

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Sara's Story

Health Assessment for Middle School



P.O. Box 47200
Olympia, Washington 98504-7200

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SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

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

Lisa Rakoz
Program Supervisor
Health and Fitness Education

Sara's Story

Directions for Administering the Washington State Health Assessment

Introduction

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

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

Description of the Assessment

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

Materials and Resources

"Before" Checklist

Teacher checklist **before** administering *Sara's Story*.

- Reproduce one **Student Copy** of *Sara's Story* for each student, pages 15-18.
- Read **Rubrics**, pages 19-23.
- Read **Scoring Notes**, pages 24-26.
- Read **Exemplars & Annotations**, pages 27-42.
- Read **Glossary**, pages 43-44.
- Read **Teacher Resources**, page 45.
- Knowledge of expository writing.
- 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.



Sara's Story

- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

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

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

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

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

"Day Of" Checklist

Teacher checklist for the day of administering the *Sara's Story*.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.)
- Distribute student copies of *Sara's Story*, pages 15-18.
- One pencil or pen for each student.

"Day After" Checklist

Teacher checklist after administering the *Sara's Story*.

- Review **Scoring Notes**, pages 24-26.
- Review **Glossary for Scoring Health and Fitness Assessments**, pages 46.



Sara's Story

- Use the **Rubrics** provided to score *Sara's Story*, pages 19-23.
- Score *Sara's Story*. This assessment could be used as part of a student's grade.
- Compile and submit data** as required by school district/OSPI.
- Provide feedback to students (OSPI **recommends teachers keep all assessments for one year, and then shred**).

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

Optional information includes:

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

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

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



Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



Sara's Story

Recommendation for Time Management

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

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 article.
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, then shred.



Sara's Story

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, Sara's Story. Write your name, period, date, teacher, and school at the top of the paper. Please follow along as I read the prompt aloud:**

The local newspaper wants to make young readers aware of drugs or alcohol. As part of this focus, the newspaper is sponsoring an expository writing contest. The contest centers on a fictional character named Sara. If you are a winner of the contest, your article will be published in the newspaper.

The character, Sara, is a physically active 13-year-old who works hard at school, gets good grades, and has a lot of friends. Recently, however, she has begun experimenting with drugs or alcohol. You will need to focus on the negative short-term effects of drugs or alcohol use as a 13-year-old.

Sara's life will change as she continues to use drugs or alcohol over the course of her life. After ten years of continuous abuse of drugs or alcohol, your article will also focus on negative long-term effects that Sara would exhibit.

Refusal Skills are often used to avoid getting involved in high risk activities. Your final focus will be to communicate your school's Refusal Skills model.

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

The editor has given you the following contest guidelines:

- Your article will consist of two paragraphs and developing one list with your school's Refusal Skills model.
- Your first paragraph will include negative **short-term** effects in the following areas: physical, emotional, social, and mental.
- Your second paragraph will include negative **long-term** effects in the following areas: physical, emotional, social, and mental.
- Lastly, list your school's Refusal Skills model that Sara could have used to help her make a positive decision regarding drug or alcohol use.



Sara's Story

Teacher Copy

Part 1:

Short-Term Effects

Sara is a physically active 13-year-old who works hard at school, gets good grades, and has a lot of friends. Write one expository paragraph on the negative short-term effects of Sara's drug or alcohol use.

Include:

- One negative short-term physical effect
- One negative short-term emotional effect
- One negative short-term social effect
- One negative short-term mental effect

<i>Teacher Copy—Not for student work</i>

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

Part 2:

Long-term Effects

Sara's life will change as she continues to use drugs or alcohol over the next ten years. Write one expository paragraph on the negative long-term effects of Sara's drug or alcohol use.

Include:

- One negative long-term physical effect
- One negative long-term emotional effect
- One negative long-term social effect
- One negative long-term mental effect

<i>Teacher Copy—Not for student work</i>

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



Sara's Story

Teacher Copy

Part 3:

School's Refusal Skills Model

List your school's Refusal Skills model that Sara could have used to help her make a positive decision regarding drug or alcohol use. To receive four points, you must include four correct responses.

<i>Teacher Copy—Not for student work</i>

Say: **Are there any questions about the directions in Part 3?** (pause for questions) **You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.**



Student Copy



Sara's Story

Student Copy

Total Score / 12

Name _____ Period _____

Date _____ Teacher _____

School _____

The local newspaper wants to make young readers aware of drugs or alcohol. As part of this focus, the newspaper is sponsoring an expository writing contest. The contest centers on a fictional character named Sara. If you are a winner of the contest, your article will be published in the newspaper.

The character, Sara, is a physically active 13-year-old who works hard at school, gets good grades, and has a lot of friends. Recently, however, she has begun experimenting with drugs or alcohol. You will need to focus on the negative short-term effects of drugs or alcohol use as a 13-year-old.

Sara's life will change as she continues to use drugs or alcohol over the course of her life. After ten years of continuous abuse of drugs or alcohol, your article will also focus on negative long-term effects that Sara would exhibit.

