

WCBA— Washington Classroom-Based Assessment

A Component of the Washington State Assessment System



Health and Fitness
Get Fit Summer!
Grade 5

Get Fit Summer!

Directions for Administering the Washington Classroom-Based Assessment in Health and Fitness Get Fit Summer! Grade 5

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Assessment (WCBA) in Health and Fitness, **Get Fit Summer!, Grade 5**. Please read this information carefully before administering the assessment.

Description of the Classroom-Based 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.

Materials and Resources

The following materials and resources list includes materials necessary for students to complete this assessment:

- classroom set of reproduced student tasks,
- writing paper for each student,
- one pencil or pen for each student,
- individual student's fitness test results (teachers are required to supply these using either Fitnessgram, District Developed Fitness Assessment, Components of Health and Fitness Assessments (Washington State), or President's Challenge), and
- copies of the norms and standards for President's Challenge and Fitnessgram.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. The following time frame is recommended, but not required. The task should be administered in 2–3 days. A two-day model may follow these guidelines:

Day One:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask any questions needed. The teacher answers any questions asked.
- **40 minutes:** The students analyze their fitness test results, set goals, and begin writing their activity plans.
- **5 minutes:** The teacher collects all materials at the end of Day One.

Day Two:

- **5 minutes:** The teacher distributes all materials to students.
- **45 minutes:** The students finish writing their activity plans.

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test. 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.

Test Administration

Below you will find the task to be used by the students. Instruct them to look at the prompt. Have them follow along as you read the instructions aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Washington Grade 5 Classroom-Based Assessment in Health and Fitness, Get Fit Summer!

Get Fit Summer!

Your teacher has asked you to plan a summer activity program to improve or maintain your fitness level before the fall fitness testing. You will evaluate your current fitness test scores to set two fitness goals. Your plan will include a schedule of activities to help you meet your goals as well as safety considerations for your activities.

Before you create a summer activity program, you must complete the following task requirements.

Complete the chart below using your current fitness scores to identify **one** fitness component that you want to improve. Be sure to complete the following tasks.

- Set a realistic goal for the component of fitness you identify for improvement.
- Decide on a realistic goal score that can be reasonably attained during the summer months.

My Age: _____

Circle one: Female Male

Circle your Fitness Test: President's Challenge Fitnessgram District Other

Fitness Component 1:

Fitness Test for Component:

Current Score: _____ **Goal Score:** _____

Complete the chart below using your current fitness scores to identify a **second** component of fitness that you want to improve. Be sure to complete the following tasks.

- Set a realistic goal for the component of fitness you identify.
- Decide on a realistic goal score that can be reasonably attained during the summer months.

<p>My Age: _____</p> <p>Circle one: Female Male</p> <p>Circle your Fitness Test: President's Challenge Fitnessgram District Other</p> <p>Fitness Component 2:</p> <p>_____</p> <p>Fitness Test for Component:</p> <p>_____</p> <p>Current Score: _____ Goal Score: _____</p>

Choose **two** different activities for **each** fitness component that you have identified for improvement to help you reach your goals. You may choose activities that you can do alone or with others. Complete the table below and make sure to complete the following tasks.

- Describe how the chosen activity will help to achieve your goal for each component of fitness.
- For each activity, identify a safety concern, safety equipment needed, or a safety rule.

Fitness Component 1: _____

Activity	How the Activity Will Help Me Achieve Goal	Safety Concern, Equipment, or Rule

Fitness Component 2: _____

Activity	How the Activity Will Help Me Achieve Goal	Safety Concern, Equipment, or Rule

Score student work using the following rubrics.

RUBRIC 1: The student analyzes health and safety information. (EALR 4.1.1)

4	A 4-point response: The student accumulates a total of 6 value points The student: <ul style="list-style-type: none"> • identifies two fitness components to improve (one point per component—2 possible value points). • identifies an appropriate fitness test for each component (one point per activity—2 possible value points), and • sets a realistic goal for each component of fitness (one point per activity—2 possible value points).
3	A 3-point response: The student accumulates a total of 4-5 value points.
2	A 2-point response: The student accumulates a total of 2-3 value points.
1	A 1-point response: The student accumulates a total of 1 value point.
0	A 0-point response: The student accumulates a total of 0 value points. The student shows little or no understanding of the task.

Note: The goal score must be realistic based on the student’s current level of fitness and the number of weeks allotted to improve the fitness score.

RUBRIC 2: The student analyzes health and safety information. (EALR 4.1.1)

4	A 4-point response: The student accumulates a total of 7–8 value points. The student: <ul style="list-style-type: none"> • identifies two appropriate activities for each fitness component provided (one point per activity—4 possible value points), and • describes how each activity will help to achieve his/her goal (one point per activity—4 possible value points).
3	A 3-point response: The student accumulates a total of 4-5 value points
2	A 2-point response: The student accumulates a total of 2-3 value points.
1	A 1-point response: The student accumulates a total of 1 value point.
0	A 0-point response: The student accumulates a total of 0 value points. The student shows little or no understanding of the task.

RUBRIC 3: The student analyzes health and safety information. (EALR 1.2.1)

4	A 4-point response: The student identifies a safety concern, any safety equipment needed, or a safety rule for each of the four chosen activities
3	A 3-point response: The student identifies a safety concern, any safety equipment needed, or safety rule for three chosen activities.
2	A 2-point response: The student identifies a safety concern, any safety equipment needed, or safety rule for two chosen activities.
1	A 1-point response: The student identifies a safety concern, any safety equipment needed, or safety rule for one chosen activity.
0	A 0-point response: The student shows little or no understanding of the task.

To receive scoring notes, contact Lisa Rakoz at lrakoz@ospi.wednet.edu.

For information on opportunities for training in the administration and scoring of this assessment contact Lisa Rakoz.

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