

Washington State OSPI-Developed Health Assessment

A Component of the Washington State Assessment Program



Dear “Stressed and Depressed”
Health Assessment for High School



Dear “*Stressed and Depressed*”

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

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Dear “*Stressed and Depressed*”

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Dear “*Stressed and Depressed*”

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SUPERINTENDENT OF PUBLIC INSTRUCTION

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To Washington Teachers of Health and Fitness:

Welcome to the Health and Fitness Assessment scoring training and implementation booklet. These documents are part of the Washington Assessment System at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Health and Fitness Essential Academic Learning Requirements (EALRs). These documents have been developed for students in Grades 5, 8, and high school. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. Student work has been scored by the Health and Fitness Assessment Leadership Team to identify examples and assist teachers in understanding the assessments.

The assessments provide the following:

- Immediate information to teachers regarding how well students have acquired the knowledge and skills for health and fitness expectations.
- Information to teachers regarding the strengths and gaps in classroom instruction and learning strategies.
- Embedded assessments as part of the learning experience for students, who can participate in measuring their achievements.
- Models for high-quality classroom assessments by including:
 - Directions for Administration
 - Scoring Rubrics
 - Student Responses
 - Glossary

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

Sincerely,

Lisa Rakoz
Program Supervisor
Health and Fitness Education

Dear “Stressed and Depressed”

Directions for Administering the Washington State Health Assessment

Introduction

This document contains information essential to the administration of the Washington State Health Assessment.

Please read this information carefully **before** administering the performance assessment.

Description of the Assessment

Students will perform this assessment by responding to a prompt and executing several tasks. Performance prompts ask the students to perform according to the criteria outlined in the prompt. Student responses may vary and include oral, visual, and written products or a combination of these types of products. This assessment could be used as part of a student's grade.

Materials and Resources

“Before” Checklist

Teacher checklist before administration of *Dear “Stressed and Depressed”*.

- ☐ Reproduce one **Student Copy** of *Dear “Stressed and Depressed”* for each student, pages 17-23.
- ☐ Read **Rubrics**, pages 24-28.
- ☐ Read **Scoring Notes**, pages 29-30.
- ☐ Read **Exemplars & Annotations**, pages 31-60.
- ☐ Read **Glossary**, page 61.
- ☐ Read **Teacher Resources**, page 63.
- ☐ Remind students to bring other materials if they finish the assessment early.
- ☐ All students are eligible for certain accommodations. For example, students may have as much time as they need to complete the assessment.
- ☐ Plan to provide for students with special needs or students with limited writing skills since they may be assessed separately or grouped with students of similar abilities for the assessment. While the flexibility of the assessment allows for accommodations to be made without formal guidelines, OSPI has some recommendations on how to help all students reach proficiency on the assessments.

Dear “*Stressed and Depressed*”

First, students with limited writing skills may type responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the assessment should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the assessment than other students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work slowly should be assessed separately or grouped with students of similar abilities for the assessment.

Second, students should have access to any accommodations outlined in their Individualized Education Plan (IEP). For a comprehensive list of possible accommodations, please read OSPI’s “Washington State’s Accommodations Guidelines for Students with Disabilities”.

<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>.

Third, OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future.

Finally, WAC 392.172A.03090 provides additional guidelines related to assessment procedures for students in special education.

“Day Of” Checklist

Teacher checklist for the day of Dear “*Stressed and Depressed*” administration.

- ☐ Cover/remove potential answers to the assessment (posters, teaching aids, etc.).
- ☐ Distribute Student Copies of *Dear “Stressed and Depressed,”* pages 17-23.
- ☐ One pencil or pen for each student.

“Day After” Checklist

Teacher checklist for the day after Dear “*Stressed and Depressed*” administration.

- ☐ Review **Scoring Notes** pages 29-30.
- ☐ Read **Glossary for Scoring Health and Fitness Assessments**, page 64.
- ☐ Use the **Rubrics** provided to score *Dear “Stressed and Depressed,”* pages 24-28.
- ☐ **Score** *Dear “Stressed and Depressed.”* This assessment could be used as part of a student’s grade.
- ☐ **Compile and submit data** as required by school district/OSPI.

Dear “*Stressed and Depressed*”

- ☐ Provide feedback to students (OSPI recommends **teachers keep all assessments for one year, and then shred**).

REQUIRED REPORTING

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

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

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

Teacher Worksheet

Elementary Health and Fitness Assessments

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

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

Example:

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

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

Fitness Performance Assessments (mile, push-ups, etc.)				
Which of these fitness performance assessments are administered in your elementary schools? Check the box or boxes that are appropriate. <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				

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

Teacher Worksheet

Middle School Health and Fitness Assessments

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

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

Example

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

Fitness				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Concepts of Health and Fitness				
Fitness Plan for Pat				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				

Fitness Performance Assessments (mile, push-ups, etc.)				
Which of these fitness performance assessments are administered in your middle schools? Check the box or boxes that are appropriate. <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				

Health				
Assessments or Other Strategies	Grade 6	Grade 7	Grade 8	Grade 9
Acme Advertising				
Sara's Story				
Shop, Eat, Move! (May be used for either Fitness or Health – not both)				
Tobacco Times				
Touring the Systems				
True Media Message				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				

Teacher Worksheet

High School Health and Fitness Assessments

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

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

Example:

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

Reporting on Assessments and/or Other Strategies for Social Studies, The Arts, and Health and

Fitness				
Assessments or Other Strategies	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Health and Fitness				
Fitness Planning				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				
Fitness Performance Assessments (mile, push-ups, etc.)				
Which of these fitness performance assessments are administered in your high schools? Check the box or boxes that are appropriate. <input type="checkbox"/> FitnessGram <input type="checkbox"/> President's Challenge <input type="checkbox"/> OSPI Fitness Performance Assessments <input type="checkbox"/> District Approved Fitness Performance Assessments <input type="checkbox"/> Other. Explain:				
Health				
Assessments or Other Strategies	Grade 9	Grade 10	Grade 11	Grade 12
A Letter to the Publisher				
Cafeteria Choices				
Cut Out Conflict				
Dear "Stressed and Depressed"				
Defending Jamie (KNOW Curriculum)				
New Student Orientation				
Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain:				

Fitness – Optional Survey

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

1. Opportunities to Meet Standards

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

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

2. Successes

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

3. Leadership/Coordination

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

4. Storage of Information

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

5. Data Analysis

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

6. Needs

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

7. Model Programs

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

Optional Survey – Continued

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

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

8. Opportunities for OSPI-Developed Assessment Training

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

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

9. Planning for OSPI-Developed Assessments

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

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

10. Workshops and Conferences

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

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

11. Scoring of the OSPI-Developed Assessments

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

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

12. Curricular Alignment with OSPI-Developed Assessments

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

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

13. District-Developed Instructional Resources

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

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

Dear “Stressed and Depressed”

Recommendation for Time Management

Teachers may administer the assessment in the way that is most practical for their classroom and the allotted time periods. The assessment should be administered in one or two days. A two-day model could follow these suggested guidelines.

Day One:

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

Day Two:

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

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

Dear “Stressed and Depressed”

Assessment Administration

Below you will find the teacher copy of the prompt. Read the teacher copy of the assessment aloud to the students. Have them follow along as you read the instructions. Answer any questions the students may have before you instruct them to begin.