Refusal Skills are often used to avoid getting involved in high risk activities. Your final focus will be to communicate your school's Refusal Skills model.

The editor has given you the following contest guidelines:

- Your article will consist of two paragraphs and developing one list with your school's Refusal Skills model.
- Your first paragraph will include negative **short-term** effects in the following areas: physical, emotional, social, and mental.
- Your second paragraph will include negative **long-term** effects in the following areas: physical, emotional, social, and mental.
- Lastly, list your school's Refusal Skills model that Sara could have used to help her make a positive decision regarding drug or alcohol use.



Sara's Story

Student Copy

Part 3: School's Refusal Skills Model

List your school's Refusal Skills model that Sara could have used to help her make a positive decision regarding drug or alcohol use. To receive four points, you must include four correct responses.

Score _____ / 4



Rubrics



Sara's Story

Rubric – A tool used for scoring assessments.

RUBRIC 1

Grade Level Expectations (GLEs)

2.4.5 Understands issues and risks related to drug use and abuse.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student writes one expository paragraph on the negative short-term effects of Sara's drug or alcohol use including:</p> <ul style="list-style-type: none"> • One negative short-term physical effect • One negative short-term emotional effect • One negative short-term social effect • One negative short-term mental effect <p>Example:</p> <p>One short-term physical effect</p> <ul style="list-style-type: none"> • blood shot eyes (red, glassy, watery) • sleep problems • slowed reaction time <p>One short-term emotional effect</p> <ul style="list-style-type: none"> • stressed • paranoid • moodiness/ mood swings <p>One short-term social effect</p> <ul style="list-style-type: none"> • problems with parents/guardians • loss of friends • money issues <p>One short-term mental effect</p> <ul style="list-style-type: none"> • interests change • drop in grades • short-term memory effects
3	3-point response: The student identifies 3 short-term effects.
2	2-point response: The student identifies 2 short-term effects.
1	1-point response: The student identifies 1 short-term effect.
0	0-point response: The student identifies 0 short-term effects. The student shows little or no understanding of the task.



Sara's Story

RUBRIC 2

Grade Level Expectations (GLEs)

2.4.5 Understands issues and risks related to drug use and abuse.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student writes one expository paragraph on the negative long-term effects of Sara's drugs or alcohol use including:</p> <ul style="list-style-type: none"> • One negative long-term physical effect • One negative long-term emotional effect • One negative long-term social effect • One negative long-term mental effect <p>Example:</p> <p>One long-term physical effect</p> <ul style="list-style-type: none"> • cancer • premature aging • breakdown of body systems <p>One long-term emotional effect</p> <ul style="list-style-type: none"> • stressed • paranoia • moodiness/ mood swings <p>One long-term social effect</p> <ul style="list-style-type: none"> • problems with the law • loss of friends • money issues <p>One long-term mental effect</p> <ul style="list-style-type: none"> • poor performance in job • poor decision making • addiction
3	3-point response: The student identifies 3 long-term effects.
2	2-point response: The student identifies 2 long-term effects.
1	1-point response: The student identifies 1 long-term effect.
0	0-point response: The student identifies 0 long-term effects. The student shows little or no understanding of the task.



Sara's Story

RUBRIC 3

Grade Level Expectations (GLEs)

2.4.5 Understands issues and risks related to drug use and abuse.

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student:</p> <ul style="list-style-type: none"> • Lists the school's Refusal Skills model that Sara could have used to help her make a positive decision regarding drug or alcohol use. <p>Example:</p> <table border="1" style="width: 100%;"> <tr><td style="text-align: center;">1. Say "NO" in a firm voice</td></tr> <tr><td style="text-align: center;">2. Recognize/Name it</td></tr> <tr><td style="text-align: center;">3. List consequences</td></tr> <tr><td style="text-align: center;">4. Suggest alternative</td></tr> <tr><td style="text-align: center;">5. Sell it/Move it/Leave the door open</td></tr> </table>	1. Say "NO" in a firm voice	2. Recognize/Name it	3. List consequences	4. Suggest alternative	5. Sell it/Move it/Leave the door open
1. Say "NO" in a firm voice						
2. Recognize/Name it						
3. List consequences						
4. Suggest alternative						
5. Sell it/Move it/Leave the door open						
3	3-point response: The student provides three of the four components.					
2	2-point response: The student provides two of the four components.					
1	1-point response: The student provides one of the four components.					
0	0-point response: The student provides zero of the four components. The student shows little or no understanding of the task.					

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

Refusal Skills for a Four Step Model

# Steps	Score Points	Example of 4 Step Model
4	4	1. S = Saying NO in a firm voice
3	3	2. T = Tell why not
2	2	3. O = Offer another idea
1	1	4. P = Promptly leave
0	0	

Refusal Skills for a Five Step Model

# Steps	Score Points	Example of 5 Step Model
5	4	1. Say "NO" in a firm voice
4	3	2. Recognize/Name it
2-3	2	3. List consequences
1	1	4. Suggest alternative
0	0	5. Sell it/Move it/Leave the door open



Sara's Story

Continued-RUBRIC 3

Refusal Skills for a Six Step Model

<u># Steps</u>	<u>Score Points</u>	<u>Example of 6 Step Model</u>
6	4	1. Avoid dangerous situations
4-5	3	2. Say "No!"
2-3	2	3. Stand your ground
1	1	4. Stay focused on the issue
0	0	5. Offer a way out
		6. Walk away



Scoring Notes



Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Sara's Story*.

