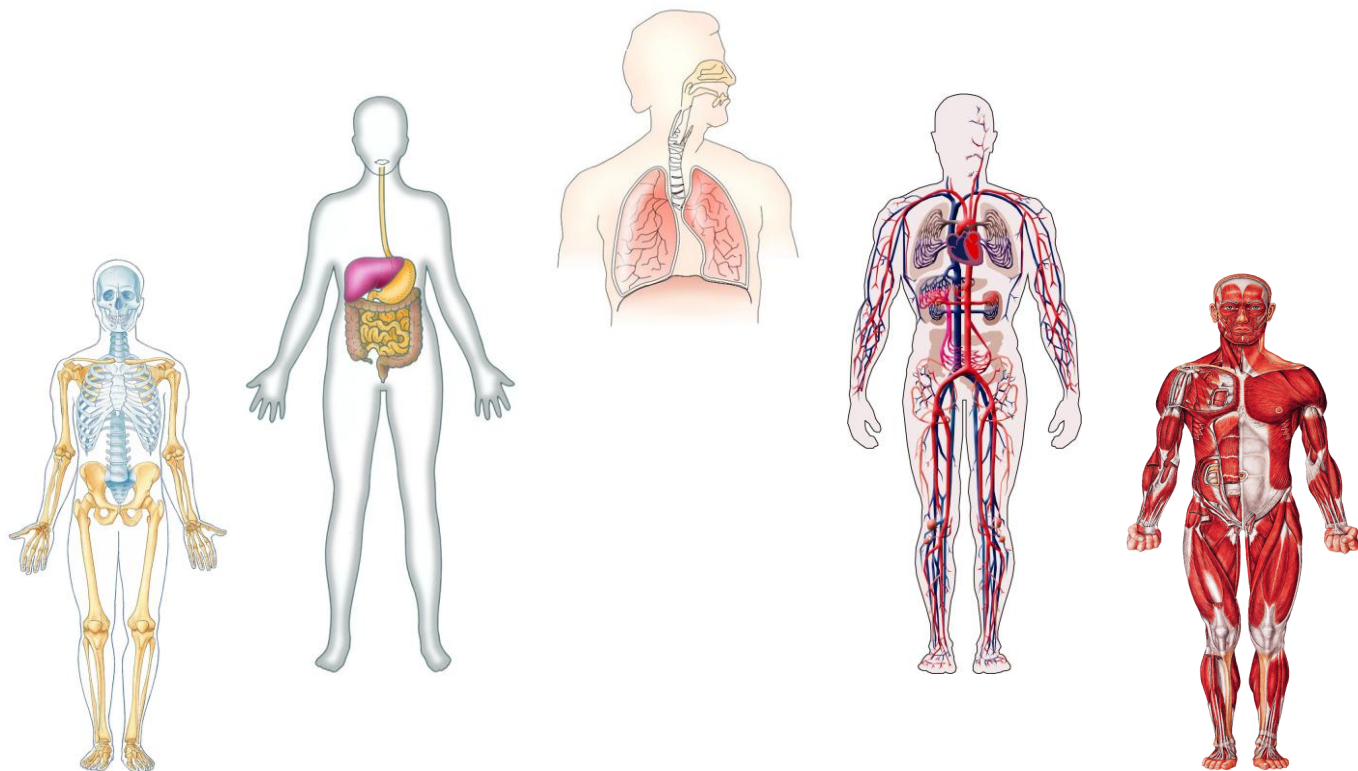


# Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



***Touring the Systems***  
Health Assessment for Middle School



Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
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# *Touring the Systems*

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# *Touring the Systems*

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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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

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To Washington Teachers of Health and Fitness:

Welcome to the Health and Fitness 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.
- Embedded assessments as part of the learning experience for students, who can participate in measuring their achievements.
- Models for high-quality classroom assessments by including:
  - Directions for Administration
  - Scoring Rubrics
  - Student Responses
  - Glossary

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

Sincerely,

Lisa Rakoz  
Program Supervisor  
Health and Fitness Education

# Touring the Systems

## 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** administration of *Touring the Systems*.

- Reproduce one **Student Copy** of *Touring the Systems* for each student, pages 14-16.
- Read **Rubrics**, pages 17-19.
- Read **Scoring Notes**, pages 20-22.
- Read **Exemplars & Annotations**, pages 23-41.
- Read **Glossary**, page 42.
- Read **Teachers Resources**, page 43.
- Remind students to bring other materials 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 assessment. While the flexibility of the assessment allows for



## Touring the Systems

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

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 *Touring the Systems* administration.

- Cover/remove potential answers to the assessment (posters, teaching aids, etc.).
- Reproduce student copies of *Touring the Systems*, pages 14-16.
- One pencil for each student.

### "Day After" Checklist

#### Teacher checklist for the day after *Touring the Systems* administration.

- Review **Scoring Notes**, pages 20-22.
- Review **Glossary for Scoring Health and Fitness Assessments**, page 44.
- Use the **Rubrics** provided to score *Touring the Systems*, pages 17-19.



