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

True Media Message
Health Assessment for Middle School
Acknowledgments

The Office of Superintendent of Public Instruction (OSPI) is grateful to the school districts and teachers who committed time and expertise to the refinement of the Health and Fitness Assessments.

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Table of Contents

- Letter from Lisa Rakoz, Program Supervisor, Health and Fitness Education........1
- Directions for Administration .............................................................................2
- Recommendation for Time Management..........................................................10
- Teacher Copy ....................................................................................................11
- Student Copy ....................................................................................................13
- Rubrics ..............................................................................................................17
- Scoring Notes ...................................................................................................21
- Exemplars and Annotations ..............................................................................23
- Glossary ............................................................................................................64
- Teacher Resources............................................................................................66
- Glossary for Scoring Health and Fitness Assessments.................................67
- Frequently Asked Questions ............................................................................68
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.

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education
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 True Media Message.

☐ Reproduce one Student Copy of True Media Message for each student, pages 14-16.

☐ Read Rubrics, pages 17-20.

☐ Read Scoring Notes, pages 21-22.

☐ Read Exemplars & Annotations, pages 23-63.

☐ Read Glossary, pages 64-65.

☐ Read Teachers Resources, page 66.

☐ 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 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”.

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.

Teacher checklist for the day of True Media Message administration.

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

Teacher checklist for the day after True Media Message administration.

- Review Scoring Notes, pages 21-22.
- Use the Rubrics provided to score True Media Message, pages 17-20.
True Media Message

☐ Score True Media Message. 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:

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

Fitness

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Health and Fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Fit Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Health

<table>
<thead>
<tr>
<th>Assessments or Other Strategies</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cartoon Role Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Trimble's Muffins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Kid on the Block</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomp Out Second-Hand Smoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome to Our School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Worksheet

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

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

Fitness

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.)

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

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

Health

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:**

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

### Fitness

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

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

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

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

### Health

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

<table>
<thead>
<tr>
<th></th>
<th>Elementary School Level</th>
<th>Middle School Level</th>
<th>High School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stand-alone course</td>
<td>Integrated into other content areas</td>
<td>Stand-alone course</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Fitness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**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.)?

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

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

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

7. 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:

8. 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:

9. 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:

10. 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:

11. 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:

12. 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 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 student individually surveys the print media sources and chooses two appropriate advertisements and begins to analyze the messages contained in the advertisements. 
  *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.**
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, True Media Message. Write your name, period, date, teacher, and school at the top of the paper. Please follow along as I read the prompt aloud.

Your principal has asked you and several other students to create a presentation that will be used during your school’s Media Awareness Week. The goal of the presentation is to teach students how to evaluate messages used by advertisers to attract consumers. Your task in preparing for the presentation requires you to analyze advertisements from newspapers, magazines, or websites and evaluate the messages they send consumers.

Your principal has asked you to prepare for the presentation by completing the following tasks:

- Choose two advertisements provided by your teacher.
- Identify two different false messages contained in each advertisement.
- Provide an explanation of the true fact associated with each false message.
- Explain how each false message can negatively affect a person’s social, emotional, or physical well-being.
- Attach your advertisements to the back of your responses.

Say: Are there any questions about the prompt? (pause for questions) Follow along as I read Part I.
Teacher Copy

Part 1:

Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Say: Are there any questions about the prompt? (pause for questions) Follow along as I read Part I.

Part 2:

Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Say: Are there any questions about what you are to do? (pause for questions) You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.
Your principal has asked you and several other students to create a presentation that will be used during your school’s Media Awareness Week. The goal of the presentation is to teach students how to evaluate messages used by advertisers to attract consumers. Your task in preparing for the presentation requires you to analyze advertisements from newspapers, magazines, or websites and evaluate the messages they send consumers.

Your principal has asked you to prepare for the presentation by completing the following tasks:

- Choose **two** advertisements provided by your teacher.
- Identify **two** different false messages contained in each advertisement.
- Provide an explanation of the true fact associated with **each** false message.
- Explain how **each** false message can negatively affect a person’s social, emotional, or physical well-being.
- Attach your advertisements to the back of your responses.
### Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part 2:**

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**True Media Message**

**RUBRIC 1**

Grade Level Expectations (GLEs)

3.2.1 Analyzes health and fitness product information.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Description</th>
</tr>
</thead>
</table>
| 4     | A 4-point response: The student identifies two different false messages contained in each advertisement, for a total of four false messages.  
Example:  
The advertisement shows an attractive young woman smoking a cigarette with a group of handsome men around her. This may suggest to young people that  
- if you smoke you are more attractive  
- guys will like you if you smoke.  
The advertisement shows muscular men on the beach holding surfboards and drinking beer. This may suggest to young people that  
- drinking this brand of beer makes you strong  
- drinking and surfing is cool. |
| 3     | A 3-point response: The student identifies three different false messages in the advertisements. |
| 2     | A 2-point response: The student identifies two different false messages in the advertisements. |
| 1     | A 1-point response: The student identifies one false message in the advertisements. |
| 0     | A 0-point response: The student shows little or no understanding of the task. |

**Note:** Students who use a different number of advertisements should not be penalized as long as four different false messages are identified.
True Media Message

RUBRIC 2

Grade Level Expectations (GLEs)
3.2.1 Analyzes health and fitness product information.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A 4-point response: The student provides a valid explanation of the true fact associated with each of the four false messages identified.</td>
</tr>
<tr>
<td>3</td>
<td>A 3-point response: The student provides a valid explanation of the true fact associated with three false messages.</td>
</tr>
<tr>
<td>2</td>
<td>A 2-point response: The student provides a valid explanation of the true fact associated with two false messages.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response: The student provides a valid explanation of the true fact associated with one false message.</td>
</tr>
<tr>
<td>0</td>
<td>A 0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>

Example:
- If you smoke you are more attractive—Smoking causes physical changes that can actually make you less attractive, such as stained teeth and wrinkles.
- Guys will like you if you smoke—Most people are not attracted to smokers.
- Drinking beer makes you strong—Exercise and good eating habits help you stay fit.
- Drinking beer and surfing is cool—Drinking can lead to poor decision-making.
RUBRIC 3

