

Concepts of Health and Fitness

A Classroom-Based Assessment

Directions for Administration and Scoring Guide Grade 5



A Component of the
Washington State Assessment Program



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Directions for Administering the Grade 5 Concepts of Fitness Assessment

Description of the Test

Students should write their answers in their test booklets. Test booklets are designed to provide appropriate space for student responses.

The test booklets contain questions that appear in three formats:

- Multiple-choice questions have four response options. For these questions, the students must choose the one best (correct) answer.
- Short-answer questions ask the students to supply the answer, which may be in the form of words, numbers, and/or pictures/diagrams. A wide variety of tasks are included in this question format.
- Extended-response questions require the students to write an answer that offers more examples and more detail. The answer spaces for these questions provide more room for the students to write their answers. Students are expected to express their ideas and explain their thinking using words, labeled pictures, and/or labeled diagrams.

Test Administration

The following page is an excerpt from the student booklet. Instruct the students to open their booklets to page 1. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Students may have as much time as they need to complete the task. 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.

Say: **Today you will take the Grade 5 Concepts of Health and Fitness Assessment.**

Directions to the Student

There are several different types of questions on this test:

1. Some questions will ask you to choose the best answer from among four answer choices. Each of these items is worth one point.
2. Some questions will ask you to write your answer in an answer box.
 - Some of these questions are short. They ask you to write an answer and to explain your thinking using words. Each of these items is worth two points.
 - Others ask for more details or more thinking. These questions also provide you with more room for your answer. Each of these items is worth four points.

Here are some important things to remember as you take this test:

1. Read each question carefully and think about the answer.
2. If answer choices are given, choose the best answer by filling in the circle in front of your answer.
3. If an answer box is provided, write your answer neatly and clearly **inside** the box and show all your work. Cross out or erase any work you do not want as part of your answer.
4. You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
5. When you reach the word **STOP** in your booklet, do **not** turn the page.

Scoring Guide

In this section, you will find the answer keys and rubrics for grade 5.

Please read through the following information for tips and strategies for scoring your student booklets.

The following keys and rubrics will enable you to score all of the multiple-choice and open-ended items in the Concepts of Fitness Assessment booklet.

Scoring Method

There are two types of open-ended items on this assessment: short answer and extended response. The short-answer items are each worth up to 2 points, while the extended-response items are each worth up to 4 points. Conventions of writing (sentence structure, word choice, usage, grammar, spelling, and mechanics) are not considered in scoring the open-ended items, unless the flaws obscure the meaning of the answers. Each rubric will provide an example that coincides with the top value of each rubric type. The examples are not exhaustive; their purpose is to provide a guideline and an idea of what is acceptable.

Short-answer questions are scored on a two-point scale based on the following general guidelines:

- A **2-point** response shows complete understanding of the concept or task and logical reasoning and conclusions.
- A **1-point** response contains minor omissions in the understanding of the concept, minor flaws in reasoning, or neglects to address some aspect of the task.
- A **0-point** response indicates no understanding of the concept or task.

Extended-response items are scored on a four-point scale based on the following general guidelines:

- A **4-point** response contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the relevant points. It contains logical reasoning and valid conclusions and communicates effectively and clearly through writing and/or diagrams. It may go beyond the requirement of the item.
- A **3-point** response contains minor flaws. Although it indicates an understanding of the concept or task, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning or neglects to address some aspects of the item.
- A **2-point** response indicates gaps in understanding. It contains some combination of the following flaws: incomplete understanding of the concept or item, a failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant procedures or concepts.
- A **1-point** response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or item, a failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant procedures or concepts, or an omission of significant parts of the item and solution or response.
- A **0-point** response indicates no understanding of the concept or item.

Specific scoring guidelines for each item are found in the grade-specific scoring sections of this guide.

General Guidelines for Scoring

Basic materials needed for scoring include this guide and the student booklet. The complete answer key is included in this guide.

The process of scoring the short-answer and extended-response items involves reading each student's response and evaluating each response with respect to the appropriate rubric. There are two valid methods you can use to score the short-answer and extended-response questions. The first method involves reading each student's booklet from start to finish. As a result, you will score each question in a sequential manner. The second method of scoring involves scoring one question or set of questions at a time across the full set of student booklets. One advantage of scoring this way is that it provides you with an understanding of the complete range of responses to a given short-answer or extended-response question. This process will allow you to feel better equipped to discriminate between score points for a particular question.