## Touring the Systems

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

### REQUIRED REPORTING

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

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

### OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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



## Teacher Worksheet

### Elementary Health and Fitness Assessments

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

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

**Example:**

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

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



## Teacher Worksheet

### Middle School Health and Fitness Assessments

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

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

**Example**

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

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



## Teacher Worksheet

### High School Health and Fitness Assessments

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

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

**Example:**

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

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.)				
<b>Which of these fitness performance assessments are administered in your high schools?</b> Check the box or boxes that are appropriate. <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 9	Grade 10	Grade 11	Grade 12
A Letter to the Publisher				
Cafeteria Choices				
Cut Out Conflict				
Dear "Stressed and Depressed"				
Defending Jamie (KNOW Curriculum)				
New Student Orientation				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				



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

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

### 1. Opportunities to Meet Standards

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

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

### 2. Successes

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

### 3. Leadership/Coordination

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

### 4. Storage of Information

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

### 5. Data Analysis

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

### 6. Needs

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

### 7. Model Programs

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



## Optional Survey – Continued

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

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

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

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

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

### 9. Planning for OSPI-Developed Assessments

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

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

### 10. Workshops and Conferences

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

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

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

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

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

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

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

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

### 13. District-Developed Instructional Resources

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

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



# Touring the Systems

## 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 could follow these suggested guidelines.

### Day One:

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

### Day Two:

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

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



# Touring the Systems

## 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, *Touring the Systems*. 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 a fitness trainer at a local fitness center. Your job is to inform teenagers of the human body systems. This information should provide an outline of two body systems. Details for each system will include specific components and functions. You will also provide information on how to improve or maintain the health of the specific systems. Use the charts below to create this information so teenagers can use this resource to improve health and wellness.

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

### Part 1: First Body System

Complete the table below:

1. **Select one body system** (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. **Name two components** of this body system.
3. **Name a different function** for each component.

<b>Body System</b>	System Name:
<b>Component 1</b>	Component Name:
	Function:
<b>Component 2</b>	Component Name:
	Function:



# Touring the Systems

## Teacher Copy

### Second Body System

To explain the second body system, complete the table below:

1. **Select** a **different** body system (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. **Name two components** of this body system.
3. **Name** a different **function** for each component.

<b>Body System</b>	System Name:
<b>Component 1</b>	Component Name:
	Function:
<b>Component 2</b>	Component Name:
	Function:

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

### Part 2: Body System Care

Complete the table below:

1. **Select two body systems** (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. Explain **two ways** to improve or maintain health for each system

<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1.
2.
<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1.
2.

Say: **Are there any questions about Part 2?** (pause for questions) **You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.**



**Student Copy**



# Touring the Systems

## Student Copy

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

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

School \_\_\_\_\_

Total Score \_\_\_\_\_ / 12

You are a fitness trainer at a local fitness center. Your job is to inform teenagers of the human body systems. This information should provide an outline of two body systems. Details for each system will include specific components and functions. You will also provide information on how to improve or maintain the health of the specific systems. Use the charts below to create this information so teenagers can use this resource to improve health and wellness.

### Part 1:

**First Body System**

Complete the table below:

1. **Select one body system** (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. **Name two components** of the body system you chose.
3. **Name a different function** for each component.

<b>Body System</b>	System Name:
<b>Component 1</b>	Component Name:
	Function:
<b>Component 2</b>	Component Name:
	Function:

Score \_\_\_\_\_ / 4



# Touring the Systems

Student Copy

## Second Body System

To explain the second body system, complete the table below:

1. **Select** a **different** body system (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. **Name two components** of this body system.
3. **Name** a different **function** for each component.

<b>Body System</b>	System Name:
<b>Component 1</b>	Component Name:
	Function:
<b>Component 2</b>	Component Name:
	Function:

Score \_\_\_\_\_ / 4



# Touring the Systems

Student Copy

## Part 2: Body System Care

Complete the table below:

1. **Select two body systems** (choose from: circulatory, respiratory, digestive, muscular or skeletal).
2. Explain **two ways** to improve or maintain health for each system.

<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1.
2.
<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1.
2.