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

Passing score on *Sara's Story* – A **total** score on all three rubrics of nine or more points meets standard.

11 – 12 = 4	
9 – 10 = 3	meets standard (“proficient”)
6 – 8 = 2	
1 – 5 = 1	
0 = 0	

1. Short-term Effects will be in Part 1 of the article when Sara is 13 years old. The Long-term Effects will be in Part 2 of the article when Sara is 23 years old. The Refusal Skills will be in Part 3 of the article. To be credited all answers must be in the designated Part (e.g., Short Term Effects in Part 1 only).
2. 13-year-old Sara, “smoking” (or cigarette use) and chewing tobacco is acceptable as an illegal substance.
3. A discussion of the long-term effects of smoking cigarettes or drinking alcohol is acceptable for the 23-year-old Sara. Even though those substances are not illegal for a 23-year-old, their sustained use would have long-term health effects.
4. Smoking will not be credited as something that can lead to “sudden death.” Inhalants, on the other hand, will be credited as something that can lead to sudden death.
5. “Stunted growth” is not acceptable as a short-term effect. This could be a long-term effect, but not a short-term one.
6. When discussing the “mental effects” of illegal drug use, this would manifest itself in a 13-year-old in terms of academics, while it would affect a 23-year-old in terms of their professional life or career.
7. When discussing the “social effects” of illegal drug use, this entails both friends AND family.
8. The “loss of memory” will be counted as a mental effect; “stealing or crime” will be counted as a social/societal effect; “hangover” and “pregnancy” will both be counted as physical effects.



Sara's Story

Continued-Scoring Notes

9. Sara's drug use is the only variable we know in her new life; any changes in her are assumed to result from that drug use. Therefore, if Sara at 13 is flunking out of school or if Sara at 23 ends up with a "brain tumor," we just assume that it is drug-related.
10. The term "cancer" would be a long-term effect of drug or alcohol. Student responses do not need to identify a specific cancer.
11. Ideally student responses would refer to the same drug or alcohol when detailing short and long-term effects. If, however, the student response uses two different drugs or types of alcohol but, correctly identifies the short and long-term effects, they should be credited.

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.

7-8 value points = 4

5-6 value points = 3

3-4 value points = 2

1-2 value point = 1

0 value points = 0



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.



Sara's Story

RUBRIC 1 Exemplar #1

Part 1: Short-term Effects

11-14-2007 11:05AM, Dear news crew, My name is Sara Goldsburg and I am 13 years old.
about 10 months ago I was in 7th grade and going awesome in school. Then I met a new friend.
and once I started hanging out with her mostly every day, my grades started dropping, but I
still passed. School ended and I started smoking pot in the summer, its been about 5 months
since I started and you have no idea how many times I have had to buy new eye drops to
make the blood shot in my eyes go away. And lately I haven't had the energy to play on my
soccer team. Iv lost a lot of good friends but made new okay ones. But the worst thing is I can't
think. I have a hard time with my work at school. And all because of pot, I'm slowly killing my
hopes and dreams.

Annotation:

This response earns a 4 on Rubric 1 for communicating four possible short-term effects of illegal drug use. The four short-term effects include:

- physical problems – had to buy eye drops to make the “blood shot in my eyes” go away, because of her smoking pot she “haven’t had the energy to play on my soccer team”
- social problems – she “lost a lot of good friends”
- mental problems – “my grades started dropping,” she is having a “hard time with my work at school,” and “I can’t think”
- emotional problems – she is slowly “killing my hopes and dreams”

Score 4 / 4

Exemplar #2

Part 1: Short-term Effects

Sara is using beer then the next morning she has a hang over soon after her family
finds out and she gets alienated from her family later she's moody then at school she
drinks instead of doing her homework.

Annotation:

This response earns a 4 on Rubric 1 for communicating four possible short-term effects of illegal drug use. The four short-term effects include:

- physical problems – the next morning she has a “hang over”
- social problems – she gets “alienated from her family”
- emotional problems – she’s “moody”
- mental problems - “she drinks instead of doing homework.”

Score 4 / 4



Sara's Story

RUBRIC 1 (cont'd) Exemplar #3

Part 1: Short-term Effects

<i>My friend Sara has a alcohol problem she has lots of short term affects like she</i>
<i>always has a headache and she is losing her friends and her family is disappointed.</i>
<i>She is always wanting to drink and she is really modey and mad and when she wakes</i>
<i>up she has a hang over.</i>

Annotation:

This response earns a 3 on Rubric 1 for communicating three possible short-term effects of illegal drug use. The three short-term effects include:

- physical problems – she always has a “headache” and wakes up with a “hang over”
- social problems – she is “losing her friends and her family is disappointed.”
- emotional problems – she is really “modey and mad”

This response does not earn a fourth point however, as it does not address what short-term effect that alcohol have taken on Sara's mental life.