Scoring

In order to ensure successful scoring, follow the procedures below:

1. Carefully read and review all the questions in the booklet. Be sure you completely understand what students were asked to do.
2. Review the scoring rubrics for all the open-ended questions.
3. As you are scoring the open-ended items, you may find it helpful to circle the parts of the student answer that will receive credit. It is easier to then go back and tally the circles to assign a score for that item.
4. After you begin scoring, you may want to check your own intrarater reliability (the reliability within your own scoring). In order to do this, cover up the scores on a group of booklets or questions that you have already scored. Then, after a day or two, go back and score the student responses again. Check to see if your scoring is consistent. If it is not consistent, carefully review the rubrics again and then try to rescore the questions more consistently.

As you are scoring, it is important to focus on the rubrics criteria and not judge one student's response to a question against another student's response. For example, an acceptable response should not be lowered because a previous student's response seems so good that any that follow seem only partially correct. Always refer back to the guidelines of the rubric.

Grade 5 Answer Key

1. C
2. A
3. 2-point rubric. See Scoring Guide and Sample Papers, pages 9–11.
4. A
5. 2-point rubric. See Scoring Guide and Sample Papers, pages 12–15.
6. A
7. 4-point rubric. See Scoring Guide and Sample Papers, pages 16–26.
8. B
9. 2-point rubric. See Scoring Guide and Sample Papers, pages 27–29.
10. C
11. D
12. 2-point rubric. See Scoring Guide and Sample Papers, pages 30–32.
13. C
14. B
15. 2-point rubric. See Scoring Guide and Sample Papers, pages 33–35.
16. C
17. A
18. B
19. B
20. 4-point rubric. See Scoring Guide and Sample Papers, pages 36–41.
21. A
22. C
23. 2-point rubric. See Scoring Guide and Sample Papers, pages 42–44.
24. D
25. 2-point rubric. See Scoring Guide and Sample Papers, pages 45–47.
26. C
27. A
28. 4-point rubric. See Scoring Guide and Sample Papers, pages 48–53.
29. C
30. D

**Grade 5
Scoring Guide
and
Sample Papers**

Scoring Guide for number 3:

A 2-point response: The student describes how physical performance is affected by food consumption.

The student describes how certain foods will negatively affect Damien's performance in basketball and names two other foods that will have a positive effect on his performance.

Example:

- Damien's basketball performance might be affected by him not having energy, and he might gain weight so he will not be able to move around the court as well.
- He should eat better snack foods like fruit and yogurt.

A 1-point response: The student describes one way that Damien's basketball performance may be negatively affected by his food choices

OR

lists two healthy snack foods that a basketball player should eat.

A 0-point response: The student shows little or no understanding of the question.

3 Damien is a basketball player. He likes to snack on chips, candy, and soda pop.

- Damien has made some poor choices in the types of foods that he likes to eat. Give **one** way that Damien's food choices might affect his basketball performance.
- What are **two** healthy snack foods that a basketball player should eat?

Student Sample 2-Point Response:

One way that Damien's food choices might affect his
basketball performance:
<i>The junk food isn't good for his body plus it will slow him down.</i>
Two healthy snack foods that a basketball player should eat:
<i>Yogurt and a nutrition bar.</i>

Student Sample 1-Point Response:

One way that Damien's food choices might affect his
basketball performance:
<i>He may run out of energy quickly.</i>
Two healthy snack foods that a basketball player should eat:
<i>He could eat gum and tobacco because professional athletes do.</i>

3 Damien is a basketball player. He likes to snack on chips, candy, and soda pop.

- Damien has made some poor choices in the types of foods that he likes to eat. Give **one** way that Damien's food choices might affect his basketball performance.
- What are **two** healthy snack foods that a basketball player should eat?

Student Sample 0-Point Response:

One way that Damien's food choices might affect his
basketball performance:
<i>They are not healthy.</i>
Two healthy snack foods that a basketball player should eat:
<i>Drink only a little water before the game.</i>

Scoring Guide for number 5:

A 2-point response: The student recognizes patterns of growth and development.

The student correctly identifies two reasons why humans have a skeletal system.

