wanted Morgan to talk with an adult was…”
   “I can’t buy him medication like an adult can. They are a much bigger help.” (+0)

Annotation:
This response earns a 2 on Rubric 3.
- The student correctly identifies an adult resource and created a conversation with that adult.
- The student response, “I am a kid” is not accepted because it is too vague, needs more explanation, and does not explain why being “a kid” would prevent someone from helping a friend link to an adult. The response “I can’t buy him medication like an adult can. They are a much bigger help.” is not accepted because Morgan being overwhelmed does not mean medication is needed. Also, the expectation is to link Morgan with an adult.

Score 2/4
### Calls from Viewers

**Caller #1:** “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”

1. “Morgan and I talked to…”
   - an adult
   - (+1)

2. “This is what I said to start the conversation…”
   - I told Morgan I was worried and wanted to hang out for a while.
   - (+0)

**Caller #2:** “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”

3. “I wanted Morgan to talk with an adult because…”
   - of his situation
   - (+0)

4. “Another reason I wanted Morgan to talk with an adult was…”
   - I thought that it was best this way.
   - (+0)

### Annotation:

This response earns a 1 on Rubric 3.

- The student correctly identifies an adult resource. However, “I told Morgan I was worried and wanted to hang out for a while.” is not accepted because the conversation is with Morgan, not with “an adult.”
- The student response “of his situation” and “I thought that it was best this way.” are not accepted because the expectation is to link Morgan with an adult.

**Score** 1 / 4
### RUBRIC 3 EXEMPLAR #9
### CALLS FROM VIEWERS

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td>Dr. Bozz and we just talked about his feelings (+1)</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
<tr>
<td>Why are you feeling this Way (+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td>Talking to a school counselor or a family member. (+0)</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
<tr>
<td>Talking to him not talking about what’s going on. (+0)</td>
</tr>
</tbody>
</table>

**Annotation:**
This response earns a 1 on Rubric 3.
- The student correctly identifies an adult resource. However, “Why are you feeling this Way” is not accepted because the conversation is with Morgan, not with “Dr. Bozz.”
- The student response “Talking to a school counselor or a family member.” and “Talking to him not talking about what’s going on.” are not accepted because the student does not answer the question and does not provide an explanation.

**Score** 1/4
RUBRIC 3 EXEMPLAR #10
CALLS FROM VIEWERS

<table>
<thead>
<tr>
<th>Caller #1: “What happened to your friend Morgan? Who did you and Morgan talk to and what did you say?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Morgan and I talked to…”</td>
</tr>
<tr>
<td>Our friend Joey. (0)</td>
</tr>
<tr>
<td>2. “This is what I said to start the conversation…”</td>
</tr>
<tr>
<td>Are you ok. (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caller #2: “A lot of kids I know don’t want to talk to an adult. They feel like their friends understand them better. Why did you want Morgan to talk with an adult?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. “I wanted Morgan to talk with an adult because…”</td>
</tr>
<tr>
<td>It would be a lot of stress (0)</td>
</tr>
<tr>
<td>4. “Another reason I wanted Morgan to talk with an adult was…”</td>
</tr>
<tr>
<td>I was tired (0)</td>
</tr>
</tbody>
</table>

Annotation:
This response earns a 0 on Rubric 3.
- The student response, “Our friend Joey.” is not accepted because “Joey” is not identified as an adult. The student response, “Are you ok.” is not accepted because the conversation is with Morgan, not with an adult.
- The student responses, “It would be a lot of stress” and “I was tired” are not accepted because the student does not answer the question and does not provide an explanation.

Score 0/4
**Adult** – A person over the age of 18.
**Alcohol** – A drug found in some drinks that slows down the mind and the body; a depressant.
**Anger** – A strong feeling of annoyance, displeasure, and hostility.
**Anxiety** – A feeling when overloaded with stress. Symptoms include: clenched teeth, tense, or worry that never ends.
**Behavior** – A way a person chooses to act or respond.
**Brainstorming** – Coming up with more than one idea.
**Bully** – A person who uses strength and power or the perception of power to harm or intimidate others.
**Cancer** – A disease in which cells grow in ways that are not normal.
**Character** – Qualities or features that distinguish a person.
**Communication** – The sharing of thoughts and feelings between two or more people.
**Community** – A group of people living in the same locality or people with whom one identifies.
**Consequences** – The results of your actions and decisions.
**Coping** – Dealing with problems and troubles in a healthy way.
**Counselor** – A person who helps people work through problems, teaches coping skills and/or provides resources.
**Crisis Line** – A phone number people can call to talk privately and anonymously about their problems. (1-800-273-TALK)
**Decision Making Skills** – Steps used to evaluate choices and consequences before making a decision.
**Depression** – Physical or emotional signs that last for at least two weeks in a row, which in turn, could cause problems at home, with friends, or at school.

