

Delaware Department of Education

Model Exit Tasks and Rubrics

Exit Task A Grade Cluster K–2

Your Physical Education teacher wants to play “Imagine if”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine.

Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.

Rubric - Exit Task A Grade Cluster K–2

Targeted	Acceptable	Unacceptable
Student uses a variety of correctly performed movements alone, with a partner and with a group.	Student correctly performs movement alone, in conjunction with a partner and cooperatively with group of students. There are at least two different movements used in the three situations	Student uses one movement in all situations or movements are incorrectly performed. Student is unable to move in conjunction with a partner or a group of students.
Student expresses opinion why each movement was appropriate for the particular situation and can relate choices to their personal skill level. Student clearly identifies each movement skill.	Student clearly expresses opinion why each movement is appropriate for the particular situation. Student can clearly label each movement.	Student expression of opinion of movement choices is disconnected with activity or with each partner/group situation. Student may not be able to clearly identify the movement itself.

Exit Task B Grade Cluster K–2

Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff”. One station will show off activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.

In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.

1. What two activities will you demonstrate at each station for the parents to see?
2. What are other activities you could do at each station?
3. If a parent asked you how fit you were what would you say?

Rubric - Exit Task B Grade Cluster K–2

Targeted	Acceptable	Unacceptable
Student can perform two correct movement/activities for each of the three health-related components of fitness.	Student can perform at least two correct movements/activities matched to two health-related areas and at least one correct movement/activity for the third health-related area.	Student matches movements/activities performance to incorrect health-related areas or cannot perform more than one at each station.
Student lists multiple movement/activity choices for each area and/or includes movements/activities from outside those learned in school.	Student can list one more activity than demonstrated for each of the three health-related areas.	Student lists movement/activities but is unable to make correct/connections to specific health-related components of fitness.
Student reflects on own fitness level in each of the three health-related areas and relates it to examples/facts from life.	Student discusses own fitness level for particular station and relates it to information learned in school.	Student’s reflection on own fitness level is minimal with no supplemental connections with information learned in school or life.

Exit Task A Grade Cluster 3–5

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game.

Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner.

You may use the following questions to write your report:

1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?
2. Write about what made your game successful or not successful? How did you feel about the outcome?
3. Would you play this game again? Explain your reasons.

Rubric - Exit Task A Grade Cluster 3–5

Targeted	Acceptable	Un acceptable
5 of the following criteria are met: * Includes rules *Includes safety procedures *Uses two pieces of equipment *All group members contributed to creating game *All students were able to participate in the game *Game allowed for cooperation	4 of the following criteria are met: * Includes rules *Includes safety procedures *Uses two pieces of equipment *All group members contributed to creating game *All students were able to participate in the game	3 or less of the following criteria are met: * Includes rules *Includes safety procedures *Uses two pieces of equipment *All group members contributed to creating game *All students were able to participate in the game

and leadership among the players	*Game allowed for cooperation and leadership among the players	*Game allowed for cooperation and leadership among the players
Student fairly assessed own contribution to design of game citing numerous specific examples. Success and failure of game were connected to ultimate goals of task and particular examples from play were referenced as either successful or failures and why. Student related reasons for playing or not playing again to overall success of game meeting original objectives of game.	Student fairly assessed own contribution to design of game and identified one specific example of a contribution. Reflection on success and failure of game included personal feelings and included a specific reference to an aspect of the game. Student clearly stated personal reasons for playing or not playing game in future.	Student assessment of own contribution to game was not validated by examples of contributions or over-inflated worth of contribution. Student responded to success or failure of game by acknowledging either but with no supporting evidence to clarify choice. Student identified if they would play or not play game again but provided little or no reason for the choice.

Exit Task B Grade Cluster 3-5

You want to apply to be a contestant on the TV show “Are you smarter than a 5th grader?” In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show!

Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life?

Create one example of a fitness plan that your friend could use to improve their fitness levels.

Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received!!!!