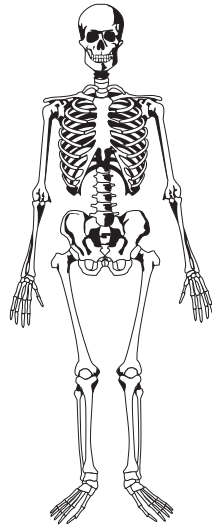
Example:

- The skeletal system provides support for all other systems.
- The skeletal system provides protection for all other systems.

A 1-point response: The student correctly identifies one function of the skeletal system.

A 0-point response: The student shows little or no understanding of the question.

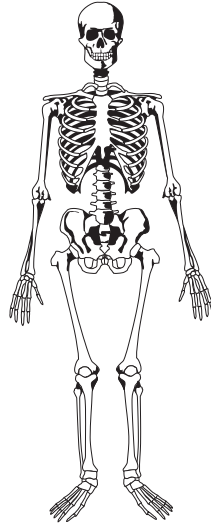
5 Give **two** reasons why humans need a skeletal system.



Student Sample 2-Point Response:

Reason 1:
Bones hold your body up so we don't just lay on the ground like a big blob
of jello.
Reason 2:
To protect your vital organs.

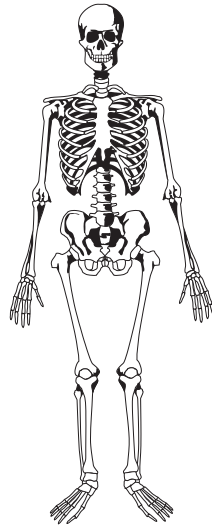
5 Give **two** reasons why humans need a skeletal system.



Student Sample 1-Point Response:

Reason 1:
<i>To hold your body up.</i>
Reason 2:
<i>Another reason is to have elbows..</i>

5 Give **two** reasons why humans need a skeletal system.



Student Sample 0-Point Response:

Reason 1:
To help your blood pump.
Reason 2:
So that you can have bones.

Scoring Guide for number 7:

A 4-point response: The student describes how components of fitness relate to everyday physical activities.

The student names one fitness component that relates to each of the four activities and describes why the chosen fitness component is necessary to carry out each activity.

(Teacher note: The student may apply any of the four components to each of the activities, provided that they correctly support their answer).

Example:

- Walking a Dog: The cardiorespiratory component is necessary to walk a dog because walking a dog requires your heart and lungs to work well together for long periods of time.
- Raking Leaves: Muscular endurance is necessary because you have to work your arm muscles for long periods of time.
- Carrying Groceries: Muscular strength is necessary because groceries can be heavy.
- Reaching for a Can: Flexibility is necessary because you have to stretch and reach up high.

A 3-point response: The student names fitness components that relate to three of the four activities and describes why the chosen fitness components are necessary to carry out the activities.

A 2-point response: The student names fitness components that relate to two of the four activities and describes why the chosen fitness components are necessary to carry out the activities.

A 1-point response: The student names a fitness component that relates to one of the four activities and describes why the chosen fitness component is necessary to carry out the activity.

A 0-point response: The student shows little or no understanding of the question.

- 7 To do the activities shown below, the students must be healthy in four fitness components (parts): muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.



Walking a Dog



Raking Leaves



Carrying Groceries



Reaching for a Can

For each of the activities pictured:

- name one of the fitness components that is necessary to carry out each activity, and
- describe why this component is necessary to carry out the activity.

Student Sample 4-Point Response:

Walking a Dog
Necessary fitness component:
<i>Muscular endurance</i>
Why component is necessary to carry out the activity:
<i>Because usually walking a dog is a non-stop for a while.</i>
Raking Leaves
Necessary fitness component:
<i>Muscular endurance</i>
Why component is necessary to carry out the activity:
<i>Because you have to go back and forth for a long time.</i>

Carrying Groceries
Necessary fitness component:
<i>Muscular strength</i>
Why component is necessary to carry out the activity:
<i>Because groceries are heavy and you have to use your muscles to carry</i>
<i>them</i>
Reaching for a Can
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>Because if a can is up high you have to stretch your arm as far as it goes</i>
<i>and sometimes it hurts!</i>

- 7 To do the activities shown below, the students must be healthy in four fitness components (parts): muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.



Walking
a Dog



Raking
Leaves



Carrying
Groceries



Reaching
for a Can

For each of the activities pictured:

- name one of the fitness components that is necessary to carry out each activity, and
- describe why this component is necessary to carry out the activity.