Score 3 / 4

Exemplar #4

Part 1: Short-term Effects

<i>Sara is only 13, but she has made some bad decisions. She's gotten involved in</i>
<i>underage drinking. As one of her best friends, I've noticed some effects that it's had on</i>
<i>her over a short period of time. She's gotten very uncoordinated. She is not doing very</i>
<i>good in school-she failing math. She always feels empty inside. I'm really worried about</i>
<i>how fast these things are taking place.</i>

Annotation:

This response earns a 3 on Rubric 1 for communicating three possible short-term effects of illegal drug use. The three short-term effects include:

- physical problems – She's gotten very “uncoordinated”
- mental problems – She is “not doing very good in school-she is failing math.”
- emotional problems – she always “feels empty inside”

This response does not earn any more points however, as it does not address a short-term effect that alcohol has taken on Sara's social life.

Score 3 / 4



Sara's Story

RUBRIC 1 (cont'd) Exemplar #5

Part 1: Short-term Effects

<i>Sara's body and breath will start to stink like cigarettes. As for her health that would be</i>
<i>a short-term physical effect. Sara's would be a big change in friends. Sara's short-term</i>
<i>social effect would be hanging out with a different crowd as in a bad one. Sara's short</i>
<i>term mental effect Smoking would be frying the brain cells.</i>

Annotation:

This response earns a 2 on Rubric 1 for communicating two possible short-term effects of illegal drug use. The two short-term effects include:

- physical problems – Sara's body and breath will start to "stink like cigarettes."
- social problems – a big "change in friends" and "would be hanging out with a different crowd as in a bad one."

This response does not earn a third and fourth points however, as it does not address what short-term effect that cigarettes have taken on Sara's emotional and mental life. "Smoking would be frying the brain cells." is not considered a short term effect of cigarette use.

Score 2 / 4

Exemplar #6

Part 1: Short-term Effects

<i>I have a friend named Sara, she is 13 years old. Sara has made some bad choices at</i>
<i>such a young age she has decided to smoke cigarettes. As a friend of hers I have</i>
<i>known her for a very long time and she has changed so much since she took that first</i>
<i>drag. Sara used to play sports after school now –after only a week of smoking- skips</i>
<i>practice to smoke. She is about to lose her only friend, and the good grades she once</i>
<i>had.</i>

Annotation:

This response earns a 2 on Rubric 1 for communicating two possible short-term effects of illegal drug use. The two short-term effects include:

- mental problems – Sara "skips practice to smoke" and about to lose "the good grades she once had"
- social problems – She is about to "lose her only friend"

This response does not earn a third and fourth point however, as it does not address what short-term effect that cigarettes have taken on Sara's emotional and physical life.

Score 2 / 4



Sara's Story

RUBRIC 1 (cont'd)

Exemplar #7

Part 1: Short-term Effects

<i>Sarah is only 13 years old and she is doing great at school but one day as Sarah was</i>
<i>walking home from school this group of 3 boys and 2 girls came up to and said hey you</i>
<i>want some weed and she said no but one of them came out of the group and you</i>
<i>should try some and Sarah did. Now she has bad grades and her friends are all turning</i>
<i>on her so all she has is her weed and a bad group of frends.</i>

Annotation:

This response earns a 2 on Rubric 1 for communicating two possible short-term effects of illegal drug use. The two short-term effects include:

- mental problems – Now she has “bad grades”
- social problems – her “friends are all turning on her” and a “bad group of frends.”

This response does not earn a third and fourth point however, as it does not address what short-term effect that cigarettes have taken on Sara's emotional and physical life.

Score 2 / 4

Exemplar #8

Part 1: Short-term Effects

<i>These are the 4 reasons why Sara should not have Alcohol. Emotional effect would</i>
<i>have to be a hang over. Social effect is when your eyes are blood shot. That is when</i>
<i>the white part of your eyes is red. Mental effect is, if you have a job and you walked in</i>
<i>the door and you had a beer and you have to go see your supervisor or your boss and</i>
<i>they smell beer on you. If you start to drink it is not cool at all. You might think it is cool,</i>
<i>but other people think it is not. Do you want to go to a concert and you are drunk you</i>
<i>will not remember anything at the concert that you have been waiting months to see.</i>

Annotation:

This response earns a 1 on Rubric 1 for communicating one possible short-term effects of illegal drug use. The one short-term effect includes:

- mental problems – “You are drunk you will “not remember anything at the concert”

This response does not earn any more points. The response does not earn a second, third or fourth point however, as it does not address what short-term effect that alcohol have taken on Sara's emotional, physical or social life. The response, “You might think it is cool, but other people think it is not” is vague and not addressing what happens with Sara's social life. The response, “Emotional effect would have to be a hang over” is not correct. Hangover is associated with Sara's physical life, not emotional. There is no direct discussion of any physical effects. The response, “Mental effect is, if you have a job and you walked in the door and you had a beer and you have to go see your supervisor or your boss and they smell beer on you.” is associated with Sara's physical life and not mental. (See scoring notes.)

