

# Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



***Shop, Eat, Move!***  
Middle School Assessment for either Health or Fitness



# *Shop, Eat, Move!*

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

For more information about the contents of this document,  
please contact:

Lisa Rakoz  
Program Supervisor, Health and Fitness Education  
E-mail: [lisa.rakoz@k12.wa.us](mailto:lisa.rakoz@k12.wa.us)  
Phone: 360.725.4977, TTY 360.664.3631

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## Acknowledgments

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#### Middle School Teachers

<b>Name</b>	<b>Title</b>	<b>School District</b>
Kerry Abbott	Health and Fitness	Chehalis School District
Jennifer Johnson	Health and Fitness	Bellevue School District
Mary Trettevik	Health and Fitness	Renton School District

#### Agencies

<b>Name</b>	<b>Title</b>	<b>Agency</b>
Marcelene Dorian-Richardson	Health Educator	Group Health Hospital
Cara Stayton	School Education Director	Washington State Dairy Council

## Table of Contents

Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education .....	1
Directions for Administration .....	2
Recommendation for Time Management.....	10
Teacher Copy .....	11
Student Copy .....	16
Rubrics .....	22
Scoring Notes .....	27
Exemplars and Annotations.....	29
Glossary .....	65
Teacher Resources .....	66
Glossary for Scoring Health and Fitness Assessments .....	67
Frequently Asked Questions.....	68



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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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**Randy I. Dorn** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

Lisa Rakoz  
Program Supervisor  
Health and Fitness Education

# Shop, Eat, Move!

## Directions for Administering the Washington State Health or Fitness Assessment

### Introduction

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

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

### Description of the Assessment

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

### Materials and Resources

#### "Before" Checklist

#### Teacher checklist **before** administering *Shop, Eat, Move!*

- This assessment may be used for either Health or Fitness. A school district cannot report *Shop, Eat, Move!* for **both** health and fitness assessments.
- Reproduce one **Student Copy** of *Shop, Eat, Move!* for each student, pages 17-21.
  - Optional:** To assist students when they analyze the beverage label in Part 3, reproduce one classroom set of the Label Handout, page 21.
- Read **Rubrics**, pages 22–26.
- Read **Scoring Notes**, pages 27-28.
- Read **Exemplars & Annotations**, pages 29–64.
- Read **Glossary**, page 65.
- Read **Teacher Resources**, page 66.
- 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.

## *Shop, Eat, Move!*

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

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

Second, students should have access to any accommodations outlined in their Individualized Education Plan (IEP). For a comprehensive list of possible accommodations, please read OSPI's *Washington State'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 *Shop, Eat, Move!* administration.**

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Student copies of *Shop, Eat, Move!*, pages 17–21.
- One pencil or pen for each student.

### **"Day After" Checklist**

**Teacher checklist after administering *Shop, Eat, Move!***

- Review **Scoring Notes**, pages 27-28.
- Use the **Rubrics** provided to score *Shop, Eat, Move!*, pages 22–26.



## Shop, Eat, Move!

- Review **Glossary for Scoring Health and Fitness Assessments**, page 67.
- Score** *Shop, Eat, Move!* (This assessment score could be used for a class score).
- Compile and submit** data as required by school district/OSPI.
- Provide feedback to students (OSPI recommends **teachers keep all assessments for one year, and then shred**).

### REQUIRED REPORTING

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

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

### OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



# Teacher Worksheet

## Elementary Health and Fitness Assessments

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

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

**Example:**

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

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



## Teacher Worksheet

### Middle School Health and Fitness Assessments

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

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

**Example**

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

Fitness				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness				
Fitness Plan for Pat				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
<p><b>Which of these fitness performance assessments are administered in your middle schools?</b>            Check the box or boxes that are appropriate.</p> <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

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



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

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

### 1. Opportunities to Meet Standards

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

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

### 2. Successes

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

### 3. Leadership/Coordination

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

### 4. Storage of Information

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

### 5. Data Analysis

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

### 6. Needs

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

### 7. Model Programs

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



## Optional Survey – Continued

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

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

### 8. Opportunities for OSPI-Developed Assessment Training

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

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

### 9. Planning for OSPI-Developed Assessments

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

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

### 10. Workshops and Conferences

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

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

### 11. Scoring of the OSPI-Developed Assessments

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

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

### 12. Curricular Alignment with OSPI-Developed Assessments

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

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

### 13. District-Developed Instructional Resources

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

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



# Shop, Eat, Move!

## Recommendation for Time Management

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

### Day One:

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

### Day Two:

- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The students continue to write their response to the prompt.
- **5 minutes:** The teacher collects all materials at the end of Day 2.  
**If students complete the assessment early, please have them work on other materials quietly.**

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



# Shop, Eat, Move!

## 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 or Fitness Assessment, *Shop, Eat, Move!* Write your name, period, date, teacher, and school at the top of the paper. Please follow along as I read the prompt aloud.**

The Health and Fitness classes at Sands Middle School were given a project to help educate them about shopping on food choices and exercise, and how to shop at a grocery store to help maintain a healthy lifestyle. The students will be challenged to investigate a grocery store and determine factors influencing food and beverage choices. Students will create a grocery list based on the food groups, evaluate nutrition labels, and analyze the relationship between caloric intake and energy output.

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

### Part 1: Shopping

Name four **factors** that affect your food choices when shopping at the grocery store.

1.	
2.	
3.	
4.	

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



# Shop, Eat, Move!

## Teacher Copy

### Part 2: Smart Shopping

- Develop a grocery list in the chart below.
- The chart must include **the names of all five food groups**.
- Select **a food item** that correctly fits in each food group.

	Food Group	Food Item
1.		
2.		
3.		
4.		
5.		

- Choose three food items **from the chart above**.
- **Name a nutrient** in each food item **and the benefit** that nutrient provides to the body.
- The three boxes: Food Item, Nutrient, and Benefit must be correct to earn points.

	Food Item	Nutrient	Benefit
6.			
7.			
8.			

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



# Shop, Eat, Move!

Teacher Copy

## Part 3: Nutrition Labels

Comparing the three beverage nutrition labels on the Label Handout, answer the following questions.

1. What is one of the first things you should consider when analyzing a nutrition label?


2. In what order are the ingredients listed on a nutrition label?


3. Which beverage has the fewest calories per serving size?


4. Which beverage has the most calories per container?


5. Which beverage contains the most nutrients compared to the number of calories?


6. What changes could be made to the “Label C” drink to make it lower in calories?


7. What beverage has the most grams of sugar per serving?


8. What is a possible negative health impact of consuming beverages high in sugar?


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



# Shop, Eat, Move!

## Teacher Copy

### Part 4: Calorie Intake and Physical Activity

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	
B.	

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	
B.	

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength. What are **two specific recommendations** you would suggest for Will?

A.	
B.	

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	
B.	

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



# Part 3: Label Handout

Label - A

**Non-Fat Milk**

**Nutrition Facts**  
 Serving size 8 fl. oz. (1 cup)  
 Servings per container 1

---

**Amount Per Serving**

Calories 80    Calories from Fat 0

---

**% Daily Value\***

<b>Total Fat 0</b>	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol Less than 5mg</b>	<b>0%</b>
<b>Sodium 120 mg</b>	<b>5%</b>
<b>Total Carbohydrate 11g</b>	<b>4%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 11g	
<b>Protein 9g</b>	<b>17%</b>
Vitamin A 10%    Vitamin C 4%	
Calcium 30%    Iron 0%	
Vitamin D 25%	

\*Percent (%) Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower based on your calorie needs.

Label - B

**Cola**

**Nutrition Facts**  
 Serving size 12 fl. oz. (1.5 Cups)  
 Servings per container 1

---

**Amount Per Serving**

Calories 150    Calories from Fat 0

---

**% Daily Value\***

<b>Total Fat 0</b>	<b>0%</b>
<b>Sodium 50 mg</b>	<b>2%</b>
<b>Total Carbohydrate 39g</b>	<b>13%</b>
Sugars 39g	
<b>Protein 0g</b>	

**Not a significant source of other nutrients.**

\*Percent (%) Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower based on your calorie needs.

