

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

Tobacco Times

I'll quit when I graduate.

At least I'm not smoking other things!

What's the big deal about cigars?

I don't like it when my friend chews tobacco, it's gross.



Tobacco Times
Health Assessment for Middle School



Tobacco Times

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

For more information about the contents of this document or to order more copies,
please contact:

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

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Tobacco Times

Acknowledgments

The Office of Superintendent of Public Instruction (OSPI) is grateful to the school districts, teachers, and state agency who committed time and expertise to the development of the Health Assessment, *Tobacco Times*.

Middle School Teachers

Name	Title	School District
Cece Badda	Health and Fitness	Easton School District
Eric Gough	Health and Fitness	Kennewick School District
Matt Young	Health Education	Oak Harbor School District

Washington State Agency

Name	Title	Agency
Carla Huyck	Tobacco Prevention and Control	Washington State Department of Health

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SUPERINTENDENT OF PUBLIC INSTRUCTION

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

To Washington Teachers of Health and Fitness:

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

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

The assessments provide the following:

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

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

Sincerely,

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

Lisa Rakoz
Program Supervisor
Health and Fitness Education

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Directions for Administering the Washington State Health Assessment

Introduction

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

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

Description of the Assessment

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

Materials and Resources

"Before" Checklist

Teacher checklist **before** administering *Tobacco Times* Assessment.

- Reproduce one **Student Copy** of *Tobacco Times* Assessment for each student, pages 17-21.
- Read **Rubrics**, pages 22-26.
- Read **Scoring Notes**, pages 27-28.
- Read **Exemplars & Annotations**, pages 29-69.
- Read **Glossary**, pages 70-71.
- Read **Teacher Resources**, page 72.
- Remind students to bring other materials to work on if they finish the assessment early.
- All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the OSPI-Developed Assessment. While the flexibility of the assessment allows for



Tobacco Times

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

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

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

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

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

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

“Day Of” Checklist

Teacher checklist for the day of administering the *Tobacco Times* Assessment.

- Cover or remove potential answers to the assessment (posters, teaching aids, etc.).
- Distribute student copies of *Tobacco Times* Assessment, pages 17-21.
- One pencil or pen for each student.

“Day After” Checklist

Teacher checklist after administering the *Tobacco Times* Assessment.

- Review **Scoring Notes**, pages 27-28.
- Read **Glossary for Scoring Health and Fitness Assessments**, page 73.
- Use **Rubrics** provided for *Tobacco Times* Assessment, pages 22-26.



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- Score *Tobacco Times* Assessment. This assessment could be used as part of a student's grade.
- Compile and submit data as required by school district/OSPI.
- Provide feedback to students (OSPI recommends teachers keep all assessments for one year and then shred).

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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



Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

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



Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

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



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

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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



Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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



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 is suggested below.

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.

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Assessment Administration

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

Teacher Copy

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

You are an advice column editor for your school newspaper. Taylor writes a letter asking for advice about a friend named Jordan who has begun smoking cigars.

In researching information for your answer, you learn about the short-term physical effects and the social impact of smoking cigarettes, cigars, bidis, and using smokeless tobacco. Your research also confirms facts of tobacco use that many teens are unaware of or believe not to be true. You find there are similarities and differences as to the short-term physical effects of the various types of tobacco and also learn that cigar use among teenagers is rising across the state.

The letter from Taylor to the advice column editor:

Dear Teen Help,

My friend Jordan is using a variety of tobacco products and I think it's gross. I would like to tell my friend about the physical and social consequences of using tobacco. Jordan seems to think tobacco use is not a big deal for teenagers and that quitting will be easy. Help me!

*Sincerely,
Taylor*

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.**

To prepare for writing your response:

Part One – Myth vs. Fact

Using a myth teens typically have about tobacco, write a sentence that restates the myth statement as a fact statement. Then defend the fact statement in a sentence detailing the dangers of smokeless tobacco and cigar use.

Part Two – Short-term Physical Effects

Complete a Venn diagram detailing short-term physical effects of using different tobacco products.



Tobacco Times

Teacher Copy

Part Three – Social Effects

1. Explain two possible negative changes in their friendship due to Jordan’s use of tobacco.
2. Describe how Jordan may pressure Taylor to start using tobacco and one way Taylor can pressure Jordan to stop.

Part Four – Your Response to Taylor’s Letter

Using what you know about tobacco, write a response to Taylor bringing together the physical and social impacts of teens using tobacco. Your response will:

1. Make a statement against teen tobacco use.
2. Provide one negative short-term physical effect and one negative social effect.
3. Persuade Jordan not to use tobacco.

Part 1:	Myth vs. Fact
----------------	----------------------

Using a myth teens typically have about tobacco, write a sentence changing the myth statement into a fact statement. Then defend the fact statement in a sentence detailing the dangers of smokeless tobacco and cigar use.

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:

MYTH #2: Smoking cigars isn’t a big deal because they’re not as bad for me as smoking cigarettes.

Restate the myth as a fact:
Defend the fact in a sentence detailing the dangers of cigar use:

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



Teacher Copy

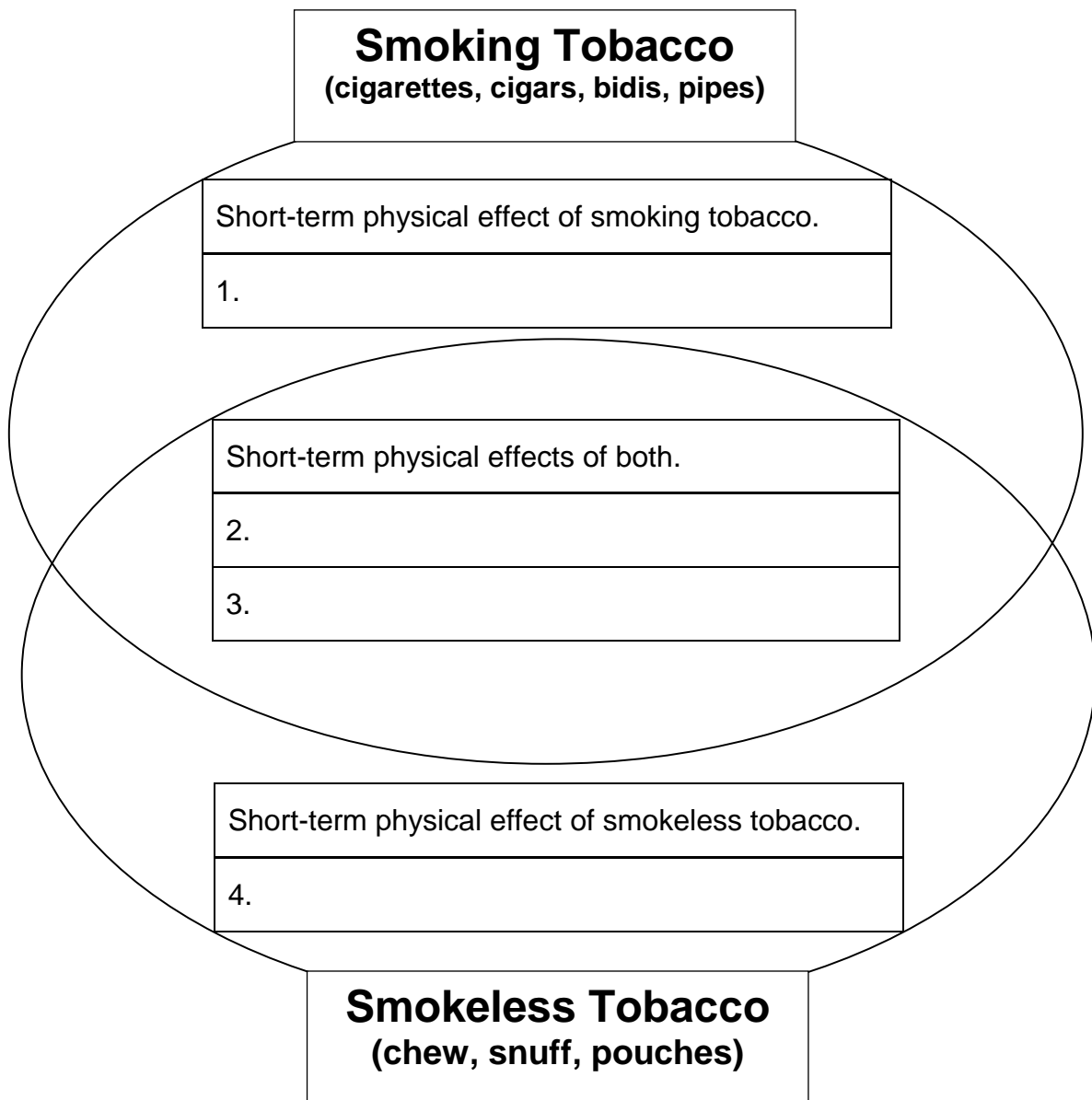
Part 2:

Short-term Physical Effects

Complete the Venn diagram detailing negative short-term physical effects of using different tobacco products. You may only use an answer once.

Include:

- One negative short-term physical effect of smoking tobacco products.
- Two negative short-term physical effects of both smoking tobacco and smokeless tobacco.
- One negative short-term physical effect of using smokeless tobacco.



Tobacco Times

Teacher Copy

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

Part 3:

Social Effects

The letter from Taylor to the advice column editor:

Dear Teen Help,

My friend Jordan is using a variety of tobacco products and I think it's gross. I would like to tell my friend about the physical and social consequences of using tobacco. Jordan seems to think tobacco use is not a big deal for teenagers and that quitting will be easy. Help me!

*Sincerely,
Taylor*

To prepare your response:

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.

1.

2.

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:

Jordan using peer pressure to get Taylor to use tobacco.

3.

Taylor using peer pressure to encourage Jordan to stop using tobacco.

4.

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



Teacher Copy

Part 4:

Your Response to Taylor’s Letter

Using what you know about tobacco, write your response to the letter Taylor wrote and include the following:

- A statement against teen tobacco use.
- One negative short-term physical effect.
- One negative social effect.
- How you suggest Taylor might persuade Jordan to quit smoking.

Dear Taylor,
<i>Teacher Copy—Not for student work</i>



Student Copy



Tobacco Times

Student Copy

Total Score / 16

Name _____ Period _____

Date _____ Teacher _____

School _____

You are an advice column editor for your school newspaper. Taylor writes a letter asking for advice about a friend named Jordan who has begun smoking cigars.

In researching information for your answer, you learn about the short-term physical effects and the social impact of smoking cigarettes, cigars, bidis, and using smokeless tobacco. Your research also confirms facts of tobacco use that many teens are unaware of or believe not to be true. You find there are similarities and differences as to the short-term physical effects of the various types of tobacco and also learn that cigar use among teenagers is rising across the state.

The letter from Taylor to the advice column editor:

Dear Teen Help,

My friend Jordan is using a variety of tobacco products and I think it's gross. I would like to tell my friend about the physical and social consequences of using tobacco. Jordan seems to think tobacco use is not a big deal for teenagers and that quitting will be easy. Help me!

*Sincerely,
Taylor*

To prepare for writing your response:

Part One – Myth vs. Fact

Using a myth teens typically have about tobacco, write a sentence that restates the myth statement as a fact statement. Then defend the fact statement in a sentence detailing the dangers of smokeless tobacco and cigar use.

Part Two – Short-term Physical Effects

Complete a Venn diagram detailing short-term physical effects of using different tobacco products.

Part Three – Social Effects

1. Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
2. Describe how Jordan may pressure Taylor to start using tobacco and one way Taylor can pressure Jordan to stop.



Tobacco Times

Student Copy

Part Four – Your Response to Taylor’s Letter

Using what you know about tobacco, write a response to Taylor bringing together the physical and social impacts of teens using tobacco. Your response will:

1. Make a statement against teen tobacco use.
2. Provide one negative short-term physical effect and one negative social effect.
3. Persuade Jordan not to use tobacco.

Part 1:

Myth vs. Fact

Using a myth teens typically have about tobacco, write a sentence changing the myth statement into a fact statement. Then defend the fact statement in a sentence detailing the dangers of smokeless tobacco and cigar use.

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:

MYTH #2: Smoking cigars isn’t a big deal because they’re not as bad for me as smoking cigarettes.