*Possible Signs of Depression*
- Stomachache, headache
- Persistent sadness
- Change in grades
- Isolation
- Low motivation
- Loss of pleasure or interest in activities
- Fatigue or loss of energy
- Restless, irritable, cranky
- Sleep disturbances
- Change in weight or appetite
- Lack of concentration, difficulty making decisions
- Feel worthless, hopeless, or guilt/blame
- Thoughts of suicide or death
- Alcohol and drug use
- Self harm

**Diagnose** – To identify a person as having a particular disease or condition.
**Dialogue** – A conversation between two or more people.
Continued – Glossary

Distress – Stress caused by negative events, e.g., failing a test, divorce, death of a pet.
Drug – A substance that changes how the mind or body works.
Emotion – A feeling one experiences.
Eustress – Stress caused by positive events, e.g., winning a game, doing well on a test.
Fact – Something that is true or real.
Feelings – An emotional state.

Possible Feeling Words
- Angry – mad, annoyed, upset, displeasure, or hostility
- Ashamed – really embarrassed
- Bored – not interested in anything
- Cautious – careful, timid
- Confused – mixed up, unsure of what to think or what to do
- Embarrassed – self-conscious, uncomfortable
- Exhausted – worn out, really tired
- Fear – threat of danger
- Frustrated – discouraged, disappointed
- Grief – feeling a deep sadness
- Guilty – sorry, blaming self
- Insecure – unsure, afraid, unsafe
- Lonely – feeling like you have no friends, isolated
- Overwhelmed – too much stress or pressure
- Rejected – not accepted, put down
- Sad – unhappy, having the blues
- Scared – sudden fear, frightened
- Shy – bashful, timid
- Surprised – amazed, shocked, caught off guard
- Worried – uneasy, tense, troubled

Friend – A person whom one supports, sympathizes with, and trusts.
Friendship – A relationship between people who like being together.
Health – State of well-being in which all of the components of health are in balance.

Emotional Health – The ability to express emotions in a positive and nondestructive way.
Environmental Health – The ability to keep air and water clean, food safe, and the land enjoyable and safe.
Mental Health – The ability to recognize reality and cope with demands of daily life.
Physical Health – The way your body functions; proper nutrition and sleep, regular exercise, and recommended body weight.
Social Health – The quality of your relationships with friends, family, teachers, and others.

Leisure Activity – An activity for enjoyment, e.g., walking, skateboarding, hiking, golfing, or cycling.
Listening – The act of hearing attentively.
Myth – A false or made up story, person, or thing.
Continued – Glossary

Neglect – Lack of attention or care.
Non-Verbal Communication – Communication through body language, e.g., facial expressions, gestures, and posture.
Overreact – To react with unnecessary force or emotion.
Peer – A person your age.
Peer Pressure – A feeling of influence that you should do something because that is what your friends want.
Positive Self-talk – Mentally reinforcing the good in any situation.
Prevent – To keep from happening.
Problem Solving – Figuring out different solutions to a problem and the consequences of each.
Relationship – A connection between you and another person.
Resource – Something or someone that can be used for support or help.

Possible School Resources
• Counselor
• Crisis Hotline/Help line
• Parent (employee or volunteer)
• Reliable websites
• School staff

Possible Community Resources
• Adult member of religious community
• Counselor
• Crisis Hotline/Help line
• Doctor
• Parent
• Reliable websites

Respectful – Showing proper admiration, honor, or esteem to a person or property.
Risk Factor – Anything that increases the likelihood of disease, health problems, or injury to self or others.
Role Model – A person regarded by others as a good example to follow.
Scenario – An outline that describes the plot, including the scenes and characters.
Self-concept – The view you have of yourself.
Self-esteem – Pride in yourself; self-respect.
Shyness – A feeling of not being comfortable around other people.
Social Skills – Strategies to interact with family, friends, and others.
Stress – The reaction of the body and mind to everyday successes, challenges, and demands.
Continued – Glossary

**Stress Management** – Strategies to cope with stress.

**Possible Stress Management Strategies**
- Accept what cannot change
- Be flexible
- Change your outlook – seeing a situation in a more positive way
- Eat a nutritious well-balanced diet
- Express emotion in appropriate way
- Get plenty of rest and sleep
- Have close friends
- Have fun – do things that you enjoy
- Help others
- Keep a sense of humor
- Participate in regular physical activities
- Tackle one thing at a time
- Take action and confront problems head on
- Talk with parents and other trusted adults
- Use a time management plan
- Use breathing techniques
- Use responsible decision-making skills
- Write in a journal

**Stressor** – Something that causes stress, both negative and positive; e.g., gossip, divorce, doing well on a test, or being in a contest or game.