Score 1 / 4



Sara's Story

RUBRIC 1 (cont'd) Exemplar #9

Part 1: Short-term Effects

Sara is 13 years old that started yousing tabacco. She felt a short term physical by smelling way bad. And then for a mental was grades.

Annotation:

This response earns a 1 on Rubric 1 for communicating one possible short-term effects of illegal drug use. The one short-term effect includes:

- physical problems -“by smelling way bad.”

This response does not earn a second point however, as it does not address what short-term effect that cigarettes have taken on Sara's mental life. Simply saying, “And then for a mental was grades” does not define grades as being bad or good. This response does not earn a third or fourth point however, as it does not address what short-term effect that cigarettes have taken on Sara's social or emotional life.

Score 1 / 4

Exemplar #10

Part 1: Short-term Effects

Some of the short-term effects that me as her best friend see, while Sara is drinking too much alcohol is: her getting completely wasted on school nights. From my point of view it seems like my best friend has changed. Just like the other day in P.E. she fell to the ground. And it seems like all she wants to do is drink.

Annotation:

This response earns a 0 on Rubric 1 for communicating no possible short-term effects of illegal drug use. It does not address what short-term effect that alcohol has taken on Sara's mental, social, emotional and physical life. “Getting completely wasted on school nights” does not address a short-term effect it is an action that Sara is taking. “Just like the other day in P.E. she fell to the ground” is not enough information to suggest that she fell in P.E. due to drinking.

Score 0 / 4



Sara's Story

RUBRIC 2 Exemplar #1

Part 2: Long-term Effects

11-14-2007 Dear news crew, my name is Sara Goldsburg and this is my second letter to you. In 2007 I started pot and its been 10 years. I haven't been able to quit. And now my life is worse than ever. Today when I look in the mirror, I see a girl with black lines under her eyes and brake outs all over. And inside you will see a lazy, depressed broken down girl at the age of 23. And now I have no real friends. This drug, pot messed me up, mostly mentally. I cant sleep or not even make my own decisions. How did I expect myself to go through life like this?

Annotation:

This response earns a 4 on Rubric 2 for communicating four possible long-term effects of illegal drug use. The four long-term effects include:

- physical problems – she sees a girl with “black lines under her eyes and brake outs all over.”
- emotional problems – you will see “a lazy, depressed, broken down girl”
- social problems – And now “I have no real friends.”
- mental problems – she “can’t sleep or not even make my own decisions.”

Score 4 / 4

Exemplar #2

Part 2: Long-term Effects

And after a wile abusing these drugs she starts to get addicted to them and she is always happy when she is drinking and her parents kicked her out of the house and now she lives on the street and people look at her like she is some kind of alien or something and she always is pissed and she has constant headache.

Annotation:

This response earns a 3 on Rubric 2 for communicating three possible long-term effects of illegal drug use. The three long-term effects include:

- physical problems – “she starts to get addicted” and she has a “constant headache”.
- social problems – her “parents kicked her out of the house” and people look at her like she is some kind of “alien or something”
- emotional problems – she is always “pissed”

This response does not earn a fourth point however, as it does not address what long-term effect that alcohol have taken on Sara's mental life.

Score 3 / 4



Sara's Story

RUBRIC 2 (cont'd) Exemplar #3

Part 2: Long-term Effects

<i>Now Sara is 23 her life is hard she has liver problems she's always moody after a rough</i>
<i>night she gets fired from her job every week because she talks back to her boss and is</i>
<i>always late she's also forgotten most of what she's learned in school ever since she</i>
<i>started drinking.</i>

Annotation:

This response earns a 3 on Rubric 2 for communicating three possible long-term effects of illegal drug use. The three long-term effects include:

- physical problems –she has “liver problems”.
- emotional problems – she’s always “moody”
- mental problems – she gets “fired from her job every week “ and is “always late she’s also forgotten most of what she’s learned in school”

This response does not earn a fourth point however, as it does not address what long-term effect that alcohol have taken on Sara’s social life.

Score 3 / 4

Exemplar #4

Part 2: Long-term Effects

<i>Sara's long-term physical effect would have to be smoking would make her less athletic</i>
<i>than what she was before with in time. Sara's long term emotional effect would be she</i>
<i>would get stressed a lot and want another one. Sara's social effect would be her old</i>
<i>friends would not want to hang out with her new smoking friends. Smoking will also</i>
<i>start to fry her brain cells.</i>

Annotation:

This response earns a 3 on Rubric 2 for communicating three possible long-term effects of illegal drug use. The three long-term effects include:\

- physical problems - “Smoking would make her less athletic”
- emotional problems – she would get “stressed a lot” and want another one.”
- social problems – her “old friends would not want to hang out with her new smoking friends.”

