

Concepts of Health and Fitness

A Classroom-Based Assessment

Directions for Administration and Scoring Guide High School



A Component of the
Washington State Assessment Program



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Directions for Administering the High School 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 High School 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 high school.

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.

High School Answer Key

1. D
2. B
3. D
4. 2-point rubric. See Scoring Guide and Sample Papers, pages 10–12.
5. A
6. 4-point rubric. See Scoring Guide and Sample Papers, pages 13–18.
7. C
8. C
9. 2-point rubric. See Scoring Guide and Sample Papers, pages 19–22.
10. A
11. 2-point rubric. See Scoring Guide and Sample Papers, pages 23–26.
12. A
13. C
14. 2-point rubric. See Scoring Guide and Sample Papers, pages 27–30.
15. A
16. 4-point rubric. See Scoring Guide and Sample Papers, pages 31–36.
17. C
18. 2-point rubric. See Scoring Guide and Sample Papers, pages 37–38.
19. A
20. 2-point rubric. See Scoring Guide and Sample Papers, pages 39–41.
21. A
22. 4-point rubric. See Scoring Guide and Sample Papers, pages 42–47.
23. D
24. 2-point rubric. See Scoring Guide and Sample Papers, pages 48–51.
25. B

26. D

27. B

28. C

29. 2-point rubric. See Scoring Guide and Sample Papers, pages 52–55.

30. B

**High School
Scoring Guide
and
Sample Papers**

Scoring Guide for number 4:

A 2-point response: The student develops, implements, and monitors a personal fitness plan based on life goals for leisure and employment.

The student describes two adjustments that need to be made to deal with problems that would occur with a fitness program as he or she gets older.

Example:

- As someone gets older, the intensity of his or her workouts would decrease with age. Most, if not all, people lose strength as they get older, so their intensity would decrease.
- Another adjustment someone might have to make is to adjust the amount of time he or she has to exercise. When an individual is young and single, he or she probably has more time than someone who is older with a career and family. That individual would have to adjust his or her time and abbreviate workouts.

A 1-point response: The student describes one problem or adjustment that occurs when someone gets older.

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

- 4 List **two** changes that could happen to a person as that person ages that would affect his or her exercise program.

Student Sample 2-Point Response:

Change 1:
<i>As people get older, their muscle mass decreases so they would have to</i>
<i>exercise harder to maintain what they have.</i>
Change 2:
<i>As a person gets older, his or her metabolism slows down so if they keep</i>
<i>exercising the same amount as when they were younger, they might put on</i>
<i>weight.</i>

Student Sample 1-Point Response:

Change 1:
<i>He might get busy with family and work so it is harder to find time to keep</i>
<i>active. He will have to schedule his exercise around these activities.</i>
Change 2:
<i>His metabolism speeds up because he is getting older so exercise becomes</i>
<i>more important.</i>

- 4 List **two** changes that could happen to a person as that person ages that would affect his or her exercise program.

Student Sample 0-Point Response:

Change 1:
<i>Exercising becomes more expensive</i>
Change 2:
<i>Their muscles all disappear.</i>

Scoring Guide for number 6:

A 4-point response: The student develops a personal health and fitness plan based on life goals for leisure and employment.

The student describes an exercise plan (i.e., for muscular strength) using frequency, intensity, time, and type.

Example:

- Component: Muscular Strength
- F—Maria must complete her strength exercise(s) two times per week or every other day (Unacceptable—Do strength exercises on the same muscle group every day).
- I—Maria should start lifting at approximately 70% effort and gradually increase this amount (Unacceptable—She should increase the number of reps).
- T—She should increase her repetitions and sets (Unacceptable—Thirty minutes or any other mention of time).
- T—She should use free weights or strength exercises (i.e., push-ups) (Unacceptable—Running and stretching).

A 3-point response: The student describes an exercise plan (i.e., for muscular strength) that includes three out of the four parts of the FITT principle.

A 2-point response: The student describes an exercise plan (i.e., for muscular strength) that includes two out of the four parts of the FITT principle.

A 1-point response: The student describes an exercise plan (i.e., for muscular strength) that includes one out of the four parts of the FITT principle.

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

- 6 Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low. The FITT principle is indicated below:

- ✓ F Frequency—how often
- ✓ I Intensity—at what intensity
- ✓ T Time—for how long
- ✓ T Type—the type of activities she should do

- Choose **one** of the five health-related fitness components.
- Create a plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.