Restate the myth as a fact:
Defend the fact in a sentence detailing the dangers of cigar use:

Score _____ /4



Student Copy

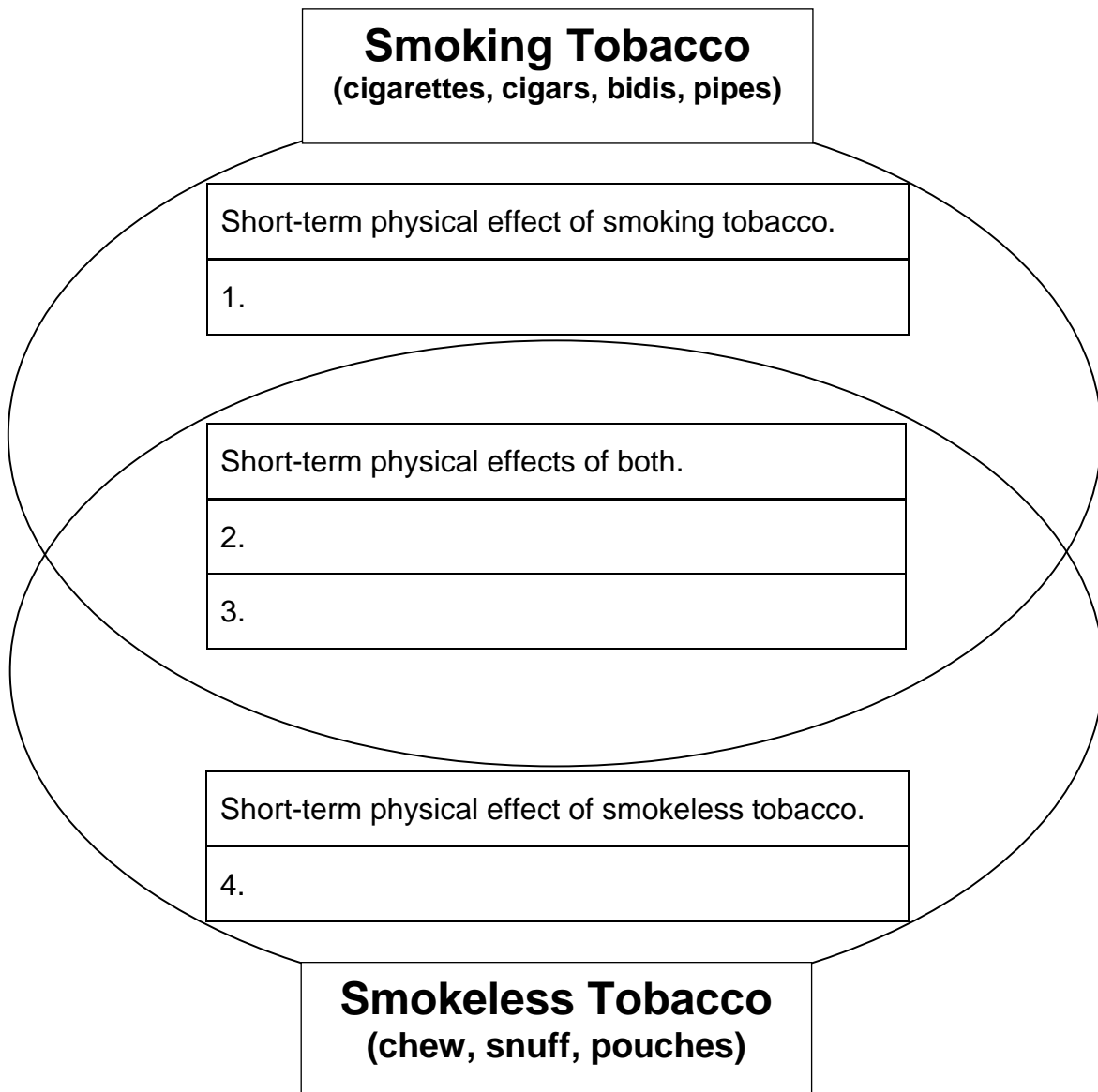
Part 2:

Short-term Physical Effects

Complete the Venn diagram detailing negative short-term physical effects of using different tobacco products. You may only use an answer once.

Include:

- One negative short-term physical effect of smoking tobacco products.
- Two negative short-term physical effects of both smoking tobacco and smokeless tobacco.
- One negative short-term physical effect of smokeless tobacco.



Score _____ /4



Student Copy

Part 3:

Social Effects

The letter from Taylor to the advice column editor:

Dear Teen Help,

My friend Jordan is using a variety of tobacco products and I think it's gross. I would like to tell my friend about the physical and social consequences of using tobacco. Jordan seems to think tobacco use is not a big deal for teenagers and that quitting will be easy. Help me!

*Sincerely,
Taylor*

To prepare your response:

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1.
2.

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3.
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4.

Score /4



Rubrics



Tobacco Times

RUBRIC 1 – Used to score Part 1 of *Tobacco Times*

Grade Level Expectations (GLEs)

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

4	<p>4-point response: The student restates two tobacco myth statements as two fact statements and defends each fact statement in a sentence detailing the dangers of tobacco use:</p> <ul style="list-style-type: none"> • One restatement of the myth as a fact that smokeless tobacco is less dangerous than smoking tobacco. • One sentence defending the fact statement detailing the dangers of smokeless tobacco use. • One restatement of the myth as a fact that cigars aren't as harmful as cigarettes. • One sentence defending the fact statement detailing the dangers of cigar use. <p>Example: MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Restate the myth as a fact:</td> <td></td> </tr> <tr> <td style="padding: 5px;"><i>Smokeless tobacco is as dangerous as or more dangerous than smoking tobacco.</i></td> <td style="text-align: right; padding: 5px;">+1</td> </tr> <tr> <td style="padding: 5px;">Defend the fact in a sentence detailing the dangers of smokeless tobacco use:</td> <td></td> </tr> <tr> <td style="padding: 5px;"><i>Oral lesions can lead to cancer of the mouth and throat.</i></td> <td style="text-align: right; padding: 5px;">+1</td> </tr> </table> <p>Other potential answers for defending the dangers of smokeless tobacco use:</p> <ul style="list-style-type: none"> • Smokeless tobacco has equal or quicker addiction when compared to smoking tobacco. • Harmful additives are found in smokeless tobacco (nicotine, pesticides, etc.). <p>MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Restate the myth as a fact:</td> <td></td> </tr> <tr> <td style="padding: 5px;"><i>Cigars are as harmful as cigarettes.</i></td> <td style="text-align: right; padding: 5px;">+1</td> </tr> <tr> <td style="padding: 5px;">Defend the fact in a sentence detailing the dangers of cigar use:</td> <td></td> </tr> <tr> <td style="padding: 5px;"><i>Both cigars and cigarettes are addictive.</i></td> <td style="text-align: right; padding: 5px;">+1</td> </tr> </table> <p>Other potential answers for defending the dangers of cigar use:</p> <ul style="list-style-type: none"> • Cigars can equal up to 20 cigarettes, depending on the size of cigar. • Harmful additives are found in both forms of tobacco (nicotine, pesticides, etc.). • When using both cigars and cigarettes, cancer risks are increased. 	Restate the myth as a fact:		<i>Smokeless tobacco is as dangerous as or more dangerous than smoking tobacco.</i>	+1	Defend the fact in a sentence detailing the dangers of smokeless tobacco use:		<i>Oral lesions can lead to cancer of the mouth and throat.</i>	+1	Restate the myth as a fact:		<i>Cigars are as harmful as cigarettes.</i>	+1	Defend the fact in a sentence detailing the dangers of cigar use:		<i>Both cigars and cigarettes are addictive.</i>	+1
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<i>Both cigars and cigarettes are addictive.</i>	+1																
3	3-point response: The student provides three of the four components.																
2	2-point response: The student provides two of the four components.																
1	1-point response: The student provides one of the four components.																
0	0-point response: 0-point response: The student identifies 0 of 4 components. The student shows little or no understanding of the task.																



Tobacco Times

RUBRIC 2 – Used to score Part 2 of *Tobacco Times*

Grade Level Expectations (GLEs)

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

4	<p>4-point response: The student completes the Venn diagram detailing short-term physical effects of using different tobacco products:</p> <ul style="list-style-type: none"> • One negative short-term physical effect of smoking tobacco. • Two negative short-term physical effects of both smoking tobacco and smokeless tobacco. • One negative short-term physical effect of smokeless tobacco. <p>Example: One negative short-term physical effect exclusive to smoking tobacco.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Short-term physical effect of smoking tobacco.</td> </tr> <tr> <td style="width: 80%;">1. <i>Coughing</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p>Other potential answers (refer to Scoring Notes, pages 27-28):</p> <ul style="list-style-type: none"> • Increased heart rate, blood pressure • Shortness of breath • Respiratory problems (bronchitis) <p>Two negative short-term physical effects of both smoking tobacco and smokeless tobacco.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Short-term physical effects of both.</td> </tr> <tr> <td style="width: 80%;">2. <i>Addiction</i></td> <td style="text-align: right;">+1</td> </tr> <tr> <td style="width: 80%;">3. <i>Bad breath</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p>Other potential answers (refer to Scoring Notes, pages 27-28):</p> <ul style="list-style-type: none"> • Yellow/stained teeth • Nausea, vomiting • Dizziness, light-headed <p>One negative short-term physical effect of smokeless tobacco.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Short-term physical effect of smokeless tobacco.</td> </tr> <tr> <td style="width: 80%;">4. <i>Mouth sores</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p>Other potential answers (refer to Scoring Notes, pages 27-28):</p> <ul style="list-style-type: none"> • Loss of taste • Inflammation of gums 	Short-term physical effect of smoking tobacco.		1. <i>Coughing</i>	+1	Short-term physical effects of both.		2. <i>Addiction</i>	+1	3. <i>Bad breath</i>	+1	Short-term physical effect of smokeless tobacco.		4. <i>Mouth sores</i>	+1
Short-term physical effect of smoking tobacco.															
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Short-term physical effects of both.															
2. <i>Addiction</i>	+1														
3. <i>Bad breath</i>	+1														
Short-term physical effect of smokeless tobacco.															
4. <i>Mouth sores</i>	+1														
3	3-point response: The student provides three of the four components.														
2	2-point response: The student provides two of the four components.														
1	1-point response: The student provides one of the four components.														
0	0-point response: The student identifies 0 of 4 components.														



Tobacco Times

RUBRIC 3 – Used to score Part 3 of *Tobacco Times*

Grade Level Expectations (GLEs)

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

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: For answer 1 & 2, the student explains two possible negative changes in Taylor and Jordan’s friendship due to Jordan’s use of tobacco. For answers 3 & 4, the student explains how Jordan may pressure Taylor to start using tobacco, and how Taylor can pressure Jordan to stop using tobacco.</p> <p>Example: Explain two possible negative changes in Taylor and Jordan’s friendship due to Jordan’s use of tobacco.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Explain two possible negative changes in their friendship due to Jordan’s use of tobacco.</td> </tr> <tr> <td style="width: 80%;">1. <i>Helping Jordan cover up/hide his cigar use.</i></td> <td style="text-align: right;">+1</td> </tr> <tr> <td>1. <i>Jordan changing friends to be with other smokers.</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p>Other potential answers:</p> <ul style="list-style-type: none"> • Jordan pressuring Taylor to use tobacco. • Arguing because Jordan started smoking. • Not able to trust Jordan. <p>State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Peer pressure statements:</td> </tr> <tr> <td colspan="2">Jordan using peer pressure to get Taylor to use tobacco.</td> </tr> <tr> <td style="width: 80%;">3. <i>“It’s okay; it will be easy to stop.”</i></td> <td style="text-align: right;">+1</td> </tr> <tr> <td colspan="2">Taylor using peer pressure to encourage Jordan to stop using tobacco.</td> </tr> <tr> <td>4. <i>“Cigars are just as addictive as cigarettes.”</i></td> <td style="text-align: right;">+1</td> </tr> </table> <p>Other potential answers for Jordan using peer pressure to get Taylor to use tobacco.</p> <ul style="list-style-type: none"> • Everybody’s doing it. • Smoking cigars isn’t nearly as bad for you as smoking cigarettes. <p>Other potential answers for Taylor using peer pressure to encourage Jordan to stop using tobacco.</p> <ul style="list-style-type: none"> • Cigars can yellow your teeth. • Cigars can cause cancer just like cigarettes. • Your clothes and hair can smell terrible. 	Explain two possible negative changes in their friendship due to Jordan’s use of tobacco.		1. <i>Helping Jordan cover up/hide his cigar use.</i>	+1	1. <i>Jordan changing friends to be with other smokers.</i>	+1	Peer pressure statements:		Jordan using peer pressure to get Taylor to use tobacco.		3. <i>“It’s okay; it will be easy to stop.”</i>	+1	Taylor using peer pressure to encourage Jordan to stop using tobacco.		4. <i>“Cigars are just as addictive as cigarettes.”</i>	+1
Explain two possible negative changes in their friendship due to Jordan’s use of tobacco.																	
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3	3-point response: The student provides three of the four components.																
2	2-point response: The student provides two of the four components.																
1	1-point response: The student provides one of the four components.																
0	0-point response: The student provides zero of the four components.																