Teacher Copy

Say: **Today you will take the Washington State Health Assessment, *Dear “Stressed and Depressed.”* Write your name at the top of the paper. Please follow along as I read the prompt aloud.**

A local newspaper has posted a job for a part-time writer. The writer will be responsible for responding to letters that teens have submitted to the newspaper. The editor is seeking out applicants who have knowledge about important issues for teens. You are a student writer who would like to be considered for this job.

The editor requires you to respond to a letter that has been submitted by a fictional teenager named “Stressed and Depressed.” You will read and respond to it by writing an advice letter on your knowledge of healthy strategies for dealing with difficult situations.

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

Instructions:

Analyze the letter from “*Stressed and Depressed*” and write a 1-3 page letter in the response space provided.

Your letter must contain:

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life.
 - For each strategy that you have chosen, describe how that particular strategy will help reduce stress.
2. Four warning signs of depression communicated in the letter.
 - For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.
3. Four **different, reliable** school or community resources that he or she may use to help deal with depression.
 - Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Say: **Are there any questions about the directions?** (pause for questions) **Follow along as I read the letter from *Dear “Stressed and Depressed.”***

Teacher Copy

Letter from *Dear “Stressed and Depressed”*

Dear Editor,

I am a stressed out 9th grade student. I am really struggling with some things in my life. I feel worthless and sometimes wish I had never been born. My parents are going through a divorce. I am very close to both parents and feel like it is my fault that they are getting a divorce. I feel that if I had been a better kid, they would not have fought as much.

I am also falling behind in school assignments. They just keep piling up. I have final exams coming up and want to prepare with the help of my study group, but I just want to be alone.

Last week, one of my friends noticed that I have been very sad and asked me what was going on. I told my friend about the divorce and the problems that I was having at school. I don't want to get up in the morning and I just want the pain to go away. My friend told me that drugs can make me feel better, but I have never used drugs. What should I do? Can you help me?

Signed,

Stressed and Depressed

Say: **Are there any questions about the letter?** (pause for questions) **Follow along as I read the directions for the pre-writing. The pre-writing activity is for you to organize your thoughts for your final response.**

Dear “*Stressed and Depressed*”

Teacher Copy

Pre-writing—will not be scored.

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.

Stress Management Strategies	How strategy will help reduce stress?

Pre-writing—will not be scored.

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.

Warning Signs	Evidence

Dear “*Stressed and Depressed*”

Teacher Copy

Pre-writing--will not be scored. Use only the space provided.

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Resources	How resources may help?

Say: **Are there any questions about what you are to do?** (pause for questions) **Write a 1-3 page letter in the response space provided. You will be given the time you need to complete the assessment. I will check with you at the end of class to see if anyone needs additional time. Please begin.**

Dear “Stressed and Depressed”

Teacher Copy

Final Student Response

Directions: Write a 1-3 page letter in the response space provided.

Your letter must contain:

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life.
 - For each strategy that you have chosen, describe how that particular strategy will help reduce stress.
2. Four warning signs of depression communicated in the letter.
 - For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.
3. Four **different, reliable** school or community resources that he or she may use to help deal with depression.
 - Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Sample space for Teacher Copy—not for student writing

Dear “*Stressed and Depressed*”

Student Copy

Dear “Stressed and Depressed”

Student Copy

Name _____ Period _____

Date _____ Teacher _____

School _____

A local newspaper has posted a job for a part-time writer. The writer will be responsible for responding to letters that teens have submitted to the newspaper. The editor is seeking out applicants who have knowledge about important issues for teens. You are a student writer who would like to be considered for this job.

The editor requires you to respond to a letter that has been submitted by a fictional teenager named “Stressed and Depressed.” You will read and respond to it by writing an advice letter on your knowledge of healthy strategies for dealing with difficult situations.

Instructions:

Analyze the letter from “*Stressed and Depressed*” and write a 1-3 page letter in the response space provided.

Your letter must contain:

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life.
 - For each strategy that you have chosen, describe how that particular strategy will help reduce stress.
2. Four warning signs of depression communicated in the letter.
 - For each identified warning sign, the student provides one sentence or phrase from the letter evidence that the particular warning sign exists.
3. Four **different, reliable** school or community resources that he or she may use to help deal with depression.
 - Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Dear “Stressed and Depressed”

Student Copy

Directions: Read and analyze the letter *Dear “Stressed and Depressed”*.

Letter from *Dear “Stressed and Depressed”*

Dear Editor,

I am a stressed out 9th grade student. I am really struggling with some things in my life. I feel worthless and sometimes wish I had never been born. My parents are going through a divorce. I am very close to both parents and feel like it is my fault that they are getting a divorce. I feel that if I had been a better kid, they would not have fought as much.

I am also falling behind in school assignments. They just keep piling up. I have final exams coming up and want to prepare with the help of my study group, but I just want to be alone.

Last week, one of my friends noticed that I have been very sad and asked me what was going on. I told my friend about the divorce and the problems that I was having at school. I don't want to get up in the morning and I just want the pain to go away. My friend told me that drugs can make me feel better, but I have never used drugs. What should I do? Can you help me?

Signed,

Stressed and Depressed

Dear “*Stressed and Depressed*”

Student Copy

Pre-writing--will not be scored.

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.

Stress Management Strategies	How strategy will help reduce stress?

Pre-writing--will not be scored.

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.

Warning Signs	Evidence

Dear “*Stressed and Depressed*”

Student Copy

Pre-writing--will not be scored.

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Resources	How resources may help?

Dear “Stressed and Depressed”

Student Copy

Final Student Response

Directions: Write a 1-3 page letter in the response space provided.

Your letter must contain:

1. **Four healthy stress management strategies** that “Stressed and Depressed” may use to help deal with the stress in his or her life.
 - For each strategy that you have chosen, describe how that particular strategy will help reduce stress.
2. **Four warning signs of depression** communicated in the letter.
 - For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.
3. **Four different, reliable** school or community resources that he or she may use to help deal with depression.
 - Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.

Dear Stressed and Depressed,

Dear “*Stressed and Depressed*”

[illegible]

Dear “*Stressed and Depressed*”

[illegible]

Total Score / 12

Dear “*Stressed and Depressed*”

Rubrics

Dear “*Stressed and Depressed*”

Rubric – A tool for scoring assessments

Rubric 1

Grade Level Expectations (GLEs)

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

2.4.4 Creates personal stress-management strategies.

4	<p>4-point response: The student accumulates a total of 7–8 value points.</p> <p>The student:</p> <ul style="list-style-type: none">• Identifies four healthy stress management strategies (one value point per effect—4 possible value points).• Identifies how each strategy will be used to help reduce stress (one value point per explanation—4 possible value points). <p>Example:</p> <p>Stress management strategies may include, but are not limited to the following examples:</p> <ul style="list-style-type: none">• By exercising (+1 value point), Stressed will be more physically and mentally able to deal with stress (+1 value point).• A proper diet (+1 value point) will help the body handle stressful situations (+1 value point).• Meditation (+1 value point) will help Stressed relax his or her mind and body (+1 value point).• Time management strategies (+1 value point) will help Stressed deal with his or her school workload (+1 value point).
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Dear “Stressed and Depressed”