Student Sample 4-Point Response:

Health-related fitness component: <i>Muscular Strength</i>
F: <i>She should do strength exercises that are 48 hours apart.</i>
I: <i>She should start lifting with a little effort then gradually try harder.</i>
T: <i>She should increase the number of sets and reps that she does.</i>
T: <i>She could work with weights or resistance training.</i>

- 6 Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low. The FITT principle is indicated below:

- ✓ F Frequency—how often
- ✓ I Intensity—at what intensity
- ✓ T Time—for how long
- ✓ T Type—the type of activities she should do

- Choose **one** of the five health-related fitness components.
- Create a plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.



Student Sample 3-Point Response:

Health-related fitness component: <i>cardiorespiratory endurance</i>
F: <i>She should do cardio activities 5 days per week for 30 minutes each day.</i>
I: <i>She should start off slowly and gradually bring herself to her target heart rate zone.</i>
T: <i>She should increase the amount of time that she does her cardio.</i>
T: <i>She should jog, run, and do cycling.</i>

- 6 Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low. The FITT principle is indicated below:

- ✓ F Frequency—how often
- ✓ I Intensity—at what intensity
- ✓ T Time—for how long
- ✓ T Type—the type of activities she should do

- Choose **one** of the five health-related fitness components.
- Create a plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.



Student Sample 2-Point Response:

Health-related fitness component: <i>Muscular strength</i>
F: <i>She has to do strength training every other day.</i>
I: <i>Maria has to try her hardest whenever she works out.</i>
T: <i>She should gradually increase how much she does.</i>
T: <i>She should do a lot of running.</i>

- 6 Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low. The FITT principle is indicated below:

- ✓ F Frequency—how often
- ✓ I Intensity—at what intensity
- ✓ T Time—for how long
- ✓ T Type—the type of activities she should do

- Choose **one** of the five health-related fitness components.
- Create a plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.



Student Sample 1-Point Response:

Health-related fitness component: <i>Flexibility</i>
F: <i>she should do stretching exercises 5 days a week.</i>
I: <i>She should start off stretching to the point where it hurts.</i>
T: <i>She should always do it so that she feels some pain.</i>
T: <i>Running</i>

- 6 Maria is a high school student who spends too much time in front of a TV and computer screen. Maria's overall level of fitness is low. The FITT principle is indicated below:

- ✓ F Frequency—how often
- ✓ I Intensity—at what intensity
- ✓ T Time—for how long
- ✓ T Type—the type of activities she should do

- Choose **one** of the five health-related fitness components.
- Create a plan for Maria using the FITT principle that would help her to improve her level of fitness in this component.



Student Sample 0-Point Response:

Health-related fitness component: <i>Eating</i>
F: <i>She should eat not very much.</i>
I: <i>She should eat meat.</i>
T: <i>She should eat more meat.</i>
T: <i>Hamburger, steak and chicken</i>

Scoring Guide for number 9:

A 2-point response: The student develops a personal health and fitness plan based on life goals for leisure and employment.

The student chooses one of the two women and describes one change this woman can make that would improve her current level of fitness. The student explains how this change will improve the woman's level of fitness.

Example:

Lori

- Lori needs to work out more often and needs to increase the intensity of her exercises. Walking is a good aerobic exercise, but she needs to do it more often, or at a higher rate, or she must lower her caloric intake.
- So that she may lower her body fat to a healthy level.

OR

Mary

- Mary needs to work out more. Her body fat percentage is good, and her job might give her enough exercise to stay healthy.
- Exercise outside of her job is good for overall wellness. Exercise is good for stress relief, physical strength, cardiovascular endurance, and much more.

A 1-point response: The student chooses one of the two individuals and describes a change this woman can make that would improve her current level of fitness.

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

9 The following occupations place different physical demands on the body.

Occupation One:

Thirty-two-year-old Lori works as an accountant. She spends much of her day working at the computer. Her body fat percentage is above the healthy level for her age. Lori goes for a twenty-minute walk once a week.



Occupation Two:

Thirty-two-year-old Mary is a landscaper. Her job involves digging and lifting. Her body fat percentage is at a healthy level for her age. Mary does not exercise outside of her work day.