Tobacco Times

RUBRIC 4 – Used to score Part 4 of *Tobacco Times*

Grade Level Expectations (GLEs)

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

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

4	<p>4-point response: The student responds to the letter written by Taylor, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A statement against teen tobacco use. <input type="checkbox"/> One negative short-term physical effect. <input type="checkbox"/> One negative social effect. <input type="checkbox"/> How you suggest Taylor might persuade Jordan to quit smoking. <p>Example: Statement against tobacco use:</p> <ul style="list-style-type: none"> • Tobacco is against the law. • Tobacco use is dangerous. • Teens that start using tobacco put themselves at risk for future health problems. <p>One negative short-term physical effect (refer to Scoring Notes, pages 27-28):</p> <ul style="list-style-type: none"> • Bad breath. • Shortness of breath. • Respiratory problems. • Nervousness, trembling, or headaches. • Addiction. <p>One negative social effect:</p> <ul style="list-style-type: none"> • Loss of friends. • Lack of money to do activities with friends. • Loss of playing time in sports/activities. • Cigarette smell on clothes and hair. <p>How to persuade Jordan to quit smoking:</p> <ul style="list-style-type: none"> • “The sooner you quit, the fewer health problems you might have.” • “You’ll have more money to do things.” • “If you quit smoking, we can hang out more.” • “It will be easier to get a date if you’re not a smoker.” • “If you stop smoking, your performance in football will be better.” • “You’ll stink and no one will want to hang around you.”
3	3-point response: The student provides three of the four components.
2	2-point response: The student provides two of the four components.
1	1-point response: The student provides one of the four components.
0	0-point response: The student provides zero of the four components. The student shows little or no understanding of the task.



Scoring Notes

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

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

Passing Score on *Tobacco Times* – A **total** score on all four rubrics of twelve or more points meets standard.

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

General notes:

1. *Brain cells die* or *memory loss* is not associated with all tobacco use. Although it is found in various articles, there is not substantial scientific evidence to support this answer.
2. Short-Term Physical Effects – There are numerous short-term physical effects of both smoking and smokeless tobacco. Listed below are some of the effects students should know.

Smoking Tobacco	Smokeless Tobacco
Lowers cardio-respiratory endurance Coughing Shortness of breath Nervousness/trembling Headaches Irritates eyes and throat Irritates allergies Damage to the respiratory system Decreased lung capacity Bronchitis, asthma	Sores/patches/lumps in mouth Scratched enamel on teeth Early tooth decay (sugar in smokeless tobacco) Sensitive teeth Excess saliva production/drooling Bleeding gums/inflammation of gums/receding gums
Commonalities of Both Smoking and Smokeless Tobacco	
Increased heart rate Increased blood pressure Skin temperature drops Bad breath/bad taste in mouth Dizziness/light-headed Nausea/vomiting Loss of taste Yellow/stained teeth Nicotine high Mouth/throat burns Addictive	



Rubric 1

1. If a student provides a correct defense in the “restate the myth as a fact” section, they receive a point. It is acceptable if they repeat the defense in the “defend line” if the answer has detailed the dangers of smokeless tobacco or cigar use.
2. If a student responds “*cigars/cigarettes are bad for you,*” the student does not earn a point since it is too vague. The student must provide detailed/accurate information to receive a point.

Rubric 2

1. The time duration for discriminating what is “short” and “long” term is arbitrary and if the student provides a correct “long” term physical effect in part two they **do not** receive credit.
2. The student may only use an answer once.
3. If a student responds “*mouth or gum disease*” for a short-term physical effect for any part of this section that is not acceptable because it is too vague and is a long-term effect. Sores in the mouth are acceptable.
4. If a student responds that the person “smells bad/stinks” [because it makes me cough] for physical effect, it is acceptable. If they respond “clothes smell bad,” this is not acceptable for physical since it is a social effect. The physical effect must target the physical part of the body [cough, eyes water, dizziness, breath].
5. The following are **NOT** considered short-term physical effects for any tobacco products and should not be accepted:
 - Chronic high blood pressure
 - Heart disease, stroke
 - Cancer – mouth, throat, esophageal, pancreas, bladder, lung
 - Chronic lung disease
 - Tooth decay, mouth or gum disease, jaw removal, leukoplakia
 - Clothes smell bad (this is a social effect)
 - Wrinkled skin, premature aging, decreased circulation
 - Death

Rubric 3

1. Negative changes in the friendship must contain factual information.
2. The student may have Jordan provide inaccurate information to Taylor to pressure Taylor to start smoking. Although statements pressuring kids to smoke are almost always false, they may be acceptable answers.

Rubric 4

If the response includes “smells bad,” the student can use that as a social or physical effect; however if the response includes “clothes smell bad,” the student must use this as a social effect only. Refer to answer above, Rubric 2, #4.



Exemplars & Annotations

*Words in *italics* are literal student responses taken directly from 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.



Tobacco Times

RUBRIC 1 Exemplar #1

Using a myth teens typically have about tobacco, write a sentence changing the myth statement into a fact statement. Then defend the fact statement in a sentence detailing the dangers of smokeless tobacco and cigar use.

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco may not be inhaled but its still dangerous and can give mouth cansur</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>Smokeless tabacco is dangerous because it will rot your teeth and mess your mouth up.</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking cigars is as big a deal because there just as bad for me as smoking cigarettes</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>The smoke from the cigarettes and cigars can get into other peoples lungs and give them cancer.</i>

Annotation:

This response earns a 4 on Rubric 1 for restating two myths into facts and defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Accepted, "*Smokeless tobacco may not be inhaled but its still dangerous*"
- Myth # 1 Defending Statement: Accepted, "*Smokeless tabacco is dangerous because it will rot your teeth*"
- Myth #2 Fact: Accepted, "*Smoking cigars is as big a deal because there just as bad for me as smoking cigarettes*"
- Myth #2 Defending Statement: Accepted, "*The smoke from the cigarettes and cigars can get into other peoples lungs and give them cancer.*"

Score 4/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #2

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco is as dangerous as smoking cigarettes, cigars, and bidis, because the tobacco is still going into the body.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>Even smokeless tobacco can end up giving you diseases, such as cancer.</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking cigars is as bad for you as smoking cigarettes.</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>When you smoke cigars you still inhale the nicotine and tobacco, so it is just as bad as smoking cigarettes.</i>

Annotation:

This response earns a 4 on Rubric 1 for restating two myths into facts and defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Accepted, "*Smokeless tobacco is as dangerous as smoking cigarettes, cigar and bidis, because the tobacco is still going into the body.*"
- Myth # 1 Defending Statement: Accepted, "*Even smokeless tobacco can end up giving you diseases, such as cancer.*"
- Myth #2 Fact: Accepted, "*Smoking cigars is as bad for you as smoking cigarettes.*"
- Myth #2 Defending Statement: Accepted, "*When you smoke cigars you still inhale the nicotine and tobacco, so it is just as bad as smoking cigarettes.*"

Score 4/ 4



Tobacco Times

RUBRIC 1 (cont'd)

Exemplar #3

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco is less dangerous than smoking tobacco because the nicotine isn't inhaled</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>While smoking cigarettes you inhale chemicals and chew affects more the teeth.</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking cigars are just as bad for you as smoking cigarettes.</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>Cigars have a larger amount of tobacco in them.</i>

Annotation:

This response earns a 3 on Rubric 1 for restating one myth into a fact and defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Not accepted, this does not earn a point since smokeless tobacco is as dangerous as smoking tobacco.
- Myth # 1 Defending Statement: Accepted, "*chew affects more the teeth.*"
- Myth #2 Fact: Accepted, "*Smoking cigars are just as bad for you as smoking cigarettes.*"
- Myth #2 Defending Statement: Accepted, "*Cigars have a larger amount of tobacco in them.*"

Score 3/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #4

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco has the same harm level as smoking cigarettes, cigars, and or bidis</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>Inhaled nicotine is dangerous to the lungs</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking cigars, and or smoking cigarettes are both the same in risk and unhealthiness.</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>Smoking anything has its risk. Also your still inhaling toxins in your lungs.</i>

Annotation:

This response earns a 3 on Rubric 1 for restating one myth into a fact and defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Accepted, "*Smokeless tobacco has the same harm level as smoking cigarettes, cigars, and or bidis*"
- Myth # 1 Defending Statement: Not accepted, this response does not earn a point because it is not referring to smokeless tobacco.
- Myth #2 Fact: Accepted, "*Smoking cigars, and or smoking cigarettes are both the same in risk and unhealthiness.*"
- Myth #2 Defending Statement: Accepted, "*Also your still inhaling toxins in your lungs.*"

Score 3/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #5

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco is dangers it will cause cancer in your jaw and you could loose your jaw.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>you could get canser and loose your jaw.</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>if you inhale a cigar to much you could die by choking</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>you could chowk and die</i>

Annotation:

This response earns a 2 on Rubric 1 for restating two myths into facts and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Accepted, "*Smokless tobacco is dangers it will cause cancer in your jaw and you could loose your jaw.*"
- Myth # 1 Defending Statement: Accepted, "*you could get canser and loose your jaw.*"
- Myth #2 Fact: Not accepted, this does not earn a point since a person will not die from choking on cigar smoke.
- Myth #2 Defending Statement: Not accepted, this does not earn a point since a person will not die from choking on cigar smoke.

Score 2/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #6

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco is less affective than other drugs.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>you can get an inflammation of the mouth from smokeless tobacco</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>takes longer to get lung cancer</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>risking the lifes of love ones and your self if you smoke cigars.</i>

Annotation:

This response earns a 2 on Rubric 1 for restating one myth into a fact and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Not accepted, this does not earn a point since “*affective*” does not correctly restate the myth as a fact.
- Myth # 1 Defending Statement: Accepted, “*you can get an inflammation of the mouth from smokeless tobacco*”
- Myth #2 Fact: Not accepted, this does not earn a point since it is unclear whether the student is referring to cigars, or cigarettes. Also, the rate of acquiring cancer by either form is equal.
- Myth #2 Defending Statement: Accepted, “*risking the lifes of love ones*” earns a point because the student is referring to secondhand smoke.

Score 2/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #7

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco gives you mouth cancer which is as bad as smoking cigarettes.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>addiction, chronic lung cancer</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking cigars is a big deal because they're not as bad for me as smoking cigarettes</i>
Defend the fact in a sentence detailing the dangers of cigar use:

Annotation:

This response earns a 2 on Rubric 1 for restating two myths into facts and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Accepted, "*Smokeless tobacco gives you mouth cancer which is as bad as smoking cigarettes.*"
- Myth # 1 Defending Statement: Accepted, "*addiction,*" however, not accepted for smokeless tobacco is the answer "*chronic lung cancer.*"
- Myth #2 Fact: Not accepted, this does not earn a point since smoking cigars is as bad as smoking cigarettes.
- Myth #2 Defending Statement: Not accepted, this does not earn a point since there was no answer provided.

Score 2/ 4



Tobacco Times

RUBRIC 1 (cont'd) Exemplar #8

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>If you use smokeless tobacco, it's not as bad as smoking cigarette, cigars or bidis</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>No, it is as dangerous because you can lose your jaw and get cancer</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>If you smoke cigars, the effects aren't as bad as cigarettes</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>No, even though cigars aren't as of addicting, they are still bad for you</i>

Annotation:

This response earns a 1 on Rubric 1 for restating one myth into a fact and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Not accepted, this does not earn a point since smokeless tobacco is as bad as smoking cigarettes, cigars, or bidis.
- Myth # 1 Defending Statement: Accepted, “*you can lose your jaw and get cancer*”
- Myth #2 Fact: Not accepted, this does not earn a point since the effects of cigars are as bad as cigarettes.
- Myth #2 Defending Statement: Not accepted, this does not earn a point since cigars can be as addicting as tobacco and “*they are still bad for you*” is too vague.

Score 1/ 4



Tobacco Times

RUBRIC 1 (cont'd)

Exemplar #9

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>No, that is not true because smokeless tobacco is entered into the blood stream as well.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>Tobacco is addictive all around so it doesn't matter what way you use it.</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>There not as bad for you because they use less chemicals</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>Cigarettes use about 1000 chemicals but cigars are still bad for you</i>

Annotation:

This response earns a 1 on Rubric 1 for restating one myth into a fact and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Not accepted, this does not earn a point since it did not restate the myth. Also, it is the nicotine that is absorbed into the blood stream, not the tobacco.
- Myth # 1 Defending Statement: Accepted, "*Tobacco is addictive*"
- Myth #2 Fact: Not accepted, this does not earn a point since cigars are as bad for you as cigarettes because a person can inhale the cancer causing agents.
- Myth #2 Defending Statement: Not accepted, this does not earn a point since it did not detail the dangers of cigar use and did not defend the myth. The answer "*cigars are still bad for you*" is too vague.