Caffeine content: 34mg/12 fl. oz.

Label - C

**Large Caramel Blended Coffee Drink with Whipped Cream**

**Nutrition Facts**  
 Serving size 8 fl. oz. (1 Cup)  
 Servings per container 2

---

**Amount Per Serving**

Calories 219    Calories from Fat 72

---

**% Daily Value\***

<b>Total Fat 8g</b>	<b>12%</b>
Saturated Fat 5 g	<b>50%</b>
Trans Fat 0 g	
<b>Cholesterol 23mg</b>	<b>11%</b>
<b>Sodium 135 mg</b>	<b>6%</b>
<b>Total Carbohydrate 30g</b>	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 26g	
<b>Protein 3g</b>	<b>6%</b>
<b>Vitamin A 5%    Vitamin C 0%</b>	
<b>Calcium 10%    Iron 0%</b>	

\*Percent (%) Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower based on your calorie needs.

Caffeine content: 55mg/8 fl. oz.



# Student Copy

# Shop, Eat, Move

Student Copy

Total Score / 16

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

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

School \_\_\_\_\_

The Health and Fitness classes at Sands Middle School were given a project to help educate them about shopping on food choices and exercise, and how to shop at a grocery store to help maintain a healthy lifestyle. The students will be challenged to investigate a grocery store and determine factors influencing food and beverage choices. Students will create a grocery list based on the food groups, evaluate nutrition labels, and analyze the relationship between caloric intake and energy output.

## Part 1: Shopping

Name four **factors** that affect your food choices when shopping at the grocery store.

1.	
2.	
3.	
4.	

Score / 4



# Shop, Eat, Move!

## Student Copy

### Part 2: Smart Shopping

- Develop a grocery list in the chart below.
- The chart must include **the names of all five food groups**.
- Select **a food item** that correctly fits in each food group.

	Food Group	Food Item
1.		
2.		
3.		
4.		
5.		

- Choose three food items **from the chart above**.
- **Name a nutrient** in each food item **and the benefit** that nutrient provides to the body.
- The three boxes: Food Item, Nutrient, and Benefit must be correct to earn points.

	Food Item	Nutrient	Benefit
6.			
7.			
8.			

Score      / 4



# Shop, Eat, Move!

## Student Copy

### **Part 3: Nutrition Labels**

Comparing the three beverage nutrition labels on the Label Handout, answer the following questions.

1. **What is one of the first things you should consider when analyzing a nutrition label?**


2. **In what order are the ingredients listed on a nutrition label?**


3. **Which beverage has the fewest calories per serving size?**


4. **Which beverage has the most calories per container?**


5. **Which beverage contains the most nutrients compared to the number of calories?**


6. **What changes could be made to the “Label C” drink to make it lower in calories?**


7. **What beverage has the most grams of sugar per serving?**


8. **What is a possible negative health impact of consuming beverages high in sugar?**


Score      / 4



# Shop, Eat, Move!

## Student Copy

### Part 4: Calorie Intake and Physical Activity

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	
B.	

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	
B.	

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength. What are **two specific recommendations** you would suggest for Will?

A.	
B.	

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	
B.	

Score      / 4





# Rubrics



## *Shop, Eat, Move!*

### Rubric 1 – Used to score Part 1 of *Shop, Eat, Move!*

**(EALR 3) The student analyzes and evaluates the impact of real-life influences on health.**

<b>4</b>	<p>4-point response: The student identifies four factors that affect food choices when shopping at a grocery store.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">1.</td> <td style="padding: 2px;"><i>Store layout – fresh items on perimeter of store</i></td> <td style="text-align: right; width: 5%;">+1</td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="padding: 2px;"><i>Convenience</i></td> <td style="text-align: right;">+1</td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="padding: 2px;"><i>Budget</i></td> <td style="text-align: right;">+1</td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="padding: 2px;"><i>Sale items</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p><b>Other possible answers:</b></p> <ul style="list-style-type: none"> <li>• Personal preference (strawberries vs. grapes or bagels vs. croissants)</li> <li>• Culture</li> <li>• Food availability (season)</li> <li>• Transportation</li> <li>• Shopper is hungry</li> <li>• Ready-to-eat/Quick</li> <li>• Nutrition label items, e.g., protein, fat, calories, sugar</li> </ul>	1.	<i>Store layout – fresh items on perimeter of store</i>	+1	2.	<i>Convenience</i>	+1	3.	<i>Budget</i>	+1	4.	<i>Sale items</i>	+1
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<b>3</b>	3-point response: The student identifies 3 factors that affect food choices.												
<b>2</b>	2-point response: The student identifies 2 factors that affect food choices.												
<b>1</b>	1-point response: The student identifies 1 factor that affects food choices.												
<b>0</b>	0-point response: The student shows little or no understanding of the task.												



## Shop, Eat, Move!

### Rubric 2 – Used to score Part 2 of *Shop, Eat, Move!*

#### Grade Level Expectations (GLEs)

#### 1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.

<b>4</b>	<p>4-point response: The student earns 7-8 value points. The student completes the chart detailing the food group and one food item in each group. Then the student takes three of the food items and identifies the nutrient and the benefit of the three food items. Each line is worth one value point. In the second chart, all three boxes (Food Item, Nutrient, and Benefit) must be correct to earn points.</p> <p><b>Example:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 35%;">Food Group</th> <th style="width: 55%;">Food Item (possible answers)</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td><i>Grains</i></td> <td><i>Brown rice, whole grain bread</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">2.</td> <td><i>Vegetables</i></td> <td><i>Carrots, zucchini, tomatoes</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">3.</td> <td><i>Fruits</i></td> <td><i>Bananas, strawberries</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">4.</td> <td><i>Milk</i></td> <td><i>Milk, yogurt</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">5.</td> <td><i>Meat and Beans</i></td> <td><i>Eggs, poultry, fish</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 25%;">Food Item</th> <th style="width: 25%;">Nutrient</th> <th style="width: 45%;">Benefit</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.</td> <td><i>Whole Grain Bread</i></td> <td><i>Carbohydrates</i></td> <td><i>Gives you energy</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">7.</td> <td><i>Poultry</i></td> <td><i>Protein</i></td> <td><i>Builds and repairs muscles</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;">8.</td> <td><i>Bananas</i></td> <td><i>Potassium</i></td> <td><i>Helps prevent muscle cramping</i></td> <td style="text-align: center;"><b>+1</b></td> </tr> </tbody> </table>		Food Group	Food Item (possible answers)		1.	<i>Grains</i>	<i>Brown rice, whole grain bread</i>	<b>+1</b>	2.	<i>Vegetables</i>	<i>Carrots, zucchini, tomatoes</i>	<b>+1</b>	3.	<i>Fruits</i>	<i>Bananas, strawberries</i>	<b>+1</b>	4.	<i>Milk</i>	<i>Milk, yogurt</i>	<b>+1</b>	5.	<i>Meat and Beans</i>	<i>Eggs, poultry, fish</i>	<b>+1</b>		Food Item	Nutrient	Benefit		6.	<i>Whole Grain Bread</i>	<i>Carbohydrates</i>	<i>Gives you energy</i>	<b>+1</b>	7.	<i>Poultry</i>	<i>Protein</i>	<i>Builds and repairs muscles</i>	<b>+1</b>	8.	<i>Bananas</i>	<i>Potassium</i>	<i>Helps prevent muscle cramping</i>	<b>+1</b>
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# Shop, Eat, Move!

## Rubric 3 – Used to score Part 3 of *Shop, Eat, Move!*

### Grade Level Expectations (GLEs)

1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.

