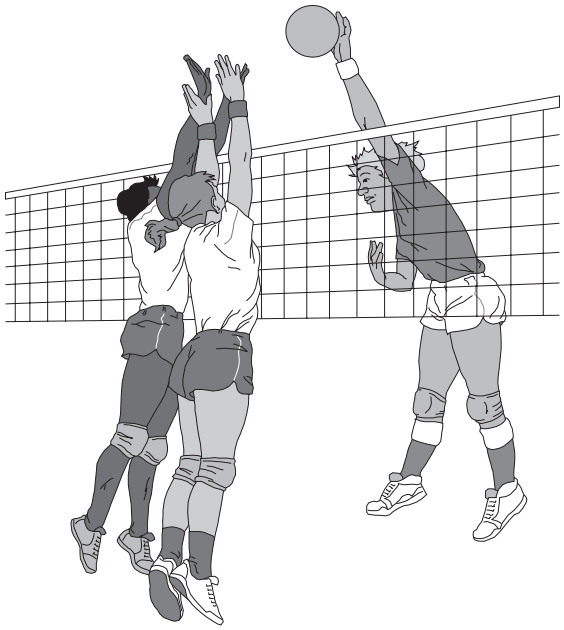
Concepts of Health and Fitness

A Classroom-Based Assessment

Directions for Administration and Scoring Guide Grade 8



A Component of the
Washington State Assessment Program

Table of Contents

Directions for Administering the Grade 8 Concepts of Health and 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 8 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 8.

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 Health and 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 two points, while the extended-response items are each worth up to four 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 scoring section 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 8 Answer Key

1. C
2. A
3. 2-point rubric. See Scoring Guide and Sample Papers, pages 10–11.
4. B
5. 2-point rubric. See Scoring Guide and Sample Papers, pages 12–15.
6. A
7. D
8. 4-point rubric. See Scoring Guide and Sample Papers, pages 16–21.
9. B
10. A
11. D
12. C
13. 2-point rubric. See Scoring Guide and Sample Papers, pages 22–25.
14. A
15. 2-point rubric. See Scoring Guide and Sample Papers, pages 26–29.
16. B
17. 2-point rubric. See Scoring Guide and Sample Papers, pages 30–32.
18. B
19. 4-point rubric. See Scoring Guide and Sample Papers, pages 33–38.
20. A
21. 2-point rubric. See Scoring Guide and Sample Papers, pages 39–41.
22. B
23. 2-point rubric. See Scoring Guide and Sample Papers, pages 42–43.
24. D
25. 4-point rubric. See Scoring Guide and Sample Papers, pages 44–49.

26. D

27. 2-point rubric. See Scoring Guide and Sample Papers, pages 50–52.

28. C

29. 4-point rubric. See Scoring Guide and Sample Papers, pages 53–58.

30. D

Grade 8
Scoring Guide
and
Sample Papers

Scoring Guide for number 3:

A **2-point response:** The student identifies and describes the anatomy and physiology of key body systems.

The student provides working aspects of both the lungs and the heart.

Example:
Oxygen goes to the lungs during breathing. Once in the lungs, the oxygen mixes with blood, then the heart pumps this blood to the working muscles.

A **1-point response:** The student provides one working aspect of either the lungs or heart.

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

3 The **heart** and **lungs** work as a team to deliver oxygen to the working muscles.

Explain how the heart and lungs work together using blood to get oxygen from outside of the body to the working muscles inside of the body.

Student Sample 2-Point Response:

Air goes into your lungs when you breathe in. It flows over
millions of tiny blood vessels and some is absorbed by red blood
cells. The blood being pumped to your heart brings the oxygen to
your muscles. Then the red blood cells are carried back to the heart
and lungs where the process starts all over. The heart keeps the blood
moving in this process.

Student Sample 1-Point Response:

When you breathe in, oxygen travels through your lungs to the
heart and then to your working muscles.

Student Sample 0-Point Response:

Oxygen comes from when you're breathing in and out and the
oxygen gets to your working muscles by helping you do more work
and makes your muscles strong.