- Choose **one** of the individuals above.
- Describe **one** change this particular individual needs to make to her life to improve her current level of fitness.
- Explain how this change will improve her level of fitness.

Student Sample 2-Point Response:

Individual chosen: <i>Lori</i>
Change: <i>She should try to do cardio 5 times a week for 30 minutes each time.</i>
Explain how this change will improve her level of fitness:
<i>This will help her lower her body fat percentage by speeding up her</i>
<i>metabolism.</i>

9 The following occupations place different physical demands on the body.

Occupation One:

Thirty-two-year-old Lori works as an accountant. She spends much of her day working at the computer. Her body fat percentage is above the healthy level for her age. Lori goes for a twenty-minute walk once a week.



Occupation Two:

Thirty-two-year-old Mary is a landscaper. Her job involves digging and lifting. Her body fat percentage is at a healthy level for her age. Mary does not exercise outside of her work day.



- Choose **one** of the individuals above.
- Describe **one** change this particular individual needs to make to her life to improve her current level of fitness.
- Explain how this change will improve her level of fitness.

Student Sample 1-Point Response:

Individual chosen: <i>Mary</i>
Change: <i>Mary needs to spend more time in her target heart rate zone because she is only lifting at work.</i>
Explain how this change will improve her level of fitness:
<i>This will help her lose weight</i>

9 The following occupations place different physical demands on the body.

Occupation One:

Thirty-two-year-old Lori works as an accountant. She spends much of her day working at the computer. Her body fat percentage is above the healthy level for her age. Lori goes for a twenty-minute walk once a week.



Occupation Two:

Thirty-two-year-old Mary is a landscaper. Her job involves digging and lifting. Her body fat percentage is at a healthy level for her age. Mary does not exercise outside of her work day.



- Choose **one** of the individuals above.
- Describe **one** change this particular individual needs to make to her life to improve her current level of fitness.
- Explain how this change will improve her level of fitness.

Student Sample 0-Point Response:

Individual chosen: <i>Mary</i>
Change: <i>Mary should relax more</i>
Explain how this change will improve her level of fitness:
<i>She is getting enough exercise at work</i>

Scoring Guide for number 11:

A 2-point response: The student identifies and explains the mental benefits of physical activities.

The student describes two mental benefits of regular exercise and provides details of how each benefit impacts mental health.

Examples of mental benefits:

- Increases mental alertness
- Relieves stress

Examples of how each benefit impacts mental health:

- Dave will be able to stay awake in class.
- He will get along with others better.

A 1-point response: The student describes one benefit and provides one impact
OR
describes two benefits but does not provide the impacts on Dave's life.

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

11 Dave is a student who knows that participating in a regular exercise program provides many benefits.

- Name **two** mental benefits that Dave may gain by participating in a regular exercise program.
- Provide a specific example of how each mental benefit will impact Dave's life.

Student Sample 2-Point Response:

Mental benefit 1:
<i>Dave will be more confident.</i>
Impact on Dave's life:
<i>He will try new things and meet new people.</i>
Mental benefit 2:
<i>He will reduce his stress.</i>
Impact on Dave's life:
<i>He will be able to deal with people and things around him.</i>

11 Dave is a student who knows that participating in a regular exercise program provides many benefits.

- Name **two** mental benefits that Dave may gain by participating in a regular exercise program.
- Provide a specific example of how each mental benefit will impact Dave's life.

Student Sample 1-Point Response:

Mental benefit 1:
<i>He will be relaxed.</i>
Impact on Dave's life:
<i>Like when you are relaxed watching TV</i>
Mental benefit 2:
<i>He will not have any more stress.</i>
Impact on Dave's life:
<i>He won't have stress.</i>

11 Dave is a student who knows that participating in a regular exercise program provides many benefits.

- Name **two** mental benefits that Dave may gain by participating in a regular exercise program.
- Provide a specific example of how each mental benefit will impact Dave's life.

Student Sample 0-Point Response:

Mental benefit 1:
<i>Control</i>
Impact on Dave's life:
<i>He learns how to control exercise time.</i>
Mental benefit 2:
<i>His mind</i>
Impact on Dave's life:
<i>To lose weight at a normal rate</i>

Scoring Guide for number 14:

A 2-point response: The student identifies the six training principles including overload, specificity, progression, reversibility, rest and recovery, and diminishing returns. The student identifies two of the remaining training principles listed and explains the role of each in an exercise program.