Rubric - Exit Task B Grade Cluster 3–5

Targeted	Acceptable	Unacceptable
<p>Student response and plan clearly:</p> <ul style="list-style-type: none"> *Defines the five health-related components (HRC’s) of fitness *Supplies multiple activity choices which would meet the requirements of each component. *Makes references to the FITT components * Fitness plan is set for 5-7 days * Plan contains logical sequencing of work on each component of fitness. (i.e.; cardio on alternate days with muscular strength/endurance activities) 	<p>Student response and plan adequately:</p> <ul style="list-style-type: none"> *Defines the five health-related components of fitness *Supplies two or more activities that develop each component. * Fitness plan includes at least 5 days *Fitness plan includes activities that are appropriate for 5th grade students. *Fitness plan follows a logical sequencing of the activities *Student may a make a reference to one or two parts of the FITT program. 	<p>Student response and plan:</p> <ul style="list-style-type: none"> *Explanation of five health-related components of fitness is incomplete or garbled. *Activities for components are missing or incorrect. *Fitness plan does not include activity for all components *Fitness plan is not in a logical sequence for good health. * No reference to the Frequency-Intensity-Type-Time (FITT) program is made.
<p>Student thoughtfully reflects on why answer is the “best one” using specific examples from answer. Reflection includes both strengths and possible weakness in the answer.</p>	<p>Student uses logic and thought in explaining why the answer to the question is the “best one” and cites specific examples from the work to back up reason</p>	<p>Student states answer is the “best one” but provides no logical rational for why. Student cannot see nor expand on strengths or weakness in own work.</p>

Exit Task A Grade Cluster 6–8

You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an existing sport or activity and re-design it to insure that it meets the needs of all the students in your class.

Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.

Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.

Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.

After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

Teacher Notes on Exit Task:

1. Divide students into groups, making sure that groups have equal representation from the following subgroups: good athletes, lesser-skilled athletes, regular education students and special education students.

Rubric - Exit Task A Grade Cluster 6–8

Targeted	Acceptable	Unacceptable
<p>Group modifications to existing game/activity: *Accounts for differences in physical and academic levels of all class members. *Has rules to accommodate all levels of play and inclusion is obvious. *Give thoughtful consideration to feedback from class and incorporates it where it best meets the needs of all students.</p>	<p>Group modifications to existing activity/game: *Includes all students *Has rules that are clear and easily understood by entire class *Has made an obvious attempt to incorporate feedback from class.</p>	<p>Group makes modifications to existing activity/game: *With little overall thought given to goal of being totally inclusive. *Has rules that are easily misunderstood by the class or are not presented at all *Feedback from class is not considered or small changes are made to make it appear that class feedback was considered.</p>
<p>Group provides: *Rules of game to class in multiple venues including orally, In writing and meeting with students individually who may need extra time/help understanding the rules *Clear directions for the activity/game that are presented before play *Provides help during play if students are having difficulty *Active, knowledgeable, monitoring of play *Members to participate in play if necessary to help with the inclusion.</p>	<p>Group provides: *Rules of game to class orally and in writing before play of game *Clear directions for play *Knowledgeable monitoring of play *Modification to game/activity so all students have an active role in playing</p>	<p>Group provides: *Rules of game to class but only uses one means of communicating the rules *Directions are given but are unclear at times *Some group members who actively monitor game while other group members seem unclear on how to play the modified activity/game *Modifications to game/activity so that some students are actively participating but others seem to be on the outside of primary play</p>
<p>Individual reflection includes personal analysis on group cooperation during planning modifications of activity/game. Reflection on the changes made in game are in-depth and include a variety of aspects of change. Reflection includes personal thoughts on effect of modifications and projects future changes for the activity.</p>	<p>Individual reflection includes thoughts on how group worked together to develop modified game, what and why changes were made to the game and how those changes effected the game play of all students in the class</p>	<p>Individual reflection reports on facts of group planning and does not include personal feelings/thoughts on process. Reflection simply lists changes to game with little thought to how changes impacted student play.</p>

Exit Task B Grade Cluster 6–8

Develop own fitness plan (5 health-related components of fitness)

You are an 8th grade student in the Delaware Public School System and you have just received your results from the Fitnessgram physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal Fitnessgram test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- Be a one week plan that could be repeated until a change is needed.
- Include at end a list of 4 possible ways you could change your program based on the Frequency-Intensity-Type-Time (FITT) components.
- Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