Scoring Guide for number 5:

A **2-point response:** The student analyzes the effects of movement, fitness, and nutrition practices.

The student recognizes the role of proteins, carbohydrates, and fats in a distance runner's diet.

Example:

- Proteins build and repair muscle tissue.
- Carbohydrates are a primary source of energy he can use in his training.
- Fats provide a long-term energy source.

A **1-point response:** The student describes the role of two of the three nutrients in Raul's diet
OR
describes the role of one of the three nutrients in Raul's diet.

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

5 Raul knows a balanced diet is essential to healthy living. He is training to be a distance runner for his school track team.

Describe the specific role of the following nutrients in Raul's training:

- proteins
- carbohydrates, and
- fats.

Student Sample 2-Point Response:

The role of proteins in Raul's training:
Raul would eat proteins to build muscle or repair muscles.
The role of carbohydrates in Raul's training:
Raul would eat carbohydrates for energy.
The role of fats in Raul's training:
Raul eats fats so that he will have energy to burn when he runs
long distances.

5 Raul knows a balanced diet is essential to healthy living. He is training to be a distance runner for his school track team.

Describe the specific role of the following nutrients in Raul's training:

- proteins
- carbohydrates, and
- fats.

Student Sample 1-Point Response:

The role of proteins in Raul's training:
Proteins help you when you are injured.
The role of carbohydrates in Raul's training:
Carbohydrates are eaten when you are going to be active.
The role of fats in Raul's training:
Raul eats fats so that he can build muscle.

5 Raul knows a balanced diet is essential to healthy living. He is training to be a distance runner for his school track team.

Describe the specific role of the following nutrients in Raul's training:

- proteins
- carbohydrates, and
- fats.

Student Sample 0-Point Response:

The role of proteins in Raul's training:
Raul would use protein for his main source of energy.
The role of carbohydrates in Raul's training:
Raul would consume carbohydrates to build muscle mass.
The role of fats in Raul's training:
Raul eats fats so that he will enjoy eating.

Scoring Guide for number 8:

A **4-point response:** The student will identify and explain health/fitness planning and analysis based on life goals.

The student describes a plan to improve the scores of the chosen student in the test items that are below Minimum Health-Related Standards.

Example:

- José
- José needs to improve his score in curl-ups.
- In curl-ups, José can improve his score by doing more curl-ups and abdominal crunches each day.
- José also needs to improve his score in push-ups.
- He can improve his score by doing more push-ups each day.

A **3-point response:** The student identifies two test items and the scores that are below Minimum Health-Related Standards. The student only identifies how one score may be improved.

A **2-point response:** The student identifies one test item and its score that is below Minimum Health-Related Standards. The student identifies how this score may be improved.

A **1-point response:** The student identifies two test items and the scores that are below Minimum Health-Related Standards. The student does **not** identify how these two test scores may be improved.

A **0-point response:** The student identifies one test item and its score that is below Minimum Health-Related Standards. The student does **not** identify how this test score may be improved
OR
shows little or no understanding of the question.

8 The chart below displays the scores of three male students on four different test items. The chart compares their scores to Minimum Health-Related Standards.

Test Item	José	Tomas	Scott	Minimum Health-Related Standards
Mile run (time)	6:58	8:37	10:14	7:41
Push-ups	4	20	5	15
Sit-and-reach (inches)	15	7	12	10
Curl-ups per minute	30	50	46	42

Each student in the chart above needs to improve his fitness score in two of the four given test items. Describe a plan that would help one of the students to **improve** his two scores that do not meet Minimum Health-Related Standards. In your plan, include the following:

- the name of the student
- his two test items and scores that are below Minimum Health-Related Standards, and
- a description of how the student may improve these two scores.

Student Sample 4-Point Response:

Student name: José
First test item and score below Minimum Health-Related Standards:
Push-ups score is 4.
How the student may improve his score:
He should do 10 pushups every day before bed.
Second test item and score below Minimum Health-Related Standards:
Curl-ups score is 30.
How the student may improve his score:
He could do 25 crunches before bed 4 days a week.

8 The chart below displays the scores of three male students on four different test items. The chart compares their scores to Minimum Health-Related Standards.