Examples (choose two):

- **Specificity:** The workout should include specific exercises to obtain the desired fitness or skill that one wants.
- **Diminishing returns:** This is the point at which the body is fighting itself. This means, just because someone works out harder, it doesn't mean they will get stronger. This is due to improper recovery, nutrition, etc.
- **Overload:** This is a workout that includes an exercise that goes beyond the norm to push the individual farther.
- **Progression:** The amount and intensity of exercise during workouts must increase gradually.
- **Reversibility:** Fitness benefits are lost when training stops.
- **Rest and recovery:** The body needs time for rest to rebuild and recover.

A 1-point response: The student identifies one of the training principles listed and explains the role of this training principle in an exercise program.

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

14 Warm up and cool down are two training principles that are an important part of any fitness program. Choose **two** of the remaining training principles listed below and explain the role of each in an exercise program.

- Specificity
- Diminishing returns
- Overload
- Progression
- Reversibility
- Rest and recovery

Student Sample 2-Point Response:

Training principle 1: <i>Specificity</i>
Role in exercise program: <i>If a person wants to run a faster 1000m he should add sprints to his exercise plan instead of just running 10ks.</i>
Training principle 2: <i>Reversibility</i>
Role in exercise program: <i>If weight lifters quit their workouts or lift lighter weights, over time they will loose some of their strength. What they have gained in their training will be reversed. Use it or lose it.</i>

14 Warm up and cool down are two training principles that are an important part of any fitness program. Choose **two** of the remaining training principles listed below and explain the role of each in an exercise program.

- Specificity
- Diminishing returns
- Overload
- Progression
- Reversibility
- Rest and recovery

Student Sample 1-Point Response:

Training principle 1: <i>Progression</i>
Role in exercise program: <i>In order to improve muscular endurance, repetitions for weight lifting should be increased gradually over a period of time.</i>
Training principle 2: <i>Diminishing returns</i>
Role in exercise program: <i>If people quit their exercise programs, their muscles will return to the way they were before.</i>

14 Warm up and cool down are two training principles that are an important part of any fitness program. Choose **two** of the remaining training principles listed below and explain the role of each in an exercise program.

- Specificity
- Diminishing returns
- Overload
- Progression
- Reversibility
- Rest and recovery

Student Sample 0-Point Response:

Training principle 1: <i>Overload</i>
Role in exercise program: <i>Carrying too much.</i>
Training principle 2: <i>Specificity</i>
Role in exercise program: <i>Using the right sports equipment.</i>

Scoring Guide for number 16:

A 4-point response: The student identifies and defines changes for setting health-related physical fitness goals.

The student describes four specific changes that Willis can make to his life that would help him reach his goals.

Examples:

- See a doctor
- Develop an exercise program for strength
- Develop an exercise program for cardiorespiratory endurance
- Change his diet
- Hire a personal trainer
- Keep a journal
- Have a social support system.

Unacceptable:

- Eat right (well)
- Work out
- Run.

A 3-point response: The student describes three changes that Willis can make to his life that would help him reach his goals.

A 2-point response: The student describes two changes that Willis can make to his life that would help him reach his goals.

A 1-point response: The student describes one change that Willis can make to his life that would help him reach his goals.

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

- 16** Willis, a 22-year-old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular strength, cardiorespiratory endurance, and body composition.
- List **four** personal changes that Willis could make to help him reach his fitness goals.

Student Sample 4-Point Response:

Change 1:
<i>Willis should first see his doctor for help especially if he is really over-weight and out-of-shape.</i>
Change 2:
<i>He should develop a cardio program so that he can build up his cardio endurance and reduce his body fat. He could start walking three times a week for 30 minutes and then switch to jogging.</i>
Change 3:
<i>Willis should develop a strength exercise program by lifting weights.</i>
<i>He should start off slowly and then gradually increase his weight.</i>
Change 4:
<i>He could hire a personal trainer to help him.</i>

- 16** Willis, a 22-year-old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular strength, cardiorespiratory endurance, and body composition.
- List **four** personal changes that Willis could make to help him reach his fitness goals.