Student Sample 3-Point Response:

Walking a Dog
Necessary fitness component:
<i>Cardiorespiratory endurance</i>
Why component is necessary to carry out the activity:
<i>Because your dog might run and you will have to catch up!</i>
Raking Leaves
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>It makes you get out of breath.</i>

Carrying Groceries
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>Because you have to lift them and put them in the trunk. You have to</i>
<i>stretch when you put them in the seats in the van.</i>
Reaching for a Can
Necessary fitness component:
<i>Muscular strength</i>
Why component is necessary to carry out the activity:
<i>Because if the can is tomato juice it would be heavy!</i>

- 7 To do the activities shown below, the students must be healthy in four fitness components (parts): muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.



Walking
a Dog



Raking
Leaves



Carrying
Groceries



Reaching
for a Can

For each of the activities pictured:

- name one of the fitness components that is necessary to carry out each activity, and
- describe why this component is necessary to carry out the activity.

Student Sample 2-Point Response:

Walking a Dog
Necessary fitness component:
<i>Muscular endurance</i>
Why component is necessary to carry out the activity:
<i>Because you need strength to hold the dog.</i>
Raking Leaves
Necessary fitness component:
<i>Cardiorespiratory endurance</i>
Why component is necessary to carry out the activity:
<i>Because your muscles are needed for raking leaves.</i>

Carrying Groceries
Necessary fitness component:
<i>Muscular strength</i>
Why component is necessary to carry out the activity:
<i>You have to lift things</i>
Reaching for a Can
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>Cans are way up and you have to stretch, especially if you are small</i>

- 7 To do the activities shown below, the students must be healthy in four fitness components (parts): muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.



Walking
a Dog



Raking
Leaves



Carrying
Groceries



Reaching
for a Can

For each of the activities pictured:

- name one of the fitness components that is necessary to carry out each activity, and
- describe why this component is necessary to carry out the activity.

Student Sample 1-Point Response:

Walking a Dog
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>When a dog runs through the trees you have to swerve around branches.</i>
Raking Leaves
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
<i>It takes the breath out of you.</i>

Carrying Groceries
Necessary fitness component:
<i>Cardiorespiratory endurance</i>
Why component is necessary to carry out the activity:
<i>Your muscles have to lift things</i>
Reaching for a Can
Necessary fitness component:
<i>Cardiorespiratory endurance</i>
Why component is necessary to carry out the activity:
<i>Cans are heavy</i>

- 7 To do the activities shown below, the students must be healthy in four fitness components (parts): muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.



Walking
a Dog



Raking
Leaves



Carrying
Groceries



Reaching
for a Can

For each of the activities pictured:

- name one of the fitness components that is necessary to carry out each activity, and
- describe why this component is necessary to carry out the activity.

Student Sample 0-Point Response:

Walking a Dog
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:
Raking Leaves
Necessary fitness component:
<i>Muscular endurance</i>
Why component is necessary to carry out the activity:

Carrying Groceries
Necessary fitness component:
<i>Muscular strength</i>
Why component is necessary to carry out the activity:
Reaching for a Can
Necessary fitness component:
<i>Flexibility</i>
Why component is necessary to carry out the activity:

Scoring Guide for number 9:

A 2-point response: The student describes rules and safety procedures while participating in a variety of physical activities.

The student correctly answers both questions.

Example:

- Kim should walk on the left side of the street (or facing traffic).
- Kim should ride on the right side of the street (or with traffic).

A 1-point response: The student gives only one of the above answers.

A 0-point response: The student shows little or no understanding of the question.

9 Kim walks from her house to a park that is down the street.

- If there are no sidewalks, on which side of the street should Kim walk to get to the park?
- If Kim wanted to ride her bike instead, on which side of the street should Kim ride to get to the park?

Student Sample 2-Point Response:

Side on which to walk:
<i>Against the traffic</i>
Side on which to ride:
<i>With the traffic</i>

Student Sample 1-Point Response:

Side on which to walk:
<i>The side that the cars are going the opposite way she's going. So she</i>
<i>can see up coming cars.</i>
Side on which to ride:
<i>The same side that she walks on.</i>

9 Kim walks from her house to a park that is down the street.

- If there are no sidewalks, on which side of the street should Kim walk to get to the park?
- If Kim wanted to ride her bike instead, on which side of the street should Kim ride to get to the park?