**Suicide** – The act of taking one’s own life.

**Support System** – Family, friends, or other resources that help you when needed.

**Trusted** – Honest, reliable, or placing confidence in someone.

**Withdrawal** – Staying away from people and/or activities that you usually enjoy.

**Worried** – To feel uneasy or concerned about something; be troubled.
Teacher Resources My Friend Morgan

Alcohol/Drug 24-Hour Help Line
Confidential Information and Referral
www.dshs.wa.gov/pdf/publications/22-1144.pdf

Group Health
Nutrition Information
Health Trek Curriculum
www.healthtrek.org

National Suicide Prevention Lifeline
Resource for Teens to Speak Confidentially
www.suicidepreventionlifeline.org

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

PBS Teacher Source
Classroom Resources and Professional Development
www.pbs.org/teachers

peLinks4u
Promoting Active and Healthy Lifestyles
www.peLinks4u.org

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

TeenLink
Program of the Crisis Clinic of King County
Confidential and Accessible Resource for Teens to Talk
(866) 833-6546
www.866teenlink.org

Youth Suicide Prevention Program
Prevention Education and Awareness
Curriculum and Professional Development
www.yspp.org
Stress and Anxiety

- STRESS is a feeling that’s created when we react to particular events. It’s the body’s way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. These changes in the body are caused by the release of chemicals in the bloodstream. One such chemical is called adrenaline.

- “Good stress” is feeling happy, excited, surprised, etc. in a given situation. “Bad stress” can be defined as reacting to a situation with feelings of sadness, fear, or anger. If Kim is excited about the idea of moving to a new neighborhood, she is experiencing good stress (eustress). However, if she’s frightened, worried, or sad about her move, she’s experiencing bad stress (distress).

- Although just enough stress can be a good thing, stress overload (or ANXIETY) is a different story – too much stress isn’t good for anyone. For example, feeling a little stress about a test that’s coming up can motivate you to study hard, but stressing out too much over the test can make it hard to concentrate on the material you need to learn.

- Pressures that are too intense or last too long, or troubles that aren’t shared with someone else can cause people to feel ANXIETY, or stress overload.

Depression

- Everyone feels sad or depressed at times, but not everyone gets clinical depression. When the sadness, or depression, becomes a biochemical issue, we refer to it as clinical depression. It is clinical depression that you focus on in the LOOK LISTEN LINK Curriculum.

- Clinical depression is more than occasionally feeling blue, sad, or down in the dumps. Clinical depression doesn’t come and go quickly. Clinical depression can change a person’s attitude, personality, and behaviors. It is not something someone can “snap out of.”

- Clinical depression involves sadness, discouragement, irritability, and/or unexplained aches and pains that last for more than two weeks. Clinical depression interferes with a person’s ability to participate in normal activities.
Depression continued

- Clinical depression in teens may LOOK different than clinical depression in adults. Some common symptoms of teen clinical depression include:
  - Irritability
  - Frequent physical complaints, like stomachaches and headaches
  - Overreaction to criticism
  - Problems with authority
  - Persistent feelings of sadness
  - Drop in school performance
  - Indecision, lack of concentration
  - Poor self-esteem

- Clinical depression can be caused by physical factors, social or environmental factors, and/or emotional factors.

- Clinical depression is not a normal state of being, although it is quite common among teens and adults alike.

- Regardless of the cause, clinical depression is ALWAYS related to a change in brain chemistry. Therefore, clinical depression is a medical condition.

- Medication can affect brain chemistry and therefore be useful in treating clinical depression, but not all people with clinical depression need medication. Brain chemistry can also be re-regulated through talk therapy, better coping techniques, and/or changes in environment.
  - While the FDA has required that the makers of antidepressants warn young consumers that their medication might cause suicidal behavior, you should know that not a single young person who has taken antidepressants – while in a drug study – has died by suicide. In other words, antidepressants do not cause youth to kill themselves.

- Bipolar is a mental illness with elements of clinical depression. Those with bipolar illness experience periods of clinical depression in addition to periods of mania (intense increase in energy, delusions of grandeur, sleeplessness).
Self-Injury

Self-injury is an issue kids think about and talk about. You do not have to address it unless your students bring it up.