1.5.4 Analyzes healthy and unhealthy eating patterns.

<b>4</b>	<p>4-point response: The student provides complete and correct answers to 7 or 8 questions after referencing the beverage nutrition labels. Earning 7-8 value points is a 4 on the rubric.</p> <p><b>Example:</b></p> <p>1. What is one of the first things you should consider when analyzing a nutrition label?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Serving size or calories</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>2. In what order are the ingredients listed on a nutrition label?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>In order by greatest weight to least weight</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>3. Which beverage has the fewest calories per serving size?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Non-fat milk or Label A</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>4. Which beverage has the most calories per container?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Large Carmel Blended Coffee drink with whipped cream or Label C</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>5. Which beverage contains the most nutrients compared to the number of calories?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Non-fat milk or Label A</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>6. What changes could be made to the “Label C” drink to make it lower in calories?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Take out the whipped cream, choose a smaller size coffee, make the milk non-fat, use sugar-free syrup</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>7. Which beverage has the most grams of sugar per serving?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Cola or Label B</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table> <p>8. What is a possible negative health impact of consuming beverages high in sugar?</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><i>Increases weight, tooth decay, diabetes</i></td> <td style="text-align: right; padding: 2px;"><b>+1</b></td> </tr> </table>	<i>Serving size or calories</i>	<b>+1</b>	<i>In order by greatest weight to least weight</i>	<b>+1</b>	<i>Non-fat milk or Label A</i>	<b>+1</b>	<i>Large Carmel Blended Coffee drink with whipped cream or Label C</i>	<b>+1</b>	<i>Non-fat milk or Label A</i>	<b>+1</b>	<i>Take out the whipped cream, choose a smaller size coffee, make the milk non-fat, use sugar-free syrup</i>	<b>+1</b>	<i>Cola or Label B</i>	<b>+1</b>	<i>Increases weight, tooth decay, diabetes</i>	<b>+1</b>
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<b>3</b>	3-point response: The student provides complete and correct answers to 5 or 6 questions after referencing the beverage nutrition labels. Earning 5-6 value points is a 3 on the rubric.																
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<b>1</b>	1-point response: The student provides complete and correct answers to 1 or 2 questions after referencing the beverage nutrition labels. Earning 1-2 value points is a 1 on the rubric.																
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# Shop, Eat, Move!

## Rubric 4 – Used to score Part 4 of *Shop, Eat, Move!*

### Grade Level Expectations (GLEs)

**1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.**

**1.5.4 Analyzes healthy and unhealthy eating patterns.**

<b>4</b>	<p>4-point response: The student provides complete and correct answers to 7 or 8 questions after referencing the beverage nutrition labels. Earning 7-8 value points is a 4 on the rubric.</p> <p><b>Example:</b></p> <p>1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her caloric intake is 2400, but her recommended caloric intake is 1800. Her fitness goal is to improve her body composition. What are two specific recommendations you would suggest for Grace?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td> <td style="width: 85%;"><i>Eat less</i></td> <td style="width: 10%; text-align: right;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;"><b>B.</b></td> <td><i>Exercises more</i></td> <td style="text-align: right;"><b>+1</b></td> </tr> </table> <p>2. What are two possible health risks of consuming too many calories and not having enough physical activity over a month period of time?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td> <td style="width: 85%;"><i>Weight gain</i></td> <td style="width: 10%; text-align: right;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;"><b>B.</b></td> <td><i>Loss of muscle</i></td> <td style="text-align: right;"><b>+1</b></td> </tr> </table> <p>3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength. What are two specific recommendations you would suggest for Will?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td> <td style="width: 85%;"><i>Eat a diet higher in protein</i></td> <td style="width: 10%; text-align: right;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;"><b>B.</b></td> <td><i>Resistance training</i></td> <td style="text-align: right;"><b>+1</b></td> </tr> </table> <p>4. What are the health benefits of balancing calorie intake (energy in) and physical activity (energy out)?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td> <td style="width: 85%;"><i>Stay in your recommended weight range</i></td> <td style="width: 10%; text-align: right;"><b>+1</b></td> </tr> <tr> <td style="text-align: center;"><b>B.</b></td> <td><i>Feel good</i></td> <td style="text-align: right;"><b>+1</b></td> </tr> </table>	<b>A.</b>	<i>Eat less</i>	<b>+1</b>	<b>B.</b>	<i>Exercises more</i>	<b>+1</b>	<b>A.</b>	<i>Weight gain</i>	<b>+1</b>	<b>B.</b>	<i>Loss of muscle</i>	<b>+1</b>	<b>A.</b>	<i>Eat a diet higher in protein</i>	<b>+1</b>	<b>B.</b>	<i>Resistance training</i>	<b>+1</b>	<b>A.</b>	<i>Stay in your recommended weight range</i>	<b>+1</b>	<b>B.</b>	<i>Feel good</i>	<b>+1</b>
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# Scoring Notes

**Directions:** It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Shop, Eat, Move!*

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

**Passing Score on *Shop, Eat, Move!*** – A **total** score on all four rubrics of twelve or more points meets standard.

$$15 - 16 = 4$$

$$12 - 14 = 3 \text{ meets standard ("proficient")}$$

$$8 - 11 = 2$$

$$1 - 7 = 1$$

$$0 = 0$$

## Rubric 1

1. A wide range of answers can be credited in this part. The student exemplars are not an exhaustive list.
2. Student responses not credited because they were too vague include “healthy”, “if it helps you”, and “what is good.”

## Rubric 2

1. Fats, sweets, oils are not considered a food group.
2. Eggs are not considered dairy.
3. Tomatoes are considered a vegetable because they are commonly consumed as a vegetable; however they are scientifically identified as a fruit. Accept as either.
4. Avocados are a fruit.
5. A food listed in the incorrect food group in chart one will also be incorrect if used in chart two.
6. In the first chart, a food group will only be credited once.
7. In the first chart, if the response includes two food groups on one line the response cannot be credited.
8. In the second chart, if a student chooses two separate foods, but the same nutrient is listed and the correct benefit is described, credit can be given.
9. In the second chart, credit can be given for macro (carbohydrates, fat, protein, minerals, vitamins, water) or micro (potassium, calcium, phosphorus, zinc) nutrients listed.
10. In the second chart, all three boxes (Food Item, Nutrient, and Benefit) must be correct to earn points.



# Shop, Eat, Move!

## **Rubric 3**

1. For question #1, acceptable answers for this question are: serving size, calories per serving, and/or ingredients. “Ingredients” is accepted as an answer due to food allergy issues and diet restrictions (diabetes).
2. For question #6, it is encouraged to have specific information such as “*take out the whipped cream, choose a smaller size coffee, make the milk non-fat, and/or use sugar-free syrup.*” Other acceptable answers include “*lower fat or lower sugar.*”
3. For question #8, acceptable responses include *increases weight, tooth decay/cavities, and/or diabetes.*

## **Rubric 4**

1. For question #1 (A & B), listing activities or sports are not acceptable answers because they are too vague and not clear recommendations for Grace to improve her body composition.  
For question #1 (A & B), another acceptable answer that is not in the rubric is “work at a higher intensity.”
2. For question #2 (A & B), answers not being accepted because they are too vague include: “get fat” and “become healthy” as possible health risks for consuming too many calories and “not enough physical activity in a month’s time.”
3. For question #2 (A & B), other acceptable answers not in the rubric include “loss of energy” and “development of bad habits.”
4. For question #3 (A & B), the student response “running” is not accepted as it does not directly increase muscular strength. “Running” relates to muscular endurance.
5. For question #4 (A & B), answers not being accepted because they are too vague include “no health problems” as a health benefit to balancing calorie intake and physical activity.
6. For question #4 (A & B), other acceptable answers not in the rubric include “look good” and “stay healthy.”