Rubric 2

Grade Level Expectations (GLEs)

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

2.4.4 Creates personal stress-management strategies.

4	<p>4-point response: The student accumulates a total of 7–8 value points.</p> <p>The student:</p> <ul style="list-style-type: none">• Identifies four warning signs of depression (one value point per warning sign—4 possible value points).• Provides one sentence or phrase from the letter as evidence that the particular warning sign exists (one value point per explanation—4 possible value points). <p>Example:</p> <p>Warning signs of depression and evidence may include, but are not limited to the following examples.</p> <ul style="list-style-type: none">• Low motivation (+1 value point): “I don’t want to get up in the morning...” (+1 value point)• Sadness (+1 value point): “One of my friends noticed that I have been very sad...” (+1 value point)• Guilt (+1 value point): “I feel like it is my fault.” (+1 value point)• Thoughts of suicide (+1 value point): “I sometimes wish I had never been born.” (+1 value point)
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Dear “Stressed and Depressed”

Rubric 3

Grade Level Expectations (GLEs)

3.2.1 Evaluates health and fitness information, products, and services.

4	<p>4-point response: The student accumulates a total of 7–8 value points.</p> <p>The student</p> <ul style="list-style-type: none">• Identifies four school or community resources which support depression (one point per community/school resource—4 possible value points).• Describes how each of the four resources may help “Stressed and Depressed” deal with his or her depression (one point per description—4 possible value points). <p>Example:</p> <p>Resources of school and community support and their descriptions may include, but are not limited to the following examples.</p> <ul style="list-style-type: none">• A physician (+1 value point) may provide the student with medical assistance, advice or medication. (+1value point).• A teacher (+1 value point) will be able to provide the student with guidance for further help (+1value point).• A counselor (+1 value point) provides the student with someone who will listen and be able to provide psychological insight (+1value point).• A clergy member (+1 value point) may provide spiritual guidance and support (+1value point).
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Dear “Stressed and Depressed”

Student Rubric/Score Sheet—can be provided to students at any time during the unit

Student Name _____ Date _____ Period _____

TOTAL = _____ / 12

Rubric #1:

Each stress management strategy = one value point.

Each explanation = one value point.

Example: four management strategies + one explanation = 5 value points = 3 point response

4	4-point response: The student earns 7-8 value points.
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Score _____ / 4

Rubric #2:

Each warning sign of depression = one value point.

Each explanation = one value point.

Example: four warning signs + one explanation = 5 total value points.

4	4-point response: The student earns 7-8 value points.
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Score _____ / 4

Rubric #3:

Each school or community resource = one value point.

Each description = one value point.

Example: four resources + two descriptions = 6 total value points.

4	4-point response: The student earns 7-8 value points.
3	3-point response: The student earns 5-6 value points.
2	2-point response: The student earns 3-4 value points.
1	1-point response: The student earns 1-2 value points.
0	0-point response: The student earns 0 value points. The student shows little or no understanding of the task.

Score _____ / 4

Scoring Notes

Directions: It is critical that each teacher use the Scoring Notes to score student responses for the assessment, *Dear “Stressed and Depressed.”*

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

Passing Score on *Dear “Stressed and Depressed”* – A **total** score on all three rubrics of nine or more points meets standard.

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

The pre-writing will not be scored.

Rubric #1:

Each stress management strategy = one value point.

Each explanation = one value point.

Example: three management strategies + one explanation = 4 total value points.

1. If there are more than four stress management strategies (or warning signs or community resources), choose and assess the first four.
2. Study Group should be scored as a stress management strategy because you do not go to a study group to deal with depression. A study group helps manage academic stressors.
3. “Time/Patience” should be credited as a strategy.
4. If “talk” is clearly identified as a strategy (e.g., “talk about your problems”), a strategy value point should be given. If “talk” is used in context (e.g., “talk to your school counselor”), no strategy value point should be given, only a resource value point.

Rubric #2:

Each warning sign = one value point.

Each explanation = one value point.

Example: two warning signs + one explanation = 3 total value points.

Examples of correct answers:

1. Worthlessness/Hopelessness/Guilt, etc. = “I feel worthless”
2. Thoughts of suicide = “wish I had never been born”
3. Guilt = “feel like it is my fault”
4. Change in grades = “I am also falling behind in school assignments.”
5. Isolation = “I just want to be alone”
6. Sadness = “I have been very sad”
7. Fatigue = “I don’t want to get up in the morning”
8. Start using drugs = “My friend told me that drugs can make me feel better”

Dear “*Stressed and Depressed*”

Rubric #3:

Each community/school resources = one value point.

Each description = one value point.

Example: four community/school resources + four descriptions = 8 total value points.

1. When providing community resources, multiple hotline numbers will only be counted as one point.
2. When providing community resources, reliable websites will only be counted as one point.
3. “Talking to a friend” should be scored as a community/school resource.

Exemplars & Annotations

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

Purpose of the Set

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

Dear “*Stressed and Depressed*”

Purpose of the Exemplar Set

The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

Exemplar #1

This student response scores 12 points.

Dear Stressed & Depressed,

Going through family problems and having a rigorous school schedule evokes stress in many. Some stress management techniques that have helped me in the past include:

- Getting excersize! Excersizing, even walking or a slow paced jog, clears your mind and releases endorphins which make you happy. After excersizing you'll find that you have much more motivation for your school work.
- Making schedules or a list! This will help show you what needs to be done and will help you prioritize and organize.
- Asking others for help! Join a study group for help with your homework. You could also join a group of kids who have similar family issues, as they will know what you're going through and can help you out.
- And finally, look at the situations as challenges. If you look at your life as something that will make you stronger and more prepared for events in the future, you will surely succeed!

It also appears that you are not only stressed out, but depressed too. You say you're "worthless and wish I had never been born" showing that you don't think you matter, a sign of depression. You also say you "just want to be alone", which is isolation, another key sign of depression. Your friends notice you "have been very sad" lately, and constant sadness is also a sign of depression. The last clear sign of your depression is disinterest in your life. You say you "don't want to get up in the morning and just want the pain to go away". Staying away from at this point is very good as there are others who can help you.

- Talk to a school or outside source counselor. They can help you manage what is going on in your life in a healthy, non-harmful way.
- Clergy members. If there is a priest or some other church member you've known or have a close relationship with, they can talk with you and also help you figure out and manage what's going on in your life.
- A coach! If you play sports or used to and know someone you can trust or respect, they are a great person to ask for advice.
- You can also visit the National Mental Health Association. They'll have professional opinions and help with no personal influential bias. They can help you get help in your area, or over the internet.

I hope this has helped you see your symptoms and correct them with the strategies provided! Good Luck!

Dear “Stressed and Depressed”

Scoring Exemplar #1

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Getting Exercise	Clears your mind and releases endorphins which make you happy
2. Making schedules or a list	Help you prioritize and organize
3. Joining a study group or a group of kids with similar family issues	They will know what you’re going through and can help you out
4. Look at the situation as challenges.	If you look at you life as something that will make you stronger and more prepared for events in the future, you will surely succeed.