Grade Level Expectations (GLEs)

3.2.1 Analyzes health and fitness product information.
3.2.2 Creates health and fitness messages in media.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A 4-point response: The student explains how each of the four false messages can negatively affect a person’s social, emotional, or physical well-being. Example:</td>
</tr>
<tr>
<td></td>
<td>- You might think smoking makes you look good, but it really makes you look wrinkled, brown, and ugly, which will make you feel bad.</td>
</tr>
<tr>
<td></td>
<td>- Girls might think that smoking will make them popular. Actually, people won’t want to hang around a girl who smokes because she smells.</td>
</tr>
<tr>
<td></td>
<td>- You might think you can still be healthy if you drink, but the reality is you may develop a dependence.</td>
</tr>
<tr>
<td></td>
<td>- You might think that drinking and surfing will make you cool, but you could drown.</td>
</tr>
<tr>
<td>3</td>
<td>A 3-point response: The student explains how three false messages can negatively affect a person’s social, emotional, or physical well-being.</td>
</tr>
<tr>
<td>2</td>
<td>A 2-point response: The student explains how two false messages can negatively affect a person’s social, emotional, or physical well-being.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response: The student explains how one false message can negatively affect a person’s social, emotional, or physical well-being.</td>
</tr>
<tr>
<td>0</td>
<td>A 0-point response: The student shows little or no understanding of the task.</td>
</tr>
</tbody>
</table>
Scoring Notes
Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, True Media Message.

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

Passing Score on True Media Message – A total score on all three rubrics of nine or more points meets standard.

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

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

1. For Rubric #1, if no false message is identified (either incorrect or the space is left blank), no credit can be given for Rubrics #2 and #3.
2. The true fact and negative effect must relate to the false message identified in order to receive credit.
3. Student responses should receive points for identifying four false messages, regardless of the number of advertisements used.
4. Students who use similar advertisements (for example, two cigarette ads) should receive points as long as four false messages are identified.
5. The same false message can only be identified twice and still be credited. If it is identified a third or fourth time, no credit should be given for that message. (This would not apply to the same false message identified in the same advertisement; then the false message would only be credited once.)
6. Noting that something is “expensive” is not sufficient as a negative effect because it is too vague.
7. Because of potential issues regarding the right to reproduce the actual advertisements used by students to complete the required tasks in True Media Message, a detailed description of each advertisement has been provided in place of the actual advertisement.
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 the 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.
Exemplar #1

Advertisement #1

Type of Advertisement: bottled water

Description of Advertisement: An exotic flower has been placed into an open bottle of water. The flower appears fresh and brilliant in color as if it has just opened. The brand name of the bottled water is clearly labeled around the neck of the bottle.

Text in Advertisement: The text suggests that there is a strong correlation between consuming the bottled water and feeling young and looking beautiful. The text also discusses the source of the water coming from a natural spring and is an original beauty product. The text suggests there are beneficial compounds with a natural pH balance that can only be found in water from these natural springs.

Advertisement #2

Type of Advertisement: low sugar cola

Description of Advertisement: A bottle of this cola is shown. Condensation on the outside of the bottle suggests that it is refreshing.

Text in Advertisement: Large text above the bottle suggests a possible reason that a person may wish to celebrate by drinking a bottle of this cola. Further text describes how the product contains less sugar and carbohydrates without losing flavor. A trademark symbol tells us that the cola contains an artificial sweetener.
Exemplar #1 (cont’d)

Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This says that [bottled water] will make you feel young, fresh, and beautiful</td>
<td>Water is healthy, but it can’t make you feel young, fresh and beautiful.</td>
<td>People who buy [bottled water], and don’t feel any better afterwards, they might feel even worse, because they didn’t feel better like they said it would.</td>
</tr>
<tr>
<td>2. It shows a flower staying alive and pretty in [bottled water] and it says [bottled water] is a natural beauty product.</td>
<td>[Bottled water] wouldn’t help keep flowers pretty, and water won’t make you look better.</td>
<td>Customers of [bottled water] might be disappointed when they look the same after they take a drink.</td>
</tr>
</tbody>
</table>
## Exemplar #1 (cont’d)

### Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This says you deserve a [low sugar cola] because you met the cousin of a friend whose brother went to kindergarten with Beyoncé.</td>
<td>That doesn’t mean that you deserve a [low sugar cola].</td>
<td>People might buy [low sugar cola] every time something little happens because they’ll remember this add and decide it’s right so they’ll buy it.</td>
</tr>
<tr>
<td>2. It is saying that [low sugar cola] is healthy because it has less sugar, because it’s got [artificial sweetener].</td>
<td>Soda’s never healthy and it probably still has a lot of sugar.</td>
<td>More people will buy this because it’s “healthier”, but it’s really still not healthy.</td>
</tr>
</tbody>
</table>
EXEMPLAR #1

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for identifying two false messages in each of two advertisements (four total false messages). From the first advertisement (bottled water), the response recognizes the false messages that the product makes you “feel young, fresh and beautiful” and that it is a “natural beauty product.” Additionally, from the second advertisement (low sugar cola), the response recognizes the false messages that the product will help you celebrate special moments and that it is healthy (because it has less sugar).

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for providing a fact associated with each of the false messages identified. First, the response earns two points by pointing out the facts that bottled water cannot make you look “young, fresh and beautiful” and it is not a natural beauty product (water will not improve one’s looks). Additionally, the response earns two more points for identifying the facts that drinking low sugar cola does not equate to having a special moment and that although it may have less sugar than regular cola, it still has a significant amount of sugar in it.

Rubric 3
Score: 4
This response earns the score of 4 on Rubric 3 for explaining how each of the false messages can negatively affect the consumer. The response earns two points for showing how the bottled water advertisement’s false messages can adversely affect its buyers (when drinkers do not end up feeling better emotionally, as they were promised, they will be let down, and when they do not end up looking better, as promised, they will be similarly disappointed). Additionally, the response earns two more points for showing how the false messages in the low sugar cola ad can distress consumers (the promise of special moments may lead drinkers to consume too much soda and the claim that the drink is healthy may lead to bad nutritional habits like overindulging in the low sugar cola).
True Media Message

Exemplar #2

Advertisement #1

Type of Advertisement: snack bar

Description of Advertisement: A young, attractive, slender woman sits cross-legged on a mat. She appears to be in an open loft that resembles an exercise space. Her posture suggests that she is practicing yoga as part of her healthy routine. She appears very peaceful and relaxed and is focused on opening the snack bar.