# 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.



## Shop, Eat, Move!

### RUBRIC 1

#### Exemplar #1

A.	<i>Avalibility</i>
B.	<i>Cost</i>
C.	<i>Taste</i>
D.	<i>Amount</i>

#### Annotation:

This response earns a 4 on Rubric 1 for communicating four possible factors affecting a person's food choices when shopping at a grocery store:

- *avalibility*
- *cost*
- *taste*
- *amount*

Score 4 / 4

#### Exemplar #2

A.	<i>price of items / your budget</i>
B.	<i>convienience; is it easy or hard to make?</i>
C.	<i>location; where you live</i>
D.	<i>tatse; do you like it?</i>

#### Annotation:

This response earns a 4 on Rubric 1 for communicating four possible factors affecting a person's food choices when shopping at a grocery store:

- *price of items/your budge*
- *convienience; is it easy or hard to make?*
- *location: where you live*
- *tatse; do you like it?*

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 1 (cont'd)

#### Exemplar #3

A.	<i>Price</i>
B.	<i>how healthy</i>
C.	<i>Label</i>
D.	<i>help you get stronger</i>

#### Annotation:

This response earns a 3 on Rubric 1 for communicating three possible factors affecting a person's food choices when shopping at a grocery store:

- *Price*
- *how healthy*
- *Label*

This response does not earn a fourth point for "*help you get stronger*" since the response is too vague.

Score 3 / 4

#### Exemplar #4

A.	<i>whether your hungry</i>
B.	<i>whats on the food labels</i>
C.	<i>what sounds good</i>
D.	<i>what is good</i>

#### Annotation:

This response earns a 3 on Rubric 1 for communicating three possible factors affecting a person's food choices when shopping at a grocery store:

- *whether your hungry*
- *whats on the food labels*
- *what sounds good*

This response does not earn a fourth point for "*what is good*" since the response is too vague.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 1 (cont'd)

#### Exemplar #5

A.	<i>the want for the food</i>
B.	<i>the craving</i>
C.	<i>the restrictions of food</i>
D.	

#### Annotation:

This response earns a 2 on Rubric 1 for communicating two possible factors affecting a person's food choices when shopping at a grocery store:

- *the want for the food*
- *the restrictions of food*

This response does not earn a third point for "*the craving*" since it is too similar to the first response "*the want for the food.*" There is no fourth response given; therefore no credit is given.

Score 2 / 4

#### Exemplar #6

A.	<i>want it</i>
B.	<i>crave it</i>
C.	<i>cost of it</i>
D.	<i>if it is on sale</i>

#### Annotation:

This response earns a 2 on Rubric 1 for communicating two possible factors affecting a person's food choices when shopping at a grocery store:

- *want it*
- *cost of it*

This response does not earn a third point for "*crave it*" since it is too similar to the first response "*want it.*" There is also no fourth point earned because "*if it is on sale*" refers to cost, which was already credited.

Score 2 / 4



## Shop, Eat, Move!

### RUBRIC 1 (cont'd)

#### Exemplar #7

A.	<i>if they are popular</i>
B.	<i>healthy or not</i>
C.	<i>if they reach your caloric</i>
D.	<i>if it helps you</i>

#### Annotation:

This response earns a 2 on Rubric 1 for communicating two possible factors affecting a person's food choices when shopping at a grocery store:

- *if they are popular*
- *healthy or not*

This response does not earn a third point for "*if they reach your caloric*" since the response is not specific enough. The response does not earn a fourth point for "*if it helps you*" since the response is too vague.

Score 2 / 4

#### Exemplar #8

A.	<i>total Fat</i>
B.	<i>Fiber</i>
C.	<i>vitamin A</i>
D.	<i>Sodium</i>

#### Annotation:

This response earns a 1 on Rubric 1 for communicating one possible factor affecting a person's food choices when shopping at a grocery store:

- *total Fat*

This response does not earn points for "*Fiber, vitamin A, or Sodium*" since the answers are too repetitive. They all refer to nutrients on the label which is only one factor that affects your food choices.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 1 (cont'd)

#### Exemplar #9

A.	<i>the amount of calories</i>
B.	<i>healthy</i>
C.	
D.	

#### Annotation:

This response earns a 1 on Rubric 1 for communicating one possible factor affecting a person's food choices when shopping at a grocery store:

- *the amount of calories*

The response does not earn a second point for "*healthy*" because the response is too vague. There is no third and fourth answer provided; therefore no credit is given.

Score 1 / 4

#### Exemplar #10

A.	<i>junk food (chips, popcorn)</i>
B.	<i>soda, lots of it</i>
C.	<i>alot of frozen burgers to make at home</i>
D.	<i>no water just juice</i>

#### Annotation:

This response earns a 0 on Rubric 1 for not communicating any factors affecting a person's food choices when shopping.

Score 0 / 4



## Shop, Eat, Move!

### RUBRIC 2 Exemplar #1

	Food Group	Food Item	
1.	<i>grains</i>	<i>Pasta</i>	<b>(+1)</b>
2.	<i>vegetables</i>	<i>Broccoli</i>	<b>(+1)</b>
3.	<i>fruit</i>	<i>Grapes</i>	<b>(+1)</b>
4.	<i>dairy</i>	<i>Milk</i>	<b>(+1)</b>
5.	<i>meat/beans</i>	<i>Fish</i>	<b>(+1)</b>

	Food Item	Nutrient	Benefit	
6.	<i>pasta</i>	<i>carbohydrate</i>	<i>give you energy</i>	<b>(+1)</b>
7.	<i>broccoli</i>	<i>vitamins</i>	<i>help build body tissues</i>	<b>(+1)</b>
8.	<i>fish</i>	<i>protein</i>	<i>helps strengthen and rebuilds and repairs your body</i>	<b>(+1)</b>

#### Annotation:

This response earns 4 on Rubric 2 for accumulating 8 value points. In the first chart this response correctly identifies all five food groups and one food item in each group.

In the second chart the food item, a nutrient, and the benefit to the body are all accurately identified.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #2

	Food Group	Food Item	
1.	<i>fruit</i>	<i>Bananas</i>	<b>(+1)</b>
2.	<i>vegetables</i>	<i>Carrot</i>	<b>(+1)</b>
3.	<i>dairy</i>	<i>Milk</i>	<b>(+1)</b>
4.	<i>grain</i>	<i>whole wheat bread</i>	<b>(+1)</b>
5.	<i>meat (nuts)</i>	<i>peanut butter</i>	<b>(+1)</b>

	Food Item	Nutrient	Benefit
6.	<i>milk (dairy)</i>	<i>calcium</i>	<i>helps you to grow strong bones and teeth</i> <b>(+1)</b>
7.	<i>bananas (fruit)</i>	<i>vitamin C</i>	<i>gives you good vision and healthy skin</i> <b>(+1)</b>
8.	<i>carrots (vegetables)</i>	<i>vitamin A</i>	<i>helps heal cuts and bruises. help fight infections</i> <b>(+1)</b>

#### Annotation:

This response earns 4 on Rubric 2 for accumulating 8 value points. In the first chart this response correctly identifies all five food groups, and one food item in each group.

In the second chart the food item, a nutrient, and the benefit to the body are all accurately identified.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #3

	Food Group	Food Item	
1.	<i>dairy</i>	<i>Milk</i>	<b>(+1)</b>
2.	<i>grains</i>	<i>Bread</i>	<b>(+1)</b>
3.	<i>meat and beans</i>	<i>Chicken</i>	<b>(+1)</b>
4.	<i>vegetables</i>	<i>Avocado</i>	
5.	<i>fruits</i>	<i>Apple</i>	<b>(+1)</b>

	Food Item	Nutrient	Benefit	
6.	<i>milk</i>	<i>calcium</i>	<i>strengthens bones</i>	<b>(+1)</b>
7.	<i>avocado</i>	<i>Fat</i>	<i>keeps you insulated</i>	<b>(+1)</b>
8.	<i>chicken</i>	<i>protein</i>	<i>helps repair cells and tissues</i>	<b>(+1)</b>

#### Annotation:

This response earns 4 on Rubric 2 for accumulating 7 value points. In the first chart this response earns four value points for correctly identifying all five food groups; however the food item listed for the vegetable “avocado” is incorrect. Avocado is technically a fruit.

In the second chart this response earns three value points for the food items, nutrients, and the benefits to the body are all accurately identified.