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. You don’t think you matter	You say you’re “worthless and wish you had never been born”
2. Isolation	You also say you “just want to be alone”
3. Constant sadness	Your friends notice you “have been very sad” lately
4. Disinterest in your life	You say you “don’t want to get up in the morning and just want the pain to go away”

Score 4 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #1 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Talk to a school or outside counselor	They can help you manage what is going on in your life in a healthy, non-harmful way.
2. Clergy members	If there is a priest or some other church member they can talk with you and help you figure out and manage what’s going on in your life.
3. A Coach	They are someone you trust and can give you advice
4. National Mental Health Association	They will have professional opinions and help with no personal influential bias. They can help you get help in your area, or over the internet.

Score 4 / 4

TOTAL = 12 / 12

Dear “*Stressed and Depressed*”

Exemplar #2

This student response scores 12 points.

Dear Stressed and Depressed,

I’ve read your letter and believe that I can help you reduce your stress with four easy techniques. One way to relieve stress is by listening to music while doing yoga. It can help you clear your mind, relax your muscles, and overall help you become less stressed from your problems. A second technique that I like to do is exercise. It not only relieves your stress, but it can help you get in shape and feel better about yourself overall. Third, trying getting more sleep, it’s very relaxing and your able to think better once your more rested. Lastly, try looking at your problems as challenges. This will help you because it will make them something you want to overcome and therefore getting over your stress. I hope you try some of these techniques, and remember drugs are not good for you and should never be used to help reduce stress.

Furthermore, I don’t you to feel so much depression in your life, you’re a good kid and you shouldn’t be feeling this way in the prime of your life. I’ve noticed some signs of depression in your letter that I need to help you get over. I see you say that “you feel worthless and wish you were never born”. That is one definite sign of depression not feeling good about yourself. Another would be lack of motivation or intrest. You say that “your falling behind in school assignments”, which would definetily fall under this category. Another sign of depression is withdrawl and not allowing anybody to get close to you. You say in your letter. “I just want to be alone”. That’s not the way to handle things, open up to your friends, don’t push them away. Lastly, another sign of depression is mood swings or being sad all the time. “last week one of my friends noticed that I have been very sad.” All in all, I feel its my job to help you get your depression and I may know some people who can help.

People are all around you that can help you better your life, but it’s your job to seek out that help, be it from someone at school or someone in the community. One person that can help you is your school counselor. They can help you talk about your problems and get the necessary help you may need. Someone else that can help is your teacher. A teacher isn’t just there to give you work, there here to help you be it a school related problem or a personal problem. They will be able to help you organize your life better, and get the professional help you may need if your parents won’t. However, school is not the only place to look for help. You can also look to the community as well. Someone who maybe able to help you there would be a doctor. Doctors may sometimes by scarey, but they can help you see if your depression maybe linked to some sort of disorder or disease. If you don’t want to try a doctor, you could always try a help hotline. There are so many out there that help troubled teens confront their problems and stop them from making the wrong choice. All in all, I hope you take my advice to heart, and do all you can to face down your depression, and remember drugs are never the answer.

Dear “Stressed and Depressed”

Scoring Exemplar #2

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Listening to music while doing yoga	It can help you clear your mind, relax your muscles, and overall help you become less stressed from your problems.
2. Exercise	It not only relieves your stress, but it can help you get in shape and feel better about yourself overall.
3. Get more sleep	It’s relaxing and will help you think better once you’re more rested
4. Look at your problems as challenges	This will help you because it will make them something you want to overcome and therefore getting over your stress.

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. Not feeling good about yourself	You say that “you feel worthless and wish you were never born”.
2. Lack of motivation or interest	You say “you’re falling behind in school assignments”.
3. Withdrawal and not allowing anybody to get close to you.	You say in your letter “I just want to be alone”.
4. Mood swings and being sad all the time	“last week one of my friends noticed that I have been very sad”.

Score 4 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #2 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. School counselor	They can help you talk out your problems and get the necessary help.
2. Teacher	They’re here to help you be it a school related problem or a personal problem. They will be able to help you organize your life better and get the professional help you may need.
3. Doctor	Can help you see if your depression may be linked to some disorder or disease.
4. Helpline	Help troubled teens confront their problems and stop them from making the wrong choice.

Score 4 / 4

TOTAL = 12 / 12

Dear “*Stressed and Depressed*”

Exemplar #3

This student response scores 12 points.

Dear Stressed and Depressed,

I understand what you are going through and I would like to help by giving you some stress-management techniques. One strategy is venting to friends. If you talk to one or a couple of your friends about what you're going through then you may feel like you got something important off your chest, and may feel better because someone can finally kind of relate to what's going on in your life. Another strategy is taking a walk. I realize you don't feel like getting up and doing anything but if you take a 10-30 minute walk it gives you time to think, relax, and get some fresh air. Also, a way you can reduce stress is by taking a bubble bath. I know this strategy seems silly but it really works because it temporarily rids you of stress and afterwards you feel calm and less uptight. One last stress management technique is meditation. You can get a video or tape at the library, look for instructions on the internet, or make up your own. Meditating will relax your body and mind, it's a common stress reliever used all over the world. If you haven't fully realized it yet, you are exhibiting several signs of depression. One sign you displayed was negative self talk when you said things like “I feel worthless” and “sometimes I wish I was never born”. Another sign of depression you showed was the wanting to shy away from the world. You showed this when you said “(I) want to prepare with the help of my study group but I just want to be alone”. Also, it's a signal of depression when you just want to sleep. You said “I don't want to get up in the morning”, which is an obvious sign that you just want to sleep. One last sign you displayed was stopping things you used to do, for you this is school. You said that “I am also falling behind in school assignments. They just keep piling up”. Now you probably understand that you are having a big problem that needs help. One person you can talk to about your depression is your school guidance councilor because they know a lot about depression and will keep everything you tell them completely confidential. Another helpful resource would be talking to your local youth minister. He/She could help with your depression because they could talk to you about more personal issues that you may not want to discuss at school. Calling a teen help hotline may be a good resource. You could call 1-800 suicide or finding a local listing of help-line numbers on the back of your school ASB card. These teen helplines talk to hundreds of people like you everyday, so they have a lot of knowledge and advice. One last resource you could use to get help for your depression would be to talk to a teacher that you trust about your problems. High school teachers deal with teenagers everyday, so they know more than you think. Well, I hope you use the stress management strategies I gave you and I hope you use at least one of the depression help resources I provided you. I wish you the best of luck.

Dear “Stressed and Depressed”

Scoring Exemplar #3

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. venting to friends	Feel better because someone can relate to what’s going on in your life
2. Walk	Time to think, relax and get fresh air
3. Taking a bubble bath	Temporarily rids you of stress and you feel calm and less uptight
4. Meditation	Relax your body and mind

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. Negative self talk	“I feel worthless” and “Sometimes I wish I had never been born”
2. Just wanting to sleep	“I don’t want to get up in the morning
3. Shying away from the world	“(I) want to prepare with the help of my study group but I just want to be alone”.
4. Stopping things you used to do (school)	“I am also falling behind in school assignments. They just keep piling up”.

Score 4 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #3 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. School Guidance Counselor	They know a lot about depression and will keep things confidential.
2. Local Youth Minister	He/She could talk to you about more personal issues that you may not want to discuss at school.
3. Teen help hotline	They have a lot of knowledge and advice. They talk to hundreds of people like you everyday.
4. Teacher	They deal with teenagers everyday

Score 4 / 4

TOTAL = 12 / 12

Dear “*Stressed and Depressed*”

Exemplar #4

This student response scores 11 points.