Test Item	José	Tomas	Scott	Minimum Health-Related Standards
Mile run (time)	6:58	8:37	10:14	7:41
Push-ups	4	20	5	15
Sit-and-reach (inches)	15	7	12	10
Curl-ups per minute	30	50	46	42

Each student in the chart above needs to improve his fitness score in two of the four given test items. Describe a plan that would help one of the students to **improve** his two scores that do not meet Minimum Health-Related Standards. In your plan, include the following:

- the name of the student
- his two test items and scores that are below Minimum Health-Related Standards, and
- a description of how the student may improve these two scores.

Student Sample 3-Point Response:

Student name: Tomas
First test item and score below Minimum Health-Related Standards:
Sit and reach score is 7.
How the student may improve his score:
He should do bicep curls.
Second test item and score below Minimum Health-Related Standards:
Mile-run time is 8:37.
How the student may improve his score:
He should run every day for about one half-hour.

8 The chart below displays the scores of three male students on four different test items. The chart compares their scores to Minimum Health-Related Standards.

Test Item	José	Tomas	Scott	Minimum Health-Related Standards
Mile run (time)	6:58	8:37	10:14	7:41
Push-ups	4	20	5	15
Sit-and-reach (inches)	15	7	12	10
Curl-ups per minute	30	50	46	42

Each student in the chart above needs to improve his fitness score in two of the four given test items. Describe a plan that would help one of the students to **improve** his two scores that do not meet Minimum Health-Related Standards. In your plan, include the following:

- the name of the student
- his two test items and scores that are below Minimum Health-Related Standards, and
- a description of how the student may improve these two scores.

Student Sample 2-Point Response:

Student name: Scott

First test item and score below Minimum Health-Related Standards:

Push-ups score is 5.

How the student may improve his score:

He could do bench presses.

Second test item and score below Minimum Health-Related Standards:

Sit-and-reach score is 9.

How the student may improve his score:

He should do wind sprints.

8 The chart below displays the scores of three male students on four different test items. The chart compares their scores to Minimum Health-Related Standards.

Test Item	José	Tomas	Scott	Minimum Health-Related Standards
Mile run (time)	6:58	8:37	10:14	7:41
Push-ups	4	20	5	15
Sit-and-reach (inches)	15	7	12	10
Curl-ups per minute	30	50	46	42

Each student in the chart above needs to improve his fitness score in two of the four given test items. Describe a plan that would help one of the students to **improve** his two scores that do not meet Minimum Health-Related Standards. In your plan, include the following:

- the name of the student
- his two test items and scores that are below Minimum Health-Related Standards, and
- a description of how the student may improve these two scores.

Student Sample 1-Point Response:

Student name: Scott
First test item and score below Minimum Health-Related Standards:
Push-up score is 5.
How the student may improve his score:
He should go jogging every day.
Second test item and score below Minimum Health-Related Standards:
Sit-and-reach score is 9.
How the student may improve his score:
He should lift weights.

8 The chart below displays the scores of three male students on four different test items. The chart compares their scores to Minimum Health-Related Standards.

Test Item	José	Tomas	Scott	Minimum Health-Related Standards
Mile run (time)	6:58	8:37	10:14	7:41
Push-ups	4	20	5	15
Sit-and-reach (inches)	15	7	12	10
Curl-ups per minute	30	50	46	42

Each student in the chart above needs to improve his fitness score in two of the four given test items. Describe a plan that would help one of the students to **improve** his two scores that do not meet Minimum Health-Related Standards. In your plan, include the following:

- the name of the student
- his two test items and scores that are below Minimum Health-Related Standards, and
- a description of how the student may improve these two scores.

Student Sample 0-Point Response:

Student name: José

First test item and score below Minimum Health-Related Standards:

Push-up score is 4.

How the student may improve his score:

He should go jogging every day.

Second test item and score below Minimum Health-Related Standards:

Sit-and-reach score is 15.

How the student may improve his score:

He should lift weights.

Scoring Guide for number 13:

A **2-point response:** The student demonstrates knowledge of rules and safety procedures for participating in a leisure activity.