Score    4 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #4

	Food Group	Food Item	
1.	<i>dairy</i>	<i>Milk</i>	(+1)
2.	<i>beans and meat</i>	<i>Steak</i>	(+1)
3.	<i>vegetables</i>	<i>Broccoli</i>	(+1)
4.	<i>fruits</i>	<i>Oranges</i>	(+1)
5.	<i>sugar</i>	<i>chocolate</i>	

	Food Item	Nutrient	Benefit	
6.	<i>bread</i>	<i>carbohydrate</i>	<i>prevent muscle cramps</i>	
7.	<i>steak</i>	<i>protein</i>	<i>builds strong muscles</i>	(+1)
8.	<i>milk</i>	<i>calcium</i>	<i>helps build strong bones</i>	(+1)

#### Annotation:

This response earns 3 on Rubric 2 for accumulating 6 value points. In the first chart this response earns four value points for correctly identifying four food groups and their corresponding food items (“*dairy – milk*,” “*beans and meats – steak*,” “*vegetables – broccoli*,” “*fruits – oranges*”). No credit can be given for “*sugar*” as a food group because it is incorrect.

In the second chart numbers seven and eight correctly identify the food items, nutrients and benefits, to the body. No credit can be given for number six since carbohydrates do not prevent muscle cramps.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #5

	Food Group	Food Item	
1.	<i>grain</i>	<i>Bread</i>	<b>(+1)</b>
2.	<i>vegetables</i>	<i>Carrots</i>	<b>(+1)</b>
3.	<i>fruit</i>	<i>Tomato</i>	<b>(+1)</b>
4.	<i>milk</i>	<i>Cheese</i>	<b>(+1)</b>
5.	<i>meat and beans</i>	<i>Chilli</i>	<b>(+1)</b>

	Food Item	Nutrient	Benefit
6.	<i>tomato</i>	<i>vitamins (C)</i>	
7.	<i>bread</i>	<i>carbohydrates</i>	
8.	<i>carrots</i>	<i>vitamins (A)</i>	

#### Annotation:

This response earns 3 on Rubric 2 for accumulating 5 value points. In the first chart this response earns five value points for correctly identifying all five food groups and one food item in each group.

In the second chart the food item and nutrient are accurately identified; however since the response does not list any benefits to the body no additional points can be credited. All three fields must be correct to earn points.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #6

	Food Group	Food Item	
1.	<i>grains</i>	<i>Rice</i>	<b>(+1)</b>
2.	<i>veggies and fruit</i>	<i>Carrots</i>	
3.	<i>milk/dairy</i>	<i>ice cream</i>	<b>(+1)</b>
4.	<i>fats, oils and sugars</i>	<i>Soda</i>	
5.	<i>meats and beans</i>	<i>Streak</i>	<b>(+1)</b>

	Food Item	Nutrient	Benefit
6.	<i>soda</i>	<i>carbs</i>	
7.	<i>steak</i>	<i>protein</i>	<i>helps fix musleces</i> <span style="float: right;"><b>(+1)</b></span>
8.	<i>ice cream</i>	<i>calcium</i>	

#### Annotation:

This response earns 2 on Rubric 2 for accumulating 4 value points. In the first chart this response earns three value points for correctly identifying three food groups and corresponding food items ("*grains – rice*," "*milk/dairy – ice cream*," "*meats and beans – streak*"). No other points can be earned in chart one because number two identifies two food groups on one line, "*veggies and fruit*" and number four identifies "*fats, oils, and sugars*" as a food group which is incorrect.

In the second chart one value point was earned only for number seven ("*steak*," "*protein*," "*helps fix musleces*"). No other points can be earned in chart two because numbers six and eight are not complete.

Score 2 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #7

	Food Group	Food Item	
1.	<i>grains</i>	<i>Chearios</i>	(+1)
2.	<i>grain</i>	<i>bread</i>	
3.	<i>meat</i>	<i>Bacon</i>	(+1)
4.	<i>sweats</i>	<i>strabaries</i>	
5.	<i>vegtible</i>	<i>Cariot</i>	(+1)

	Food Item	Nutrient	Benefit
6.	<i>bacon</i>	<i>grease</i>	
7.	<i>chearios</i>	<i>shurges</i>	
8.	<i>hambugr</i>	<i>Fat</i>	

#### Annotation:

This response earns 2 on Rubric 2 for accumulating 3 value points. In the first chart this response earns three value points for correctly identifying three food groups and corresponding foods ("*grains – chearios*," "*meat – Bacon*," "*vegtible – Cariot*"). No points were earned for number two because the grain group was previously identified in number one. No points were earned for number four "*sweats*" since it is incorrect.

In the second chart the food item, a nutrient, and the benefit to the body are not accurately identified so no other points can be earned.

Score    2 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #8

	Food Group	Food Item	
1.	<i>dairy</i>	<i>egg</i>	
2.	<i>carbs</i>	<i>crackers</i>	
3.	<i>Fruit</i>	<i>Orange</i>	<b>(+1)</b>
4.	<i>calories</i>	<i>Soda</i>	
5.	<i>liquid</i>	<i>Water</i>	

	Food Item	Nutrient	Benefit
6.	<i>orange</i>	<i>vitamin C</i>	<i>fight infection</i> <span style="float: right;"><b>(+1)</b></span>
7.	<i>water</i>	<i>minerals</i>	
8.			

#### Annotation:

This response earns 1 on Rubric 2 for accumulating 2 value points. In the first chart this response earns one value point for correctly identifying one food group and food item (“*fruit* – *orange*”). No other points can be earned for chart one because eggs are not part of the dairy group and carbs, calories, and liquid are not food groups.

In the second chart this response earns one point for number six, detailing the food item and corresponding nutrient and benefit to the body. No other points can be earned on the second chart because other responses are incomplete.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #9

	Food Group	Food Item	
1.	<i>dairy</i>	<i>Milk</i>	<b>(+1)</b>
2.	<i>fruit</i>		
3.	<i>vegetable</i>		
4.	<i>grain</i>		
5.	<i>meat and beans</i>		

	Food Item	Nutrient	Benefit
6.	<i>milk</i>		
7.	<i>apple</i>		
8.	<i>bread</i>		

**Annotation:**

This response earns 1 on Rubric 2 for accumulating 1 value point. In the first chart this response earns one value point for correctly identifying one food group and one food item in the group (“*dairy – Milk*”). No other points can be earned for the first chart because no other numbers are complete.

No points can be earned in the second chart since it does not contain complete information.

Score    1 / 4



## Shop, Eat, Move!

### RUBRIC 2 (cont'd) Exemplar #10

	Food Group	Food Item
1.	<i>carbs</i>	<i>bread</i>
2.	<i>fats</i>	<i>candy</i>
3.	<i>calories</i>	<i>pizza</i>
4.	<i>protine</i>	<i>meant/pork</i>
5.	<i>minerals</i>	<i>baken</i>

	Food Item	Nutrient	Benefit
6.	<i>pork/beef</i>	<i>protine</i>	
7.	<i>candy/snikers</i>	<i>fats</i>	
8.	<i>minirals</i>	<i>baken</i>	

#### Annotation:

This response earns 0 on Rubric 2 for accumulating no value points. In the first chart this response does not have any information correctly identified.

No points can be earned in the second chart since it does not contain complete information.