Dear Stressed and Depressed,

Stress is a common problem amongst teenagers of your age, everyone goes through with it in their lives. There are many good ways to get rid of this problem that you should try out. One good way to deal with it is by doing one of your hobbies. Doing something you enjoy will ensure that your mood will change into a good one. Another strategy you should try is some sort of active sport. Playing a sport will take your mind off of you problems and into the game. Lifting weights can be helpful as well because you are taking your stressful pressure and applying it to those heavy weights. You can also go hang out with your friends, it will take your mind off annoying problems. Most of the things will work, but it all depends on you.

There are many examples in your letter that scream depression. One perfect example is when you said, “I feel worthless and sometimes wish I had never been born. “The fact that you even feel worthless is a sign of depression. Another phrase you said was, “I am very close to both my parents and feel like it is my fault that they are getting a divorce”. There is no reason to be depressed over that because your parents are choosing these problems themselves. You say that your homework keeps piling up. Getting a lot of constant work like that is stressful, use a time limit strategy for that. Along with homework, you claim, “I have final exams coming up and I want to prepare with the help of my study group, but I just want to be alone.” Wanting to be alone all the time is a major sign of depression, but it can be fixed.

Self used strategies are not the only ways to help stress and depression. Doctors are always there to find out what may be the main problem and can help you fix them. The school counselor also deals with these sort of things everyday. Talking with any of your teachers in school can help because they are there to help give advice and cheer you up. Talk with your parents about these problems, they can sort things out with you and discuss what is going on. Never rely on drugs to fix these things unless told to by a doctor.

Dear “Stressed and Depressed”

Scoring Exemplar #4

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Doing one of your hobbies	Doing something you enjoy will ensure that your mood will change
2. Playing a sport	Will take your mind off of your problems and into the game
3. Lifting weights	..taking your stressful pressure and applying it to those heavy weights
4. Hanging out with friends	..take your mind off annoying problems

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. The fact that you feel worthless	“I feel worthless and sometimes wish I had never been born”
2. Wanting to be alone all the time’	“I have final exams coming up and I want to prepare with the help of my study group, but I just want to be alone”
3. Homework keeps piling up	“I am very close to both my parents and feel like it is my fault that they are getting a divorce”.

Score 3 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #4 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Doctors	Find out what may be the main problem and help you fix them.
2. School Counselor	
3. Teachers	Give advice and cheer you up.
4. Talk with your parents about these problems	The can sort things out with you and discuss what is going on.

Score 4 / 4

TOTAL = 11 / 12

Dear “*Stressed and Depressed*”

Exemplar #5

This student response scores 10 points.

Dear “Stressed and Depressed”,

Try to feel better about the situation; you should be comforted that your not alone. At one time or another, in everyone’s life, your going to feel extremely stressed out or depressed; it’s just a part of life that you have to accept and deal with. However, there are a few things you can do to reduce, if not eliminate, most of the things your stressed out about. Try listening to some music, this is a great way to reduce stress because if you’re listening to a band that you really like, you tend to relax more and you can get lost in the lyrics. Another way to reduce stress is to get some exercise. Often when exercising you forget about your stressors, which is great when you feel overwhelmed. Talk to someone about your stressors! This one is huge; when you tell people what your going through and how you feel, you always end up feeling a little better about your circumstances.

Along with your huge amount of stress, it’s also obvious that you’re depressed. In the letter you wrote, you said, “I feel worthless and sometimes with I had never been born”. If that isn’t a sign of depression, I don’t know what is. You also wrote, “(I) feel like it is my fault that they are getting a divorce”. Stop being so hard on yourself, it isn’t your fault. “I just want to be alone”. Secluding yourself from your friends and peers is a sing that your depressed. Your friend knows your depressed too; he said he’s noticed how sad you’ve been acting lately. You also said, “I don’t want to get up in the morning”. Sleeping excessively is a huge sign of depression.

Don’t resort to drugs when your feeling down, that’s a bad idea. Instead, try talking to your parents about how you feel; telling your folks what’s going on is sure to get you some relief. If that won’t work for you, talk with your school cuncelor about your problem(s). They are good to get advice from. You could also try a helpline; that’s when you call a number provided and talk with someone that will listen and help you out with whatever problems you might have. You might also try seeing a doctor that will listen to you and give you advice on how to reduce depression.

Stressed and Depressed, I hope this response was helpful and informative, feel better, cheer up, and remember that there’s always someone else who’s worse off than you.

Dear “Stressed and Depressed”

Scoring Exemplar #5

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Listening to music	Relax more and get lost in the lyrics
2. Get some exercise	Often when exercising you forget about your stressors.
3. Talk to someone about your stressors	When you tell people what you are going through and how you feel, you end up feeling better about your circumstances

Score 3 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. Secluding yourself from friends and peers	“I just want to be alone”
2. Sleeping excessively	“I don’t want to get up in the morning” “I feel worthless and sometimes wish I had never been born” “I feel like it is my fault they are getting a divorce”

Score 3 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #5 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Talk to your parents about how you feel	Telling your folks about what is going on is sure to get you some relief.
2. School counselor	They are good to get advice from.
3. Helpline	Talking with someone that will listen and help you out with whatever problems you might have.
4. See a doctor	Will listen to you and give you advice on how to reduce depression

Score 4 / 4

TOTAL = 10 / 12

Dear “*Stressed and Depressed*”

Exemplar #6

This student response scores 10 points.

Dear Stressed and Depressed,

Based on what you have said, drugs are certainly not an answer to anything. Rather than going through with that, there are several ways in which you can overcome the problem. Most importantly you should manage your time by setting realistic goals. This will prove to lower your stress level because it will assure you that no homework will pile up. Another way to deal with these problems is to see them as challenges, beckoning you to overcome them and emerge victorious. After implementing this technique the stressors in your life will become something positive altogether. In addition to these approaches you might try spicing up your life with some humor. Supplementing this to your everyday routine will lighten the mood, and the attention you have on issues will lose the sharp focus you currently face. Finally, if all else fails, turn to a vacation. Taking a week off from everything will provide you with time to recover and get your energy back for solving these problems. When you think about it, there are a plethora of ways to make things right again and avoid any unforeseen consequences.

Through your letter, there are many signs of the beginnings of depression. First and foremost, the claim that you are worthless exhibits most of your depressive state. Nobody is worthless and in time with these management techniques you will understand. Second, you lay the blame of other people’s problems on yourself. In truth, you aren’t the cause of a divorce the problem lies between your parents and doesn’t affect them wanting to be married. Additionally, having thoughts of avoiding school to be alone is another sign of your continued depression. If anything, you should be around people to lighten things up and provide encouragement. Lastly, considering drug use is the final communicator of your problems. By using them, you would be throwing your life away and everything you have going for you. These issues you have expressed can all be confronted.