Score \_\_\_\_\_ / 4



# Rubrics



# Touring the Systems

## RUBRIC 1 – Used to score Part 1 of *Touring the Systems*

### Grade Level Expectations (GLEs)

#### 2.2.1 Understands structure and functions of body systems.

<b>4</b>	<p>4-point response: The student:</p> <ul style="list-style-type: none"> <li>• Identifies a body system.</li> <li>• Identifies two components of the system.</li> <li>• Identifies one different function for each component.</li> </ul> <p><i>Rubric #1 is scored twice since the student is directed to provide two body systems.</i></p> <p><b>Example:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Body System</b></td> <td>System Name: <i>Skeletal</i></td> </tr> <tr> <td rowspan="2" style="text-align: center;"><b>Component 1</b></td> <td>Component Name: <i>Bones (+1)</i></td> </tr> <tr> <td>Function: <i>Provides strong frame, protects organs, stores minerals. (+1)</i></td> </tr> <tr> <td rowspan="2" style="text-align: center;"><b>Component 2</b></td> <td>Component Name: <i>Joints (+1)</i></td> </tr> <tr> <td>Function: <i>Allows bones to move in order to walk, jump, bend. (+1)</i></td> </tr> </table> <p><b>See Exemplars and Annotations for additional acceptable responses.</b></p>	<b>Body System</b>	System Name: <i>Skeletal</i>	<b>Component 1</b>	Component Name: <i>Bones (+1)</i>	Function: <i>Provides strong frame, protects organs, stores minerals. (+1)</i>	<b>Component 2</b>	Component Name: <i>Joints (+1)</i>	Function: <i>Allows bones to move in order to walk, jump, bend. (+1)</i>
<b>Body System</b>	System Name: <i>Skeletal</i>								
<b>Component 1</b>	Component Name: <i>Bones (+1)</i>								
	Function: <i>Provides strong frame, protects organs, stores minerals. (+1)</i>								
<b>Component 2</b>	Component Name: <i>Joints (+1)</i>								
	Function: <i>Allows bones to move in order to walk, jump, bend. (+1)</i>								
<b>3</b>	3-point response: The student accumulates three of the four points.								
<b>2</b>	2-point response: The student accumulates two of the four points.								
<b>1</b>	1-point response: The student accumulates one of the four points.								
<b>0</b>	0-point response: The student shows little or no understanding of the task.								



## Touring the Systems

### RUBRIC 2 – Used to score Part 2 of *Touring the Systems*

#### Grade Level Expectations (GLEs)

#### 2.2.1 Understands structure and functions of body systems.

<b>4</b>	<p>4-point response: The student:</p> <ul style="list-style-type: none"> <li>• Identifies two body systems.</li> <li>• Explains two ways to improve or maintain the health of each system.</li> </ul> <p><b>Example:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;"><b>Body System:</b> <i>Skeletal</i></td> </tr> <tr> <td style="padding: 5px;">Explain <b>two ways</b> to improve or maintain health for each system..</td> </tr> <tr> <td style="padding: 5px;">1. <i>Drink milk for calcium to get stronger bones. (+1)</i></td> </tr> <tr> <td style="padding: 5px;">2. <i>Wear a helmet when you skateboard to protect your skull. (+1)</i></td> </tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px;"><b>Body System:</b> <i>Circulatory</i></td> </tr> <tr> <td style="padding: 5px;">Explain <b>two ways</b> to improve or maintain health for each system.</td> </tr> <tr> <td style="padding: 5px;">1. <i>Exercise to reduce plaque build-up, eat low-sodium foods. (+1)</i></td> </tr> <tr> <td style="padding: 5px;">2. <i>Get in your target heart rate zone, don't smoke. (+1)</i></td> </tr> </table>	<b>Body System:</b> <i>Skeletal</i>	Explain <b>two ways</b> to improve or maintain health for each system..	1. <i>Drink milk for calcium to get stronger bones. (+1)</i>	2. <i>Wear a helmet when you skateboard to protect your skull. (+1)</i>	<b>Body System:</b> <i>Circulatory</i>	Explain <b>two ways</b> to improve or maintain health for each system.	1. <i>Exercise to reduce plaque build-up, eat low-sodium foods. (+1)</i>	2. <i>Get in your target heart rate zone, don't smoke. (+1)</i>
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2. <i>Get in your target heart rate zone, don't smoke. (+1)</i>									
<b>3</b>	3-point response: The student identifies only three ways to improve or maintain.								
<b>2</b>	2-point response: The student identifies only two ways to improve or maintain.								
<b>1</b>	1-point response: The student identifies only two ways to improve or maintain.								
<b>0</b>	0-point response: The student shows little or no understanding of the task.								



# Scoring Notes



# Scoring Notes

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

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

**Passing score on *Touring the Systems*** – A total score on all three parts of nine points or more meets standard.

$$\begin{array}{r} 11 - 12 = 4 \\ 9 - 10 = 3 \text{ meets standard ("proficient")} \\ \hline 6 - 8 = 2 \\ 1 - 5 = 1 \\ 0 = 0 \end{array}$$

## **Rubric 1**

1. A body system must be identified.
2. No score is received for identifying the body system.
3. The component must relate to the system identified.
4. The function must relate to the component identified.
5. The function cannot be repeated within the same body system.
6. The naming of specific bones or muscles does not earn points.
7. Rubric #1 is scored twice since the student is directed to provide two body systems.

## **Rubric 2**

1. Exercise is too vague and will not earn points. They must identify a specific exercise linked to the body system.
2. “*Eat healthy or eat right*” is too vague and will not earn points. They must identify specific nutritional benefits to the body systems. “*calcium/dairy*” – skeletal, “*protein*” – muscular.
3. “*Holds parts together*” is too vague.
4. The same way to improve or maintain health can be listed for different systems, e.g., “*don’t smoke*” for either circulatory or respiratory.

Other acceptable answers may include:

### **Circulatory System**

- Reduce the amount of fat in your diet.
- Reduce the amount of salt in your diet.
- Play soccer to strengthen your heart muscles.
- Avoid using tobacco products because they increase blood pressure.
- Maintain a healthy diet and a healthy weight.
- Practice stress-management skills.



# *Touring the Systems*

## **Respiratory System**

- Do not smoke.
- Avoid breathing second-hand smoke.
- Do not inhale harmful drugs.
- Avoid breathing polluted air.
- Exercise regularly by jogging or biking.
- Avoid inhaling harmful chemicals.
- Seek medical help for respiratory infections.