Score 0 / 4



## Shop, Eat, Move!

### RUBRIC 3

#### Exemplar #1

1. What is one of the first things you should consider when analyzing a nutrition label?

*The serving size of the product (+1)*

2. In what order are the ingredients listed on a nutrition label?

*The first one is the most it contains (+1)*

3. Which beverage has the fewest calories per serving size?

*Non fat milk (+1)*

4. Which beverage has the most calories per container?

*The coffee drink (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*Non fat milk (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*Take away the whipped cream (+1)*

7. What beverage has the most grams of sugar per serving?

*Cola (+1)*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you will be gaining extra weight and become fat (+1)*

#### Annotation:

This response earns a 4 on Rubric 3 for accumulating 8 value points. Every question is answered correctly.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #2

1. What is one of the first things you should consider when analyzing a nutrition label?

*that things are not what they seem*

2. In what order are the ingredients listed on a nutrition label?

*from the most to the least (+1)*

3. Which beverage has the fewest calories per serving size?

*the non fat milk (+1)*

4. Which beverage has the most calories per container?

*label C (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*label A (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*take away the whip cream, use non fat milk and sugar free syrup (+1)*

7. What beverage has the most grams of sugar per serving?

*label B (+1)*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you can get fat (+1)*

#### Annotation:

This response earns a 4 on Rubric 3 for accumulating 7 value points. Questions two through eight were answered correctly, No credit was given for question one because the response "*things are not what they seem*" is not a clear answer to question one.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #3

1. What is one of the first things you should consider when analyzing a nutrition label?

*see how much fat, cholesterol, sodium and protein*

2. In what order are the ingredients listed on a nutrition label?

*vitamin A, vitamin C, calcium, iron and sometimes vitamin D*

3. Which beverage has the fewest calories per serving size?

*the milk has the lowest calories per serving (+1)*

4. Which beverage has the most calories per container?

*the large carmel coffe drink with whipped crème (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*the non fat milk is the most nutritious (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*ask for a small, no whipped crème, no carmel and non fat milk (+1)*

7. What beverage has the most grams of sugar per serving?

*the cola does (+1)*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you would get over weight or/and fat (+1)*

#### Annotation:

This response earns a 3 on Rubric 3 for accumulating 6 value points. Questions three through eight were answered correctly. No credit was given for the response to question one because to put "fat, cholesterol, sodium and protein" in context a person would first need to know the serving size of a product. No credit can be given for the response to question two because the student did not show understanding of how ingredients are listed on nutrition labels.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #4

1. What is one of the first things you should consider when analyzing a nutrition label?

*percent of vitamins and other things that you get*

2. In what order are the ingredients listed on a nutrition label?

*at the bottom*

3. Which beverage has the fewest calories per serving size?

*non fat milk (+1)*

4. Which beverage has the most calories per container?

*large caramel coffee with whipped cream (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*non fat milk (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*take away the whipped cream and caramel (+1)*

7. What beverage has the most grams of sugar per serving?

*Cola (+1)*

8. What is a possible negative health impact of consuming beverages high in sugar?

*too many calories*

#### Annotation:

This response earns a 3 on Rubric 3 for accumulating 5 value points. Questions three through seven are answered correctly. No credit was given for question one because to put "percent of vitamins and other things that you get" in context a person would first need to know the serving size of a product. No credit was given for the response to question two because the student did not show understanding of how ingredients are listed on nutrition labels. No credit is given for the response to question eight because "too many calories" does not identify a negative health impact.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #5

1. What is one of the first things you should consider when analyzing a nutrition label?

*the serving size (+1)*

2. In what order are the ingredients listed on a nutrition label?

*by how healthy they are*

3. Which beverage has the fewest calories per serving size?

*the non fat milk has the lowest calories (+1)*

4. Which beverage has the most calories per container?

*the caramel blended coffee drink w/ whip cream (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*the non fat milk (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*no whipped cream, get a small not a large (+1)*

7. What beverage has the most grams of sugar per serving?

*the coffee drink*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you will be hyper*

#### Annotation:

This response earns a 3 on Rubric 3 for accumulating 5 value points. Questions one, and three through six, are answered correctly. No credit can be given for the response to question two because the student did not show understanding of how ingredients are listed on nutrition labels. No credit can be given for the response to question seven because the correct answer is the cola. No credit can be given for the response to question eight because there is no medical evidence that links being hyper to sugar intake.

Score 3 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #6

1. What is one of the first things you should consider when analyzing a nutrition label?

*I would consider the ingredients in the product (+1)*

2. In what order are the ingredients listed on a nutrition label?

*they are kind of listed as a list or looks like as if they were note taken form*

3. Which beverage has the fewest calories per serving size?

4. Which beverage has the most calories per container?

*it would be the large carmel blended coffee drink (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*the non fat milk. (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*less suger and saturated fat. And less calories (+1)*

7. What beverage has the most grams of sugar per serving?

8. What is a possible negative health impact of consuming beverages high in sugar?

*to be addicted to them and drinking them daily*

#### Annotation:

This response earns a 2 on Rubric 3 for accumulating 4 value points. Questions one, four, five, and six are answered correctly. No credit can be given for the response to question two because the student did not show understanding of how ingredients are listed on nutrition labels. No credit can be given because no response was given to question three and seven. No credit can be given for the response to question eight because the response is incorrect, sugar is not addictive.

Score 2 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #7

1. What is one of the first things you should consider when analyzing a nutrition label?

*all sweets and fat's*

2. In what order are the ingredients listed on a nutrition label?

*by the order of nutrition*

3. Which beverage has the fewest calories per serving size?

*the nonfat milk has the lowest calories per serving size. (+1)*

4. Which beverage has the most calories per container?

*the coffee drink has the most calories per serving size. (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*the nonfat milk is the best beverage choice. (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*lower some calories*

7. What beverage has the most grams of sugar per serving?

*the coffee*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you will sometimes be a little hipper.*

#### Annotation:

This response earns a 2 on Rubric 3 for accumulating 3 value points. Questions three, four and five are answered correctly. No credit can be given for the response to question one because to put "sweets and fat's" in context a person would first need to know the serving size and number of calories in a product. No credit can be given for the response to question two because the student did not show understanding of how ingredients are listed on nutrition labels. No credit can be given for the response to question six because the response does not give a change to make the drink lower in calories. No credit can be given for the response to question seven because the answer is incorrect. No credit can be given for the response to question eight because "you will sometimes be a little hipper" does not show understanding of the question.

Score 2 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #8

1. What is one of the first things you should consider when analyzing a nutrition label?

*reab the whole lable and then look through it.*

2. In what order are the ingredients listed on a nutrition label?

*most by least (+1)*

3. Which beverage has the fewest calories per serving size?

*protein*

4. Which beverage has the most calories per container?

*sodium*

5. Which beverage contains the most nutrients compared to the number of calories?

*fruits, Dairy, vegtaible.*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*sugarFree and add more helthy stuff like vitamin A, B, and protein (+1)*

7. What beverage has the most grams of sugar per serving?

*juice, candy.*

8. What is a possible negative health impact of consuming beverages high in sugar?

*candy, gum, too much fat.*

#### Annotation:

This response earns a 1 on Rubric 3 for accumulating 2 value points. Questions two and six are answered correctly. No credit can be given for the response to question one because "*reab the whole lable and then look through it*" does not show the student has an understanding of the question. No credit can be given for the responses to questions three, four, five, seven and eight because the responses given do not address the questions.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #9

1. What is one of the first things you should consider when analyzing a nutrition label?

*the amount of carbs or sodium.*

2. In what order are the ingredients listed on a nutrition label?

*by the things with more fat*

3. Which beverage has the fewest calories per serving size?

*cola*

4. Which beverage has the most calories per container?

*large carmel blended coffe drink with whip cream (+1)*

5. Which beverage contains the most nutrients compared to the number of calories?

*Milk (+1)*

6. What changes could be made to the "Label C" drink to make it lower in calories?

*Use whole milk*

7. What beverage has the most grams of sugar per serving?

*coffe drink*

8. What is a possible negative health impact of consuming beverages high in sugar?

*you feel weak*

#### Annotation:

This response earns a 1 on Rubric 3 for accumulating 2 value points. Questions four and five are answered correctly. No credit can be given for the response to question one because to put "*the amount of carbs and sodium*" in context a person would first need to know the serving size of a product. No credit can be given for the response to question two because "*by things with more fat*" did not show understanding of how ingredients are listed on nutrition labels. No credit can be given for the response to question six because "*Use whole milk*" does not lower calories. No credit can be given for the response to question seven because the correct answer is the Cola or Label B. No credit can be given for the response to question eight because "*you feel weak*" is does not present enough information.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 3 (cont'd)

#### Exemplar #10

1. What is one of the first things you should consider when analyzing a nutrition label?

*amount of fats or sugars are the first thing.*

2. In what order are the ingredients listed on a nutrition label?

*listed by percents*

3. Which beverage has the fewest calories per serving size?

*label B*

4. Which beverage has the most calories per container?

*cola*

5. Which beverage contains the most nutrients compared to the number of calories?

*label C*

6. What changes could be made to the "Label C" drink to make it lower in calories?

7. What beverage has the most grams of sugar per serving?

*3 & G*

8. What is a possible negative health impact of consuming beverages high in sugar?

*it could block artarieas and you could get over went*

#### Annotation:

This response earns a 0 on Rubric 3 for accumulating 0 value points. The student showed no understanding of questions pertaining to the beverage labels.