In your community, there are many resources devoted to those with problems like yourself. Most obviously, you can work with counselors to be stepped through solutions to what you face. They are trained to do this, and provide the most promising outcome. In addition, the teachers of your school can ease the burden of your depression. By communicating with them, you can potentially lower your work load as you catch up on school work, solving that problem. When you don’t know who else to turn to, you can always communicate with a responsible friend. Venting on them is proven to lower stress, and it allows them to assess your troubles. Finally, explaining how you feel to your family always helps because they want the best for you. They can work you through your concerns and maybe change things to suit your needs. As you can see, there are an abundance of things to do within your community to face your feelings.

In the end, there is much you can do to alleviate all of the problems you face. From changing things by yourself, to acquiring help from others, there is a solution. Hopefully this letter offers solutions to everything that troubles you.

Dear “Stressed and Depressed”

Scoring Exemplar #6

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Manage your time by setting realistic goals	This will lower stress level because it will assure you that no homework will pile up
2. See problems as challenges	..beckoning you to overcome them and emerge victorious. Stressors will become something positive
3. Spicing up your life with humor	Supplementing this to your routine will lighten the mood and the attention you have on issues will lose the sharp focus you currently face
4. Vacation	Will provide you with time to recover and get your energy back for solving these problems.

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. The claim that you are worthless	
2. You lay the blame of other people’s problems on yourself (divorce)	
3. Thoughts of avoiding school to be alone	
4. Considering drug use	

Score 2 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #6 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Counselors	..to be stepped through solutions to what you face. They are trained to do this
2. Teacher	..can ease the burden. By communicating with them, you can potentially lower your workload as you catch up on school work
3. Responsible friend	Venting can lower stress and allows them to assess your troubles.
4. Explain how you feel to your family	They can work you through your concerns and maybe change things to suit your needs

Score 4 / 4

TOTAL = 10 / 12

Dear “*Stressed and Depressed*”

Exemplar #7

This student response scores 9 points.

Dear Stressed and Depressed,

There are ways to help relieve some of the stress that you are feeling. You could talk to your parents about what is going on or to your counselor at school or your friends. This will help because if you talk to someone and vent some of the stuff you are feeling to another person you won't feel as alone and all that bottled up pressure can be released. Another thing you could try is going to that study group for help. Don't try to do everything by yourself because it will just keep adding up. If you go to others for help with your school assignments you'll be able to catch up and not have to worry about failing plus this gives you a chance to focus on more important things in your life. You could also try taking some time out of your day to just work on yourself and what you want. You can do this by going for long walks or on a bike ride. This will give you time to think about how you are and what you want to do with your situation. Don't think that stress reducing activities have to be hard or times or done a certain way. It can be something as simple as taking a nap or listening to some calm music. Just something that calms you down and gives you time to think. Some of the things in your letter show signs of depression. Saying that you feel worthless and you wish you had never been born or by falling behind in school and just wanting to be alone all the time. There are places you can go to help with this depression. Your school counselor for instance is an excellent resource. School counselors can help you with your feelings towards your parent's divorce and since it is a school counselor they could help you make a plan to catch up in your classes. You also probably have a teen hotline that you could call. The hotlines usually have teens just like you who can give you suggestions or talk about how they got through situations just like yours. If you are involved with a church you could seek help and guidance from your pastor or group leaders as well. These are only a few of the possibilities you have. Don't think that you are alone because there are people who care for you and want to help. Try out some of those stress reducing activities too.

Dear “Stressed and Depressed”

Scoring Exemplar #7

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Talk to your parents, counselor at school or fiends	Talking/venting to someone...you won't feel as alone and the bottled up pressure can be released
2. Study Group	If you go to others for help...you'll be able to catch up and not have to worry about failing
3. Take time just to work on yourself and what you want...(long walks or bike ride)	Gives you time to think about how you are and what you want to do with your situation.
4. Taking a nap or listening to calm music	Time to think and calms you down

Score 4 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
	Saying you “feel worthless”
	Saying you “wish you had never been born”
	Saying you are “falling behind in school”
	Saying you “just want to be alone”

Score 2 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #7 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. School counselor	Help you with your feelings towards your parent’s divorce and help you make a plan to catch up in your classes.
2. Teen hotline	They usually have teens just like you who can give you suggestions or talk about how they got through situations like yours
3. Church pastor or group leaders	Give help and guidance

Score 3 / 4

TOTAL = 9 / 12

Dear “*Stressed and Depressed*”

Exemplar #8

This student response scores 7 points.

Dear Stressed and Depressed,

It sounds like you are going through some tough times in your life. Fortunately there are many ways and resources that can be a great help to you. If you are feeling stressed out there are many ways to help with that. There are many stress management techniques you can use. One thing you could do is make schedules. This relieves stress because you have things planned ahead of time and it organizes your life. Another thing you could do is exercise. Exercise relieves stress and is beneficial to your body. It's a win-win situation. One more thing you could do is eat a balanced diet. When your body is on a well balanced diet it can relieve stress. There are many other ways to relieve stress as well.

You say that you feel worthless and sometimes you wish you had not been born, and that if you were a better kid your parents wouldn't fight. Sounds like you don't think too high of yourself. Well no matter who you are or what you've done you're not worthless and you should feel happy to be alive. There are ways and resources to help you with depression. You can talk to a counselor. A counselor is someone you can talk to and is there to help you. You can also talk to a teacher. Also you can talk to your parents. Your parents know you the most and can help you with anything. There are so many people who are more than willing to help you. So just go and talk to someone or use some of these resources. They will help you a lot.

Dear “*Stressed and Depressed*”

Scoring Exemplar #8

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Make schedules	Having things planned ahead of time organizes your life
2. Exercise	Helps relieve stress and benefits your body
3. Eating a balanced diet	When your body is on a well balanced diet it can relieve stress.

Score 3 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. You do not feel too high of yourself	You say you “feel worthless and sometimes you wish you had not been born. If you were “a better kid your parents wouldn’t fight”.

Score 2 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #8 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Talk to a counselor	They are someone you can talk to and is there to help you.
2. Talk to your parents	Your parents know you the most and can help you with anything

Score 2 / 4

TOTAL = 7 / 12

Dear “*Stressed and Depressed*”

Exemplar #9

This student response scores 6 points.

Dear Stressed and Depressed,

There are better solutions to stress than drugs. There are many healthy activities that can help with stress. One of these is exercise, exercise helps you deal with stress by distracting you and allowing you to take out some anger. Also there is taking a bath. If you are not into the whole workout scene, taking a bath may be your thing, it helps to relax your muscles while allowing you to clear your head.

In the letter there were many signs of depression. One sign is “I feel worthless and sometimes wish I had never been born.” Another is “I have final exams coming up and I want to prepare with the help of my study group, but I just want to be alone.” Also there was “I don’t want to get up in the morning”. Lastly there was the sentence “I just want the pain to go away”, depression can hurt physically as well as emotionally.

If you want or need help turn to the community not drugs. For example if you talk with your counselor he or she could refer you to where you could get help or he or she could help you work out your problems. Doctors would not be my first choice all they can do is give you drugs, and drugs is not the best solution. The time to get medicine to help you with your depression and or stress is after all other resources have not helped.

Dear “*Stressed and Depressed*”

Scoring Exemplar #9

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Exercise	It will distract you and allow you to take out some anger
2. Taking a bath	Helps to relax your muscles while allowing you to clear your head

Score 2 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
	“I feel worthless and sometimes wish I had never been born”
	“I have final exams coming up and I want to prepare with the help of my study group, but I just want to be alone.”
	“I don’t want to get up in the morning”.
	“I just want the pain to go away”.