Score 1/ 4



Tobacco Times

RUBRIC 1 (cont'd)

Exemplar #10

MYTH #1: Smokeless tobacco is less dangerous than smoking cigarettes, cigars, or bidis because the nicotine is not inhaled into the lungs.

Restate the myth as a fact:
<i>Smokeless tobacco is less dangovrs because the nicotine is not inhaled into the lung.</i>
Defend the fact in a sentence detailing the dangers of smokeless tobacco use:
<i>It is still dangours but not as dangours to use it</i>

MYTH #2: Smoking cigars isn't a big deal because they're not as bad for me as smoking cigarettes.

Restate the myth as a fact:
<i>Smoking is a big deal because there not bad for me.</i>
Defend the fact in a sentence detailing the dangers of cigar use:
<i>Smoking won't kill me. I might get sick but it won't kill me.</i>

Annotation:

This response earns a 0 on Rubric 1 for not restating two myths into facts and not defending the two facts in a sentence detailing the dangers of smokeless tobacco and cigar use.

- Myth #1 Fact: Not accepted, this does not earn a point since smokeless tobacco is as dangerous because the nicotine is absorbed into the blood stream.
- Myth # 1 Defending Statement: Not accepted, this does not earn a point since smokeless tobacco is as dangerous as smoking cigarettes, cigars, or bidis.
- Myth #2 Fact: Not accepted, this does not earn a point since smoking cigars is as bad.
- Myth #2 Defending Statement: Not accepted, this does not earn a point since smoking cigars could kill you.

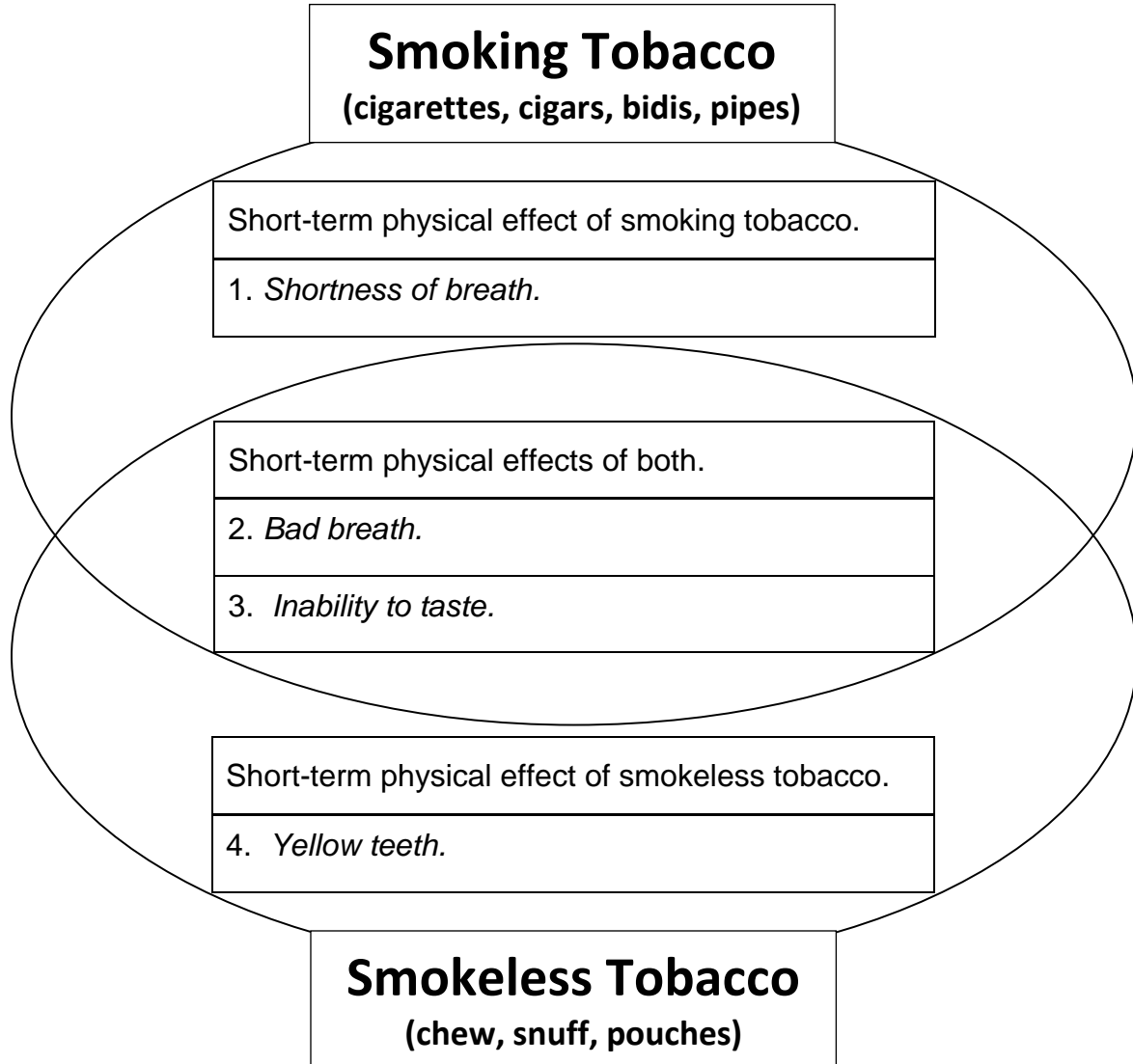
Score 0/ 4



Tobacco Times

RUBRIC 2 Exemplar #1

The student completes the Venn diagram detailing short-term physical effects of using different tobacco products. Students cannot use the same answer twice.



Score 4 / 4

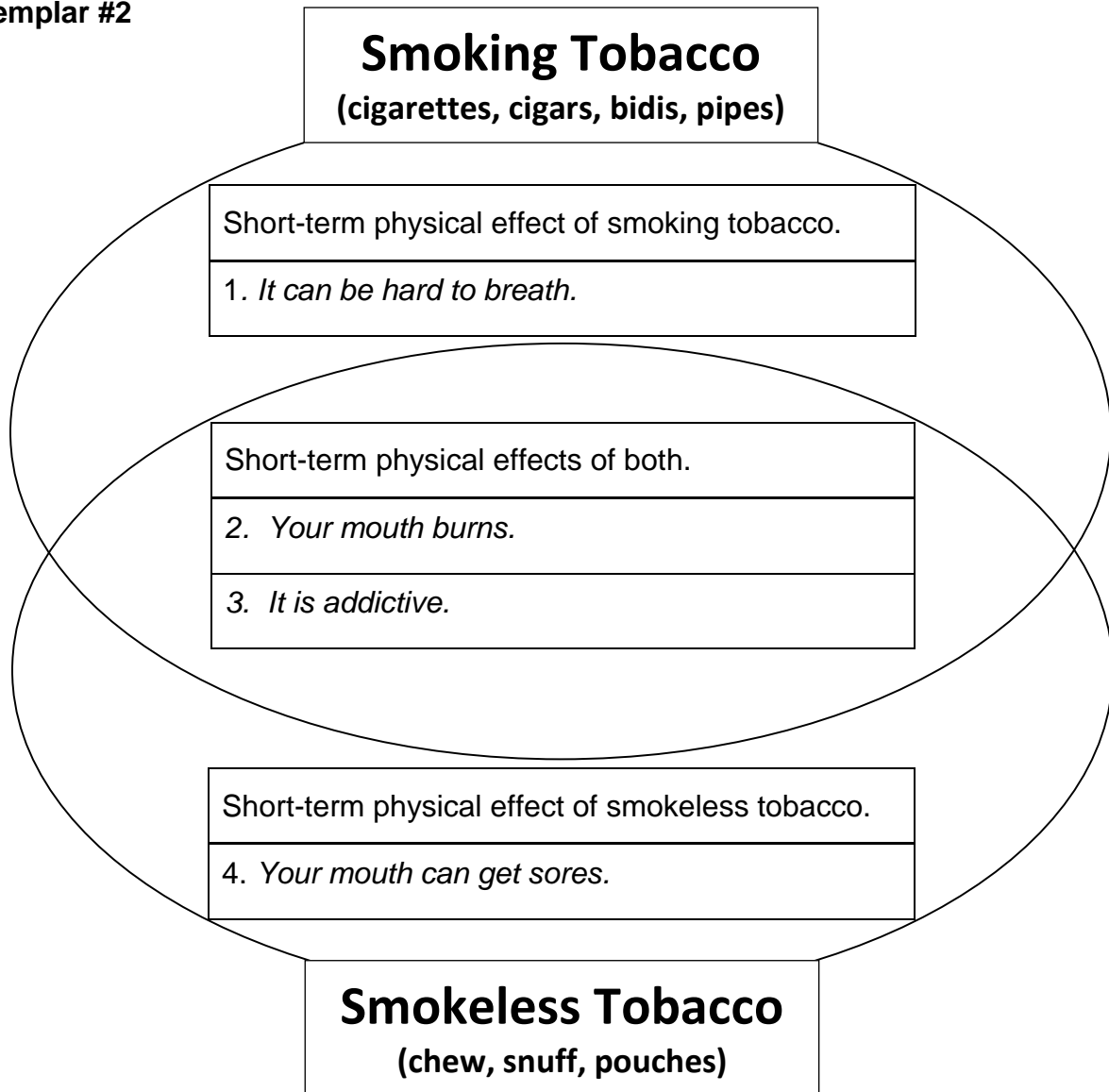
Annotation:

This response earns a 4 on Rubric 2 for providing one short-term physical effect of smoking tobacco, two short-term physical effects of smoking tobacco and smokeless tobacco, and one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, “*Shortness of breath.*”
- Two short-term physical effects of smoking tobacco and smokeless tobacco:
 - Accepted, “*Bad breath.*”
 - Accepted, “*Inability to taste.*”
- Short-term physical effect of smokeless tobacco: Accepted, “*Yellow teeth.*”

Tobacco Times

RUBRIC 2 (cont'd) Exemplar #2



Score 4 / 4

Annotation:

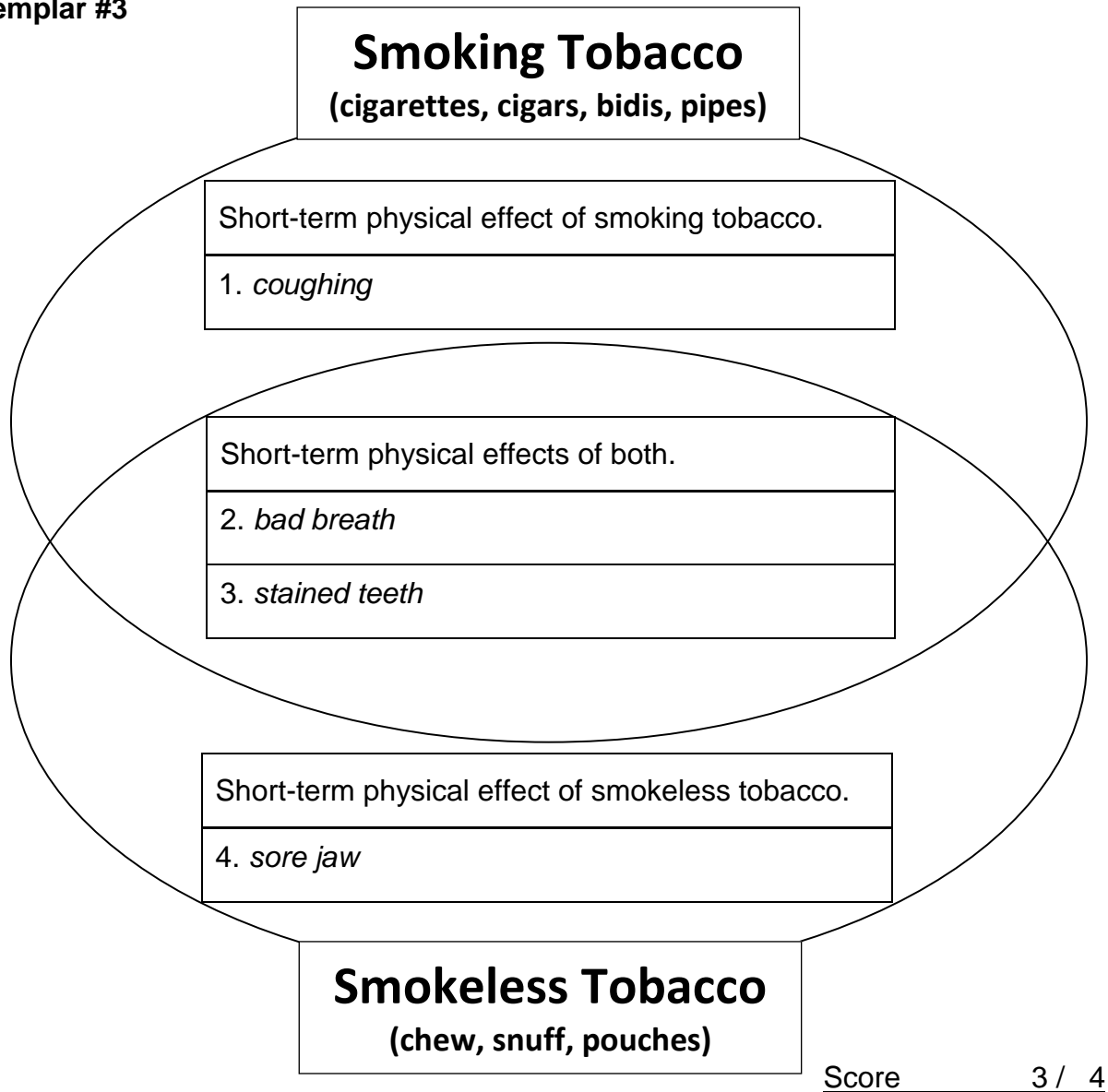
This response earns a 4 on Rubric 2 for providing one short-term physical effect of smoking tobacco, two short-term physical effects of smoking tobacco and smokeless tobacco, and one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, "*It can be hard to breath.*"
- Two short-term physical effects of smoking tobacco and smokeless tobacco:
 - Accepted, "*Your mouth burns.*"
 - Accepted, "*It is addictive.*"
- Short-term physical effect of smokeless tobacco: Accepted, "*Your mouth can get sores.*"