## **Skeletal System**

- Choose foods rich in calcium, phosphorus, and vitamin D.
- Exercise to strengthen joints, e.g. water aerobics.
- Wear protective equipment and well-cushioned, properly fitting shoes, and warm up before exercising.
- Sit, stand, and walk with correct posture.

## **Muscular System**

- Warm up and stretch appropriately prior to exercise.
- Exercise different muscle groups regularly.
- Maintain desirable weight.
- Bend at the knees and keep your back straight when lifting heavy objects.
- Select foods and beverages containing carbohydrates and proteins for energy and muscle development.
- Discontinue exercise if you have a muscle injury.

## **Digestive System**

- Choose a variety of foods every day that contain fiber (whole-grain breads and cereals, fruits and vegetables).
- Chew slowly and enjoy your food.
- Chew food well and avoid indigestion.
- Drink plenty of water every day.



# Exemplars & Annotations

\*Words in *italics* are literal student responses taken directly from assessment pilots, thus spelling errors are inherent, and spelling is not scored.

## **Purpose of Set**

This set of responses is made up of exemplars – examples of student responses at each score point. Each exemplar response has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.



# Touring the Systems

## Rubric 1

### Exemplar #1

<b>Body System</b>	System Name: <i>Circulatory System</i>
<b>Component 1</b>	Component Name: <i>Veins</i>
	Function: <i>Dark red in color. Carries dark, CO2 rich blood back to heart for renewal.</i>
<b>Component 2</b>	Component Name: <i>Arteries</i>
	Function: <i>Bright red in color. Carries oxygen rich blood to muscles, cells, and the hert for use.</i>

#### Annotation:

This response earns a 4 on Rubric 1. The student correctly identifies as part of the circulatory system:

- Component 1 – *Veins*
- Function – *Carries CO2 rich blood back to heart<sup>n</sup>*
- Component 2 – *Arteries*
- Function – *Carries oxygen rich blood to muscles, cells*

Score 4 / 4

### Exemplar #2

<b>Body System</b>	System Name: <i>digestive</i>
<b>Component 1</b>	Component Name: <i>stomach</i>
	Function: <i>uses acids to break down food</i>
<b>Component 2</b>	Component Name: <i>Eshophogaus</i>
	Function: <i>tube for food to travel down</i>

#### Annotation:

This response earns a 4 on Rubric 1. The student correctly identifies as part of the digestive system:

- Component 1 – *stomach*
- Function – *uses acids to break down food*
- Component 2 – *Eshophogaus*
- Function – *tube for food to travel down*

Score 4 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #3

<b>Body System</b>	System Name: <i>Respiratory</i>
<b>Component 1</b>	Component Name: <i>lungs</i>
	Function: <i>Breath air in to release oxygen to blood cells to circulate and the lungs also filters air.</i>
<b>Component 2</b>	Component Name: <i>nose</i>
	Function: <i>Brings air in and filters all of the bad chemicals by catching it on cilia (little hairs on your nose) once the air is purified it's sent to the lungs.</i>

#### Annotation:

This response earns a 4 on Rubric 1. The student correctly identifies as part of the respiratory system:

- Component 1 – *lungs*
- Function – *Breath air in, release oxygen to blood cells, and filters air*
- Component 2 – *nose*
- Function – *brings air in and filters*

Score 4 / 4

#### Exemplar #4

<b>Body System</b>	System Name: <i>skeletal system</i>
<b>Component 1</b>	Component Name: <i>Jount</i>
	Function: <i>so you can bend your nee</i>
<b>Component 2</b>	Component Name: <i>bone maro</i>
	Function: <i>to prodoo red blond cells</i>

#### Annotation:

This response earns a 4 on Rubric 1. The student correctly identifies as part of the skeletal system:

- Component 1 – *jount*
- Function – *so you can bend*
- Component 2 – *bone maro*
- Function – *prodoo red blond cells*

Score 4 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #5

<b>Body System</b>	System Name: <i>Muscular system</i>
<b>Component 1</b>	Component Name: <i>muscles</i>
	Function: <i>provides movement for the body</i>
<b>Component 2</b>	Component Name: <i>tendons</i>
	Function: <i>connect muscle to bone</i>

**Annotation:**

This response earns a 4 on Rubric 1. The student correctly identifies as part of the muscular system:

- Component 1 – *muscles*
- Function – *provides movement*
- Component 2 – *tendons*
- Function – *connect muscle to bone*

Score 4 / 4

#### Exemplar #6

<b>Body System</b>	System Name: <i>Circulatory</i>
<b>Component 1</b>	Component Name: <i>Heart</i>
	Function: <i>To push blood through your body</i>
<b>Component 2</b>	Component Name: <i>Blood</i>
	Function: <i>carries oxygen through vains lets oxygen go then carries carbon dioxide back to the heart</i>

**Annotation:**

This response earns a 3 on Rubric 1. The student correctly identifies as part of the circulatory system:

- Component 1 – *Heart*
- Function – *to push blood through your body*
- Component 2 – *Blood*

No credit is earned for the function of the blood because “*vains*” do not carry oxygen.