This response does not earn a fourth point however, as it does not address what long-term effect that cigarettes have taken on Sara’s mental life. “Smoking will also start to fry her brain cells” is not a long-term effect of cigarette use.

Score 3 / 4



Sara's Story

RUBRIC 2 (cont'd) Exemplar #5

Part 2: Long-term Effects

<i>Now Sara has been smoking for ten years and I am sorry to say that Sara has</i>
<i>developed lung cancer. Her cancer is spreading fast and if she doesn't quit soon she</i>
<i>will lose her life, she is depressed and <u>very</u> moody. Her three year old is girl is feeling</i>
<i>sad also because her Mom isn't playing with her since she was diagnosed with Cancer.</i>
<i>Sara has one friend left and that is me. I have tried to stay with her all these years but</i>
<i>its hard when she says she's done with life.</i>

Annotation:

This response earns a 3 on Rubric 2 for communicating three possible long-term effects of illegal drug use. The three long-term effects include:

- physical problems – developed “lung cancer.”
- emotional problems – if she doesn't quit soon she will lose her life, she is “depressed and very moody.”
- social problems – her mom isn't “playing with her” and Sara “has one friend left” and that is me.

This response does not earn a fourth point however, as it does not address what long-term effect that cigarettes have taken on Sara's mental life.

Score 3 / 4

Exemplar #6

Part 2: Long-term Effects

<i>It's been 10 years, and Sara's drinking problems have gotten worse. Many</i>
<i>of the long term effects are taking their toll. Sara now is having frequent problems with</i>
<i>high-blood pressure. She's lost the only job she's ever had. I'm worried more for her</i>
<i>now than I've ever been.</i>

Annotation:

This response earns a 2 on Rubric 2 for communicating two possible long-term effects of illegal drug use. The two long-term effects include:

- physical problems – frequent problems with “high blood pressure”
- mental problems – she's “lost the only job she's ever had.”

This response does not earn any more points however, as it does not address what long-term effect that alcohol have taken on Sara's social and emotional life.

Score 2 / 4



Sara's Story

RUBRIC 2 (cont'd) Exemplar #7

Part 2: Long-term Effects

<i>Sarah was smoking pot every day after school with that group and now she is 23 and</i>
<i>still does. She drooped out of school when she was in 8th grade and ran away so she is</i>
<i>23 and does not have a good education so she cant get a good job so no money but</i>
<i>she is really ugly now. She has lung cancer and her hair is falling out. She is just really</i>
<i>gorse but since she dropped out of school she just smokes pot.</i>

Annotation:

This response earns a 2 on Rubric 2 for communications two possible long-term effects of illegal drug use. The two long-term effects include:

- mental problems – She “drooped out of school” and does not have a good education so she “cant get a good job so no money”
- physical problems – she has “lung cancer and her hair is falling out. She is just really gorse.”

This response does not earn a third and fourth point however, as it does not address what long-term effect that cigarettes have taken on Sara's emotional and social life.

Score 2 / 4

Exemplar #8

Part 2: Long-term Effects

<i>Now that I see my best friend Sara a few years after graduation ...she is still drinking.</i>
<i>Just the other day she went to work and lost her job because of stealing alcohol from</i>
<i>work. Right before graduation in early senior year her parents kicked her out of the</i>
<i>house.</i>

Annotation:

This response earns a 1 on Rubric 2 for communicating one possible long-term effects of illegal drug use. The one long-term effects include:

- mental problems – “Just the other day she went to work and lost her job because of stealing alcohol from work.”

This response does not earn any more points. The response, “Right before graduation in early senior year her parents kicked her out of the house.” addresses the social short-term effect that happened when she was about 17 years old and not a long-term effect. This response does not earn a third and fourth point however, as it does not address what long-term effect that cigarettes have taken on Sara's emotional and physical life.

Score 1 / 4



Sara's Story

RUBRIC 2 (cont'd) Exemplar #9

Part 2: Long-term Effects

<i>And then had a long term physical effect which was cancer. Long term mantel could be</i>
<i>blacking out.</i>

Annotation:

This response earns a 1 on Rubric 2 for communicating one possible long-term effect of illegal drug use. The one long-term effects include:

- physical problems – “cancer”

This response does not earn any more points. This response does not earn a second point for what long-term effect that cigarettes have taken on Sara's mental life since “blacking out” is not an effect of tobacco abuse. This response does not earn a third and fourth point however, as it does not address what long-term effect that alcohol have taken on Sara's emotional and social life.

Score 1 / 4

Exemplar #10

Part 2: Long-term Effects

<i>The short term effect for tobacco. First the physical effect, Sara will get yellow teeth</i>
<i>from tobacco. Emotional effect is feeling anxious. The social effect is your friends would</i>
<i>not like to hang around you because you stinky. The mental effect is that you can't</i>
<i>concentrate when you smoke.</i>

Annotation:

This response earns a 0 on Rubric 2 for communicating no possible long-term effects of illegal drug use. This response does include correct short term effects of using tobacco, however, these responses cannot be credited because they are not long term effects.