Tobacco Times

RUBRIC 2 (cont'd) Exemplar #3



Annotation:

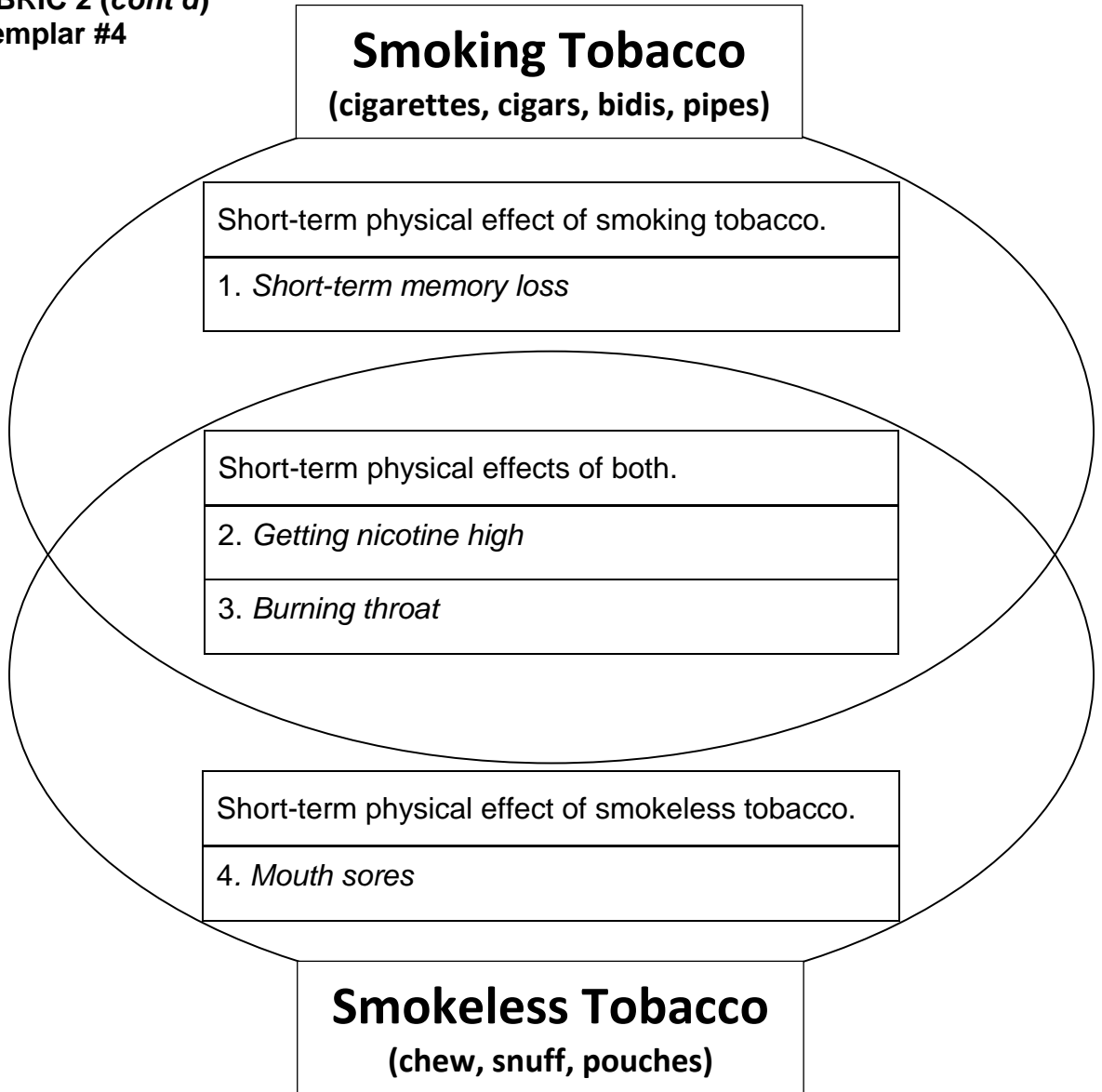
This response earns a 3 on Rubric 2 for providing one short-term physical effect of smoking tobacco, two short-term physical effects of smoking tobacco and smokeless tobacco, and they did not identify a short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, "*coughing*"
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Accepted, "*bad breath*"
 - Accepted, "*stained teeth*"
- Short-term physical effect of smokeless tobacco: Not accepted, this does not earn a point since "*sore jaw*" is not an effect.



Tobacco Times

RUBRIC 2 (cont'd)
Exemplar #4



Score 3 / 4

Annotation:

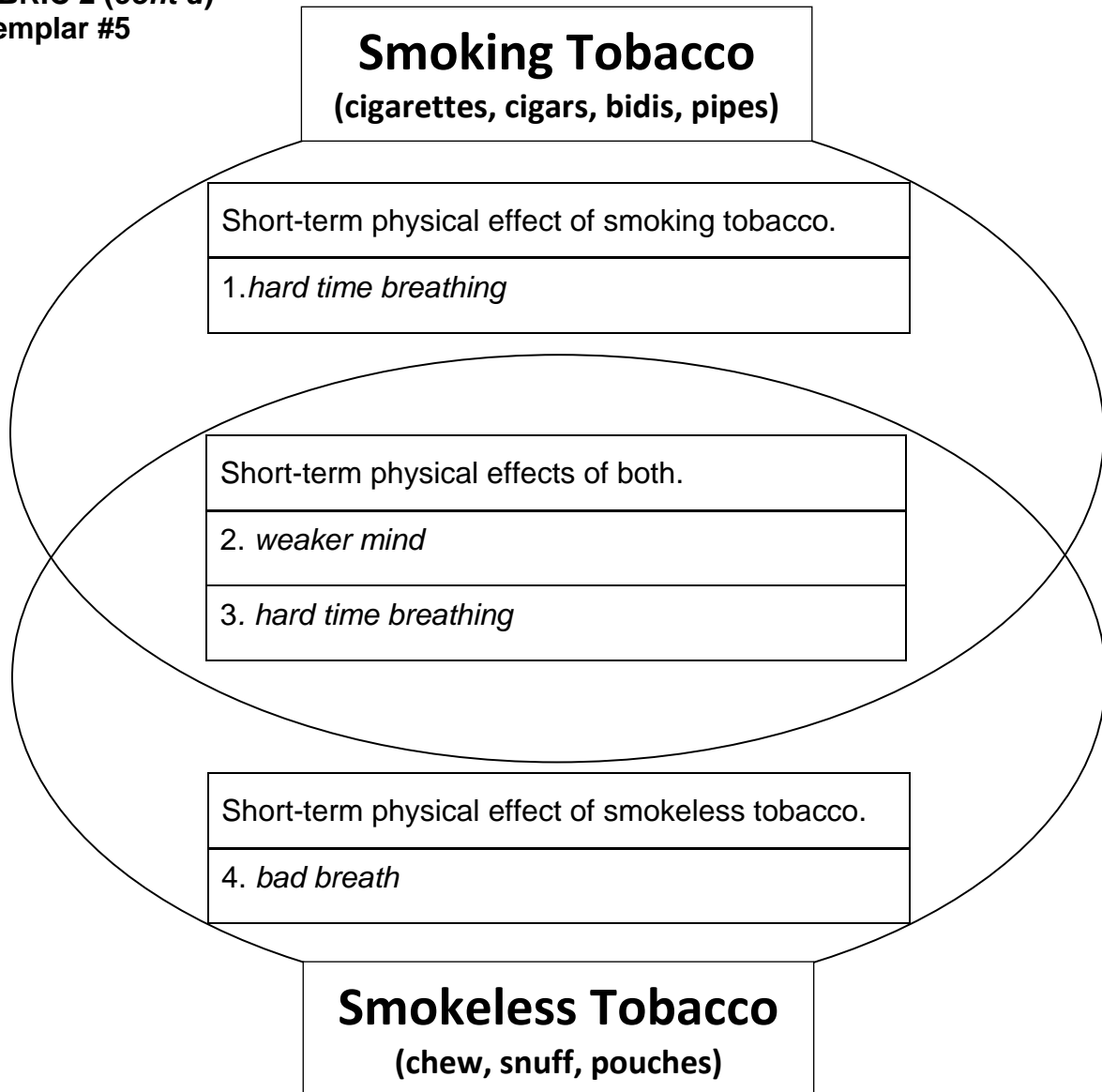
This response earns a 3 on Rubric 2 for not providing a short-term physical effect of smoking tobacco, providing two short-term physical effects of smoking tobacco and smokeless tobacco, and one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Not accepted, this does not earn a point since “*Short-term memory loss*” is at this time not widely accepted as either a short or long-term effect of smoking tobacco.
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Accepted, “*Getting nicotine high*”
 - Accepted, “*Burning throat*”
- Short-term physical effect of smokeless tobacco: Accepted, “*Mouth sores*”



Tobacco Times

RUBRIC 2 (cont'd)
Exemplar #5



Score 2 / 4

Annotation:

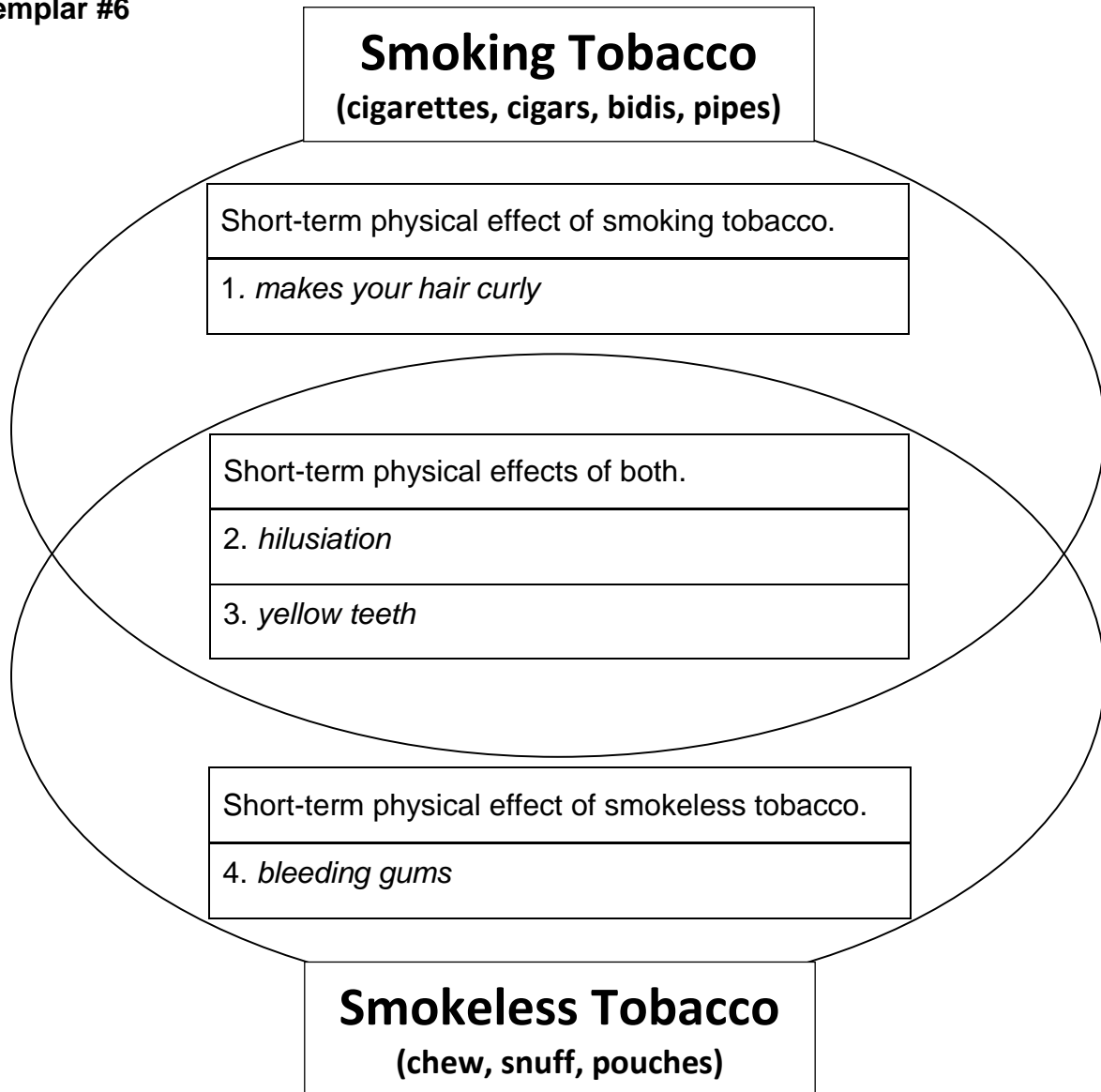
This response earns a 2 on Rubric 2 for providing one short-term physical effect of smoking tobacco, no short-term physical effects of smoking tobacco and smokeless tobacco, and providing one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, "*hard time breathing*"
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Not accepted, this does not earn a point since "*weaker mind*" is not a proven fact.
 - Not accepted, this does not earn a point since "*hard time breathing*" was used twice by the student.
- Short-term physical effect of smokeless tobacco: Accepted, "*bad breath*"



Tobacco Times

RUBRIC 2 (cont'd) Exemplar #6



Score 2 / 4

Annotation:

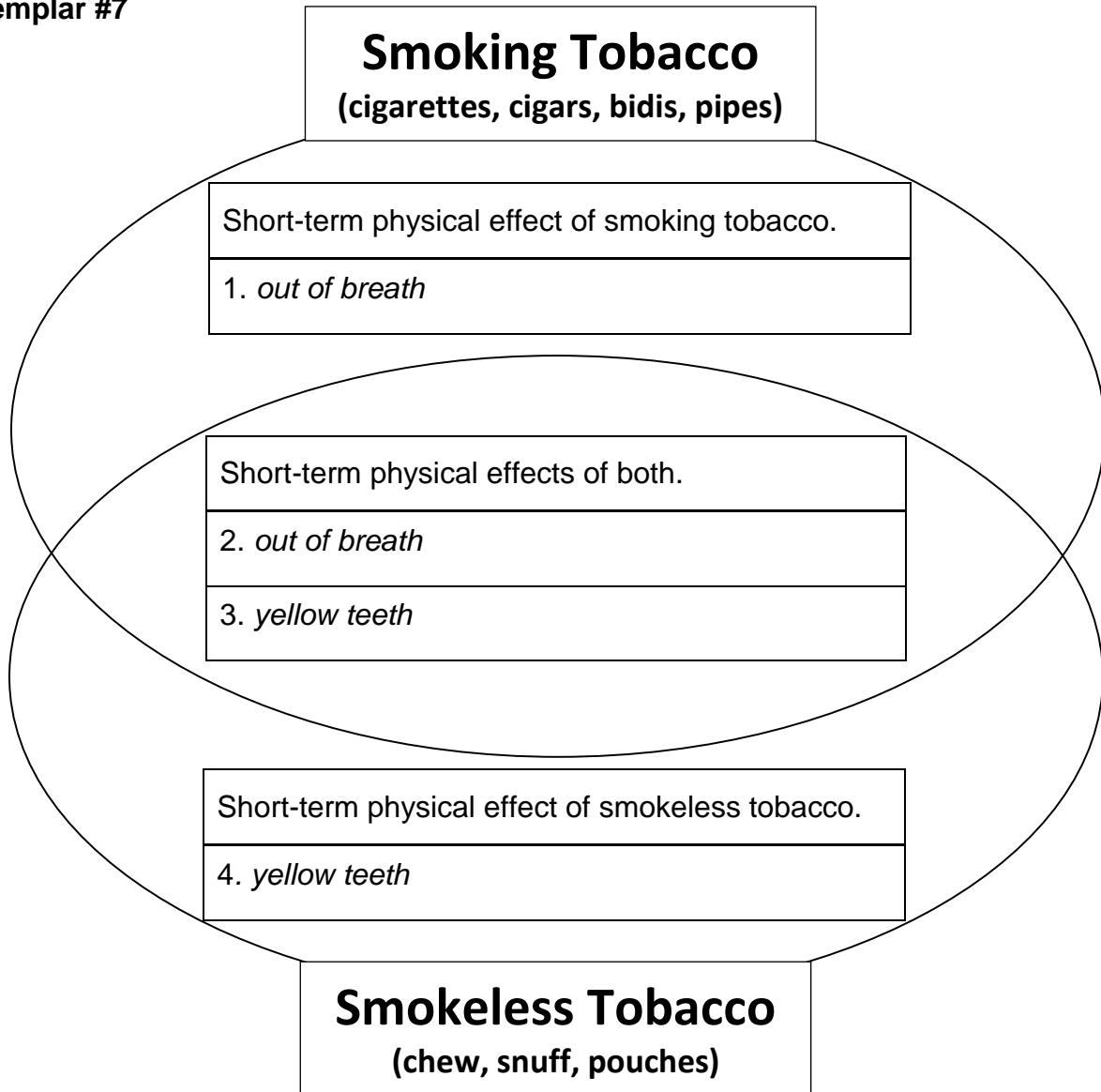
This response earns a 2 on Rubric 2 for providing no short-term physical effect of smoking tobacco, providing one short-term physical effect of smoking tobacco and smokeless tobacco, and one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Not accepted, this does not earn a point since “*makes your hair curly*” is not associated with smoking tobacco.
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Not accepted, this does not earn a point since “*hilusiation*” is not a short-term effect of smoking tobacco or smokeless tobacco.
 - Accepted, “*yellow teeth*”
- Short-term physical effect of smokeless tobacco: Accepted, “*bleeding gums*”



Tobacco Times

RUBRIC 2 (cont'd) Exemplar #7



Score 2 / 4

Annotation:

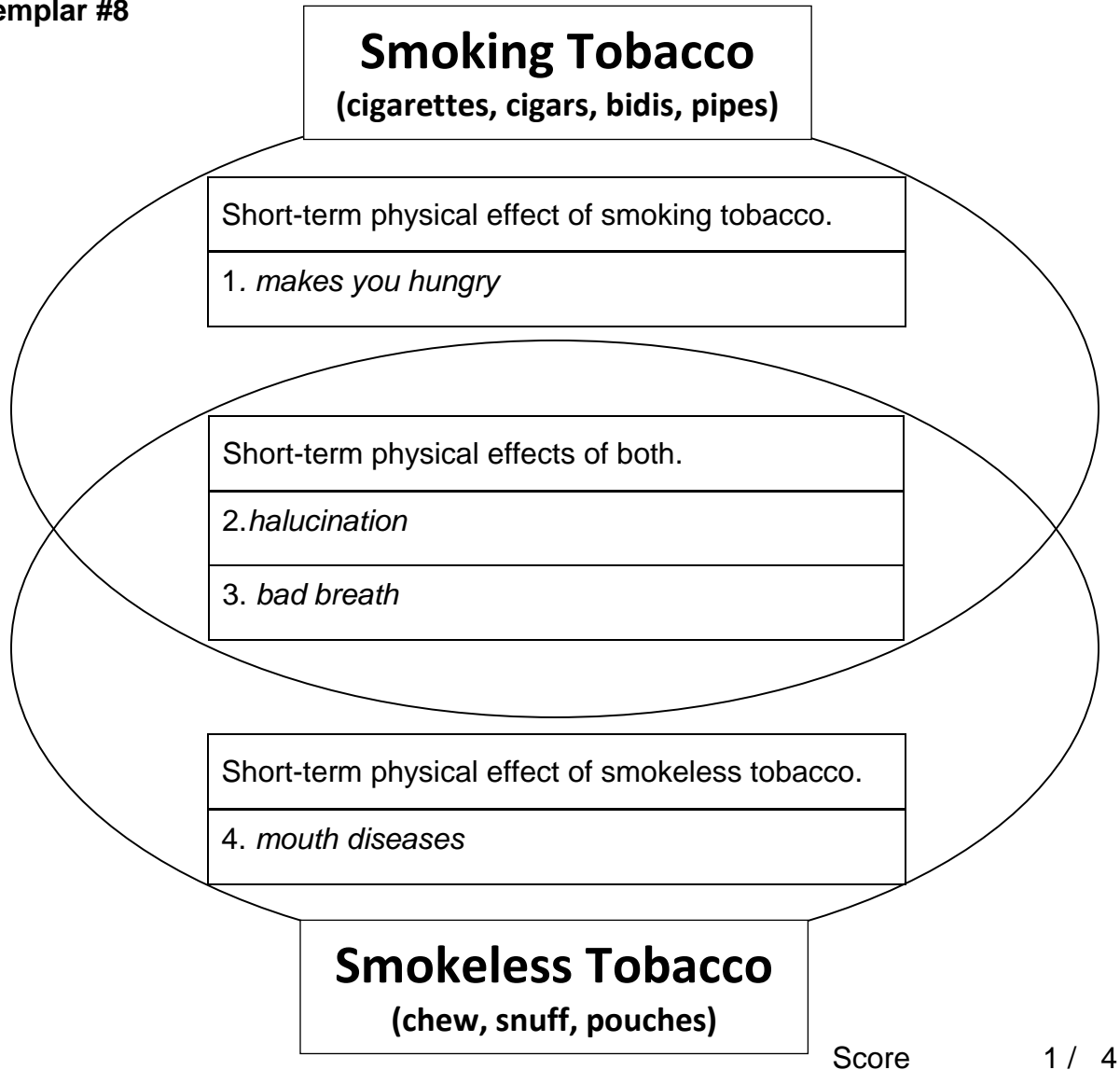
This response earns a 2 on Rubric 2 for providing one short-term physical effect of smoking tobacco, no short-term physical effects of smoking tobacco and smokeless tobacco, and providing one short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, "*out of breath*"
- Short-term physical effects of smoking tobacco and smokeless tobacco
 - Not accepted, this does not earn a point since "*out of breath*" is not a short-term physical effect of smoking tobacco and smokeless tobacco.
 - Accepted, "*yellow teeth*"
- Short-term physical effect of smokeless tobacco: Not accepted, this does not earn a point since "*yellow teeth*" was used twice by the student.



