Florida Hard-to-Measure Content Areas

Physical Education
Test Item Specifications
Grades K–5

Florida Department of Education
www.fldoe.org
# Table of Contents

Introduction .................................................................................................................................................. 1

Mission Statement ................................................................................................................................. 1

Origin and Purpose of the *Specifications* ......................................................................................... 2

Scope of This Document ...................................................................................................................... 2

Overall Considerations ......................................................................................................................... 2

Review Procedures for the Florida Physical Education Item Bank ......................................................... 4

Review of Graphics ............................................................................................................................... 4

Review of Test Items ............................................................................................................................ 4

Review for Potential Bias and Sensitivity Issues .................................................................................... 5

Universal Design .................................................................................................................................... 6

Criteria for Selecting Graphic Stimulus Materials .............................................................................. 8

Types .................................................................................................................................................... 8

Sources ................................................................................................................................................ 9

Characteristics ..................................................................................................................................... 9

Content ................................................................................................................................................ 9

Modifications ....................................................................................................................................... 9

Graphic Features ................................................................................................................................ 10

Diversity ............................................................................................................................................. 10

Length of Video Clip ............................................................................................................................ 10

Evidence-Centered Design ................................................................................................................... 11

Criteria for the Florida Physical Education Items ............................................................................. 12

Item Style and Format .......................................................................................................................... 12

Scope of Items .................................................................................................................................... 26
# Table of Contents

(Continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Complexity of the Florida’s Physical Education Items</td>
<td>27</td>
</tr>
<tr>
<td> Cognitive Complexity</td>
<td>27</td>
</tr>
<tr>
<td>Guidelines for Item Writers</td>
<td>33</td>
</tr>
<tr>
<td>Guide to the Grade Level Specifications</td>
<td>35</td>
</tr>
<tr>
<td> Benchmark Classification System</td>
<td>35</td>
</tr>
<tr>
<td> Definitions of Benchmark Specifications</td>
<td>37</td>
</tr>
<tr>
<td>Specifications for Kindergarten</td>
<td>39</td>
</tr>
<tr>
<td>Specifications for Grade 1</td>
<td>125</td>
</tr>
<tr>
<td>Specifications for Grade 2</td>
<td>211</td>
</tr>
<tr>
<td>Specifications for Grade 3</td>
<td>301</td>
</tr>
<tr>
<td>Specifications for Grade 4</td>
<td>399</td>
</tr>
<tr>
<td>Specifications for Grade 5</td>
<td>503</td>
</tr>
<tr>
<td>Appendix A</td>
<td>597</td>
</tr>
<tr>
<td> Physical Education Florida’s Next Generation Sunshine State Standards (NGSSS)</td>
<td></td>
</tr>
<tr>
<td>Appendix B</td>
<td>599</td>
</tr>
<tr>
<td> Copyright Restrictions and Requirements</td>
<td></td>
</tr>
<tr>
<td>Appendix C</td>
<td>601</td>
</tr>
<tr>
<td> Florida Copyright Release Forms</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

On August 24, 2010, the U.S. Department of Education announced that Florida was a winner of the federal Race to the Top Phase 2 competition. An important component of Florida’s winning application focused on the “Standards and Assessments” assurance area, including the creation of high-quality, balanced assessments. Included among the initiatives managed by the Office of Race to the Top (RTTT) Assessments were seven projects awarded to Local Education Agencies (LEAs) individually or in partnerships to create high-quality assessments for hard-to-measure content areas.

The Florida Department of Education sought and included recommendations from educators across the state, including the Florida Organization of Instructional Leaders (FOIL) and a State Advisory Committee on District-Developed Student Assessments for Instructional Effectiveness (DDSAIE), made up of parents, teachers, and district-level administrators, to determine the appropriate scope of work for assessments for the hard-to-measure content areas. Based on these recommendations, teacher assignment and student enrollment data were analyzed to determine the courses that will reach the greatest number of students and teachers in the hard-to-measure content areas. A Next Generation Sunshine State Standards (NGSSS) benchmark analysis was compiled for the selected content areas. Physical Education was identified as a content area with courses having the greatest need for assessment development.

This project is intended to provide Florida public and charter school districts with an extensive bank of assessment items that are of high quality, are standards-based (NGSSS), and are vetted by Florida educators. When the item bank and test platform are fully operational, Florida public and charter teachers and districts will have the ability to search the bank, export items, and generate customized assessments to meet their needs. In addition, a public level of practice items will be available to students and parents, which independent schools may access as well.

Mission Statement

Although not all benchmarks lend themselves to large-scale testing, successful schools recognize the need for students to master all of Florida’s standards. The increased rigor exemplified in the NGSSS will enhance student performance in a rapidly advancing, global environment.
Origin and Purpose of the Specifications

The LEAs of Miami-Dade County, Palm Beach County, Broward County, Leon County, Pinellas County, Polk County, and Lake County, along with the Florida Physical Education Association, the Florida Department of Education (DOE), and committees of experienced Florida educators developed and approved the Specifications. The Specifications is a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level Specifications document indicates the alignment of the items with the NGSSS. It also serves to provide all stakeholders with information about the scope of the Florida Physical Education Item Bank.

Scope of This Document

The Specifications provides general and grade-specific guidelines for the development of all test items contained in the Florida Physical Education Item Bank for grades K–8.