Rubric - Exit Task B Grade Cluster 6–8

Exit Task B rubric 6-8

Targeted	Acceptable	Unacceptable
Fitness plan: *Includes specific, realistic goals *Directly connects to those goals *Is clearly linked to current "Fitnessgram" results	Fitness plan: *Includes realistic goals based on "Fitnessgram" results *Includes 5-7 days of activity *Meets student's basic immediate needs *Includes 4 variations to change each component of	Fitness plan: *Includes goals that are unrealistic or not based on current "Fitnessgram" results *Includes 5 or less activity days *Is not designed with student needs in mind

<ul style="list-style-type: none"> *Includes 5-7 days of activities *Is obviously planned for specific students needs including choices of activities *Includes changes to all four components of the Frequency-Intensity-Type-Time (FITT) program *Is logically sequenced according to training principles. 	<p>the FITT program.</p>	<ul style="list-style-type: none"> *Shows little difference between areas that are in need of improvement and areas that are in need of maintenance *Provides possible areas of change to Frequency-Intensity-Type-Time (FITT) components, but changes are not directly applicable to current plan
<p>Explanation of fitness plan includes direct references to each area of "Fitnessgram" results. A thorough explanation of how the plan is designed to meet the student's needs is given including references to why particular activities were chosen versus other appropriate activities due to personal needs/living arrangements. Improvement in needed areas is addressed as well as areas needing maintenance. Future changes to program are linked directly to current program and include possible changes to all FITT components. Additionally, changes are made in areas that currently need maintenance to insure they continue to improve along with the rest of the healthy zones.</p>	<p>Explanation of program makes logical connections to "Fitnessgram" results, and contains references to how plan fits personal needs and why some activities were incorporated instead of others. Plan addresses both areas in need of improvement as well as areas in need of maintenance. Future possible changes to program based on FITT components are discussed.</p>	<p>Explanation of program is not always linked directly to "Fitnessgram" results. Areas needing improvement or areas needing maintenance are weakly related or reported on. Explanation does not refer to personal needs or living style and no reference is made to why particular activities were chosen over others. Future changes were made to some FITT components but not all and reasons for change were not clear.</p>

Exit Task A Grade Cluster 9–12

You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company's primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback.

Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive. Any person, regardless of physical abilities, has the opportunity to participate in the game.

Brand New High School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.

Rubric - Exit Task A Grade Cluster 9–12

Targeted	Acceptable	Unacceptable
<p>Game:</p> <ul style="list-style-type: none"> *Explanation leaves reader/player with no doubt as to how to play *Diagram of playing area shows all playing boundaries/goals/starting-ending areas, player positions at start of game *Equipment is listed *Has three or more rules *Rules are highly effective in play of game *Has rules of etiquette that address social values/norms of local school community as well as address any cultural differences of all players *Allows all students/players to make significant contribution to game play and the various roles of the game. 	<p>Game:</p> <ul style="list-style-type: none"> *Explanation covers all basic elements of play but may leave reader/player with one or two questions about play *Diagram of playing area covers basic playing boundaries/goals *Equipment is listed with one or two missing *Has three rules that cover basic play of game *Has rules of etiquette that address social values/norms of local school community *Allows all students/players have a part in the game and participate in the game 	<p>Game:</p> <ul style="list-style-type: none"> Explanation is missing some basic elements of play and leaves the reader/player with many questions *Diagram is incomplete or not included *Equipment is not referenced *Has minimum of three rules but rules have no bearing on play OR Game has less than three rules *Rules of etiquette are not based on values/norms of any common community/culture of players OR rules of etiquette are missing *Does not allow all students/players to have an active role in the game OR does not allow all students/players to make a significant contribution to game play
<p>Reflection is thoughtful and insightful and is based on the entire process of the activity from creating game to play of game to reception of feedback. Personal feelings about the entire process are included and feedback is taken as constructive.</p>	<p>Reflection is personal and thoughtful and looks at game creation process. Thoughts and feelings about feedback are included and generally taken in a positive manner.</p>	<p>Reflection is not personal and reflects on game creation objectively only. Thoughts and feelings about feedback are little or left out. Thoughts and feelings on feedback, if provided, take a defensive position.</p>

Exit Task B Grade Cluster 9–12

JOB OPENING: Young Adult Wellness Coordinator for the Life Wellness Center

The Life Wellness Center has a job opening for a Young Adult Wellness Coordinator. The successful applicant will correctly interpret fitness-gram data, clearly evaluate a client's current health status based on fitness-gram results, and create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles. The successful applicant will gather information regarding the client and design a fitness plan that will accommodate the client's personal lifestyle and living environment. Successful applicant will have the necessary communication skills needed to logically and clearly explain to the client the basis of fitness plan and for any needed changes.