Tobacco Times

RUBRIC 2 (cont'd) Exemplar #8



Annotation:

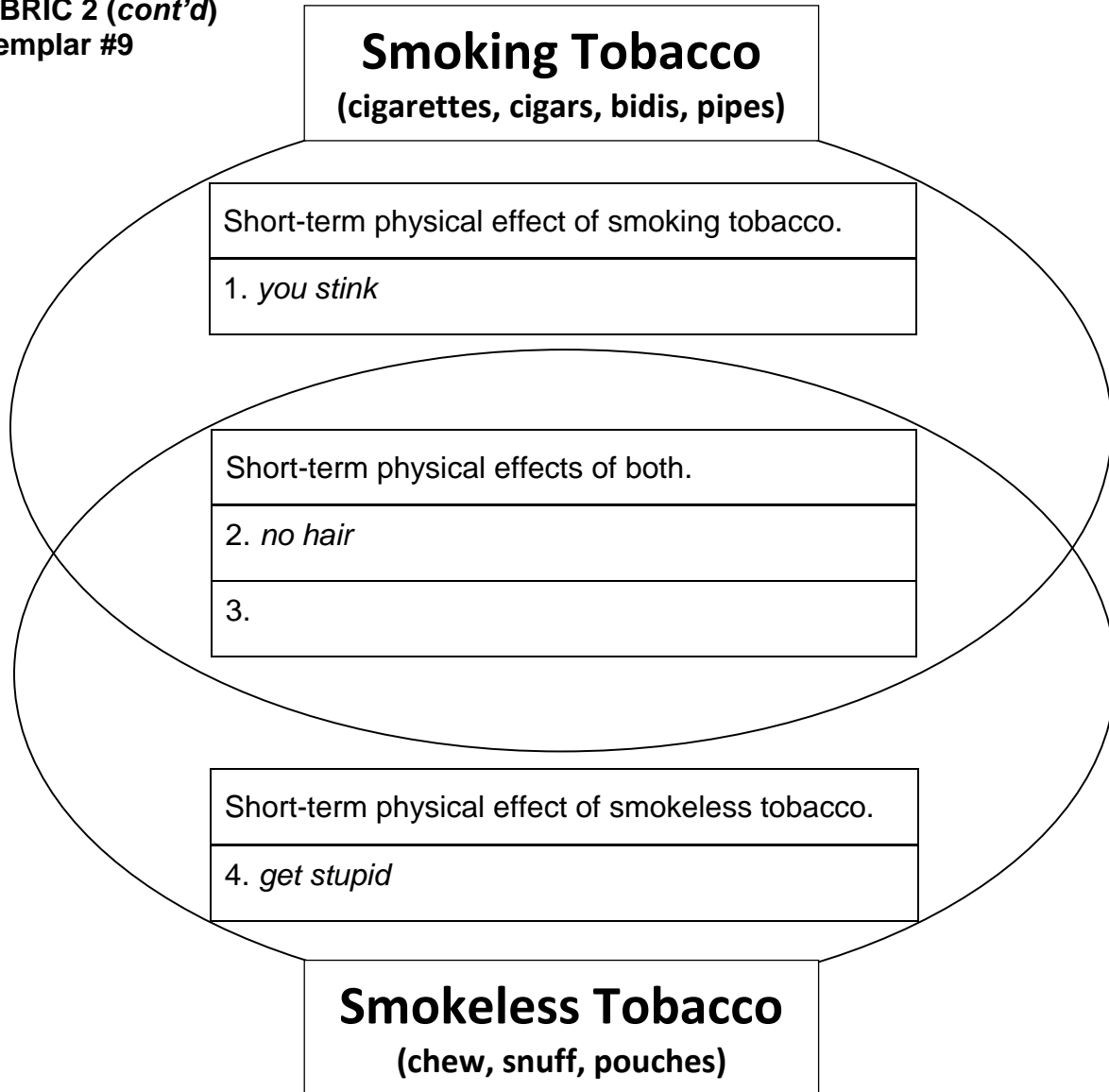
This response earns a 1 on Rubric 2 for providing no short-term physical effect of smoking tobacco, providing one short-term physical effect of smoking tobacco and smokeless tobacco, and no short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Not accepted, this does not earn a point since “*makes you hungry*” is not a short-term physical effect for smoking tobacco.
- Short-term physical effects of smoking tobacco and smokeless tobacco
 - Not accepted, this does not earn a point since “*halucination*” is not a physical effect for smoking tobacco or smokeless tobacco.
 - Accepted, “*bad breath.*”
- Short-term physical effect of smokeless tobacco: Not accepted, this does not earn a point since “*mouth diseases*” is too vague and is a long-term effect.



Tobacco Times

RUBRIC 2 (cont'd)
Exemplar #9



Score 1 / 4

Annotation:

This response earns a 1 on Rubric 2 for providing one short-term physical effect of smoking tobacco, no short-term physical effects of smoking tobacco and smokeless tobacco and no short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Accepted, "*you stink*"
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Not accepted, this does not earn a point since "*no hair*" is not a short-term physical effect for smoking tobacco or smokeless tobacco.
 - Not accepted, this does not earn a point since there was no answer provided so no points are awarded.
- Short-term physical effect of smokeless tobacco: Not accepted, this does not earn a point since "*get stupid*" is not a short-term physical effect of smokeless tobacco.



Tobacco Times

RUBRIC 2 (cont'd)
Exemplar #10

Smoking Tobacco (cigarettes, cigars, bidis, pipes)
Short-term physical effect of smoking tobacco.
1. <i>your clothes smell bad</i>
Short-term physical effects of both.
2. <i>mouth</i>
3. <i>nasty teeth</i>
Short-term physical effect of smokeless tobacco.
4.
Smokeless Tobacco (chew, snuff, pouches)

Score 0 / 4

Annotation:

This response earns a 0 on Rubric 2 for providing no short-term physical effect of smoking tobacco, no short-term physical effects of smoking tobacco and smokeless tobacco, and no short-term physical effect of smokeless tobacco.

- Short-term physical effect of smoking tobacco: Not accepted, this does not earn a point since “*your clothes smell bad*” is not a physical effect. It is a social effect.
- Short-term physical effects of smoking tobacco and smokeless tobacco:
 - Not accepted, this does not earn a point since “*mouth*” is too vague.
 - Not accepted, this does not earn a point since “*nasty teeth*” is too vague and does not pertain to smoking tobacco and smokeless tobacco.
- Short-term physical effect of smokeless tobacco: Not accepted, no answer was provided so no points are awarded.



Tobacco Times

RUBRIC 3 Exemplar #1

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.

1. *One reason it's difficult to stay friends with a tobacco user is that the person will focus so much on tobacco that other things, like friendships, aren't as important.*

2. *Another reason friendship is difficult is that Taylor might start hanging out with different people because they use drugs or accept him because they think he's cool for using drugs.*

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:

Jordan using peer pressure to get Taylor to use tobacco.

3. *Jordan might say things like "Smoking is cool" or "Smoking isn't bad" and "You're not cool if you don't smoke."*

Taylor using peer pressure to encourage Jordan to stop using tobacco.

4. *Taylor could tell Jordan how important grades are and say that smoking is hurting Jordan's school and focus or how he plays sports.*

Annotation:

This response earns a 4 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship :
 - Accepted, *"One reason it's difficult to stay friends with a tobacco user is that the person will focus so much on tobacco that other things, like friendships, aren't as important."*
 - Accepted, *"Another reason friendship is difficult is that Taylor might start hanging out with different people because they use drugs or accept him because they think he's cool for using drugs."*
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, *"Jordan might say things like "Smoking is cool" or "Smoking isn't bad" and "You're not cool if you don't smoke."*
- Stating one way Taylor can use peer pressure to get Jordan to stop: Accepted, *"Taylor could tell Jordan how important grades are and say that smoking is hurting Jordan's school and focus or how he plays sports."*

Score 4 / 4



Tobacco Times

RUBRIC 3 (cont'd)

Exemplar #2

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.

1. *They will both smell bad.*

2. *Jordan will keep asking you if you want to try tobacco.*

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:

Jordan using peer pressure to get Taylor to use tobacco.

3. *He can keep asking him if he wants to try a cigarette.*

Taylor using peer pressure to encourage Jordan to stop using tobacco.

4. *He can tell him to chew gum instead of chewing tobacco.*

Annotation:

This response earns a 4 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Accepted, "*They will both smell bad.*"
 - Accepted, "*Jordan will keep asking you if you want to try tobacco.*"
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "*He can keep asking him if he wants to try a cigarette.*"
- Stating one way Taylor can use peer pressure to get Jordan to stop: Accepted, "*He can tell him to chew gum instead of chewing tobacco.*"

Score 4 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #3

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>The smoker might be a bad influence on a person such as Taylor because he might use peer pressure to get Taylor to start.</i>
2. <i>Being around a smoker is nasty because they always smell like smoke and they smell gross.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>He could tell him it feels good or it's harmless.</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4.

Annotation:

This response earns a 3 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Accepted, "The smoker might be a bad influence on a person such as Taylor because he might use peer pressure to get Taylor to start."
 - Accepted, "Being around a smoker is nasty because they always smell like smoke and they smell gross."
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "He could tell him it feels good or it's harmless."
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, no answer was provided so no points are awarded.

Score 3 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #4

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>It would be hard because of the smell of cigarettes.</i>
2. <i>And it is like sitting there watching your friend die.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>It is cool and everyone else does it.</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>You'll get more friends if you don't smoke.</i>

Annotation:

This response earns a 3 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Accepted, "*It would be hard because of the smell of cigarettes.*"
 - Accepted, "*And it is like sitting there watching your friend die.*"
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "*It is cool and everyone else does it.*"
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*You'll get more friends if you don't smoke.*" This response does not earn a point since it does not encourage Jordan to stop using tobacco.

Score 3 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #5

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>Even if he smokes around you, second hand smoke is not dangerous.</i>
2. <i>Also constant pressure to smoke could be stressful.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>Don't be scared, its no big deal.</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>Staying a smokers friend wouldn't be hard.</i>

Annotation:

This response earns a 2 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Not accepted, "*Even if he smokes around you, second hand smoke is not dangerous.*" This does not earn a point since second hand smoke could harm Taylor.
 - Accepted, "*Also constant pressure to smoke could be stressful.*"
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "*Don't be scared, its no big deal.*"
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*Staying a smokers friend wouldn't be hard.*" This does not earn a point since Taylor is not pressuring Jordan to stop.

Score 2 / 4



Tobacco Times

RUBRIC 3 (cont'd)

Exemplar #6

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>They reek of tobacco (smell really bad)</i>
2. <i>If they get lung cancer.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>Come on just one puff</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>I'm not gonna be your friend if you quit.</i>

Annotation:

This response earns a 2 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Accepted, "*They reek of tobacco (smell really bad)*"
 - Not accepted, "*If they get lung cancer.*" This does not earn a point since the statement does not provide a reason for a negative change in their friendship.
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "*Come on just one puff.*"
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*I'm not gonna be your friend if you quit.*" This does not earn a point since it implies that Taylor would **not** be his friend if he quits using tobacco.

Score 2 / 4



Tobacco Times

RUBRIC 3 (cont'd)

Exemplar #7

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1.
2.

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>Everyone does tobacco</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>Taylor can tell him all the things tobacco does to his body like addiction.</i>

Annotation:

This response earns a 2 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Not accepted, this does not earn any points since there were no answers provided.
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Accepted, "*Everyone does tobacco*"
- Stating one way Taylor can use peer pressure to get Jordan to stop: Accepted, "*Taylor can tell him all the things tobacco does to his body like addiction.*"

Score 2 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #8

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>One reason is it would be hard to understand theme.</i>
2. <i>Another reason is that they are breaking the law when they buy tobacco.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>Jordan can say don't ever use tobacco to Taylor</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>Taylor can tell Jordan he wouldn't mind trying cigarettes but not smoking all the time.</i>

Annotation:

This response earns a 1 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Not accepted, "*One reason is it would be hard to understand theme.*" This does not earn a point since it is too vague.
 - Accepted, "*Another reason is that they are breaking the law when they buy tobacco.*"
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Not accepted, "*Jordan can say don't ever use tobacco to Taylor*" This does not earn a point since it is telling Taylor **not** to use tobacco.
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*Taylor can tell Jordan he wouldn't mind trying cigarettes but not smoking all the time.*" This does not earn a point since it is not getting Jordan to stop tobacco use.

Score 1 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #9

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>Your teeth will fall out.</i>
2. <i>It can effect your friendship cause you are pressuring Jordan to skip class for a smoke.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>Jordan can say he wants to go to the movie.</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>Tell Jordan that youll keep it a secret.</i>

Annotation:

This response earns a 1 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Not accepted, "*Your teeth will fall out.*" This does not earn a point since it does not give a reason for Taylor to not be his friend.
 - Accepted, "*It can effect your friendship cause you are pressuring Jordan to skip class for a smoke.*"
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Not accepted, "*Jordan can say he wants to go to the movie.*" Although this is a good alternative to smoking, this is not a pressure statement to get Taylor to start smoking; therefore, it does not earn a point.
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*Tell Jordan that youll keep it a secret.*" This does not earn a point since it is stating that it is ok for Jordan to use tobacco.

Score 1 / 4



Tobacco Times

RUBRIC 3 (cont'd) Exemplar #10

Explain two possible negative changes in Taylor and Jordan's friendship due to Jordan's use of tobacco.

Explain two possible negative changes in their friendship due to Jordan's use of tobacco.
1. <i>I believe it would not be difficult to remain friends with someone who was a smoker</i>
2. <i>Just because you smoke doesn't mean they can't have any friends.</i>

State one way Jordan can use peer pressure to get Taylor to start using tobacco and one way Taylor can use peer pressure to get Jordan to stop.