- Examples of self-injury are burning and cutting.

- Self-injury is an unhealthy way some people try to cope with the pain of strong emotions, intense pressure, or upsetting relationships. It is not necessarily a sign of someone wanting to kill him/herself.

- Not all teens that self-injure are clinically depressed. Some may use self-injury as a problem-solving behavior.

- Self-injury could be a sign of anxiety and/or clinical depression.

- Self-injury is a behavior that a person can stop. It can be tried once and never repeated. It can continue on to adulthood, but doesn't mean it will stay forever.

Suicide

- Not all teens who have clinical depression are suicidal.

- Most, but not all, teens that die by suicide have an underlying mental health problem such as clinical depression.

- Young people who identify as gay, lesbian, or bisexual are at greater risk of suicide.

- Bullying (physical, emotional, cyber) can be a causative factor for suicide.

- Most suicides are preventable. The best way to help a friend who’s suicidal is to follow these steps.
  1. Show you care.
  2. Ask directly, “Are you thinking about suicide/killing yourself?”

- Suicidal teens do not want to die; they want their problems to end. They don’t see any other way out.
Resources for Teens

**TeenLink** is a confidential and accessible place teens can talk about what's concerning them. The program helps youth explore their options and make healthy, self-respecting decisions. TeenLink is a program of the Crisis Clinic of King County, Washington, and is open from 6:00 PM – 10:00 PM, 7 days a week. Calls are accepted from anywhere in the State of Washington.

- To call toll free: **1-866-TEENLINK (1-866-833-6546)**
  Teenage workers are available from 6:00 PM – 10:00 PM (PST) every day, including weekends.

- To contact by email: **TeenLink@crisisclinic.org**
  Teenage workers are available from 6:00 PM – 10:00 PM every day, including weekends. They respond to emails usually the same night or within 24 hours.

**National Suicide Prevention Lifeline**, answered 24 hours a day: **1-800-273-TALK (8255)**

- Teens can speak confidentially to a live person who will listen and help.

**Alcohol/Drug 24-Hour Help Line**, for confidential information/referrals: **1-800-562-1240**

The use of alcohol and other drugs is often linked to clinical depression and suicide. Alcohol and other drugs that depress the nervous system are especially dangerous because they can lead to poor judgment, bad decisions, and decreased inhibitions.
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 My Friend Morgan – A total score on all three rubrics of nine points or more meets standard.

\[
\begin{align*}
11 - 12 & = 4 \\
9 - 10 & = 3 & \text{meets standard (“proficient”)}
\end{align*}
\]

\[
\begin{align*}
6 - 8 & = 2 \\
1 - 5 & = 1 \\
0 & = 0
\end{align*}
\]

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

Rubric – A tool used for scoring work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

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

\[
\begin{align*}
7-8 \text{ value points} & = 4 \\
5-6 \text{ value points} & = 3 \\
3-4 \text{ value points} & = 2 \\
1-2 \text{ value points} & = 1 \\
0 \text{ points} & = 0
\end{align*}
\]
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.

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 the Fall.

**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.

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

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

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

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

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

There are 23 assessments; seven are targeted for elementary school, nine for middle school, and seven for high school.

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

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

3. **Why are OSPI-Developed Assessments being used?**

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

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

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

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

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

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

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

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

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

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

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

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

7. **Who is responsible for scoring the assessments?**

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

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

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

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

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

9. What is considered a “passing” score?

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

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

\[
\begin{align*}
15 - 16 &= 4 \\
12 - 14 &= 3 \quad \text{meets standard ("proficient")}
\end{align*}
\]

\[
\begin{align*}
8 - 11 &= 2 \\
1 - 7 &= 1
\end{align*}
\]

10. What happens if a student fails an assessment?

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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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

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

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

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

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

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

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

While the flexibility of the assessment already enables accommodations to be made without any formal guidelines, OSPI does have some recommendations on how to help all students reach proficiency on the assessments.

First, all students are eligible for certain accommodations. For example, students may have as much time as they need to complete the task. In addition, students with limited writing skills may type their responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.
Second, students should have access to any accommodations outlined in their Individualized Education Plan (IEP). For a comprehensive list of possible accommodations, please read OSPI’s “Washington State Accommodations Guidelines for Statewide Assessments”. http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/AccommodationManual.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.

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.
My Friend Morgan

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.

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

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

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

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

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

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

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

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

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

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

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

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

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