

# Summative Assessment 1 for Wellness Wonders



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**Assessment Title:** Summative Assessment 1  
**Assessment Form:** Summative  
**Type of Assessment:** Performance Assessment

**Duration:** 30 minutes

**Standard (s) Assessed:** HE.A.1.2.2, HE.A.1.2.10, LA.B.2.2.6.3.1, LA.B.2.2.6.3.6, Information Managers, Critical and Creative Thinkers

**Description of Assessment Activity:** After learning about how personal health behaviors influence well-being (nutrition, physical fitness, relaxation and sleep, and personal health care), students create a plan for improving performance of the third grade class at Wellington Elementary School. The plan is written in expository paragraph format using appropriate transitions. This assessment is administered on Day 8 of the *Wellness Wonders* unit.

**Teacher Directions:**

Before the assessment:

1. Make copies of the Wellness Plan Rubric, one per student.
2. Make a copy of the Summative Prompt.
3. During the assessment:
4. See student directions.
5. After the assessment:
6. Take up papers when students have completed the assignment.
7. Assess student performance using the Wellness Plan Rubric.

**Student Directions:**

1. Over the past few days our class has studied personal health behaviors that influence well-being and the nutritional value of foods.
2. Remember the scenario presented at the beginning of the unit about the third grade class at Wellington Elementary School. (Teacher reads the Summative Prompt.)
3. Today you are to use information you have gathered in your Health Hound folders to create a plan for the third grade students at Wellington.
4. Your plan should have two parts:
5. In Part 1, tell about health behaviors the students could practice and how those steps would improve their well-being.
6. In Part 2, write a nutrition plan for the students. Name foods that are high in nutritional value and foods students should avoid.
7. We have also learned about writing expository paragraphs. When you write your action plan for the students at Wellington, remember to focus on the topic and use appropriate transitions.
8. The Wellness Plan Rubric will be used to assess your work. (The teacher distributes copies to the students and discusses rubric criteria.)
9. You will receive a grade.
10. Take out three sheets of notebook paper. Use one piece of paper to map out a plan for your writing, one piece for a sloppy copy, and the third piece for your final copy.
11. Write your name and today's date on your papers.

12. Remember, you are to write a two-part plan for the third grade students at Wellington Elementary.
13. Write your plan for improving the health behaviors of students at Wellington Elementary.

**Scoring Method and Criteria:**

The Wellness Plan Rubric will be used to score the assessment.

Wellness Plan Rubric  
(3.7 readability)

	Wonderful Plan	Workable Plan	Needs Work Plan
<p><b>Part 1 - HE.A.1.2.2.</b> The student knows how personal health behaviors influence individual well-being.</p>	<ul style="list-style-type: none"> <li>• Your plan tells health behaviors students at Wellington could practice.</li> <li>• Your plan tells how these steps could improve their well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Your plan tells about health behaviors students at Wellington could practice, but does not tell how these steps could improve their well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Your plan does not tell about health behaviors students at Wellington could practice and how they could improve their well-being.</li> </ul>
<p><b>Part 2 HE.A.1.2.10</b> The student knows the nutritional values of different foods.</p>	<ul style="list-style-type: none"> <li>• Your plan includes nutritional foods.</li> <li>• Your plan tells about health values of the foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Your plan includes nutritional foods, but details are missing about health values of the foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Your plan does not include nutritional foods and/or does not tell about health values of the foods.</li> </ul>
<p><b>LA.B.2.2.6.3.1</b> The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.</p>	<ul style="list-style-type: none"> <li>• Your writing focuses on the topic.</li> <li>• Your writing has little or no unrelated or repeated information.</li> </ul>	<ul style="list-style-type: none"> <li>• Your writing mostly focuses on the topic.</li> <li>• Your writing has some unrelated and/or repeated information.</li> </ul>	<ul style="list-style-type: none"> <li>• Your writing is not focused.</li> <li>• Your writing has unrelated and/or repeated information.</li> </ul>
<p><b>LA.B.2.2.6.3.6</b> The student attempts to use appropriate expository transitions to relate ideas.</p>	<ul style="list-style-type: none"> <li>• You used two or more transitions (words that connect) and they all seem to fit.</li> </ul>	<ul style="list-style-type: none"> <li>• You used one transition (words that connect) and it seems to fit.</li> </ul>	<ul style="list-style-type: none"> <li>• You did not use transitions (words that connect).</li> </ul>

## Summative Prompt

Third grade students at Wellington Elementary are having all kinds of problems. They came in last at the sports day competition. They often fall asleep during class. They argue, fuss, and fight. Their test scores are the lowest in the school. That's why we've hired you as a Wellness Expert. Your job is to:

- Use information you have gathered in your Health Hound folders to create a plan for the third grade students at Wellington.
- Your plan should have two parts:
  - In Part 1, tell about health behaviors the students could practice and how those steps would improve their well-being.
  - In Part 2, write a nutrition plan for the students. Name foods that are high in nutritional value and foods students should avoid.
- Remember to focus on the topic and use appropriate transitions.