Student Sample 3-Point Response:

Change 1:
<i>Willis could change his diet by eating fatty food only once per week as a treat.</i>
Change 2:
<i>He could go for a jog for 30 minutes, 3 times a week.</i>
Change 3:
<i>He should get healthy.</i>
Change 4:
<i>He should do 30 push-ups per night so that he can increase some of his</i>
<i>muscular strength.</i>

- 16** Willis, a 22-year-old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular strength, cardiorespiratory endurance, and body composition.
- List **four** personal changes that Willis could make to help him reach his fitness goals.

Student Sample 2-Point Response:

Change 1:
<i>He should do cardio-respiratory exercises so that he can lower his body fat.</i>
<i>He should get his heart rate up into the target zone 3 times a week.</i>
Change 2:
<i>He could increase his muscular strength by going to the gym twice a week and</i>
<i>work out with weights.</i>
Change 3:
<i>He should eat less.</i>
Change 4:
<i>He is too lazy.</i>

- 16** Willis, a 22-year-old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular strength, cardiorespiratory endurance, and body composition.
- List **four** personal changes that Willis could make to help him reach his fitness goals.

Student Sample 1-Point Response:

Change 1:
<i>He needs to exercise.</i>
Change 2:
<i>He should run 1 mile 5 times a week to build up his cardio.</i>
Change 3:
<i>He should eat better food.</i>
Change 4:
<i>He should go to the gym.</i>

- 16** Willis, a 22-year-old college student, has not exercised since high school. His lifestyle is sedentary, and his diet is poor. The results of a fitness evaluation show that he is in the unhealthy range in muscular strength, cardiorespiratory endurance, and body composition.
- List **four** personal changes that Willis could make to help him reach his fitness goals.

Student Sample 0-Point Response:

Change 1:
<i>He should never watch TV.</i>
Change 2:
<i>He should not go out to eat.</i>
Change 3:
<i>He should only play certain sports.</i>
Change 4:
<i>He should work harder.</i>

Scoring Guide for number 18:

A 2-point response: The student understands the relationship of nutrition and food nutrients to physical performance and body composition.

The student explains how Pam will be able to maintain her current weight during track season and includes the relationship between calorie intake and energy demands in his or her answer.

Example:

Due to Pam's increased energy level, she must eat more calories to maintain her current weight. Pam's calorie input must equal her calorie output.

OR

The calorie intake should be the same as calorie expenditure so Pam needs to eat more because she is more active on the track team.

Unacceptable: She should consume the same number of calories as when she was in the chess club because she wants to maintain the same weight.

A 1-point response: The student explains how Pam will be able to maintain her current weight during track season but does not include the relationship between calorie intake and energy demands.

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

18 Pam wants to switch from being a member of the school chess club to being a member of the school track team. This change will result in a significant increase in her level of physical activity.

- Pam would like to stay at her current weight. Explain how Pam will be able to maintain her current weight during track season.
- In your answer, discuss the relationship that exists between calorie intake and energy demands.

Student Sample 2-Point Response:

<i>Pam will be more active with the track club so she will need to take more</i>
<i>calories in to balance her energy needs. If your body demands more energy,</i>
<i>you will have to take more calories in.</i>

Student Sample 1-Point Response:

<i>Pam will need to eat more.</i>

Student Sample 0-Point Response:

<i>Pam will stay the same weight if she keeps eating the same amount</i>
<i>of food.</i>

Scoring Guide for number 20:

A 2-point response: The student analyzes health and safety information.

The student describes two ways advertisers mislead the public about health and fitness products.

Examples (choose two):

- Most weight-loss gadgets have beautiful models posing for their products, saying that the product got them in this shape. The truth is that the model has been like this for years, works out hard on a regular basis, and eats healthfully, but they don't mention those details.
- Other misleading advertisements are the weight-loss pills that promise weight loss without exercise. True, someone might lose weight the first week or two due to stimulants that are in the pills, but a person may become addicted to these pills to maintain his/her weight.
- Advertisers should also stop showing off healthy, athletic people in their ads, because a person might lose weight, but he/she is not going to get an athlete's body.

A 1-point response: The student describes one way advertisers mislead the public.

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

- 20** Showing unrealistic body images of men and women in advertisements is a common way many advertisers may mislead the public in an effort to sell health and fitness products.

Describe **two** additional examples of how advertisers may mislead the public in an effort to sell health and fitness products.