Text in Advertisement: The text suggests that one’s sweet cravings and healthy lifestyle can coexist with this product. Additional text describes available snack bar flavors, healthy ingredients, and wholesome taste.

Advertisement #2

Type of Advertisement: exercise apparel

Description of Advertisement: A very strong, fit, attractive woman is shown at a health club in a kickboxing pose. She is wearing a matching pair of pants and sports bra. She is standing in front of a mirror allowing us to see what the clothing looks like from both front and back. The look on her face suggests that she is very focused, strong, and determined.

Text in Advertisement: The text describes how this exercise apparel is specifically designed to keep your body dry and comfortable while you are sweating. Additional text describes how the product is available in several different fabric designs that are suitable for different climates.
### Exemplar #2 (cont’d)

#### [Snack Bar]

**Advertisement 1**

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you eat these you could start getting healthier.</td>
<td>These bars are probably really fatty and carby because it’s a cookie.</td>
<td>If you eat these you could probably get fat if you don’t work out.</td>
</tr>
<tr>
<td>2. If you eat these you will be at peace nice and relaxed.</td>
<td>If you eat these you could get energized - not really relaxed because it’s a cookie and cookies have sugar in them.</td>
<td>If you are sugar prone and you eat one of these - you could get sorta hyper and not relaxed.</td>
</tr>
</tbody>
</table>
True Media Message

Exemplar #2 (cont’d)

[Exercise Apparel]

Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you wear these clothes, you could do kick</td>
<td>If you wear these clothes, you can’t kick box</td>
<td>These clothes are probably expensive</td>
</tr>
<tr>
<td>boxing.</td>
<td>unless you are a kick boxer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If you wear these clothes you will be strong</td>
<td>If you wear these clothes, they won’t make you</td>
<td>The model is probably</td>
</tr>
<tr>
<td>and fit.</td>
<td>strong and fit; you have to do the hard work.</td>
<td>computer enhanced you know, her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>muscles so she’s not really like that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXEMPLAR #2

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for identifying two false messages in each of two advertisements (four total false messages). From the first advertisement (snack bars), the response recognizes the false messages that the product will make you healthier and more “at peace.” From the second advertisement (exercise apparel), the response recognizes the false messages that by wearing this product “you could do kick boxing” and that they will make you “strong and fit.”

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for providing a fact associated with each of the false messages identified. First, the response earns two points for identifying the facts that eating snack bars is probably more “carby and fatty” than healthy and that the sugar in the bars would probably make one “energized” more than “at peace.” Additionally, the response earns two points by pointing out the facts that exercise apparel cannot make you a kick-boxer unless you have actual kick-boxing skills and it cannot make you fit and strong unless you work out.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for explaining how two of the false messages can negatively affect the consumer. The response earns two points for showing how the snack bar’s false messages can adversely affect its buyers (eating too many could result in one getting “fat” and too “hyper,” from all that sugar). No further points are awarded because the response does not provide the negative effects of the false messages in the exercise apparel ad; saying the clothes are “expensive” or that the images are computer enhanced are not negative effects on the consumer’s social, emotional, or physical well-being.
Exemplar #3

Advertisement #1

Type of Advertisement: cigarettes

Description of Advertisement: An open package of cigarettes is shown. Two cigarettes are shown protruding from the package. The package is shown next to a tee shirt and athletic shoe that are sitting on a wooden deck. The wooden deck appears to be at a beach given that there is sand and sea grass in the photo.

Text in Advertisement: The text uses a play on words, with the name of the product, and suggests that keeping things simple is good. Text on the package of cigarettes indicates that they are filtered and “Class A.” A warning from the Surgeon General is also included in the advertisement.

Advertisement #2

Type of Advertisement: alcoholic beverage

Description of Advertisement: A brightly colored cartoon figure hand is shown holding a bottle of the alcoholic beverage. Cartoon versions of a fox, lizard, bull, and crab of similar coloring appear to be enjoying servings of the beverage in a party-like atmosphere.

Text in Advertisement: The text suggests that everyone has a story they can tell about when they used this beverage. Additional text suggests that the beverage can help you make more friends and can make your friends act differently, in a good way.
## Exemplar #3

### Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [Cigarettes]. They say they are filtered and classy.</td>
<td>They cause you to die, lung cancer, all types of cancer. Smoking by pregnant woman may result in fetal injury, premature birth, and low birth rate.</td>
<td>Something in Actual Fact</td>
</tr>
<tr>
<td>2. It has filters so it won’t hurt you.</td>
<td>It doesn’t matter it will still hurt you.</td>
<td>Something</td>
</tr>
</tbody>
</table>
## Exemplar #3

### Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drinking [alcoholic beverage] makes you happy and relaxed and you can do anything you want.</td>
<td>You get high and can pass out. Drinking too much is very bad.</td>
<td>You can die, and it messes up your liver.</td>
</tr>
<tr>
<td>2. When you drink you can meet a lot of friends.</td>
<td>They are really not your friends. They are drunk also.</td>
<td>You can die and it messes up your liver.</td>
</tr>
</tbody>
</table>
EXEMPLAR #3

Rubric 1
Score: 4
This response earns the score of 4 on Rubric 1 for identifying two false messages in each of two advertisements (four total false messages). From the first advertisement (cigarettes), the response recognizes the false messages that these cigarettes are “classy” and that they “won't hurt you” because they have filters. Additionally, from the second advertisement (alcoholic beverage), the response recognizes the false messages that the product will make you “happy and relaxed” and that drinking it will earn you a lot of friends.