The student describes two bicycle safety rules.

Example:
- Wear a helmet
- Ride with traffic
- Obey traffic rules
- Avoid riding at night unless with lights on the bike
- Make sure the bike is safe

A **1-point response:** The student describes one bicycle safety rule.

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

13 Describe **two** safety rules that should be followed while riding a bike.

Student Sample 2-Point Response:

Rule 1:
Always wear a helmet because accidents can happen and you don't know when they will happen.
Rule 2:
Don't ride your bike at night. But if you do make sure that you use reflectors and bike lights.

13 Describe **two** safety rules that should be followed while riding a bike.

Student Sample 1-Point Response:

Rule 1:
Walk your bike when you cross the street.
Rule 2:
Ride your bike towards the cars.

13 Describe **two** safety rules that should be followed while riding a bike.

Student Sample 0-Point Response:

Rule 1:
Ride your bike on the sidewalk.
Rule 2:
Stay safe.

Scoring Guide for number 15:

A **2-point response:** The student knows how to safely participate in a variety of developmentally appropriate physical activities.

The student appropriately explains how a cool down after an aerobic workout helps to prevent both sore muscles and lightheadedness.

Example:

- Cooling down keeps the blood flowing better throughout the body.
- This procedure helps to keep blood flowing evenly to and from muscles and other organs, thus helping prevent muscle soreness and lightheadedness.

A **1-point response:** The student appropriately explains how a cool down after an aerobic workout helps to prevent sore muscles
OR
explains how a cool down prevents lightheadedness.

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

15 During aerobic activity, a person's heart rate increases. As a result, more blood is delivered to working muscles. If a person immediately stops exercising and does not cool down, he or she could get sore muscles and feel dizzy.

Explain how a cool down prevents sore muscles and dizziness.

Student Sample 2-Point Response:

How a cool down prevents sore muscles:
Cool downs stretch warm muscles and prevent them from cramping up.
How a cool down prevents dizziness:
If you just stop after exercise, your heart rate drops dramatically. When this happens, the blood goes to your brain and muscles at a slower speed in a short amount of time, causing you to be dizzy.

15 During aerobic activity, a person's heart rate increases. As a result, more blood is delivered to working muscles. If a person immediately stops exercising and does not cool down, he or she could get sore muscles and feel dizzy.

Explain how a cool down prevents sore muscles and dizziness.

Student Sample 1-Point Response:

How a cool down prevents sore muscles:
You should stretch.
How a cool down prevents dizziness:
You should stretch or cool down after exercising to gradually slow
your heart rate down. If you don't, it will affect the blood flow to
your brain so you will feel dizzy.

15 During aerobic activity, a person's heart rate increases. As a result, more blood is delivered to working muscles. If a person immediately stops exercising and does not cool down, he or she could get sore muscles and feel dizzy.

Explain how a cool down prevents sore muscles and dizziness.

Student Sample 0-Point Response:

How a cool down prevents sore muscles:
Stretch your muscles.
How a cool down prevents dizziness:
When you cool down you should walk around or go for a light jog.

Scoring Guide for number 17:

A **2-point response:** The student describes how nutrition and exercise influence physical growth and lifelong health.

The student describes two ways to maintain a current weight.

Example:
- Maintain current caloric intake and eating habits.
- Maintain current level of exercise or activity.

A **1-point response:** The student describes one way to maintain a current weight.

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

17 Kevin is at a weight that is healthy for his height and age. Describe **two** ways that he can **maintain** this healthy weight.

Student Sample 2-Point Response:

Way 1:

Continue to eat healthy and not fatty foods

Way 2:

Make sure that he is exercising enough and burning as much as he eats.

Student Sample 1-Point Response:

Way 1:

Exercise the same amount as he is currently exercising

Way 2:

Eat less food.

17 Kevin is at a weight that is healthy for his height and age. Describe **two** ways that he can **maintain** this healthy weight.

Student Sample 0-Point Response:

Way 1:
Exercise more than he is exercising now.
Way 2:
He needs to cut down on snacks.