Student Sample 2-Point Response:

Example 1:
<i>Advertisers only tell the good part about it and not the bad effects.</i>
Example 2:
<i>They say that everyone is doing it.</i>

Student Sample 1-Point Response:

Example 1:
<i>They don't tell you about harmful ingredients used to make the product.</i>
Example 2:
<i>They sell illegal stuff.</i>

- 20** Showing unrealistic body images of men and women in advertisements is a common way many advertisers may mislead the public in an effort to sell health and fitness products.

Describe **two** additional examples of how advertisers may mislead the public in an effort to sell health and fitness products.

Student Sample 0-Point Response:

Example 1:
<i>They sell things that you need.</i>
Example 2:
<i>They are expensive to make.</i>

Scoring Guide for number 22:

A 4-point response: The student incorporates safety procedures into activities and individual fitness plans for leisure and employment.

The student names the action that is associated with each letter in the acronym RICE. The student describes the appropriate first aid treatment that is associated with each action.

Example:

- R: rest
- Rest means to stay off the injured part of the body.
- I: ice
- Ice means to apply ice to the injury for 20 minutes on and 20 minutes off, repeating the process two or three times.
- C: compression
- Compression means to wrap the injury with a bandage to secure it.
- E: elevate
- Elevate means to raise the injured part of the body as high as possible to help reduce swelling.

A 3-point response: The student names the action that is associated with at least three of the letters in the acronym RICE. The student describes the appropriate first aid treatment that is associated with three of the actions named.

A 2-point response: The student names the action that is associated with at least two of the letters in the acronym RICE. The student describes the appropriate first aid treatment that is associated with two of the actions named.

A 1-point response: The student names the action that is associated with at least one of the letters in the acronym RICE. The student describes the appropriate first aid treatment that is associated with one of the actions named.

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

22 Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Student Sample 4-Point Response:

R: <i>Rest</i>
Treatment: <i>You have to rest your injury so you don't further hurt yourself.</i>
I: <i>Ice</i>
Treatment: <i>You should add ice to your injury.</i>
C: <i>Compression</i>
Treatment: <i>She should wrap the injured parts of her body. If bleeding put pressure on it.</i>
E: <i>Elevate</i>
Treatment: <i>Raise her injured ankle as high as possible.</i>

22 Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Student Sample 3-Point Response:

R: <i>Rest</i>
Treatment: <i>You have to rest your ankle to prevent further injury.</i>
I: <i>Ice</i>
Treatment: <i>20 minutes, take off 20 minutes, repeat</i>
C: <i>Compression</i>
Treatment: <i>Wrapping a bandage around her ankle will give it compression</i>
<i>(not too tight but just enough).</i>
E: <i>Evaluation</i>
Treatment: <i>Get the blood flowing by doing the RICE method.</i>

22 Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Student Sample 2-Point Response:

R: <i>Rest</i>
Treatment: <i>Resting her ankle will help it heal fast because she is not using it.</i>
I: <i>Ice</i>
Treatment: <i>Ice helps to take away the pain.</i>
C: <i>Compression</i>
Treatment: <i>This is mouth to mouth if she needs it.</i>
E: <i>Elevation</i>
Treatment: <i>This is the amount of blood that is flowing from her cut.</i>

22 Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Student Sample 1-Point Response:

R: <i>Rest</i>
Treatment: <i>Make sure you do the rest of the steps.</i>
I: <i>Ice</i>
Treatment: <i>Makes it cold.</i>
C: <i>Compression</i>
Treatment: <i>Watch for bruising.</i>
E: <i>Elevation</i>
Treatment: <i>Get her injury up higher than her heart.</i>

22 Juanita sprains her ankle while playing tennis. Marcus tells her to use the RICE method of first aid to help her heal her injury.

- Name the action that is associated with each letter in the acronym RICE.
- Describe the first aid treatment that is associated with each action.

Student Sample 0-Point Response:

R: <i>Rest</i>
Treatment:
I: <i>Ice</i>
Treatment:
C: <i>Compression</i>
Treatment:
E: <i>Elevation</i>
Treatment:

Scoring Guide for number 24:

A 2-point response: The student develops a health and fitness log and a monitoring system.

The student gives two good reasons to keep a fitness log.

