**High School Health and Fitness Assessments**

***State law requires school districts to report whether or not the district administered assessments in the areas of Social Studies, The Arts, Health, and Fitness, at the elementary, middle, and high school levels, per RCW 28A.230.095. An optional component of the required report is to gather information about what assessments or other strategies are used by school districts to measure student learning in these subjects. This form may be used to collect and share this optional information with your school or district contact person so that the data can be reported to OSPI, should your district choose to complete the optional reporting form. Please note that specific information for individual teachers and schools will not be collected by OSPI.***

***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 |

|  |
| --- |
| **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. [ ]  Presidential Youth Fitness Program (FitnessGram and President’s Challenge combined[ ]  OSPI Fitness Performance Assessments[ ]  District Approved Fitness Performance Assessments[ ]  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:      |       |       |       |       |