Student Sample 0-Point Response:

Side on which to walk:
<i>Going with the traffic</i>
Side on which to ride:
<i>Facing the traffic</i>

Scoring Guide for number 12:

A 2-point response: The student demonstrates an understanding of the concept of health-related physical fitness and develops and monitors progress on personal fitness goals.

The student identifies two activities that will improve one's health. These activities include:

- a well-balanced diet
- adequate rest
- regular medical exams
- regular exercise
- stress control.

Example:

- Eating a well-balanced diet.
- Getting enough rest.

A 1-point response: The student identifies one activity that will improve one's health.

A 0-point response: The student shows little or no understanding of the question.

- 12 Identify **two** things that a person can do to improve his or her health.

Student Sample 2-Point Response:

Health improvement 1:
<i>You can eat healthy foods.</i>
Health improvement 2:
<i>You can exercise at least 30 minutes a day.</i>

Student Sample 1-Point Response:

Health improvement 1:
<i>Check your pulse</i>
Health improvement 2:
<i>Exercise</i>

- 12 Identify **two** things that a person can do to improve his or her health.

Student Sample 0-Point Response:

Health improvement 1:
<i>You should eat fast food because it has potatoes.</i>
Health improvement 2:
<i>Wear pants more.</i>

Scoring Guide for number 15:

A 2-point response: The student understands that components of fitness are important and may be enhanced by everyday activities.

The student names recess-related activities that may enhance one's level of cardiorespiratory endurance.

Example:

- Julie can play tag with her friends.
- Tag will make her heart beat faster and make her breathe harder which will give her better cardiorespiratory endurance.

A 1-point response: The student describes one activity but does not explain how the activity will benefit cardiorespiratory endurance.

A 0-point response: The student shows little or no understanding of the question.

- 15 Name **one** activity Julie may do at recess to improve her level of cardiorespiratory endurance. Explain how this activity may help her improve her level of cardiorespiratory endurance.

Student Sample 2-Point Response:

One recess activity:
<i>Julie could play soccer.</i>
How this activity will help Julie improve her level of
cardiorespiratory endurance:
<i>Her heart and lungs will have to work hard which will make them work</i>
<i>better</i>

Student Sample 1-Point Response:

One recess activity:
<i>Julie could run around on the field</i>
How this activity will help Julie improve her level of
cardiorespiratory endurance:
<i>Because it will give her better leg strength.</i>

- 15 Name **one** activity Julie may do at recess to improve her level of cardiorespiratory endurance. Explain how this activity may help her improve her level of cardiorespiratory endurance.

Student Sample 0-Point Response:

One recess activity:
<i>I think Julie could play on the monkey bars</i>
How this activity will help Julie improve her level of
cardiorespiratory endurance:
<i>Because it will give her stronger arm strength</i>

Scoring Guide for number 20:

A 4-point response: The student describes rules and safety procedures while participating in a variety of physical activities.

The student includes two ways to prevent injury while jumping rope and two ways to prevent injury while playing basketball.

Example:

Jumping Rope:

- have lots of open space around you
- make sure that the equipment is not damaged
- wear proper footwear (and proper clothing)
- make sure that your shoes are tied

Playing Basketball:

- do warm-up activities
- be ready for someone to pass you the ball (pay attention)
- be aware of the location of other players on the court
- make sure that the floor isn't slippery

A 3-point response: The student includes two ways to prevent injury while jumping rope and one way to prevent injury while playing basketball

OR

includes one way to prevent injury while jumping rope and two ways to prevent injury while playing basketball.

A 2-point response: The student includes one way to prevent injury while jumping rope and one way to prevent injury while playing basketball

OR

includes two ways to prevent injury while either jumping rope or playing basketball.

A 1-point response: The student includes one way to prevent injury while jumping rope

OR

includes one way to prevent injury while playing basketball.

A 0-point response: The student shows little or no understanding of the question.

20 Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **two** ways that she may prevent injury to herself and/or to others while jumping rope.
- Describe **two** ways that she may prevent injury to herself and/or to others while playing basketball.

Student Sample 4-Point Response:

One way that she can prevent injury while jumping rope:
<i>You should not have people near you.</i>
Another way that she can prevent injury while jumping rope:
<i>Your rope should not be broken</i>
One way that she can prevent injury while playing basketball:
<i>Make sure your shoes are proper</i>
Another way that she can prevent injury while playing basketball:
<i>Don't slip on a wet floor. Clean it up</i>

20 Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **two** ways that she may prevent injury to herself and/or to others while jumping rope.
- Describe **two** ways that she may prevent injury to herself and/or to others while playing basketball.