Rubric 2
Score: 4
This response earns the score of 4 on Rubric 2 for providing a fact associated with each of the false messages identified. First, the response earns two points by pointing out the facts that cigarettes can cause cancer and that even filtered cigarettes can hurt you. Additionally, the response earns two more points for identifying the facts that drinking too much alcohol is very unhealthy and that friends made when drinking may not be true friends.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for explaining how two of the false messages can negatively affect the consumer. The response earns two points for showing one way that the cigarette’s false message can adversely affect its buyers (too much smoking causes many diseases, especially in pregnant women) and one way that the alcoholic beverage’s false message is destructive (too much alcohol and too much drinking can lead to liver failure). No further points are awarded because a second negative effect of each false message is not provided (“death” is not credited as a result of the false message because death would not be an effect of the message as much as it would be the effect of a lifestyle).
Exemplar #4

Advertisement #1

Type of Advertisement: cigarettes

Description of Advertisement: A young, attractive man is shown holding an open package of cigarettes. His hand and the package are in the foreground, exaggerating their size while the man appears smaller in the background. The man, his hand, and the cigarettes are all illuminated in a green glowing light, giving the advertisement a dark, mysterious look.

Text in Advertisement: The text attempts to describe the product’s flavor as rich and intense and implies that the cigarettes will entice your senses. A warning from the Surgeon General is also included in the advertisement.

Advertisement #2

Type of Advertisement: consumer electronics retail store

Description of Advertisement: A young, fit, attractive man wearing a brightly colored swimming suit is shown jumping off of a diving board into a swimming pool. Instead of water, the pool is filled with DVDs and CDs. The man is holding two DVDs in his hand. He appears to be very happy in the middle of all of the DVDs and CDs.

Text in Advertisement: The text alludes to the thousands of choices available to the consumer at this store and encourages the consumer to buy the DVDs and CDs.
Exemplar #4

**Advertisement 1**

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The advertisers are trying to tell us that when you smoke it's very</td>
<td>The actual fact of smoking is not mysterious and inviting. If you smoke it's not that amusing and you really will stand out of the crowd.</td>
<td>The negative effect is that people wouldn't want to be your friend. You could lose friends and not gain friends. (It won't be mysterious)</td>
</tr>
<tr>
<td>mysterious and inviting. (by the colors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The advertisers are trying to want us to smoke and when we do the boy</td>
<td>The actual fact is that smoking can kill you.</td>
<td>The negative effect of it all is that you could get lung cancer, heart disease, brain damage, bad breath, wrinkles and much more.</td>
</tr>
<tr>
<td>(man) will pull us in if we try the cigarettes. (He has his hand out trying to pull us in)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Exemplar #4

**Advertisement 2**  [consumer electronics retail store]

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They want you to think, “come and jump in with us. Come join the fun.”</td>
<td>The actual fact is that you can’t really jump into a pool with a bunch of movies and CDs.</td>
<td>The negative effect is that you could hurt yourself.</td>
</tr>
<tr>
<td>2. The advertisers want you to think that you can buy that many movies, CDs, etc. for a little bit of money.</td>
<td>The actual fact is that you can’t buy that many movies without spending a lot of money.</td>
<td>The negative effect is that by this ad you will probably buy lots of movies and lose lots of money. No money!</td>
</tr>
</tbody>
</table>
EXEMPLAR #4

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for identifying three false messages in two advertisements (three total false messages). From the first advertisement (cigarettes), the response recognizes the two false messages that smoking is “mysterious and inviting” and that smoking “will pull you in” (as the good-looking man reaching out for you in the ad does). Additionally, from the second advertisement (consumer electronics retail store), the response recognizes one false message that going to that store will be like a big party where one wants to jump in and “join the fun” (the second purported false message from the consumer electronics retail store ad—everything is cheap and you can buy a lot—is not credited because there is nothing in the ad referring to money).

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for providing a fact associated with each of the three false messages identified. First, the response earns two points by pointing out the facts that there is nothing amusing or inviting about smoking cigarettes and that smoking can kill you. Additionally, the response earns one more point for identifying the fact that jumping into a pile of CDs and DVDs, as the young man in the consumer electronics retail store ad does, could be very harmful to one’s health. (Reminder: refer to Scoring Note #1.)

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for explaining how each of the three false messages can negatively affect the consumer. The response earns two points for showing how the cigarette ad’s false messages can adversely affect its buyers (socially, smokers can lose friends and physically, many diseases could result). Additionally, the response earns one more point for showing how the false message in the consumer electronics retail store ad can distress consumers (convincing consumers to jump into the pile of CDs and DVDs could lead to getting “hurt”).
Exemplar #5

Advertisement #1

Type of Advertisement: evaporated milk

Description of Advertisement: A colorful place setting is shown with a plate and fork and spoon. The plate has been divided into four equal quarters. Each quarter is filled with a photograph showing a different food that could be made with evaporated milk as an ingredient (macaroni and cheese, mashed potatoes, chocolate pudding and tomato soup). Beside each photograph is small picture showing a can of evaporated milk and a package of the food that would be needed to make the serving shown in the photograph. At the bottom of the advertisement are cans of the three different evaporated milk products that are produced by the company (regular, low fat, and fat free).

Text in Advertisement: The text claims that the product makes not so special foods something special. It suggests using the product in place of milk or water is a quick and simple way to make foods taste creamy and homemade. A website is suggested for more tips about cooking with the product.

Advertisement #2

Type of Advertisement: DVD movie production company

Description of Advertisement: A young, attractive, slender woman dressed in a tight fitting holiday outfit is shown in the top half of the advertisement. She is holding her hand up to her mouth, appearing to be whispering. The bottom half of the advertisement shows ten DVDs of popular movies in two rows.