Score 3 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #7

<b>Body System</b>	System Name: <i>Skeletal system</i>
<b>Component 1</b>	Component Name: <i>Bones</i>
	Function: <i>holds up body, creates structure</i>
<b>Component 2</b>	Component Name: <i>Ligements</i>
	Function: <i>bone to bone</i>

**Annotation:**

This response earns a 3 on Rubric 1. The student correctly identifies as part of the skeletal system:

- Component 1 – *Bones*
- Function – *creates structure*
- Component 2 – *Ligements*

No credit is earned for the function of the “*Ligaments*” because just saying “*bone to bone*” is too vague. An acceptable response would need to include how ligaments connect bone to bone.

Score 3 / 4

#### Exemplar #8

<b>Body System</b>	System Name: <i>respiratory system</i>
<b>Component 1</b>	Component Name: <i>lungs</i>
	Function: <i>take in oxygen</i>
<b>Component 2</b>	Component Name: <i>nose</i>
	Function: <i>lets you smell, also take in oxygen</i>

**Annotation:**

This response earns a 3 on Rubric 1. The student correctly identifies as part of the respiratory system:

- Component 1 – *lungs*
- Function – *take in oxygen*
- Component 2 – *nose*

No credit is earned for the function of the “*nose*”. While the nose does “*take in oxygen*” it cannot be credited because it is already identified as the function of the lungs.

Score 3 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #9

<b>Body System</b>	System Name: <i>muscular</i>
<b>Component 1</b>	Component Name: <i>cardiac</i>
	Function: <i>allows heart to beat</i>
<b>Component 2</b>	Component Name: <i>tendons</i>
	Function: <i>hold parts together</i>

#### Annotation:

This response earns a 3 on Rubric 1. The student correctly identifies as part of the muscular system:

- Component 1 – *cardiac*
- Function – *allows heart to beat*
- Component 2 – *tendons*

No credit is earned for the function of the tendons because the response “*hold parts together*” is too vague. An acceptable response would need to include how tendons connect muscle to bone.

Score 3 / 4

#### Exemplar #10

<b>Body System</b>	System Name: <i>digestive</i>
<b>Component 1</b>	Component Name: <i>teeth/mouth</i>
	Function: <i>brakes down food</i>
<b>Component 2</b>	Component Name: <i>stomach</i>
	Function: <i>holds food in the body</i>

#### Annotation:

This response earns a 3 on Rubric 1. The student correctly identifies as part of the digestive system:

- Component 1 – *teeth/mouth*
- Function – *brakes down food*
- Component 2 – *stomach*

No credit is earned for the function of the “*stomach*” because the response “*holds food in the body*” is too vague.

Score 3 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #11

<b>Body System</b>	System Name: <i>circulatory</i>
<b>Component 1</b>	Component Name: <i>artarie</i>
	Function: <i>transports blood to the heart</i>
<b>Component 2</b>	Component Name: <i>veins</i>
	Function: <i>transports blood to your body</i>

#### Annotation:

This response earns a 2 on Rubric 1. The student correctly identifies as part of the circulatory system:

- Component 1 – *artarie*
- Component 2 – *veins*

No further credit is earned. The “*artarie*” pump blood to the body; it does not “*transports blood to your heart*”. Veins pump blood to the heart; they do not “*transports blood to your body*”.

Score 2 / 4

#### Exemplar #12

<b>Body System</b>	System Name: <i>skeletal</i>
<b>Component 1</b>	Component Name: <i>joint</i>
	Function: <i>allowing movement between two bones</i>
<b>Component 2</b>	Component Name: <i>rib cage</i>
	Function: <i>to protect the heart and lungs</i>

#### Annotation:

This response earns a 2 on Rubric 1. The student correctly identifies as part of the skeletal system:

- Component 1 – *joint*
- Function 1 – *allowing movement between two bones*

No further credit is earned. “*rib cage*” is not credited because it is a specific bone. Since the component is not credited, the function cannot be credited.

Score 2 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #13

<b>Body System</b>	System Name: <i>respiratory</i>
<b>Component 1</b>	Component Name: <i>lungs</i>
	Function: <i>vacuums air (O2) into body</i>
<b>Component 2</b>	Component Name: <i>bronchi</i>
	Function:

**Annotation:**

This response earns a 2 on Rubric 1. The student correctly identifies as part of the respiratory system:

- Component 1 – *lungs*
- Component 2 – *bronchi*

No further credit is earned. The “*lungs* do not *vacuums air into body*.” No function was listed for the “*bronchi*” therefore; it did not receive any credit.

Score 2 / 4

#### Exemplar #14

<b>Body System</b>	System Name: <i>digestive</i>
<b>Component 1</b>	Component Name: <i>stomach</i>
	Function: <i>breaks down food</i>
<b>Component 2</b>	Component Name: <i>stomach</i>
	Function: <i>pacts food down and sends it through intestines</i>

**Annotation:**

This response earns a 2 on Rubric 1. The student correctly identifies as part of the digestive system:

- Component 1 – *stomach*
- Function 1 – *breaks down food*

No further credit is earned. The “*stomach*” is already listed as the first component and cannot be credited again. Since no second component is listed the second function cannot be credited either.