Scoring Guide for number 19:

A **4-point response:** The student identifies and defines components of physical fitness: cardiorespiratory, muscular strength, endurance, flexibility, and body composition.

The student names two health-related components and provides examples of how they can be measured.

Examples of Components:
- Flexibility
- Muscular endurance

Examples of How Components Can Be Measured:
- Flexibility can be measured or tested by doing a sit-and-reach test.
- Muscular endurance can be measured by a push-up test to see how many can be done without stopping.

Other responses include:
- cardiorespiratory endurance
- muscular strength
- body composition.

A **3-point response:** The student names one health-related component with two examples of how they can be measured
OR
names two health-related components with one good test.

A **2-point response:** The student names one health-related component with one examples of how they can be measured
OR
names two health-related components.

A **1-point response:** The student names one health-related component.

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

19 Name **two** fitness components and give an example of how each component can be measured.

Student Sample 4-Point Response:

Component 1:

Muscular endurance

How it can be measured:

The number of repetitions you can do (for example how many curl-ups you can do in one minute)

Component 2:

Flexibility

How it can be measured:

By the sit-and-reach (for example, how far past your toes you can reach)

19 Name **two** fitness components and give an example of how each component can be measured.

Student Sample 3-Point Response:

Component 1:

Cardiorespiratory endurance

How it can be measured:

Time yourself to see how fast you can run the mile.

Component 2:

Muscular strength

How it can be measured:

See how flexible you are.

19 Name **two** fitness components and give an example of how each component can be measured.

Student Sample 2-Point Response:

Component 1:

Body composition

How it can be measured:

You should use a skin fold test.

Component 2:

Fitness

How it can be measured:

Jogging and running will test this.

19 Name **two** fitness components and give an example of how each component can be measured.

Student Sample 1-Point Response:

Component 1:

Muscular endurance

How it can be measured:

How fast you can run 1 mile.

Component 2:

Height

How it can be measured:

Use a scale that can measure height.

19 Name **two** fitness components and give an example of how each component can be measured.

Student Sample 0-Point Response:

Component 1:
Fat
How it can be measured:
If you can't do up your pants.
Component 2:
Skinnyness
How it can be measured:
If you can see bones.

Scoring Guide for number 21:

A **2-point response:** The student identifies and describes anatomical and physiological functions of the cardiorespiratory system.

The student states that the breathing rate increases and the volume of blood increases.

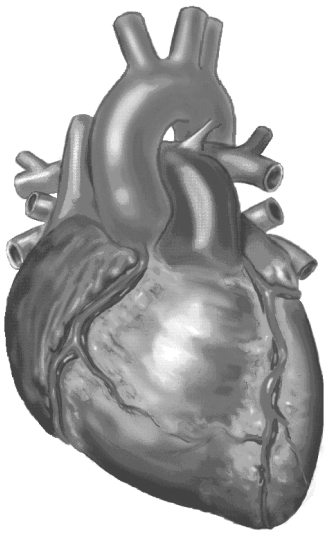
Example:

- Breathing becomes more frequent to supply more oxygen.
- Volume of blood circulated increases to carry more blood to the muscles.

A **1-point response:** The student states that the breathing rate increases
OR
states that the volume of blood increases.

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

21 A typical human heart is pictured below.



During exercise, the heart rate increases. What happens to the frequency of breathing and the volume of blood circulated throughout the body?

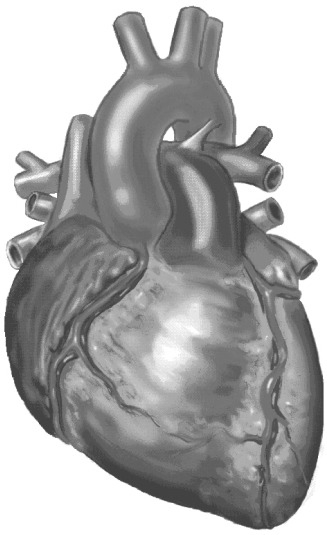
Student Sample 2-Point Response:

Breathing becomes more frequent to supply the necessary amount
of oxygen, volume of blood circulated increases to carry more
oxygen to muscles.