Student Sample 3-Point Response:

One way that she can prevent injury while jumping rope:
<i>Don't jump rope in the gym</i>
Another way that she can prevent injury while jumping rope:
<i>Don't hit the person behind you with your rope.</i>
One way that she can prevent injury while playing basketball:
<i>Tie your shoes</i>
Another way that she can prevent injury while playing basketball:
<i>Do stretches before playing</i>

20 Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **two** ways that she may prevent injury to herself and/or to others while jumping rope.
- Describe **two** ways that she may prevent injury to herself and/or to others while playing basketball.

Student Sample 2-Point Response:

One way that she can prevent injury while jumping rope:
<i>Don't play in the gym with your socks on because you can slip while</i>
<i>jumping rope.</i>
Another way that she can prevent injury while jumping rope:
<i>You should jump in a circle.</i>
One way that she can prevent injury while playing basketball:
<i>Watch out for people passing you the ball.</i>
Another way that she can prevent injury while playing
basketball:
<i>Run fast.</i>

20 Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **two** ways that she may prevent injury to herself and/or to others while jumping rope.
- Describe **two** ways that she may prevent injury to herself and/or to others while playing basketball.

Student Sample 1-Point Response:

One way that she can prevent injury while jumping rope:
<i>Tie up your shoes.</i>
Another way that she can prevent injury while jumping rope:
<i>Don't sing fast songs when you jump rope.</i>
One way that she can prevent injury while playing basketball:
<i>Play by yourself.</i>
Another way that she can prevent injury while playing basketball:
<i>Don't hit your brother.</i>

20 Laura likes to jump rope and play basketball to help keep physically fit.

- Describe **two** ways that she may prevent injury to herself and/or to others while jumping rope.
- Describe **two** ways that she may prevent injury to herself and/or to others while playing basketball.

Student Sample 0-Point Response:

One way that she can prevent injury while jumping rope:
<i>Don't yell at someone</i>
Another way that she can prevent injury while jumping rope:
<i>Peer pressure</i>
One way that she can prevent injury while playing basketball:
<i>Join the team</i>
Another way that she can prevent injury while playing basketball:
<i>Ask your Dad about stuff</i>

Scoring Guide for number 23:

A 2-point response: The student recognizes patterns of growth and development.

The student lists two logical exercises that would strengthen tricep muscles, such as:

- push-ups
- pull-ups
- crab walk
- chair dips

Example:

- Martina can do push-ups to strengthen her triceps.
- Another exercise she can do is pull-ups.

A 1-point response: The student lists only one logical exercise that would strengthen triceps.

A 0-point response: The student shows little or no understanding of the question.

23 Martina wants to strengthen her triceps.

- List **two** exercises that will help her do this.

Student Sample 2-Point Response:

Exercise 1:
One exercise is to do a lot of push-ups daily to strengthen her triceps.
Exercise 2:
Another exercise is to do pull-ups daily to strengthen her triceps.

Student Sample 1-Point Response:

Exercise 1:
Do arm curls.
Exercise 2:
Go jogging.

23 Martina wants to strengthen her triceps.

- List **two** exercises that will help her do this.

Student Sample 0-Point Response:

Exercise 1:
<i>Do sit-and-reach</i>
Exercise 2:
<i>The one-mile run</i>

Scoring Guide for number 25:

A 2-point response: The student describes the fitness concepts for a variety of physical activities for fitness and for play.

The student identifies one activity from the top of the activity pyramid and one activity from the bottom of the pyramid.

Example:

- An activity at the top of the activity pyramid would be watching TV.
- An activity at the bottom would be walking.

A 1-point response: The student describes either one activity from the top of the activity pyramid

OR

describes one activity from the bottom of the activity pyramid.

A 0-point response: The student shows little or no understanding of the question.

25 List **one** example of an activity that would be at the top of the activity pyramid and **one** that would be at the bottom.

Student Sample 2-Point Response:

Activity at the top:
Watch TV for a long time
Activity at the bottom:
Walking

Student Sample 1-Point Response:

Activity at the top:
Video games
Activity at the bottom:
Driving in your mom's car

25 List **one** example of an activity that would be at the top of the activity pyramid and **one** that would be at the bottom.