Peer pressure statements:
Jordan using peer pressure to get Taylor to use tobacco.
3. <i>He might say he won't have to brush his teeth.</i>
Taylor using peer pressure to encourage Jordan to stop using tobacco.
4. <i>He can work on quitting later.</i>

Annotation:

This response earns a 0 on Rubric 3 for:

- Giving two possible negative changes in Taylor and Jordan's friendship:
 - Not accepted, "*I believe it would not be difficult to remain friends with someone who was a smoker*" This does not earn a point since it does not state a reason as a negative change in their friendship.
 - Not accepted, "*Just because you smoke doesn't mean they can't have any friends.*" This does not earn a point since it does not state a reason as a negative change in their friendship.
- Stating one way Jordan can use peer pressure to get Taylor to start using tobacco: Not accepted, "*He might say he won't have to brush his teeth.*" This does not earn a point since it is not a peer pressure statement.
- Stating one way Taylor can use peer pressure to get Jordan to stop: Not accepted, "*He can work on quitting later.*" This does not earn a point since it is not pressuring Jordan to stop smoking.

Score 0 / 4



Tobacco Times

RUBRIC 4

YOUR RESPONSE TO TAYLOR'S LETTER

Using what you know about tobacco, write your response to the letter Taylor wrote and include the following:

- A statement against teen tobacco use.
- One negative short-term physical effect.
- One negative social effect.
- How you suggest Taylor might persuade Jordan to quit smoking.

RUBRIC 4

Exemplar #1

Dear Taylor,
<i>Many teens think that tobacco won't negatively effect them, and it will be easy to quit,</i>
<i>but they are wrong. Smoking as a teen is a horrible thing to do. When you smoke,</i>
<i>you become easily prone to sickness. You also smell very bad, and people won't want</i>
<i>to be around you. Tell "Jordan" the truth about smoking, and say it will ruin his life,</i>
<i>and cause him to lose all of his friends, and if he is smart, he will stop smoking.</i>

Annotation:

This response earns a 4 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, "*Many teens think that tobacco won't negatively effect them, and it will be easy to quit, but they are wrong.*"
- One negative short-term physical effect : Accepted, "*You also smell very bad,*"
- One negative social effect: Accepted, "*and people won't want to be around you*"
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, "*Tell "Jordan" the truth about smoking, and say it will ruin his life and cause him to lose all of his friends, and if he is smart, he will stop smoking.*"

Score 4/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #2

Dear Taylor,
<i>Kid that smoke look stupid to other kids how don't smoke. your breath and hands</i>
<i>smell bad. You may loose friends. Threaten Jorden by not being his friend.</i>

Annotation:

This response earns a 4 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, “*Kid that smoke look stupid to other kids how don't smoke.*”
- One negative short-term physical effect: Accepted, “*your breath and hands smell bad.*”
- One negative social effect: Accepted, “*You may loose friends*”
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, “*Threaten Jorden by not being his friend.*”

Score 4/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #3

Dear Taylor,
<i>I understand your concern your fiend smoking can lead to many othe peer pressures. I</i>
<i>don't agree with teen tobacco I think it's really wrong. Your friend smoking can lead to</i>
<i>many health problems, like lung cancer. Jordan could loosing "good friends" ones that</i>
<i>make better choices. So you can try talking to him. Maybe a parent of that doesn't work.</i>
<i>Good luck, Melody</i>

Annotation:

This response earns a 3 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, *"I don't agree with teen tobacco I think it's really wrong."*
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement. Lung cancer is considered a long-term physical effect.
- One negative social effect: Accepted, *"peer pressures."*
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, *"Jordan could loosing 'good friends' ones that make better choices."*

Score 3/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #4

Dear Taylor,
<i>Teen tobacco use is not good, because then you get addicted easier. People might</i>
<i>not want to be around Jordan, because his clothes smell bad. His teeth will rot and he</i>
<i>might have to get his lower jaw removed. To get him to stop, you should tell him</i>
<i>these things. Try peer pressure.</i>
<i>Sincerely,</i>
<i>Your Friend</i>

Annotation:

This response earns a 3 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, “*Teen tobacco use is not good, because then you get addicted easier.*”
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement. “*teeth will rot and he might have to get his lower jaw removed*” is a long-term physical effect.
- One negative social effect: Accepted, “*People might not want to be around Jordan, because his clothes smell bad.*”
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, “*To get him to stop, you should tell him these things [teeth rot, lower jaw removed]. Try peer pressure.*”

Score 3/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #5

Dear Taylor,
<i>You are really good friend to be worried about your friends health and safety. Smoking</i>
<i>is a very good way to hurt your body, and your friend should really consider quitting.</i>
<i>A negative social effect of a smoker who wants nicotine is being moody. You (Taylor)</i>
<i>should persuade Jordan to quit smoking by telling him all the harmful affect of it, and</i>
<i>sow you really care about his health.</i>

Annotation:

This response earns a 3 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, “*Smoking is a very good way to hurt your body*” [stating that smoking is dangerous].
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement.
- One negative social effect: Accepted, “*A negative social effect of a smoker who wants nicotine is being moody.*”
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, “*You (Taylor) should persuade Jordan to quit smoking by telling him all the harmful affect of it, and how you really care about his health.*”

Score 3/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #6

Dear Taylor,
<i>tobacco is bad for everyone even teenagers. If you start smoking at 14 then you can</i>
<i>die later in your life. A negative effect is that you can have memory loss. A negative</i>
<i>social effect is that you can inhale the smoke. Also, tell jordan all these negative</i>
<i>effects.</i>

Annotation:

This response earns a 2 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, “*tobacco is bad for everyone even teenagers.*”
- One negative short-term physical effect, Not accepted, “*If you start smoking at 14 then you can die later in your life.*” This does not earn a point since it is a long-term physical effect.
- One negative social effect: Not accepted, “*A negative social effect is that you can inhale the smoke.*” This does not earn a point since there is not a social effect.
- How you suggest Taylor might persuade Jordan to quit smoking: Accepted, “*Also, tell jordan all these negative effects [can die later in life].*”

Score 2/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #7

Dear Taylor,
<i>Teen tobacco use is wrong it can mess up your life. It will not likely rot your teeth and</i>
<i>make you less attractive. Your friends really won't care if you smoke or not. Try</i>
<i>telling Jordan that if he doesn't stop he could just wait till he's 18 and it's no problem.</i>

Annotation:

This response earns a 2 on Rubric 4 for:

- A statement against teen tobacco use: Accepted, “*Teen tobacco use is wrong it can mess up your life.*”
- One negative short-term physical effect: Not accepted, “*It will not likely rot your teeth,*” this does not earn a point since it is a long-term physical effect.
- One negative social effect: Accepted, “*make you less attractive.*”
- How you suggest Taylor might persuade Jordan to quit smoking: Not accepted, “*Try telling Jordan that if he doesn't stop he could just wait till he's 18 and it's no problem.*” This does not earn a point since smoking at 18 is still hazardous to a person's health even though it may be legal.

Score 2/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #8

Dear Taylor,
<i>I know what your going through is hard. Jordan may start to sound different or even</i>
<i>smell. Also, he may say things and change his attitude and the things he say might be</i>
<i>mean.</i>
<i>your friend, laluren</i>

Annotation:

This response earns a 1 on Rubric 4 for:

- A statement against teen tobacco use: Not accepted, this does not earn a point since there is no statement against teen tobacco use.
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement.
- One negative social effect: Accepted, “*even smell.*”
- How you suggest Taylor might persuade Jordan to quit smoking: Not accepted, this does not earn a point since there is no persuasive statement.

Score 1/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #9

Dear Taylor,
<i>I think Jordan will learn from his mistakes. Just ignore him because he smells.</i>

Annotation:

This response earns a 1 on Rubric 4 for:

- A statement against teen tobacco use: Not accepted, this does not earn a point since there is no statement against teen tobacco use.
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement.
- One negative social effect: Accepted, “*Just ignore him because he smells.*”
- How you suggest Taylor might persuade Jordan to quit smoking: Not accepted, this does not earn a point since there is no persuasive statement.

Score 1/ 4



Tobacco Times

RUBRIC 4 (cont'd) Exemplar #10

Dear Taylor,
do tobacco

Annotation:

This response earns a 0 on Rubric 4 for:

- A statement against teen tobacco use: Not accepted, this does not earn a point since there is no statement against teen tobacco use.
- One negative short-term physical effect: Not accepted, this does not earn a point since there is no negative short-term physical effect statement.
- One negative social effect: Not accepted, this does not earn a point since there is no negative social effect statement.
- How you suggest Taylor might persuade Jordan to quit smoking: Not accepted, this does not earn a point since there is no persuasive statement.

Score 0/ 4



Glossary for *Tobacco Times*

Not to be handed out during the assessment

Addiction – The condition of being habitually or compulsively occupied with or involved in something: examples include gambling, cleaning, shopping, or substance abuse.

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

Benefit – Something promoting well-being.

Bidis – Flavored, unfiltered cigars.

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

Carcinogen – Cancer causing substance.

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

Consequences – Are the results of your actions and decisions.

Cigar – A tightly rolled bundle of dried and fermented tobacco which is ignited so that its smoke may be drawn into the mouth.

Cigarette – A small roll of finely cut tobacco for smoking, enclosed in a wrapper of thin paper.

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

Dizziness – A reeling sensation; a feeling that you are about to fall.

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

Environmental Tobacco Smoke (ETS) – See secondhand smoke.

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

Hookah – An Eastern smoking pipe designed with a long tube passing through an urn of water that cools the smoke as it is drawn through.

Inflammation – A localized protective reaction of tissue to irritation, injury, or infection, characterized by pain, redness, swelling, and sometimes loss of function.

Inhale – To draw (air or smoke, for example) into the lungs by breathing.

Leukoplakia – Thickened, white, leathery-looking spots on the inside of the mouth that can develop into oral cancer.

Myth – An idea or explanation which is widely held but untrue or unproven.

Nausea – A feeling of sickness in the stomach characterized by an urge to vomit.

Nicotine – Addictive drug found in tobacco leaves.

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

Physical Effect – Changes that occur to a person's body.

Pipe – A device for smoking, consisting of a tube of wood, clay, or other material with a small bowl at one end.

Pouches – A small bag of tobacco.

Prevention – The act of keeping something from happening.

Secondhand Smoke – The mixture of exhaled smoke and smoke from the ends of burning cigarettes, cigars, and other tobacco products. Sometimes referred to as Environmental Tobacco Smoke or ETS.

Smokeless Tobacco – A tobacco that is sniffed through the nose (snuff), held in the mouth or chewed. Also, sometimes referred to as chew, snuff, pouch, or leaf.

Snuff – Powdered tobacco inhaled through the nose.

Social Health – The quality of your relationships with friends, family, teachers, and others you are in contact with. Well being that concerns how one gets along with other people, how others react and interact in social settings.



Tobacco Times

Social Effect – Changes that may occur in relationships between a person and their parents, siblings, friends, relatives, and others.

Social Strain – The tension among family members and friends because of the use of illegal substances.

Tar – A thick, sticky, dark fluid produced when tobacco burns.

Tobacco products – Items that contain tobacco, including cigarettes, cigars, bidis, pipe tobacco, and smokeless tobacco (chew, snuff, pouches).

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

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

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

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

Substance Abuse – Excessive and addictive use of drugs.

Venn diagram – A diagram using circles to represent sets, with the position and overlap of the circles indicating the relationships between the sets.

Vomiting – The act of ejecting part or all of the contents of the stomach through the mouth and/or nose usually in a series of involuntary spastic movements.



Teacher Resources for *Tobacco Times*

American Lung Association

Information on lung cancer
<http://www.lungusa.org/>

Centers for Disease Control and Prevention (CDC)

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

OSPI Health and Fitness

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

PBS Teacher Source

Resource site for health and fitness teachers
www.pbs.org/teachers

Tobacco Free Kids

Tobacco Information
www.tobaccofreekids.org

Washington State Department of Health

Health Information
www.doh.wa.gov/tobacco

Washington State Department of Health Youth Web site

Tobacco Information
www.nostankyou.com



Glossary for Scoring Health and Fitness Assessments

OSPI-Developed Health and Fitness 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 (i.e., drug/alcohol unit) to assess the student knowledge in the unit. Teachers score student’s responses in the 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 *Tobacco Times* – A **total** score on all four rubrics of twelve or more points meets standard.

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

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

Rubric – A tool used for scoring work.

Scoring Notes – Explains the rationale for scoring.

Score Point – A point earned on the rubric.



Frequently Asked Questions

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

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

The fully amended law now states:

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

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

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

REQUIRED REPORTING

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



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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

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

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

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



2. What are OSPI-Developed Assessments?

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

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

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

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

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

3. Why are OSPI-Developed Assessments being used?

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

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

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

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

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

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



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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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



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.



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

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

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

Complete the Final Reporting Form. This requires:

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

SCHEDULE/CALENDAR

September – January

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

February – May

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



May – July

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

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

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

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

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

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

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

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



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

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

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

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

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

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

School districts shall meet the following laws and regulations:

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

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

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

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

To earn credit equivalency, the student shall

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



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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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



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

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

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

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

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