Score 0 / 4



# Shop, Eat, Move!

## RUBRIC 4

### Exemplar #1

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Go exercise somemore, for 30 – 60 minutes a day. (+1)</i>
B.	<i>Eat less sugary and high in fat foods. (+1)</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You could slowly start to become obese. (+1)</i>
B.	<i>Also you could slowly gain weight and feel sluggish. (+1)</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>He could lift a few pounds everyday. (+1)</i>
B.	<i>He could also run so his legs also can increase in muscular strength. (+1)</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>You will stay healthy. (+1)</i>
B.	<i>You will have a strong immune system and will be more energized. (+1)</i>

### Annotation:

This response earns a 4 on Rubric 4 for accumulating 8 value points. Every question is answered correctly.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 4 (cont'd)

#### Exemplar #2

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Cut back on calories (+1)</i>
B.	<i>Walk the dog, ride her bike or do something physical (+1)</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You could gain to much weight (+1)</i>
B.	<i>You could develop heart problems</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Eat more protein (+1)</i>
B.	<i>Lift weights (+1)</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>You have good body composition (+1)</i>
B.	<i>You are healthier (+1)</i>

#### Annotation:

This response earns a 4 on Rubric 4 for accumulating 7 value points. All questions, except 2B were given credit. No credit was given for the response to 2B because heart problems are not developed in one month's time.

Score 4 / 4



## Shop, Eat, Move!

### RUBRIC 4 (cont'd)

#### Exemplar #3

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Not intake as many calories, stay around 1800 calories (+1)</i>
B.	<i>Get an hour of exercise everyday (+1)</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You could gain weight (+1)</i>
B.	<i>You could develop health problems</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Don't over work yourself</i>
B.	<i>Make sure you stay within your recommended range</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>Your body stays in shape (+1)</i>
B.	<i>You reduce the risk of health problems (+1)</i>

#### Annotation:

This response earns a 3 on Rubric 4 for accumulating 5 value points. Questions 1A and B, 2A, and 4A and B are correct. No credit was given for the response to question 2B because the response does not give a health risk. No credit was given for the responses to 3A and B because they were not specific recommendations for Will.

Score 3 / 4



# Shop, Eat, Move!

## RUBRIC 4 (cont'd)

### Exemplar #4

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Grace should cut down on fats and sugars (+1)</i>
B.	<i>Grace should eat no dinner</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You will become overweight (+1)</i>
B.	<i>You may become too worried about your body image and you will get an eating disorder/get sick.</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Will should eat more protein (+1)</i>
B.	<i>Will should spend extra time practicing football in order to wear out muscle</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>You won't be eating too much (+1)</i>
B.	<i>You will have a more balanced health triangle on the physical side (+1)</i>

### Annotation:

This response earns a 3 on Rubric 4 for accumulating 5 value points. Questions 1A, 2A, 3A, 4A and B are answered correctly. No credit was given for the response to question 1B because this is not a healthy recommendation. No credit was given for the response to question 2B because “*you will get an eating disorder*” is not a short-term effect. No credit was given for the response to question 3B because “*wearing out muscle*” will not increase his muscular strength.

Score 3 / 4



# Shop, Eat, Move!

## RUBRIC 4 (cont'd)

### Exemplar #5

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>I would recommend she exercise more. (+1)</i>
B.	<i>I would also recommend eating healthier things.</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You gain a lot of weight (+1)</i>
B.	<i>You might get diabetes and other health problems.</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>I would suggest he do weight lifting. (+1)</i>
B.	<i>I would also suggest he eat healthier foods.</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>Two health benefits are keeping a healthy weight. (+1)</i>
B.	<i>Also not having many health problems</i>

### Annotation:

This response earns a 2 on Rubric 4 for accumulating 4 value points. Questions 1A, 2A, 3A and 4A were answered correctly. No credit was given for the response to question 1B because the recommendation is not specific enough to result in calorie reduction for Grace. No credit was given for the response to 2B because “*diabetes*” is a long-term effect. No credit can be given for the response to question 3B because “*suggest he eat healthier foods*” is not a recommendation for increasing his muscular strength. No credit was given for the response to question 4B because “*not having many health problems*” is too vague.

Score 2 / 4



## Shop, Eat, Move!

### RUBRIC 4 (cont'd)

#### Exemplar #6

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Spendless time sitting and more time exercising (+1)</i>
B.	<i>Eat more calories</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You gain weight (+1)</i>
B.	<i>You become unhealthy</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Eat healthier food</i>
B.	<i>Burn as much calories as you intake</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>You stay in shape (+1)</i>
B.	<i>You have lots of energy (+1)</i>

#### Annotation:

This response earns a 2 on Rubric 4 for accumulating 4 value points. Questions 1A, 2A, 4A and B were answered correctly. No credit was given for the response to question 1B because eating more calories will not lower body composition. The response to question 2B “*you become unhealthy*” was too vague. No credit was given for the responses to questions 3A and B because “*eat healthier foods*” and “*burn as much calories as you intake*” are not recommendations that would increase Will’s muscular strength.

Score 2 / 4



# Shop, Eat, Move!

## RUBRIC 4 (cont'd)

### Exemplar #7

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>To take less calories to at least 1800. (+1)</i>
B.	<i>The excise 30 mins when she gets home. (+1)</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>It gets stored as extra energy. (+1)</i>
B.	<i>It becomes saturated fat and caase obeseity.</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>To eat more calories to at least 3100</i>
B.	<i>Then use the extra energy to gain muscular strength</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>To do at least 30 mins. of exerise each day.</i>
B.	<i>To eat the recommended amount of calories.</i>

### Annotation:

This response earns a 2 on Rubric 4 for accumulating 3 value points. Questions 1A and B and 2B were answered correctly. No credit was given for the response to question 2A because “*it gets stored as extra energy*” is not a correct answer. No credit was given for the responses to questions 3A and B because the information is not correct, eating more calories does not increase muscular strength and “*use extra energy to gain muscular strength*” does not answer the question. No credit was given for the responses to questions 4A and B because neither are health benefits to balancing calorie intake and physical activity.

Score 2 / 4



# Shop, Eat, Move!

## RUBRIC 4 (cont'd)

### Exemplar #8

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>She could replace the food with food with lesser amount of calories</i>
B.	<i>I recommend that she not eat as much of the food with more calories. (+1)</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You could become obese and that would not be good for your health.</i>
B.	<i>You could get sick and if you continue to eat that way you could develop diabetes</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>He could practice football and lift weights more. (+1)</i>
B.	<i>He could also eat more calories to stay in his caloric range.</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>If you eat just enough of each one then you will stay balanced.</i>
B.	<i>Also if you know when you are in your caloric intake you could continue to eat like that if it is good and healthy.</i>

### Annotation:

This response earns a 1 on Rubric 4 for accumulating 2 value points. Questions 1B and 3A were answered correctly. No credit was given for the response to question 1B because it duplicated the response from question 1A. No credit was given for the responses to questions 2A and B because the student cited long-term effects. No credit was given for the response to question 3B because it is not a recommendation to increase Will's muscular strength. No credit was given for the responses to questions 4A and B because no health benefits were given.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 4 (cont'd)

#### Exemplar #9

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Less TV time</i>
B.	<i>More work out</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>Getting fat (+1)</i>
B.	<i>Being lazey</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Work harder</i>
B.	<i>Eat &amp; move more extra hours</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>Don't eat too much</i>
B.	<i>Work it an out</i>

#### Annotation:

This response earns a 1 on Rubric 4 for accumulating 1 value point. Question 1B was answered correctly. No credit was given for the response to question 1A because it is not specific enough to help Grace improve her body composition. No credit was given for the responses to questions 2A and B because the responses are not short-term health risks. No credit was given for the responses to questions 3A and B because the responses are not recommendations to increase Will's muscular strength. No credit was given for the responses to questions 4A and B because they are not health benefits of balancing calorie intake and physical activity.