Text in Advertisement: The text implies that the woman is telling Santa that she’s been a good girl and that she deserves the DVDs as a reward for good behavior.
### Exemplar #5

#### Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Makes ordinary into extraordinary</td>
<td>cant make all things extraordinary</td>
<td>could make some food last worse</td>
</tr>
<tr>
<td>2. &quot;The easy way to make a quick meal richer and creamier&quot;</td>
<td>says to add water and [evaporated milk] to make richer and creamier</td>
<td>need to add water to make creamy</td>
</tr>
</tbody>
</table>
## Exemplar #5

### Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Makes you think you get all the movies</td>
<td>Probably only 1-5 says in small writing</td>
<td>Pay more for less stuff</td>
</tr>
<tr>
<td></td>
<td>&quot;availability may vary.&quot;</td>
<td></td>
</tr>
<tr>
<td>2. says &quot;I deserve great dvds&quot;</td>
<td>Make someone want to buy them</td>
<td>May change their mind to want a movie that they usually don’t like</td>
</tr>
</tbody>
</table>
EXEMPLAR #5

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for identifying three false messages in two advertisements (three total false messages). From the first advertisement (evaporated milk), the response recognizes the false message that evaporated milk can “make the ordinary extraordinary,” or make the average fabulous, which is not exactly true (the second purported false message from the evaporated milk ad—it can make things creamier—is not credited because it is not false). From the second advertisement (DVD movie production company), the response recognizes the two false messages that you can get any movie you want and you deserve any movie you want based on good behavior.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for providing a fact associated with two of the three false messages identified. The response earns two points by pointing out the fact that evaporated milk cannot make all foods good, as they claim, and for realizing that the availability that the DVD movie production company claims is not necessarily true (surely some movies must be out of stock). The only other false message (“I deserve DVDs”) for which a fact could be given is not credited because the fact (“make someone want to buy them”) does not relate to deserving DVDs.

Rubric 3
Score: 3
This response earns the score of 3 on Rubric 3 for explaining how each of the three false messages can negatively affect the consumer. The response earns one more point for showing how the false message in the evaporated milk ad can distress consumers (emotional disappointment when they realize it cannot fix every food or recipe). Additionally, the response earns two points for showing how the DVD movie production company’s false messages can adversely affect its buyers (socially, consumers have to pay more for less stuff, and emotionally, they could suffer disappointment in their purchase).
Exemplar #6

Advertisement #1

**Type of Advertisement:** pension investment account company

**Description of Advertisement:** Two couples are shown sitting on lawn chairs in front of a garage. One couple appears to be of retirement age, the other appears younger and perhaps nearing retirement age. Each appears relaxed, holding a beverage, and smiling.

**Text in Advertisement:** The text implies that everyone in the picture should smile since they are fully vested. Additional text describes the benefits of planning for retirement and how the company can help a person prepare for retirement. The text also suggests that people should be in control of how and when they retire and that if they are they will be happy.

Advertisement #2

**Type of Advertisement:** cleaning cloth

**Description of Advertisement:** A box with the cleaning cloths is shown floating in the air with bright, twinkling light. Three small photos show how the cloth is used. In the first photo a hand is holding a cloth under running tap water. In the second photo the cloth is being rubbed on a crayon drawing on a wall. In the third photo the crayon drawing has disappeared as a result of using the cleaning cloth.

**Text in Advertisement:** Large text suggests that the cleaning action of the product is like a magic trick, causing tough to remove marks such as crayon marks, scuffs, and set-in dirt to disappear. Smaller text describes how to use the product to remove various types of marks on different surfaces.
Exemplar #6

**Advertisement 1**

[pension investment account company]

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
</table>
| 1. *create your own personal plan and know where your going all the time.* | *just because you call in for a retirement plan, doesn't mean that you'll always know where your going, it just aids in giving you an idea for your future and plans.* | *financial problems could occur.*
| | | *stress - it could occur if you retire or if you wanna work and you may not have money coming in like you used to.* |

| 2. *create your own pension plan.* | *just because you call in to this company for help with retirement plans, doesn't mean it will change your life or that you will suddenly get rich or something.* | *debt could possibly occur.*
| | | *financial problems could occur due to payments needed to be made for the help given.* |
## Exemplar #6

**True Media Message**

### Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
</table>
| 1. *[Cleaning cloth] says [cleaning cloth] is magic and easily removes tough marks like you never thought you could.* | *[Cleaning cloth] doesn’t actually magically make things disappear - it’s just a cleaning solution with a new method of using or applying it. | *you still have to physically work when using this product.  
*water* must be added for this to work  
*eventually runs out or disappears.* |
| 2. *if you use [cleaning cloth] you can remove dirt, grime, stains, and unwanted marks like magic! | *just because you use [cleaning cloth], doesn’t mean that it will make you magic, your just aiding with the cleaning process of the cleaner, not magic. | *if inhaled, could cause internal damage.  
*may end up in unwanted results when applied to different, surfaces, colors, textures, etc.* |
EXEMPLAR #6

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for identifying three false messages in two advertisements (three total false messages). From the first advertisement (pension investment account planning company), the response recognizes the false message that investing with the pension investment account company means you will “know where your going all the time,” although investing is much too uncertain to make such a claim (the second purported false message from the ad is not credited because it is simply the company’s slogan, not a false message). From the second advertisement (cleaning cloth), the response recognizes the two false messages that the product is “magical” and that it removes stains, when actually it is the person using the product who does so.

Rubric 2
Score: 3
This response earns the score of 3 on Rubric 2 for providing a fact associated with each of the three false messages identified. First, the response earns one point for identifying the fact that the pension investment account planning company’s investments are a risk much more than they are a guarantee. Additionally, the response earns two more points by pointing out the fact that the cleaning cloth is not magical, just a new cleaning solution, and that the product cannot clean anything without the help of an able human doing the scrubbing.

Rubric 3
Score: 1
This response earns the score of 1 on Rubric 3 for explaining how one of the false messages can negatively affect the consumer. The response earns one point for showing one way that the pension investment account company’s false message can adversely affect its buyers (social problems could occur if one retires before they should or if they have financial difficulties after having been promised a safe retirement). No further points are awarded because the negative effects of the other false messages are not provided (the physical effects listed for the cleaning cloths are not credited because those effects do not result from the false message, but from the chemicals involved).
Exemplar #7

Advertisement #1

**Type of Advertisement:** dairy products

**Description of Advertisement:** A glass of milk, plate of cheese, and bowl of yogurt with berries are shown above a rolled-up tape measure.

**Text in Advertisement:** The text indicates that dairy products are better tasting, healthy food choices. Additional text refers to clinical studies that suggest adding three servings of dairy products a day to help burn more fat when they are part of an exercise and weight loss plan.