Student Sample 0-Point Response:

Activity at the top:
<i>Running</i>
Activity at the bottom:
<i>Eating</i>

Scoring Guide for number 28:

A 4-point response: The student correctly describes the influence of nutrition on health.

The student describes two benefits of fat and two negative consequences of excess fat in his or her diet.

Example:

Benefits of fat include:

- vitamin absorption
- protection
- warmth
- energy

Negative consequences of excess fat include:

- diabetes
- excess weight gain
- high blood pressure
- cardiovascular disease

A 3-point response: The student describes two benefits and one negative consequence

OR

describes one benefit and two negative consequences.

A 2-point response: The student describes two benefits and no negative consequence

OR

describes no benefits and two negative consequences

OR

describes one benefit and one negative consequence.

A 1-point response: The student describes either one benefit

OR

describes one negative consequence.

A 0-point response: The student shows little or no understanding of the question.

28 Axton knows that including some fat in his diet is necessary for maintaining good health.

- Give **two** ways that fat is good for Axton's health.
- Give **two** ways that too much fat is bad for Axton's health.

Student Sample 4-Point Response:

One way that fat is good for Axton's health:
<i>Fat can protect you. So if you get injured and you have some fat it will</i>
<i>protect your body.</i>
Another way that fat is good for Axton's health:
<i>Fat keeps you warm.</i>
One way that too much fat is bad for Axton's health:
<i>Too much fat leads to big trouble like a heart attack and can fill veins.</i>
Another way that too much fat is bad for Axton's health:
<i>Being fat can minimize your activity level.</i>

28 Axton knows that including some fat in his diet is necessary for maintaining good health.

- Give **two** ways that fat is good for Axton's health.
- Give **two** ways that too much fat is bad for Axton's health.

Student Sample 3-Point Response:

One way that fat is good for Axton's health:
<i>Fat makes you fast.</i>
Another way that fat is good for Axton's health:
<i>Fat gives you energy stores.</i>
One way that too much fat is bad for Axton's health:
<i>You could get cancer.</i>
Another way that too much fat is bad for Axton's health:
<i>It will be hard for you to exercise.</i>

28 Axton knows that including some fat in his diet is necessary for maintaining good health.

- Give **two** ways that fat is good for Axton's health.
- Give **two** ways that too much fat is bad for Axton's health.

Student Sample 2-Point Response:

One way that fat is good for Axton's health:
<i>Fat makes you heal</i>
Another way that fat is good for Axton's health:
<i>Fat insulates you</i>
One way that too much fat is bad for Axton's health:
<i>Being fat makes you heavy which is hard on your joints and bones</i>
Another way that too much fat is bad for Axton's health:
<i>You will have energy.</i>

28 Axton knows that including some fat in his diet is necessary for maintaining good health.

- Give **two** ways that fat is good for Axton's health.
- Give **two** ways that too much fat is bad for Axton's health.

Student Sample 1-Point Response:

One way that fat is good for Axton's health:
<i>Fat is good for you</i>
Another way that fat is good for Axton's health:
<i>You get to wear bigger clothes</i>
One way that too much fat is bad for Axton's health:
<i>It is bad for Axton's heart</i>
Another way that too much fat is bad for Axton's health:
<i>He will be fat</i>

28 Axton knows that including some fat in his diet is necessary for maintaining good health.

- Give **two** ways that fat is good for Axton's health.
- Give **two** ways that too much fat is bad for Axton's health.

Student Sample 0-Point Response:

One way that fat is good for Axton's health:
<i>Don't eat a lot</i>
Another way that fat is good for Axton's health:
<i>Don't watch TV</i>
One way that too much fat is bad for Axton's health:
<i>Eat fries</i>
Another way that too much fat is bad for Axton's health:
<i>Candy</i>

Vocabulary

Students should be familiar with the following terms. Before administering this test, you might wish to review the meaning of each term with your students.

Activity Pyramid

Aerobic Endurance

Balanced Diet

Body Composition

Cardiorespiratory Endurance

Components of Fitness

Flexibility

Food Group Pyramid

Goal Setting

Hamstring

Healthy

Hydration

Muscular Endurance

Muscular Strength

Muscular System

Recreation/Play

Rest

Skeleton System and Bones