Score 2 / 4

Dear “*Stressed and Depressed*”

Scoring Exemplar #9 (cont’d)

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Counselor	They can refer you to where you could get help, or he/she could help you work out your problems
2. Doctors	Doctors can give medicine to help with your depression

Score 2 / 4

TOTAL = 6 / 12

Dear “*Stressed and Depressed*”

Exemplar #10

This student response scores 4 points.

Dear Stressed and Depressed,

Manage your time better from school to homework and free time. This will help your grades witch in turn will make your parents happier with you. You won't feel as bad as a student either because you know your making the best effort you can.

Second, your parents divorce is not your fault and you should never tell yourself that. It is a problem with your mom and dad, it has nothing to do with you and your problems. They fight because they are mad at each other not you.

Don't resort to any drugs or stimulants to calm you down. Do something that you enjoy doing and plan it into your everyday life. Reach out and you can find your local stress hotline. Call if your ever thinking of doing anything unethical or anything to harm yourself. There are many people like you that use the hotline just give it a call.

Dear “*Stressed and Depressed*”

Scoring Exemplar #10

1. Four healthy stress management strategies that “Stressed and Depressed” may use to help deal with the stress in his or her life. For each strategy that you have chosen, describe how that particular strategy will help reduce stress.	
Stress Management Strategies	How strategy will help reduce stress?
1. Manage your time better	This will help your grades which will make your parents happier. You will know you are making the best effort you can.
2. Do something you enjoy doing and plan it into you everyday life	

Score 2 / 4

2. Four warning signs of depression communicated in the letter. For each identified warning sign, the student provides one sentence or phrase from the letter as evidence that the particular warning sign exists.	
Warning Signs	Evidence
1. Guilt about parents divorce	

Score 1 / 4

3. Four different, reliable school or community resources that he or she may use to help deal with depression. Describe in detail how each of the four resources that you have chosen may help “Stressed and Depressed” deal with his or her depression.	
Resources	How resources may help?
1. Local Hotline	

Score 1 / 4

TOTAL = 4 / 12

Glossary

Dear “Stressed and Depressed”

Despair

Minor – Mood disorder accompanied by feelings of hopelessness, sadness or helplessness.

Major – Mood disorder accompanied by long-lasting feelings of hopelessness, sadness or helplessness.

Distress – Negative stress.

Eustress – Positive stress.

Fear – Protects us from danger.

School and community resources

- Clergy member
- Parent or trust-worthy adult
- Counselor
- Teacher
- Doctor
- Hotline/Helpline
- Coach
- Reliable websites
- Talk to a reliable friend

Self Esteem – Pride in oneself; self-respect.

Signs of depression

- Persistent sadness
- Change in grades
- Isolation
- Low motivation
- Using controlled substances
- Loss of pleasure or interest in activities once enjoyed
- Fatigue or loss of energy
- Restlessness, irritability
- Sleep disturbances
- Weight or appetite disturbances
- Lack of concentration, difficulty making decisions
- Feelings of worthlessness, hopelessness, or guilt/blame
- Thoughts of suicide or death

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

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

Stress management – Coping with the harmful effects produced by stress.

Stress management strategies

- Use responsible decision-making skills
- Plenty of rest and sleep
- Participate in regular physical activities
- Use a time management plan
- Write in a journal
- Have close friends
- Talk with parents and other trusted adults

Dear “*Stressed and Depressed*”

Glossary (cont'd)

Stress management strategies

- Help others
- Express affection in appropriate way
- Care for pets
- Change your outlook-seeing a situation in a more positive way
- Keep a sense of humor
- Use breathing techniques
- Accept what cannot change
- Do not mask problems (Avoidance)
- Don't sweat the small stuff
- Be flexible
- Have fun-do things that you enjoy
- Eat a nutritious well-balanced diet
- Avoid unnecessary distressful situations (e.g. attending parties with alcohol)
- Tackle one thing at a time
- Take action

Suicide – The act of taking one's own life.

Support system – Family, friends or others that help when it is needed.

Teacher Resources

Dear “Stressed and Depressed”

Centers for Disease Control and Prevention (CDC)

Health Information and Statistics

www.cdc.gov

OSPI Health and Fitness

Health and Fitness Information

www.k12.wa.us/HealthFitness

P.E.Links4u

Promoting Active and Healthy Lifestyles

www.pelinks4u.org

PE Central

Premier website for Health and Physical Education

www.pecentral.org

Washington State Department of Health

Health Information for Washington State

www.doh.wa.gov

Glossary for Scoring Health and Fitness Assessments

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

Exemplar Responses – Examples of student responses.

Exemplar Annotations – Scoring explanation of student responses.

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

Passing Score on Dear “Stressed and Depressed” – A **total** score on all three rubrics of nine or more points meets standard.

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

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

Rubric – A tool used for scoring student work.

Scoring Notes – Explains the rationale for scoring.

Score point – A point earned on the rubric.

Value point – If there are more than 4 answers, then “value points” are awarded. For example, if there are eight correct answers, this would equate to a four on a 4-point rubric.

7-8 value points = 4 points on the rubric
5-6 value points = 3 points on the rubric
3-4 value points = 2 points on the rubric
1-2 value points = 1 point on the rubric
0 points = 0 points on the rubric

Frequently Asked Questions

1. What does the law state regarding health and fitness assessments at the state level?

RCW 28A.230.095 includes two provisions. The first addresses all three subject areas: Social studies, the arts, and health and fitness. The second makes special reference to civics. (Please note the underlined text below regarding the modified civics elementary reporting requirement.)

The fully amended law now states:

(1) By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. The office of the superintendent of public instruction may not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.

(2) Beginning with the 2008-09 school year, school districts shall require students in the seventh or eighth grade, and the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. Beginning with the 2010-11 school year, school districts shall require students in the **fourth or fifth grade** to complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

(3) Verification reports shall require school districts to report only the information necessary to comply with this section.

REQUIRED REPORTING

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

Dear “*Stressed and Depressed*”

OSPI plans to share the results from the required portion of the verification report on the website in fall 2009.

OPTIONAL REPORTING

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

The optional reporting includes:

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

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

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

RECOMMENDATIONS

As stated above, OSPI urges districts to use the state-developed assessments to meet the requirements of RCW 28A.230.095. These large-scale statewide assessments have been successfully piloted for validity and reliability. Further, OSPI recommends that if local assessments and/or other strategies are used, that they be reviewed for quality at the local level.

Guidance for meeting the implementation requirement is provided in the schedule below.

Grade	OSPI Recommendation
Elementary (K-5 or K-6)	At least one assessment in health AND at least one assessment in fitness by the end of 5th grade. • 7 assessments are available at the elementary level.
Middle School (6-8 or 6-9)	At least one assessment in health AND at least one assessment in fitness by the end of 8th grade. • 8 assessments are available at the middle school level.
High School (9-12)	At least one assessment in health AND at least one assessment in fitness by the end of high school. • 7 assessments are available at the high school level.