Score 2 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #15

<b>Body System</b>	System Name: <i>muscular</i>
<b>Component 1</b>	Component Name: <i>skeletal muscle</i>
	Function: <i>moves body</i>
<b>Component 2</b>	Component Name: <i>biceps</i>
	Function: <i>move your arm</i>

**Annotation:**

This response earns a 2 on Rubric 1. The student correctly identifies as part of the muscular system:

- Component 1 – *skeletal muscle*
- Function 1 – *moves body*

No further credit is earned. The “*biceps*” cannot receive credit because it is a specific muscle. Since an incorrect second component is listed the second function cannot be credited either.

Score 2 / 4

#### Exemplar #16

<b>Body System</b>	System Name: <i>Respiratory</i>
<b>Component 1</b>	Component Name: <i>lungs</i>
	Function: <i>they help bring health oxygen into the blood sells</i>
<b>Component 2</b>	Component Name: <i>heart</i>
	Function: <i>it brings healthy blood to the lungs and to the body</i>

**Annotation:**

This response earns a 1 on Rubric 1. The student correctly identifies as part of the respiratory system:

- Component 1 – *lungs*

No further credit is earned. The function of the “*lungs*” does not earn credit because they do not “*bring healthy blood to the lungs and to the body*”. The “*heart*” is not credited because it is part of the circulatory system, not the respiratory system.

Score 1 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #17

<b>Body System</b>	System Name: <i>circulatory</i>
<b>Component 1</b>	Component Name: <i>vessels</i>
	Function: <i>transfers blood to muscles, transfers used blood to heart</i>
<b>Component 2</b>	Component Name: <i>heart</i>
	Function: <i>give oxygen to blood cells</i>

#### Annotation:

This response earns a 1 on Rubric 1. The student correctly identifies as part of the circulatory system:

- Component 2 – *heart*

No further credit is earned. “*Vessels*” is not a correct component of the circulatory system and is considered too vague. “*Give oxygen to blood cells*” is not credited because the function of the heart is to pump blood.

Score 1 / 4

#### Exemplar #18

<b>Body System</b>	System Name: <i>digestive</i>
<b>Component 1</b>	Component Name: <i>rectom</i>
	Function: <i>removes waste</i>
<b>Component 2</b>	Component Name: <i>heart</i>
	Function: <i>burns when you eat food that is spicy</i>

#### Annotation:

This response earns a 1 on Rubric 1. The student correctly identifies as part of the digestive system:

- Component 1 – *rectom*

No further credit is earned. The function of the “*rectom*” does not earn credit because the function “*remove waste*” is a function of the anus, not the rectum. The “*heart*” is not credited because it is part of the circulatory system, not the digestive system.

Score 1 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #19

<b>Body System</b>	System Name: <i>skeletal</i>
<b>Component 1</b>	Component Name: <i>bones</i>
	Function: <i>keep body parts together</i>
<b>Component 2</b>	Component Name: <i>tendon</i>
	Function: <i>at end of bone to reduce friction</i>

#### Annotation:

This response earns a 1 on Rubric 1. The student correctly identifies as part of the skeletal system:

- Component 1 – *bones*

No further credit is earned. The function of the bones does not earn credit because it is an incorrect function of bone. The component, “*tendon*” is not credited because it is part of the muscular system, not the skeletal system.

Score 1 / 4

#### Exemplar #20

<b>Body System</b>	System Name: <i>muscular</i>
<b>Component 1</b>	Component Name: <i>Yoga</i>
	Function: <i>you bending and muscle endurance helps so you can do it for a awhile</i>
<b>Component 2</b>	Component Name: <i>heart</i>
	Function: <i>CO2 out O2 in</i>

#### Annotation:

This response earns a 1 on Rubric 1. The student correctly identifies as part of the muscular system:

- Component 2 – *heart*

No further credit is earned. “*Yoga*” is not a component of a body system. The function of the heart is not credited because its function is to pump blood, not “*CO2 out O2 in*”.

Score 1 / 4



## Touring the Systems

### Rubric 1 (cont'd)

#### Exemplar #21

<b>Body System</b>	System Name: <i>muscular</i>
<b>Component 1</b>	Component Name: <i>bicep</i>
	Function: <i>lifts arm</i>
<b>Component 2</b>	Component Name: <i>pectorals</i>
	Function: <i>brings arms together</i>

**Annotation:**

This response earns a 0 on Rubric 1. The student incorrectly identifies the components and functions of the muscular system. The components listed are specific muscles and cannot be credited.

Score 0 / 4

#### Exemplar #22

<b>Body System</b>	System Name: <i>skeletal</i>
<b>Component 1</b>	Component Name: <i>rib cage</i>
	Function: <i>protects lungs</i>
<b>Component 2</b>	Component Name: <i>cranium</i>
	Function: <i>protects brain</i>

**Annotation:**

This response earns a 0 on Rubric 1. The student incorrectly identifies the components and functions of the skeletal system. The components listed are specific bones and cannot be credited.