Score 0 / 4



Sara's Story

RUBRIC 3 Exemplar #1

Part 3: School's Refusal Skills Model

<i>Sara could think, STOP. It could have really helped her. STOP stands for; Say no : Tell</i>
<i>reason : Offer suggestion: Promptly leav. That's the four steps to STOP, using pot,</i>
<i>drugs, or alcohol.</i>

Annotation:

This response earns a 4 on Rubric 3 for communicating their school's Refusal Skills. If "Sara could think, STOP."

- Say no
- Tell reason
- Offer suggestions
- "Promptly leav"

Score 4 / 4

Exemplar #2

Part 3: School's Refusal Skills Model

<i>Hear are some refusal skills that sara cold have used when she started to use the</i>
<i>alcohol say no tell why offer a suggestion like say you want to go biking instead and</i>
<i>promptly leave those are my refusal skills.</i>

Annotation:

This response earns a 4 on Rubric 3 for communicating their school's Refusal Skills. Refusal skills that "Sara cold have used when she started to use the alcohol say no tell why offer a suggestion like say you want to go biking instead and promptly leave..." follows the Four Step Model.

Score 4 / 4



Sara's Story

RUBRIC 3 (cont'd) Exemplar #3

Part 3: School's Refusal Skills Model

<i>Sara dropped out of school before she could learn this, but I think it would have</i>
<i>helped her make the right choice. This is our schools Refusal Skills Model. At our</i>
<i>school, we use S.T.O.P. That stands for Say no, Tell why, Offer another suggestion,</i>
<i>and promptly tell someone. That is my school's Refusal Skills Model.</i>

Annotation:

This response earns a 3 on Rubric 3 for communicating their school's Refusal Skills Model. The Four Step Model: "we use **S.T.O.P.** That stands for **S**ay no, **T**ell why, **O**ffer another suggestion," is awarded three points. A fourth point cannot be awarded because "**P**-promptly tell someone" is not correct and should be Promptly leave.

Score 3 / 4

Exemplar #4

Part 3: School's Refusal Skills Model

<i>When Sara and I were in junior high we learned a refusal skill to stay away from drugs</i>
<i>and alcohol that would have helped her because, she is now jobless and alienated from</i>
<i>her family. It went like this S- say no, T- talk, O- offer suggestions, P- promptly leave. If</i>
<i>only she would have followed that refusal skill she wouldn't be in this situation.</i>
<i>Everything would have been fine, I wish she would have followed it. I miss having the</i>
<i>real Sara as my best friend.</i>

Annotation:

This response earns a 3 on Rubric 3 for communicating their school's Refusal Skills. The school uses a Four Step Model. "S- say no, O- offer suggestions, P- promptly leave," which receives three points. A fourth point could not be awarded because "T- talk" is not correct.

Score 3 / 4



Sara's Story

RUBRIC 3 (cont'd) Exemplar #5

Part 3: School's Refusal Skills Model

<i>Sara drunk alcohol cause she didn't no how to say no. Shc could have used our refusl model. Say no, tell what might happen if they dreink, and then leave.</i>

Annotation:

This response earns a 2 on Rubric 3 for communicating their school's Refusal Skills. "Shc could have used our refusl model. Say no, tell what might happen if they dreink, and then leave." This response does not earn a third or fourth point however, as it does not address the second step (recognize/name it) or a fourth step (offer another idea) in a five step refusal skill model.

Score 2 / 4

Exemplar #6

Part 3: School's Refusal Skills Model

<i>I would say "STOP." Do you know what stop is? No well let me tell you. "S," say no. "T," tell reason. "O" state opinion. "P" put it in gear. That is my schools motto how to stay out of the rong crowds. Sara should learn "STOP" as my school did.</i>

Annotation: This response earns a 2 on Rubric 3 for communicating their school's Refusal Skills. This response does not earn any more points. The description for "O state opinion" and "P put it in gear" are not the correct responses in a four step refusal skill model.

Score 2 / 4

Exemplar #7

Part 3: School's Refusal Skills Model

<i>We learned a six step modle in skool. Since Sara didn't say no to that first cigarette she ended up with lung cancer so I will teach you a refusal skill that will help you through your life. Just say no and avoid dangerous situations. Then finally LEAVE. All you have to do is walk away! I don't remember the other steps, but they were good and help!</i>

Annotation:

This response earns a 1 on Rubric 3 for communicating their school's Refusal Skills. The school uses a Six Step Model. The last step "Then finally LEAVE. All you have to do is walk away!" is the only step that is correct. This response does not earn any more points. The first 2 steps "Just say no and avoid dangerous situations." are not listed in the correct order. Steps 3-5 are not listed.