Advertisement #2

**Type of Advertisement:** soymilk

**Description of Advertisement:** A slender woman wearing pajamas is sitting cross-legged on her very large kitchen counter. The kitchen is very open with a lot of light in the background. She is tilting what appears to be a cereal bowl towards her mouth to consume its contents. Next to her on the counter is an open container of the soymilk and a bowl of fruit.

**Text in Advertisement:** The text suggests that the future should bring more positive events, such as dating and getting a job, and fewer negative events, such as no dates and no phone calls. Additional text suggests that there is a relationship between a longer future and a diet that has less saturated fat, less sugar, and no cholesterol.
### Exemplar #7

#### Advertisement 1

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. That milk, cheese and yogurt will burn fat.</td>
<td>Will help with burning as long as you exercise regularly.</td>
<td>Could eat too much without exercising cause it will burn fat.</td>
</tr>
<tr>
<td>2. Will make your tummy happy in more ways than one.</td>
<td>Just eating dairy can make you sick and make your tummy hurt.</td>
<td>Because it says three servings per will think to just eat it for your 3 meals and they'll end up not liking the results.</td>
</tr>
</tbody>
</table>
## Exemplar #7

### Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drinking soy milk will give you more opportunities throughout the day.</td>
<td>Drinking soy milk just gives you an organic milk experience.</td>
<td>Will drink milk thinking that good things will happen and will get a little mad when it doesn't</td>
</tr>
<tr>
<td>2. You can sit on your counter just enjoying soy milk for breakfast</td>
<td>You can't sit on a counter just drinking soy milk in mornings</td>
<td>Will be drinking and could lose track of time and could get distracted and be late for whatever your doing that day</td>
</tr>
</tbody>
</table>
EXEMPLARY #7

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for identifying two false messages in the two advertisements (two total false messages). From the first advertisement (dairy products), the response recognizes the false message that dairy products can “make your tummy happy” in more ways than one. Additionally, from the second advertisement (soymilk), the response recognizes one false message that the product will give you more opportunities. The other “false” messages provided are not credited because they (dairy products will burn fat and you can sit on your counter to eat breakfast) are both true.

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for providing a fact associated with each of the two false messages identified. The response earns two points by pointing out the fact that eating too much dairy products can make you sick and that soymilk is just a beverage, not an opportunity.

Rubric 3
Score: 2
This response earns the score of 2 on Rubric 3 for explaining how the two false messages can negatively affect the consumer. The response earns two points for showing one way that the dairy products advertisement’s false message can adversely affect its buyers (eating too much dairy will make them sick) and one way that the soymilk advertisement’s false message is destructive (expecting opportunities from a drink could lead to disappointments when those opportunities do not arise).
Exemplar #8

Advertisement #1

Type of Advertisement: breakfast cereal

Description of Advertisement: A large bag of cereal is shown next to a smaller competitor’s box of cereal. The large bag is transparent, with bright, multi-colored cereal. The competitor’s box is comparatively smaller, but the cereal is similar in texture and color. At the bottom of the page are eleven smaller bags of different cereal products that the manufacturer offers.

Text in Advertisement: The text claims that the product gives the consumer 50% more for about the same price than the competitor’s product. The text suggests that the product contains 12 vitamins and minerals with the same taste as the competitor. Additional text describes the product’s price, quantity, and resealable bag.

Advertisement #2

Type of Advertisement: deodorant stick

Description of Advertisement: A young, attractive man and woman are shown dancing in a dimly lit nightclub. The woman, wearing a sleeveless shirt, appears to have her nose tilted toward her exposed armpit. It appears that she is trying to reassure herself that her armpit does not smell.

Text in Advertisement: The text suggests that using the product will mean that users will not have to sniff themselves to assure they do not smell. Additional text states that the product has a new time-released formula for the longest-lasting protection and is strong enough for a woman.
<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If your kids like [competing cereal] there</td>
<td>They taste about the same and people won't really be able to tell the difference.</td>
<td>Eating too much could give you a stomach ache.</td>
</tr>
<tr>
<td>going to love [breakfast cereal].</td>
<td></td>
<td>• physical</td>
</tr>
</tbody>
</table>

| 2. We taste every bit as good as [competing cereal]. | Taste as much like [competing cereal] as possible | If you eat too much you could get cavities-physical |
Exemplar #8

[deodorant]

Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You will be beautiful when you put it on.</td>
<td>You will smell good</td>
<td>Could develop a rash - physical</td>
</tr>
<tr>
<td>2. You won't get guys</td>
<td>you will smell good</td>
<td>Could put so much on you will stink - socially</td>
</tr>
</tbody>
</table>
EXEMPLAR #8

Rubric 1
Score: 3
This response earns the score of 3 on Rubric 1 for identifying three false messages in two advertisements (three total false messages). From the first advertisement (breakfast cereal), the response recognizes the two false messages that liking one product means you will automatically like another and that one cereal can promise to taste just as good as another. Additionally, from the second advertisement (deodorant stick), the response recognizes one false message that using this product will make you beautiful; the only other false message identified (that “you won’t get guys” if you use the product) is not credited because it is counterintuitive (it is highly unlikely that would be one of the advertiser’s messages).

Rubric 2
Score: 2
This response earns the score of 2 on Rubric 2 for providing a fact associated with two of the three false messages identified. The response earns one point by pointing out the fact that the breakfast cereal really only tastes like the competitor’s cereal “as much . . . as possible,” but it is not really guaranteed that they taste the same. Additionally, the response earns one more point for pointing out that deodorant will only make you smell good, it will not make you look beautiful. The fact given for the other false message is not credited because (for the breakfast cereal) it is too vague.

Rubric 3
Score: 1
This response earns the score of 1 on Rubric 3 for explaining how one of the false messages can negatively affect the consumer. The response earns one point for showing one way that the deodorant stick’s false message can adversely affect its buyers (physically, if a user gets a rash in their attempt to become beautiful through use of the product). No further points are awarded because the other negative effects given do not relate to the false messages.
Exemplar #9

Advertisement #1

Type of Advertisement: acne cleansing pad

Description of Advertisement: Cartoon characters are shown depicting how a person can deal with having acne visible on their face. The first picture shows a girl with her turtleneck sweater pulled up over her face. The second picture shows an empty desk implying that the student did not come to school. The third picture shows a boy wearing a bandage on his face to cover the acne. The fourth picture shows a confident girl who has no facial blemishes as a result of using the advertised product. A smaller picture shows a container of the product.