Student Sample 1-Point Response:

More blood will be pumping from your heart which means
more blood.

21 A typical human heart is pictured below.



During exercise, the heart rate increases. What happens to the frequency of breathing and the volume of blood circulated throughout the body?

Student Sample 0-Point Response:

Your heart pumps more air to your body when you work out.

Scoring Guide for number 23:

A **2-point response:** The student describes fitness goals for lifetime wellness.

The student correctly provides two benefits of lifelong fitness.

Example:
- Longer life span
- Reduced stress

Other possible responses include:
- better sleep
- lower heart rate
- reduced stress
- muscular strength
- better peer relations.

A **1-point response:** The student correctly states one benefit of lifelong fitness.

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

23 Identify **two** benefits of lifelong fitness.

Student Sample 2-Point Response:

Benefit 1:
You will sleep better.
Benefit 2:
You will not have as much stress.

Student Sample 1-Point Response:

Benefit 1:
Healthier body, which may lead to a longer life.
Benefit 2:

Student Sample 0-Point Response:

Benefit 1:
A lifelong fitness could be jogging everyday.
Benefit 2:

Scoring Guide for number 25:

A **4-point response:** The student identifies proper conditioning and training principles.

The student describes two benefits of warming up before sports-related activities and gives two activities and specific warm-ups for each.

Examples of benefits of warming up:
- Increases blood flow which will warm up the muscles
- Slowly increases heart rate

Examples of two activities and specific warm-ups:
- Hurdling; stretch hamstring before racing
- Sprinting; jog slowly before

Other possible benefits include:
- improve range of motion
- injury prevention

Other possible sports-related activities and warm ups include:
- soccer; cross-over steps
- baseball; playing catch

A **3-point response:** The student describes two benefits and one activity and an associated warm-up
OR
describes one benefit and two activities and an associated warm up for each.

A **2-point response:** The student describes two benefits
OR
describes two activities and an associated warm up for each
OR
describes one benefit and one activity with a warm up for this activity.

A **1-point response:** The student describes one benefit
OR
describes one activity and an associated warm up for this activity.

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

25 Describe **two** benefits of warming up before sports-related activities. Name **two** specific sports-related activities and name **one** warm up for each activity.

Student Sample 4-Point Response:

One benefit of warming up:

Warming up before activities reduces your chance of getting hurt. Like pulling a muscle or twisting your ankle.

Another benefit of warming up:

It gets your body ready to perform the activity by getting your blood circulating.

Name of one sports-related activity: *Dance*

Warm up for this activity: *Stretching, kicks, leaps*

Name of another sports-related activity: *basketball*

Warm up for this activity: *running lines, shooting baskets*

25 Describe **two** benefits of warming up before sports-related activities. Name **two** specific sports-related activities and name **one** warm up for each activity.

Student Sample 3-Point Response:

One benefit of warming up:

Gets your blood flowing so you can go longer in your workout and also not get injured.

Another benefit of warming up:

So that you don't get bored.

Name of one sports-related activity: Running

Warm up for this activity: Stretches

Name of another sports-related activity: volleyball

Warm up for this activity: sets and bumps

25 Describe **two** benefits of warming up before sports-related activities. Name **two** specific sports-related activities and name **one** warm up for each activity.

Student Sample 2-Point Response:

One benefit of warming up:

So you don't get thirsty.

Another benefit of warming up:

So you play more.

Name of one sports-related activity: Hockey

Warm up for this activity: Passing the puck

Name of another sports-related activity: In-line skating

Warm up for this activity: leg stretches

25 Describe **two** benefits of warming up before sports-related activities. Name **two** specific sports-related activities and name **one** warm up for each activity.

Student Sample 1-Point Response:

One benefit of warming up:

Fitness

Another benefit of warming up:

Jumping

Name of one sports-related activity: *Soccer*

Warm up for this activity: *passing and kicking*

Name of another sports-related activity: *swimming*

Warm up for this activity: *relaxing*

25 Describe **two** benefits of warming up before sports-related activities. Name **two** specific sports-related activities and name **one** warm up for each activity.