Dear “*Stressed and Depressed*”

2. What are OSPI-Developed Assessments?

The Health and Fitness assessments are multi-stepped tasks or projects aligned to specific state standards which target skills and knowledge necessary for a physically active and healthy lifestyle. Completing an assessment at a proficient level requires students to demonstrate that they have met specific grade level expectations by applying their understanding of health and/or fitness knowledge, concepts, and skills to a specific context that is meant to be relevant to the lives of these students.

Assessments are designed to ensure that students employ critical thinking skills and engage in their own individual analysis of health and/or fitness.

There are 22 assessments; seven are targeted for elementary school, eight for middle school, and seven for high school.

The key component of any assessment is the rubric page which spells out how a student can reach proficiency. The scoring notes section explains the rationale for scoring and the glossary has been prepared to provide consistency for each assessment.

Assessments can be used at any time of the year although they are typically used as a culminating or summative assessment of learning that has occurred during a course unit.

3. Why are OSPI-Developed Assessments being used?

Validity: Given the broad, conceptual nature of the Health and Fitness standards, the assessments are a valid way to assess the learning of these standards and to help students gain the knowledge and skills authentic to engaged, informed physically active and healthy lifestyle.

Coherence: District health and fitness programs will have a greater coherence if assessments are included in each of the health and fitness course units. The common rubrics ensure that students will be asked to meet rigorous expectations as they move from elementary school to middle school to high school as well as from district to district.

Balance: The assessments are designed to ensure accountability to the state’s standards while still maintaining a local district’s control over specific content in health and fitness.

Research: There is a great deal of research that indicates that having students engage regularly in rigorous, authentic, performance-based assessments, such as the assessments, increases their academic achievement in health and fitness. (e.g. the research from Cathy Taylor)

Integration: Health and Fitness assessments are another way teachers can target important reading and writing standards in their instruction.

Accountability: The assessments and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in health and fitness skills.

Dear “*Stressed and Depressed*”

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

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

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

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

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

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

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

7. Who is responsible for scoring the assessments?

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

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

Dear “*Stressed and Depressed*”

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

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

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

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

9. What is considered a “passing” score?

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

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

$$\begin{array}{rcl} 15 - 16 & = & 4 \\ 12 - 14 & = & 3 \quad \text{meets standard (“proficient”)} \\ \hline 8 - 11 & = & 2 \\ 1 - 7 & = & 1 \end{array}$$

10. What happens if a student fails an assessment?

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

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

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

iGrants is an internet based system that contains a variety of federal and state grant applications, competitive grant request for proposals (RFPs), and end of year reports, as well as a comprehensive self-study used for compliance reviews visitations. The acronym stands for: i=internet G=Grants r=reports a=analytical n=net-based t=transaction s=system

Complete the Final Reporting Form. This requires:

- Logging onto the iGrants site and completing contact information.
- Using the data collected from teachers implementing the assessments or other strategies, fill in the data in the columns for elementary school, middle school, and high school for social studies, the arts, and health and fitness.
- Completing the assurances page through the iGrants system.
- Considering completing and collecting the Optional Survey from teachers and submitting the information in the iGrants system.

SCHEDULE/CALENDAR

September – January

- Districts and schools should develop a plan for responding to RCW 28A.230.095. The plan should include which assessments or other strategies will be used and at which grade levels to meet the requirements of the law.
- Designate a staff member to be responsible for ensuring that the assessment and reporting requirements in RCW 28A.230.095 are met.
- Communicate with teachers responsible for providing students with assessments or other strategies in social studies, the arts, and health and fitness.

February – May

- Check in with teachers throughout the year to ensure that they are implementing the assessments to which they have committed.
- Distribute downloadable data sheets to teachers (Teacher Worksheets) responsible for implementing the assessments or other strategies in their classroom.
- Consider downloading the optional survey from iGrants or the health and fitness website. Distribute copies of these surveys to teachers, gather the information from the survey, and compile results.

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May – July

- Collect data sheets from teachers responsible for implementing the assessments or other strategies in their classroom.
- July 31: Final date for districts to submit data on the use of assessments or other strategies via the iGrants reporting system.

12. Since some assessments are classroom projects, can the students work in groups?

No, the overarching guideline for teachers administering an assessment is to ensure that each final response to an assessment is an “individual student effort.” These assessments are to be used to find out what each individual knows and is able to do; therefore, significant aspects of the performance must be done by students working independently of other students.

13. How much teacher/coaching feedback is allowed as students are completing assessment responses?

Given that assessment responses should reflect a student’s own work, there needs to be a clear distinction between providing needed clarification as opposed to inappropriate assistance which could lead to an invalid representation of what a student can independently accomplish.

14. How can the teacher accommodate the assessment for all students?

While the flexibility of the assessment already enables accommodations to be made without any formal guidelines, OSPI does have some recommendations on how to help all students reach proficiency on the assessments. First, all students are eligible for certain accommodations. For example, students may have as much time as they need to complete the task. In addition, students with limited writing skills may type their responses, and students with limited English-language skills may have the prompts read aloud to them. Such assistance should not include suggested responses. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Second, students should have access to any accommodations outlined in their individualized education plans (IEPs). For a comprehensive list of possible accommodations for students participating in assessments, please read OSPI’s “Washington State’s Accommodations Guidelines for Students with Disabilities” (<http://www.k12.wa.us/assessment/pubdocs/AccommodationGuidelines2008-2009.pdf>).

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Third, OSPI hopes to be able to provide models for differentiating instruction and assessment in these academic areas in the future.

Finally, WAC 392.172A.03090 provides additional guidelines related to assessment procedures for students in special education.

15. If a student is allowed to waive physical education, is she/he expected to participate in the assessment?

It should be noted that the requirements related to assessments are not a “graduation requirement” – in other words, the state is not requiring individual students to pass an assessment in order to graduate.

The high school graduation requirements specifically states that students may be waived out of the “activity” portion of fitness, but **not** out of the “knowledge” portion of fitness. It would seem that students need to take the assessment to provide evidence that they have reached proficiency in the “knowledge” portion of fitness education.

Waiver means released from the class and credit (not taking physical education at all, but still being accountable for the knowledge portion as per statute listed below).

School districts shall meet the following laws and regulations:

- RCW 28A.150.210 – Basic Education Act – to know and apply the core concepts and principles of health and fitness
- WAC 180-51-066 to align with current essential academic learning requirement
- RCW 28A.230.095 shall have assessments or other strategies in health and fitness

There is no provision for a waiver from the requirement that students be assessed in health and fitness education. It is also not the intent of the law for a student to waive 2.0 credits of health and fitness in high school.

A student cannot earn physical education credit for activities such as athletics or marching band. A student can only be waived from the credits for physical education. A student must take other classes to make up for the missing credits to meet minimum high school graduation requirements.

Credit equivalency means not taking the physical education class, but replacing it with out-of-class physical education.

To earn credit equivalency, the student shall

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

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

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

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

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

To earn credit equivalency, the student shall

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

Credit equivalency needs to be an adopted board policy and procedure and at the same rigor as students demonstrate in their classroom. The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025.

17. How can the results of the assessments be used to help improve teaching and learning?

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

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

In short, no. The assessment is measuring cognitive knowledge. The mile is showing the student the time it takes to run the mile. What has the student learned? In this case, the student has learned the time that it took for him/her to run the mile (8 minutes and 43

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

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

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

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

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