Score 1 / 4



Sara's Story

RUBRIC 3 (cont'd) Exemplar #8

Part 3: School's Refusal Skills Model

<i>Sarah could have taken the bus home so she would not have meet that group or have</i>
<i>her mom or dad pick her up or she could have went and told a teacher or just walked</i>
<i>away and said no or said no in happy with my healthy life and you should not smoke</i>
<i>pot anymore. The first thing she should have done before anything else is just say NO!</i>

Annotation:

This response earns a 1 on Rubric 3 for communicating their school's Refusal Skills. The school uses a Five Step Model. The first step "just say no" is credited for one point. The other suggestions that are mentioned "or just walked away and said no" are in the wrong order so no points are awarded. The other examples "Sarah could have taken the bus home;" "have her mom or dad pick her up;" and "went and told a teacher" do not provide a step to go along with the example.

Score 1 / 4

Exemplar #9

Part 3: School's Refusal Skills Model

<i>To refuse drugs or any kind of alcohol you can use these steps. First you could say</i>
<i>stop. Stop Stands for "S" stay away from that person. "T" talk about something else. "O"</i>
<i>only say no. "P" pay action to what a person is saying. If that doesn't work make</i>
<i>something up for example say that you have to go home and finish your home work well</i>
<i>if it is during the school year. If that person says that every body is doing it all you</i>
<i>have to say is why don't you ask somebody else to do it with you. If it is during the</i>
<i>summer you can say I have to be at the mall and I will be with my mom or your friends.</i>
<i>You are going to the movies that could also work. Here is a good just tell then the truth</i>
<i>that smoking is not cool or even good for you. If you are drinking alcohol or doing</i>
<i>drugs and it helps you column down that is not good you it will dammed your lungs. So</i>
<i>that are the refusal skills don't for get you can always make up something that you can</i>
<i>say.</i>



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RUBRIC 3 (cont'd) Exemplar #9 (cont'd)

Annotation:

This response earns a 0 on Rubric 3 for communicating their school's Refusal Skills. The school uses a Four Step Model. Each of the four steps are not identified correctly.

Score 0 / 4

Exemplar #10

Part 3: School's Refusal Skills Model

<i>Say you smell bad and you could go skate boarding and not go to jail for buying</i>
<i>cigarettes</i>

Annotation:

This response earns a 0 on Rubric 3 for communicating their school's Refusal Skills. The school uses a Five Step Model. The first step "Say you smell bad" is not saying NO in a firm voice. The second step does not name the problem. The third and fourth steps are switched "you could go skate boarding and not go to jail for buying cigarettes" are in the wrong order so no points are awarded. The last step - Sell it/Move it/ Leave the door open - is not mentioned.

Score 0 / 4



Glossary for Sara's Story

Addiction – The condition of being habitually or compulsively occupied with or involved in something, e.g., gambling, cleaning, or shopping.

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

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

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

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

Benefit – Something promoting well-being.

Cancer – A malignant growth or tumor caused by abnormal and uncontrolled cell division.

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

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

Consequences – Are the results of your actions and decisions.

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

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

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

Disease – Any harmful change in the state of health of the body or mind.

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

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

Expository – To explain or expand on.

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

Inhalants – Harmful substances that can be inhaled.

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

Nicotine – Addictive drug found in tobacco leaves.

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

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

Prescription Drugs – Those drugs prescribed by a physician.

Prevention – The act of keeping something from happening.

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

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

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

Refusal Skills for a Four Step Model

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



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Continued-Glossary

Refusal Skills for a Five Step Model

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

Refusal Skills for a Six Step Model

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

Refusal Skills for a Six Step Model

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

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

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

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

Substance Abuse – Excessive and addictive use of drugs.

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



Teacher Resources for *Sara's Story*

Centers for Disease Control and Prevention

Health Information and Statistics
www.cdc.gov

Drug Enforcement Administration

Drug Information
www.usdpea.gov/dea

OSPI Health and Fitness website

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

PBS Teacher Source

Teacher website
www.pbs.org/teachers

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

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



Glossary for Scoring Health and Fitness Assessments

OSPI-Developed Assessments – The multi-stepped tasks or projects aligned to specific Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) which require students to apply concepts and thinking skills in meaningful, authentic tasks. They can be administered after a unit plan (for example drug/alcohol unit) to assess the student knowledge in the unit. Teachers score student’s responses in an assessment. Both the student and teacher receive immediate feedback on what has been learned.

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

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

Passing score on Sara’s Story – A **total** score on all three rubrics of nine or more points meets standard.

11 – 12	= 4	
9 – 10	= 3	meets standard (“proficient”)
6 – 8	= 2	
1 – 5	= 1	
0	= 0	

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

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

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



Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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



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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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



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2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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



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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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



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

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

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

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

9. What is considered a “passing” score?

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

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

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

10. What happens if a student fails an assessment?

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



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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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



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May – July

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

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

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

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

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

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

While the flexibility of the assessment already enables accommodations to be made without any formal guidelines, OSPI does have some recommendations on how to help all students reach proficiency on the assessments. First, all students are eligible for certain accommodations. For example, students may have as much time as they need to complete the task. In addition, students with limited writing skills may type their responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a

few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI’s



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"Washington State's Accommodations Guidelines for Students with Disabilities"
(<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>).

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

- Provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.



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

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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



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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.