Text in Advertisement: The text accompanying the pictures suggests that some ways of dealing with acne are more effective than others. Additional text states that the product kills over 99% of the bacteria that causes acne within 30 seconds. A contest at the product’s website asks participants to develop a character that could represent their product with explanations why it should be picked. The selected winner will win a prize.

Advertisement #2

Type of Advertisement: baby food

Description of Advertisement: A spoon of baby food is being put into a baby’s mouth. The healthy baby has a big smile with bright eyes. In the corner of the advertisement are jars and boxes of the manufacturer’s baby foods sitting next to raw fruits and vegetables. The overall colors used in the advertisement reflect a soothing, happy environment.

Text in Advertisement: The text relates that the product is natural, trusted by those who use it, and ready to serve the next generation. Additional text relates beneficial product attributes such as no artificial flavors, colors, or preservatives.
**True Media Message**

**Exemplar #9**

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Says that it works all day long. Says that it will kill 99% of bacteria on the first pad. Says that it will give you a new face.</td>
<td>Won't give you a new face. It probably won't take away most of the bacteria causing germs.</td>
<td>Doesn't destroy all of the bacteria. Hurts when you use it. Doesn't help sometimes.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[acne cleansing pad]

**Advertisement 1**
### Exemplar #9

**[baby food]**

#### Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Says that it has the best foods to offer. Says that the baby food is really healthy. Says that it's just for babies. Says that it provides Iron, Zinc, Folate, and calcium.</td>
<td>Adults could probably use or eat the baby food. It (baby food) is somewhat healthy for a baby and maybe an adult.</td>
<td>Doesn't provide all the vitamins it says it does. Some of the baby foods aren't as healthy as they say they are.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*True Media Message, Middle School Health Assessment*

Teacher Worksheets and FAQs Updated July 2011
EXEMPLAR #9

Rubric 1
Score: 2
This response earns the score of 2 on Rubric 1 for identifying two false messages in the two advertisements (two total false messages). From the first advertisement (acne cleansing pads), the response recognizes one false message that the product will give you “a new face.” From the second advertisement (baby food), the response recognizes the false message that the products are made with the “best” that nature has to offer.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for providing a fact associated with one of the two false messages identified. The response earns one point by pointing out the fact that the acne cleansing pads really don’t give you a new face, just your same face freshly scrubbed. The fact given for the other false message is not credited because it (adults could eat the baby food) does not relate to the false message.

Rubric 3
Score: 1
This response earns the score of 1 on Rubric 3 for explaining how one of the false messages can negatively affect the consumer. The response earns one point for showing one way that the acne cleansing pad advertisement’s false message can adversely affect its buyers (sometimes it doesn’t help and it may hurt). No further points are awarded because the other negative effect given is too vaguely related to the false message to be credited.
Exemplar #10

Advertisement #1

Type of Advertisement: toothpaste

Description of Advertisement: A smiling, young, attractive woman is shown. Her open mouth smile reveals white teeth. She is biting on the frame of a pair of black sunglasses. The black frame creates contrast against her white teeth. In addition to the picture of the woman, an illustration of the actual product is shown. It appears as a white drop with light glistening off of it. Three small diagrams of a tooth are shown. The first diagram shows the small drops of the product going on the tooth. In the second diagram, the product goes in the tooth. The third diagram shows a brilliant white tooth, the final result from using the toothpaste.

Text in Advertisement: The text tells the reader that tooth enamel luster can be restored with the product. The reader learns that the things that people eat and drink dull enamel luster. Additional text suggests that results can be expected from the product in one to three months of use.

Advertisement #2

Type of Advertisement: anti-depressant medication

Description of Advertisement: A cartoon-like face is shown in a small cave. Light is shining into the cave through an opening in the ceiling. The face is looking toward the opening but appears unable to move in that direction. The face has a sad expression. A smaller picture shows the face with a happy expression, surrounded by bright blue skies. An additional picture shows how the product works to correct chemical imbalances between nerve endings.

Text in Advertisement: One line of text asks the viewer if they feel like the sad face. The next line of text suggests that help could come in the form of a free information kit that includes a CD. The advertisement suggests that the mood change from sad to happy can be attributed to using the product. Further text describes some of the behavioral symptoms of depression, how the product can help, and possible side effects.
## True Media Message

### Exemplar #10

**Advertisement 1**

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you use The toothpaste your teeth will become cleaner and shiner and whiter over night.</td>
<td>The tooth paste will probably not whiten your teeth as white as the models.</td>
<td>You could be dissapointed in the result.</td>
</tr>
<tr>
<td>2. If you have really bad teeth they will be like new.</td>
<td>If you have really bad teeth a dentist can do what a toothpaste can't.</td>
<td>You can become depressed and very self concious.</td>
</tr>
</tbody>
</table>
## Advertisement 2

<table>
<thead>
<tr>
<th>False Message</th>
<th>Actual Fact</th>
<th>Negative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [Anti-depressant medication] puts little blocks on your nerves.</td>
<td>It doesn’t put blocks on your nerves</td>
<td>You can become concerned for your health.</td>
</tr>
<tr>
<td>2. Makes you ‘undepressed’ over night.</td>
<td>Doesn’t happen over night.</td>
<td>It doesn’t work and makes you even more depressed.</td>
</tr>
</tbody>
</table>
EXEMPLAR #10

Rubric 1
Score: 1
This response earns the score of 1 on Rubric 1 for identifying one false message in the two advertisements (one total false message). From the first advertisement (toothpaste), the response recognizes the false message that the product will make your teeth new again, which is acceptable. The other purported false message regarding this toothpaste (you will have white teeth “over night”) is not credited because the ad does not make that claim. Additionally, the false messages put forth for the anti-depressant medication are not credited because they (it will work “over night” or will “block on your nerves”) are not claims made in the advertisement.

Rubric 2
Score: 1
This response earns the score of 1 on Rubric 2 for providing a fact associated with the only false message identified. The response earns one point by pointing out the fact that a dentist could do the same thing as the toothpaste.