Score 0 / 4



# Touring the Systems

## Rubric 2

### Exemplar #1

<b>Body System:</b> <i>circulatory system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>stay away from smokers</i>
2. <i>exercise and get your heart pumping</i>
<b>Body System:</b> <i>digestive system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat healthy foods</i>
2. <i>chew food before you swallow</i>

### Annotation:

This response earns a 4 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *stay away from smokers*
- *get your heart pumping*
- *eat healthy foods*
- *chew food*

Score 4 / 4

### Exemplar #2

<b>Body System:</b> <i>skeletal</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>drink lots of milk</i>
2. <i>exercise lifting weights</i>
<b>Body System:</b> <i>respiratory</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exercise running 30-60 minutes</i>
2. <i>balanced diet</i>

### Annotation:

This response earns a 4 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *drink lots of milk*
- *lifting weights*
- *running 30-60 minutes*
- *balanced diet*

Score 4 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #3

<b>Body System:</b> <i>muscular</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exercise regularly using strength based exercises</i>
2. <i>consume a lot of protein to build up the muscles</i>
<b>Body System:</b> <i>respiratory</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>don't smoke or inhale anything toxic</i>
2. <i>do aerobic workouts regularly</i>

#### Annotation:

This response earns a 4 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *strength based exercises*
- *consume a lot of protein*
- *don't smoke*
- *aerobic workouts regularly*

Score 4 / 4

#### Exemplar #4

<b>Body System:</b> <i>digestive system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat a balanced diet</i>
2. <i>drink water</i>
<b>Body System:</b> <i>skeletal system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>drink more milk and it will makes you bones harder</i>
2. <i>exercise daily</i>

#### Annotation:

This response earns a 3 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *eat a balanced diet*
- *drink water*
- *drink more milk*

No credit was earned for “*exercise daily*” as a way to improve or maintain the skeletal system because the response is too vague.

Score 3 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #5

<b>Body System:</b> <i>circulatory system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>don't smoke or do drugs</i>
2. <i>eat low sodium foods</i>
<b>Body System:</b> <i>Respiratory system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>don't smoke or do drugs</i>
2. <i>exercise and stretch</i>

#### Annotation:

This response earns a 3 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *don't smoke*
- *eat low sodium foods*
- *don't smoke*

No credit was earned for “*exercise and stretch*” as a way to improve or maintain the respiratory system because exercise is too vague and stretching does not promote respiratory health.

Score 3 / 4

#### Exemplar #6

<b>Body System:</b> <i>muscular</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>more exercise</i>
2. <i>stretch after a workout</i>
<b>Body System:</b> <i>Circulatory</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>biking to school</i>
2. <i>get in your target heart zone</i>

#### Annotation:

This response earns a 3 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *stretch after a workout*
- *biking to school*
- *get in your target heart zone*

No credit was earned for “*more exercise*” as a way to improve or maintain the muscular system because the response is too vague.

Score 3 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #7

<b>Body System: Digestive system</b>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>Keep a balance diet.</i>
2. <i>Don't do drugs</i>
<b>Body System: Skeletal &amp; Muscular System</b>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>Exercise regularly</i>
2.

#### Annotation:

This response earns a 2 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *Keep a balance diet*
- *Don't do drugs*

“*Skeletal*” was scored since this was the first answer listed. No credit was earned for “*exercise regularly*” as a way to improve or maintain the skeletal system because the response is too vague. No credit was awarded to #2 since it was left blank.

Score 2 / 4

#### Exemplar #8

<b>Body System: Digestive system</b>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat a balanced diet</i>
2. <i>not smoking</i>
<b>Body System: skeletal</b>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat/drink dairy products</i>
2. <i>not be around smokers and do not drink</i>

#### Annotation:

This response earns a 2 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *eat a balanced diet*
- *eat/drink dairy products*

No credit was earned for “*not smoking*” as a way to improve or maintain the digestive system because the response is specific to the respiratory system, not the digestive system. No credit was earned for “*not be around smokers and do not drink*” as a way to improve or maintain the skeletal system because the response is specific to the respiratory system, not the skeletal system.

Score 2 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #9

<b>Body System:</b> <i>Respiratory system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exercise</i>
2. <i>don't smoke</i>
<b>Body System:</b> <i>Circulatory system</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exercise</i>
2. <i>eat healthy</i>

#### Annotation:

This response earns a 2 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *don't smoke*
- *eat healthy*

No credit was earned for “*exercise*” as a way to improve or maintain the respiratory system because the response is too vague. Additionally, no credit was earned for “*exercise*” as a way to improve or maintain the circulatory system because the response is too vague.

Score 2 / 4

#### Exemplar #10

<b>Body System:</b> <i>circulatory</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>To maintain and improve the health of this system you have to excercise</i>
2. <i>Keep hydrated/Keep lots of liquids in your body.</i>
<b>Body System:</b> <i>Muscular &amp; Skeletal</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>Exercise a lot (help your muscular system)</i>
2.

#### Annotation:

This response earns a 1 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *Keep hydrated*

No credit was earned for “*have to exercise*” as a way to improve or maintain the circulatory system because the response is too vague. “*Muscular*” was scored since this was the first answer listed. No credit was earned for “*exercise a lot*” as a way to improve or maintain the muscular system because the response is too vague. No credit was awarded to #2 since it was left blank.