Student Sample 0-Point Response:

One benefit of warming up:

To make injuries better

Another benefit of warming up:

Heartrate

Name of one sports-related activity: Running

Warm up for this activity:

Name of another sports-related activity: baseball

Warm up for this activity:

Scoring Guide for number 27:

A **2-point response:** The student identifies proper ways to safely participate in a physical activity.

The student describes two general safety considerations to follow while boating or swimming.

Example:
- Swim with a buddy.
- Don't dive into shallow water.

Other possible boating safety considerations include:
- Use a life jacket
- Have a buddy in the boat (adult)
- Know the water—current, waves, rocks, falls
- Know your strength
- Know where you are going and how to get back

Other possible swimming safety considerations include:
- Know the water—current, depth, obstacles
- Don't dive into murky water

A **1-point response:** The student describes one general rule for water safety.

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

27 Describe **two** water safety considerations for boating or swimming.

Student Sample 2-Point Response:

Consideration 1:
Never go in the water alone.
Consideration 2:
Wear life preservers.

Student Sample 1-Point Response:

Consideration 1:
Go boating with someone.
Consideration 2:
Don't fish from your boat.

27 Describe **two** water safety considerations for boating or swimming.

Student Sample 0-Point Response:

Consideration 1:
Don't drink the water.
Consideration 2:
Wear light clothes so that the heavy ones don't pull you under.

Scoring Guide for number 29:

A **4-point response:** The student identifies safe and effective physical activities to achieve lifelong fitness.

The student describes what makes an activity aerobic and provides three benefits of aerobic activity to lifelong fitness.

Example of an aerobic activity:

- Aerobic exercise is an activity performed at a high enough intensity that the breathing and heart rate will be increased. It is an activity that takes place for 20 to 30 minutes.

Examples of the benefits of aerobic activity:

- a healthy cardiorespiratory system
- lowered heart rate (includes resting, exercise, recovery)
- increased lung capacity.

Other possible benefits include:

- relieves stress
- helps maintain a healthy weight.

A **3-point response:** The student describes what makes an activity aerobic and provides two benefits
OR
describes three benefits of aerobic activity to lifelong fitness.

A **2-point response:** The student describes what makes an activity aerobic and provides one benefit
OR
describes two benefits of aerobic activity to lifelong fitness.

A **1-point response:** The student describes what makes an activity aerobic
OR
describes one benefit of aerobic activity to lifelong fitness.

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

29 Aerobic activity is essential to lifelong fitness.

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

Student Sample 4-Point Response:

What makes an activity aerobic?:

An aerobic activity makes you breath quickly and raise your heart rate.

Benefit 1:

Aerobic activity could help to motivate you to stay fit and maintain lifelong fitness.

Benefit 2:

You will achieve good respiratory health.

Benefit 3:

You get a healthier heart.

29 Aerobic activity is essential to lifelong fitness.

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

Student Sample 3-Point Response:

What makes an activity aerobic?:
Running every day for 30 minutes.
Benefit 1:
You won't tire out easily for other activities.
Benefit 2:
You get to work out with people.
Benefit 3:
You get less stress.

29 Aerobic activity is essential to lifelong fitness.

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

Student Sample 2-Point Response:

What makes an activity aerobic?:
Aerobic activity gets you breathing hard and your heart rate up.
Benefit 1:
You don't get tired during the day.
Benefit 2:
You do dumbell curls.
Benefit 3:
You get strong.

29 Aerobic activity is essential to lifelong fitness.

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

Student Sample 1-Point Response:

What makes an activity aerobic?:
Your teacher makes you do it.
Benefit 1:
Keeps lungs exercised.
Benefit 2:
Fitness.
Benefit 3:
You work with weights.

29 Aerobic activity is essential to lifelong fitness.

- What makes an activity aerobic?
- List three benefits of aerobic activity to lifelong fitness.

Student Sample 0-Point Response:

What makes an activity aerobic?:
My choice would be sports.
Benefit 1:
You get to run.
Benefit 2:
You don't get cramps.
Benefit 3:
You don't get injured.

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.

Aerobic

Anaerobic

Components of Fitness

Dietician

Percentile