You were contacted as one of three possible candidates for this position. Using the information provided, the Life Wellness hiring team has asked each candidate to complete the following tasks. Additionally, candidates are required to keep a journal throughout the process and submit this to the hiring team upon completion of the tasks. The applicant who can clearly demonstrate that he/she can handle these tasks will be the applicant hired for the job.

Students should be supplied with the following information:

Sex of a subject

Age of a subject

Current Fitness gram results

Journal requirement:

Each candidate will reflect on the overall process of designing fitness plans for clients. As you complete each part, please write out your thoughts and feelings about the work you have done. The hiring team is looking for those applicants that can objectively look at their work, think about the strengths and weaknesses of the work and provide logical reasons for the work.

Part 1.

Develop a character that fits your profile. Give your character a name and describe them. In your description include a description of the community where they live, discuss all available fitness/recreational facilities, and the characters likes and dislikes when it comes to physical activities.

Part 2.

Explain to your character what you have noticed about their current health status using the fitness gram results to prove your point. Explain to your character what you think they should be working on to improve their health and why they should be doing it.

Rubric - Exit Task B Grade Cluster 9–12

Task	Targeted	Acceptable	Unacceptable
Task 1	<ul style="list-style-type: none"> *Character has name and description. *A through listing of available recreation and fitness facilities is included *Intimate knowledge of characters likes and dislikes is shown. 	<ul style="list-style-type: none"> *Character has name and description. *Commonly known recreation and fitness facilities are listed. *Fundamental likes and dislikes of character are listed. 	<ul style="list-style-type: none"> *Character has name and is described *Only recreation OR fitness facilities is listed *Sparse information on likes and dislikes of character is listed.
Task 2	<ul style="list-style-type: none"> *Explanation of characters current health status shows a clear linkage to the fitness gram results. *Information on improving health is based on facts *Reasons for improvement are based on real life needs. 	<ul style="list-style-type: none"> *Explanation of characters current health status covers all problem areas noted on fitness gram results *Information is given to character to help improve is based on facts and the needed health areas *There is some relationship to real life needs. 	<ul style="list-style-type: none"> *Explanation of health status is incomplete and/or does not address all problem areas noted on fitness gram results. *Information given to character to improve health has no factual basis *Not based on real life needs.
Task 3	<ul style="list-style-type: none"> *Two-week plan includes activity for all Health Related 	<ul style="list-style-type: none"> *Two-week plan includes activities for all Health Related 	<ul style="list-style-type: none"> *Two-week plan includes a variety of activities but does not address each Health

	<p>Components (HRC's)</p> <p>*Plan is based on characters personal likes and dislikes</p> <p>*Plan provides means to increase health in identified areas</p>	<p>Components (HRC's)</p> <p>*Plan provides means to improve health in identified areas</p>	<p>Related Component (HRC)</p> <p>OR</p> <p>*Plan does not promote improved health in all identified areas.</p>
<p>Task 4 A</p>	<p>*First day of each new plan has a change in each FITT area</p> <p>*New plan is based on likes and dislikes of client</p> <p>*New plan continues to work on improved health in identified areas. *Character's environment is considered when changes are made. *Changes are made using sound training principles.</p>	<p>*First day of each new plan has a change in each FITT area</p> <p>*New plan continues to work on improved health in identified areas</p> <p>*Reasons for making change include some use of training principles</p> <p>*New plan may refer to characters likes and/or dislikes and /or environment.</p>	<p>*Plan changes 3 or less FITT areas</p> <p>*New plan may or may not continue to work on improvement in health in identified area</p> <p>*New plan contains no or brief connections to characters likes/dislikes or environment</p>