Score 1 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #11

<b>Body System:</b> <i>respiratory</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>to not smock because the smock will goin to your hart making it hard for the blond cels to colect Oxsigean</i>
2. <i>and exser size so your hart will get beter pamping your blond.</i>
<b>Body System:</b> <i>Skeletal sistem</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>stretch</i>
2. <i>get more protin</i>

#### Annotation:

This response earns a 1 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *not smock*

No credit was earned for “*exser size so your hart will get beter pamping your blond*” as a way to improve or maintain the respiratory system because the response deals with the circulatory system. No credit was given to “*stretch*” or “*get more protin*” as a way to improve or maintain the skeletal system because the responses deal with the muscular system.

Score 1 / 4

#### Exemplar #12

<b>Body System:</b> <i>Musclular System</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exersize</i>
2. <i>drink dairy</i>
<b>Body System:</b> <i>Digestive System</i>
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat right</i>
2. <i>exersize</i>

#### Annotation:

This response earns a 1 on Rubric 2. The student correctly identifies the following ways to improve or maintain health for the selected body systems:

- *eat right*

No credit was earned for “*exersize*” as a way to improve or maintain the muscular system because the response is too vague. No credit was earned for “*drink dairy*” as a way to improve or maintain the muscular system because the response deals with the skeletal system. Additionally, no credit was given to “*eat right*” as a way to improve or maintain the digestive system because the response is too vague.

Score 1 / 4



## Touring the Systems

### Rubric 2 (cont'd)

#### Exemplar #13

<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>eat a balenced diet all of the time don't eat to much junk food</i>
2. <i>excercise daily to burn off unneeded fats</i>
<b>Body System:</b> _____
Explain <b>two ways</b> to improve or maintain health for each system.
1. <i>exercise daily to improve the mussels</i>
2. <i>dont play to many video games and get some exercise</i>

#### Annotation:

This response earns a 0 on Rubric 1. The student does not identify any body systems and thus cannot be awarded any points.

Score 1 / 4



# Glossary

## *Touring the Systems*

**Artery** – A blood vessel that carries blood from the heart to other parts of the body.

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

**Body Systems** – A group of organs that work together to complete a specific task in the body (for *Touring the Systems*: circulatory, respiratory, digestive, muscular or skeletal).

**Bone** – A living organ of the skeletal system that is made of bone cells, connective tissues, and minerals.

**Capillaries** – Tiny blood vessels that connect arteries to veins.

**Carbon Dioxide** – A gaseous waste which is carried from the cells to the lungs.

**Circulatory System** – The system that provides blood to the body, consisting of the heart, arteries, veins, and lymphatic system.

**Component** – Anything that belongs to a set (a part of something).

**Diet** – A selection of foods.

**Digestive System** – Breaks down food into the nutrients your body needs.

**Exercise**-purposeful physical activity that is planned, structured, and repetitive and that improves or maintains personal fitness.

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

**Health** – State of well-being in which all of the components of health: physical, emotional, social, mental/intellectual, and environmental are in balance.

**Hydration** – A sufficient amount of water; to restore/maintain fluid balance.

**Improvement** – To become better.

**Maintenance** – To adhere or conform to; to keep.

**Muscular System** – Accounts for all of the ways that the parts of the body move, protects joints, and helps create heat to keep body warm.

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

**Physical Activity** – The state of being active or moving.

**Respiratory System** – The body system (including the lungs) involved in the intake and exchange of air.

**Skeletal System** – Gives your body shape and support, provides protection for vital organs, and produces blood cells.

**Veins** – Blood vessels that return blood back to the heart.

### **Suggested Muscles by Grade 8**

Abdominals	Deltoids
Biceps	Trapezius
Triceps	Gastrocnemius
Pectorals	Rectus
Hamstrings	Abdominis
Quadriceps	Latissimus Dorsi
Gluteals	
Back Muscles	

### **Suggested Bones by Grade 8**

Cranium	Radius
Clavicle	Femur
Sternum	Tibia
Vertebrae	Fibula
Ribs	Patella
Pelvis	Scapula
Humerus	
Ulna	



# Teacher Resources for *Touring the Systems*

## Centers for Disease Control and Prevention (CDC)

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

## Department of Agriculture

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

My Plate  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

## Department of Health and Human Services

Dietary Guidelines for Americans  
[www.healthierus.gov/dietaryguidelines](http://www.healthierus.gov/dietaryguidelines)

## Group Health

Health Trek Nutrition Information  
[www.healthtrek.org](http://www.healthtrek.org)

## OSPI Health and Fitness

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

## P.E.Links4u

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

## PE Central

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

## Washington Dairy Council

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



# Glossary for Scoring Health and Fitness Assessments

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

**Exemplar Responses** – Examples of student responses.

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

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

**Passing score on *Touring the Systems*** – Passing score overall must be nine points or more to meet standard.

$$\begin{array}{r} 11 - 12 = 4 \\ 9 - 10 = 3 \text{ meets standard ("proficient")} \\ \hline 6 - 8 = 2 \\ 1 - 5 = 1 \\ 0 = 0 \end{array}$$

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

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



## Touring the Systems

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



# Touring the Systems

## 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.



## *Touring the Systems*

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

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

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

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

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

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

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

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

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

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



## Touring the Systems

### 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.



## *Touring the Systems*

### **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.



## *Touring the Systems*

### **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>).



## Touring the Systems

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.



## Touring the Systems

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



## *Touring the Systems*

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

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

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

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

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