Score 1 / 4



## Shop, Eat, Move!

### RUBRIC 4 (cont'd)

#### Exemplar #10

1. Grace spends her time after school playing on the computer, doing her homework, and watching television. She burns 1800 calories a day at her level of physical activity. However, she consumes 2400 calories a day. Her fitness goal is to improve her body composition. What are **two specific recommendations** you would suggest for Grace?

A.	<i>Running</i>
B.	<i>Basketball</i>

2. What are **two possible health risks** of consuming too many calories and not having enough physical activity for one month?

A.	<i>You could get obese.</i>
B.	<i>You could get too much fat and have hert problems</i>

3. Will spends his time after school practicing football and doing his homework. His caloric intake is 2800 and this is within his recommended range. His fitness goal is to increase his muscular strength and to get better at football. What are **two specific recommendations** you would suggest for Will?

A.	<i>Strech each day</i>
B.	<i>Swimming</i>

4. What are **two health benefits** of balancing calorie intake (energy in) and physical activity (energy out)?

A.	<i>Good at sport</i>
B.	<i>You will get stronger and stronger</i>

#### Annotation:

This response earns a 0 on Rubric 4 for accumulating 0 value points. No credit was given for the responses to questions 1A and B because they are too vague for Grace to improve her body composition. No credit was given for the responses to questions 2A and B because they are not short-term health risks. No credit was given for the responses to questions 3A and B because they are not recommendations that would increase Will's muscular strength. No credit was given for the responses to questions 4A and B because the responses are not health benefits to balancing calorie intake and physical activity.

Score 0 / 4



# Glossary *Shop, Eat, Move!*

## **Activity Levels –**

Active – 60 or more minutes a day of moderate physical activity

Moderate – 30 to 60 minutes a day of moderate physical activity

Sedentary – Fewer than 30 minutes a day of moderate physical activity

**Balanced Diet** – Eating and drinking the right amount of nutrients to make your diet healthy

**Benefit** – Something promoting a favorable result

**Body Composition** – The amount of lean body mass compared to the amount of body fat

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

## **Caloric requirements for boys and girls –**

An active 14-year old boy needs about 2,800 calories per day

A moderately active 14-year old boy needs about 2,400 calories per day

A sedentary 14-year old boy needs about 2,000 calories per day

An active 14-year old girl needs about 2,400 calories per day

A moderately active 14-year old girl needs about 2,000 calories per day

A sedentary 14-year old girl needs about 1,800 calories per day

**Diet** – A selection of foods.

**Essential Nutrients** – The nutrients that a person gets from food are called the essential nutrients. The six classes of essential nutrients include:

Carbohydrates – A nutrient contained in sugars and starches that provides energy

Fats – Provides energy, helps growth and repairs cells, and dissolves and carries certain vitamins to cells

Proteins – Used for building, maintaining, and repairing tissues and cells

Vitamins – A nutrient needed in small amounts for growth and repairs body cells

Minerals – A nutrient that performs many functions in regulating the activities of cells

**Carbohydrates** – A nutrient contained in sugars and starches that provides energy

**Fat** – A nutrient that provides energy, helps growth and repairs cells, and dissolves and carries certain vitamins to cells

**Protein** – A nutrient used for building, maintaining, and repairing tissues and cells

**Vitamin** – A nutrient needed in small amounts for growth and repairs body cells

**Mineral** – A nutrient that performs many functions in regulating the activities of cells

**Water** – A clear, colorless, odorless, and tasteless liquid which is essential for almost every function that keeps you alive

**Energy Balance** – The amount of food energy you take in is equal to the amount of energy you use

**Exercise** – Purposeful physical activity that is planned, structured, and repetitive and that improves personal fitness

**Fitness** – The ability of the body to perform daily physical activities without getting out of breath, sore or overly tired

## **Food Groups –**

Grains, vegetables, fruit, milk, meat and beans

## **Minerals –**

Calcium – Helps build and maintain strong bones and teeth.

Iron – Important for making red blood cells that carry oxygen through the body.

**Nutrient** – A substance in food that provides energy or helps form body tissues and that is necessary for life and growth.

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



# Teacher Resources *Shop, Eat, Move!*

## **Cattlemen's Beef Board and National Cattlemen's Beef Association**

Live Well Tool Kit

[www.beefnutrition.org/uDocs/masters1-16738.pdf](http://www.beefnutrition.org/uDocs/masters1-16738.pdf)

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

[www.cdc.gov](http://www.cdc.gov)

## **Group Health**

Nutrition Information

Health Trek Curriculum

[www.healthtrek.org](http://www.healthtrek.org)

## **National Dairy Council**

Nutrition Information

[www.nationaldairycouncil.org](http://www.nationaldairycouncil.org)

## **OSPI Health and Fitness**

Health and Fitness Information

[www.k12.wa.us/HealthFitness](http://www.k12.wa.us/HealthFitness)

## **PBS Teacher Source**

[www.pbs.org/teachers](http://www.pbs.org/teachers)

## **P.E.Links4u**

Promoting Active and Healthy Lifestyles

[www.pelinks4u.org](http://www.pelinks4u.org)

## **PE Central**

Premier website for Health and Physical Education

[www.pecentral.org](http://www.pecentral.org)

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

Nutrition Information

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

Food Pyramid

[www.mypyramid.org](http://www.mypyramid.org)

## **U.S. Food and Drug Administration**

[www.cfsan.fda.gov/~dms/qa-top.html](http://www.cfsan.fda.gov/~dms/qa-top.html)

## **Washington State Dairy Council**

Nutrition Information

[www.eatsmart.org](http://www.eatsmart.org)



# Glossary for Scoring Health and Fitness Assessments

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

**Exemplar Responses** – Examples of student responses

**Exemplar Annotations** – Scoring explanation of student responses

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

**Passing Score on *Shop, Eat, Move!*** – A total score on all four rubrics of twelve or more points meets standard.

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

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

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

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

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

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

$$\begin{array}{l} 7-8 \text{ value points} = 4 \\ 5-6 \text{ value points} = 3 \\ 3-4 \text{ value points} = 2 \\ 1-2 \text{ value points} = 1 \\ 0 \text{ points} = 0 \end{array}$$



# 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.



# Shop, Eat, Move!

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



# Shop, Eat, Move!

## 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.



## *Shop, Eat, Move!*

### **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 7<sup>th</sup> grade health class because that is where learning is taking place and where the student will be most proficient. For practicality, some school districts choose to administer a health assessment in 4<sup>th</sup> grade and a fitness assessment in 5<sup>th</sup> grade; health assessment in 7<sup>th</sup> grade and fitness assessment in 8<sup>th</sup> grade; and health assessment in 9<sup>th</sup> grade and fitness assessment in 10<sup>th</sup> grade.

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

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

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

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

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

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

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

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



# Shop, Eat, Move!

## 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.



## *Shop, Eat, Move!*

### **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.



## *Shop, Eat, Move!*

### **May – July**

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

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

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

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

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

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

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

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



## *Shop, Eat, Move!*

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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



## *Shop, Eat, Move!*

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



## *Shop, Eat, Move!*

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

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

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

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

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