Examples (choose two):

- A fitness log will keep track of how many days a person works out.
- A fitness log will keep track of how much a person lifts, runs, exercises, etc., to see if he/she is doing too much or too little.
- A fitness log will monitor how much weight a person is lifting so he/she knows when to go up in weight or repetitions.
- A fitness log will help to set exercise goals and to see if a person reaches those goals.
- A fitness log would help remind a person what worked, what didn't work, and what was done the last time he/she exercised to avoid repetition.
- A fitness log will help a person monitor improvement.
- A fitness log will help a person keep track of food intake.

A 1-point response: The student gives one good reason to keep a fitness log.

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

24 Jesse keeps a record of his workouts in a log book.



Describe **two** ways that the information in this log book can be used to help Jesse meet his fitness goals.

Student Sample 2-Point Response:

One way the information in this fitness log can be used:
<i>Jesse can see if he needs to increase or decrease the amount of exercising he is doing.</i>
Another way the information in this fitness log can be used:
<i>By writing down what you have done and how you've done it you know how close you are to your goals.</i>

24 Jesse keeps a record of his workouts in a log book.



Describe **two** ways that the information in this log book can be used to help Jesse meet his fitness goals.

Student Sample 1-Point Response:

One way the information in this fitness log can be used:
<i>He will be able to see his progress.</i>
Another way the information in this fitness log can be used:
<i>He can exercise more.</i>

24 Jesse keeps a record of his workouts in a log book.



Describe **two** ways that the information in this log book can be used to help Jesse meet his fitness goals.

Student Sample 0-Point Response:

One way the information in this fitness log can be used:
<i>For a test</i>
Another way the information in this fitness log can be used:
<i>For making him more fit</i>

Scoring Guide for number 29:

A 2-point response: The student chooses two out of the three test areas and, for each of the two areas chosen, provides one suggestion that may help him improve his score in each particular area.

Example:

- Wade has poor abdominal strength (curl-ups).
- He has poor flexibility (sit-and-reach).
- Wade needs to do more curl-ups to increase his abdominal strength.
- He also needs to stretch more to increase his flexibility.

A 1-point response: The student chooses one out of the three test areas and, for the area chosen, provides one suggestion that may help him improve his score in that particular area.

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

- 29** Wade completed a fitness test at his school. He was tested in three separate areas. His score in each area and the Minimum Health-Related Standard for each particular area are illustrated in the chart below.

Test Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16

Wade needs to improve his score in all three test areas.

- Choose **two** of the three test areas.
- For each of the two areas chosen, provide **one** suggestion that may help him improve his score in each particular area.

Student Sample 2-Point Response:

One area that needs improvement:
<i>Sit-and-reach</i>
One suggestion for improvement:
<i>Do stretching exercises more than three times a week. For example calf stretches, ballet, and yoga.</i>
Another area that needs improvement:
<i>Curl-ups</i>
One suggestion for improvement:
<i>Wade could do gradually increasing curl-up reps more than three times a week.</i>

- 29** Wade completed a fitness test at his school. He was tested in three separate areas. His score in each area and the Minimum Health-Related Standard for each particular area are illustrated in the chart below.

Test Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16

Wade needs to improve his score in all three test areas.

- Choose **two** of the three test areas.
- For each of the two areas chosen, provide **one** suggestion that may help him improve his score in each particular area.

Student Sample 1-Point Response:

One area that needs improvement:
<i>Push-ups</i>
One suggestion for improvement:
<i>He could do bench presses.</i>
Another area that needs improvement:
<i>Cardio</i>
One suggestion for improvement:
<i>He should run more.</i>

- 29** Wade completed a fitness test at his school. He was tested in three separate areas. His score in each area and the Minimum Health-Related Standard for each particular area are illustrated in the chart below.

Test Area	Wade's Score	Minimum Health-Related Standard
Sit-and-reach (inches)	6	8
Curl-ups	20	24
Push-ups	11	16

Wade needs to improve his score in all three test areas.

- Choose **two** of the three test areas.
- For each of the two areas chosen, provide **one** suggestion that may help him improve his score in each particular area.

Student Sample 0-Point Response:

One area that needs improvement:
<i>Curl-ups</i>
One suggestion for improvement:
Another area that needs improvement:
<i>Push-ups</i>
One suggestion for improvement:

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.

Calorie Expenditure

Calorie Intake

Component

FITT

Intensity

Progression

Protocol

Sedentary