Rubric 3
Score: 1
This response earns the score of 1 on Rubric 3 for explaining how the one false message can negatively affect the consumer. The response earns one point for showing one way that the toothpaste’s false message can adversely affect its buyers (emotionally, when disappointed users have to deal with the fact their teeth may not be as white as expected). No further points are awarded because there were no other acceptable false messages.
Advertising – Is a written or spoken media message designed to interest consumers in purchasing a product or service.

Affect – To bring about change or influence (how smoking affects the health).

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

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

Anorexia Nervosa – An eating disorder that involves self-starvation, a distorted body image, and low body weight.

Balanced Diet – Eating and drinking the right amount of nutrients for a health balanced diet.

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

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

Beneficial – Promoting a favorable result.

Benefit – Something promoting well-being.

Bulimia Nervosa – An eating disorder in which an individual repeatedly eats large amounts of food and then uses behaviors such as vomiting or using laxatives to rid the body of the food.

Character – Qualities or features that distinguish a person.

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

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

Comparison shopping – A method of judging the benefits of different products by comparing several factors, such as quality, features, and cost.

Consequences – Are the results of your actions and decisions.

Consumer – A person who buys or uses a product or service.

Consumption – The process of taking food into the body through the mouth (as by eating).

Desensitization – Is the effect of reacting less after frequent exposure to something.

Eating Disorders – An extreme, harmful eating behavior that can cause serious illness or even death.

Emotion – Is the feeling that is produced in response to life experiences.

Fact – Something believed to be true or real.

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

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

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

Emotional Health – Is expressing your emotions in a positive, nondestructive way

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

Mental/Intellectual Health – Is the ability to recognize reality and cope with the demands of daily life. It is the ability to enjoy learning and know that striving for information and understanding can be an exciting, life-long process.

Environmental Health – Is keeping your air and water clean, your food safe, and the land around you enjoyable and safe.
Glossary (cont’d)

**Health Enhancing** – Ability to improve your health.

**Hidden Messages in Advertising** – Advertisers use several techniques to persuade consumers to purchase their products or services.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
<th>Hidden Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandwagon</td>
<td>A group of people using a product</td>
<td>Everyone is using it and you should too.</td>
</tr>
<tr>
<td>Humor</td>
<td>Product displayed as a cartoon, slogan, or jingle</td>
<td>It may be a catchy tune so you may remember this “hook” and purchase the product.</td>
</tr>
<tr>
<td>Rich and famous</td>
<td>Product displayed by a famous person</td>
<td>It will make you feel rich and famous.</td>
</tr>
<tr>
<td>Free gifts</td>
<td>Redeemable coupons for merchandise</td>
<td>It’s a great deal and too good to pass up.</td>
</tr>
<tr>
<td>Scientific</td>
<td>Teens will believe the data</td>
<td>If it’s in a laboratory, it must be true.</td>
</tr>
<tr>
<td>Great outdoors</td>
<td>Scenes of nature</td>
<td>It must be healthy if it’s associated with nature.</td>
</tr>
<tr>
<td>Good times</td>
<td>People smiling and laughing</td>
<td>If you buy it, you will be happy too.</td>
</tr>
<tr>
<td>Testimonial</td>
<td>People for whom a product has worked</td>
<td>It worked for them, it will work for me.</td>
</tr>
</tbody>
</table>

**Hygiene** – A condition promoting clean, sanitary practices; “personal hygiene”.

**Leisure** – Freedom to choose an enjoyable activity i.e. walking, gardening, hiking, golfing, cycling.

**Leisure Activity** – Choosing an activity for enjoyment i.e. walking, gardening, hiking, golfing, or cycling.

**Life Goals** – The ability to set expectations for a healthy life.

**Listening** – The act of hearing attentively.

**Media** – Various methods of communicating information, includes radio, television, film, magazines, books, and the Internet.

**Media literacy** – Is the skill of being able to recognize and evaluate the influence of messages in media.

**Myth** – A fictitious story, person, or thing

**Non-Verbal Communication** – Body language i.e. facial expressions, gestures, and posture.

**Resolution** – An explanation, as of a problem; a solution.

**Risk** – Any venturesome undertaking especially one with an uncertain outcome which could be negative “she was drinking and driving and got in an accident” or positive “he tried out for a team and made it”.

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

**Self-esteem** – Pride in oneself; self-respect.

**Stress** – Is the body’s and mind’s response to a situation, positive or negative.

**Stressor** – Something that causes stress; example, traffic jam.

**Unsafe** – Involving or causing danger or risk.
Teacher Resources
True Media Message

Centers for Disease Control and Prevention (CDC)

Statistics and Information
http://www.cdc.gov

OSPI Health and Fitness

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

P.E.Links4u

Promoting Active and Healthy Lifestyles
www.pelinks4u.org

PE Central

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

Washington State Department of Health

Health Information, Washington State
http://www.doh.wa.gov/
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 True Media Message – A total score on the three rubrics of nine or more points to meet standard.

\[
\begin{align*}
11 - 12 &= 4 \\
9 - 10 &= 3 \text{ meets standard (“proficient”)} \\
6 - 8 &= 2 \\
1 - 5 &= 1 \\
0 &= 0
\end{align*}
\]

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.
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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>OSPI Recommendation</th>
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| 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.  
|                  | • 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.  
|                  | • 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.  
|                  | • 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. What is considered a “passing” score?

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

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

\[
\begin{align*}
15 – 16 & = 4 \\
12 – 14 & = 3 \quad \text{meets standard (“proficient“)} \\
8 – 11 & = 2 \\
1 – 7 & = 1 
\end{align*}
\]

10. What happens if a student fails an assessment?

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

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

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

iGrants is an internet based system that contains a variety of federal and state grant applications, competitive grant request for proposals (RFPs), and end of year reports, as well as a comprehensive self-study used for compliance reviews visitations. The acronym stands for:

i=internet G=Grants r=reports a=analytical n=net-based t=transaction s=sysstem

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.
True Media Message

- 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).

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.

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

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

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

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

To earn credit equivalency, the student shall

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

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

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

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

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

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

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

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

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