The Criteria for the Florida Physical Education Items section addresses the general guidelines used to develop multiple-choice items, constructed-response items, technology enhanced items, and performance tasks. The Cognitive Complexity of the Florida Physical Education Items section addresses the various levels of cognitive complexity or depth of knowledge.

The Guide to Grade Level Specifications section explains the physical education benchmarks for which items were written and identifies the ways each benchmark is assessed. This section also provides content limits and stimulus attributes.

Overall Considerations

This section of the Specifications describes the guidelines that apply to all test items developed for the Physical Education Item Bank.

Overall considerations are broad item-development guidelines that should be addressed during the development of test items for the Physical Education Item Bank.

- Each multiple-choice item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content.
- Constructed-response items, technology-enhanced items, and performance tasks may be written to reflect more than one benchmark.
- All items, regardless of the item format, should be grade-level appropriate in terms of cognitive demands and reading level.
• At a given grade, the items should exhibit a varied range of difficulty.

• The reading level of the items should be on or below the grade level of the students for whom they are intended. Items intended for kindergarten and first-grade students should contain pictures for the multiple-choice options and provide for teachers and/or test Administrators explicit directions that explain how the item stem and options should be read aloud.

• Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

• Items should require students to apply skills previously taught in lower grades. Therefore, these skills will continue to be tested at higher grade levels.

• Some items may include an excerpt from stimulus material associated with several items in addition to the item stem.

• Items should provide clear, concise, and complete instructions to students.

• Each item should be written clearly and unambiguously to elicit the desired response.
Review Procedures for the Florida Physical Education Item Bank

Before being accepted into the Florida Physical Education Item Bank, all graphics and items must pass several levels of review as part of Florida’s development process. Florida educators in conjunction with the DOE and the LEAs scrutinize all graphics and items prior to accepting them for placement in the item bank. The graphics and items are reviewed for content characteristics, potential bias, and any issues of concern to Florida stakeholders. Concerns expressed during the reviews must be resolved satisfactorily before the graphics and items are placed in the item bank.

Review of Graphics

A committee made up of select Florida educators with experience and expertise in physical education instruction at the appropriate grade levels review graphics for potential use in the Physical Education Item Bank. Of extreme importance is the vital role the educators play in determining the appropriateness of the graphics for test item use. After reviewing graphics, the committee must reach a consensus as to whether a particular graphic will be used in the Physical Education Item Bank. Each factor considered in this review process is identified in the Criteria for Selecting Graphic Stimulus Material section.

Review of Test Items

The DOE, the LEAs, and a committee made up of select Florida educators with experience and expertise in physical education instruction at the appropriate grade levels review all test items during the item development process. The content specialists at the DOE review and edit items, judging them for overall quality and suitability for the tested grade level.

Groups of Florida educators are convened to review the items for content characteristics and item specifications alignment. This review focuses on validity and determines whether an item is a valid measure of the designated NGSSS benchmark, as defined by the grade-level specifications for test items.

The physical education items in the Florida Physical Education Item Bank are field tested in Florida to ensure clarity of items before they count toward a student’s score. In the event an item does not test well, it is either deleted or revised. Revised items will again require field testing prior to being scored.
Review for Potential Bias and Sensitivity Issues

Both the graphics and the items are reviewed by a group of Florida educators for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Reviews also include a consideration of issues relevant to individuals with disabilities.

The purpose for the sensitivity review is to ensure that the primary purpose of assessing physical education knowledge is not undermined by inadvertently including in the test any material that is deemed inappropriate. Reviewers consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Issues of sensitivity are distinct from bias because sensitivity issues do not necessarily affect student success on an item, whereas bias may. Examples of sensitive topics for Florida students include wildfires, hurricanes, or other topics that may be considered offensive or distracting to students.
**Universal Design**

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for potential bias and sensitivity issues.

Universal design also implies that all non-construct-oriented features should be removed from items so that the item is truly assessing the intended construct and not some other feature of the item. Because items in some of the Hard-to-Measure Content Areas item banks will be administered to students in grades K–2, it is important to consider the cognitive and academic abilities of students at these grade levels when developing the items. For example, students in kindergarten often cannot read. Therefore, requiring these students to read and answer questions will present a hurdle that they will not be able to surmount. The scores of students on these items will not represent their mastery of the course content but rather will reflect their inability to read. Thus, item presentation that includes the use of voice-over and easily identifiable visuals will increase the validity of the items for students in grades K–2.

In addition, because the Hard-to-Measure Content Areas item banks are assessing students’ ability to apply the content and skills that the students have learned in class through activities that demonstrate the attainment of the required skills, the nature of the questions as well as the scored products will differ from those commonly used in standardized assessments. However, even with the inclusion of video components and audio components, both as stimulus materials and as evidence for completed activities, the principles of universal design must be maintained so that students’ scores reflect knowledge of the constructs being assessed and not extraneous features of the task.

During the initial development of the Florida Physical Education Item Bank, both internal and external reviewers revised items and tasks to allow the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including but not limited to the following:

- Reduction of wordiness
- Avoidance of ambiguity
- Selection of reader-friendly construction and terminology
- Consistently applied concept names and graphic conventions
Universal design principles also inform decisions about test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process for the Florida Physical Education Item Bank, these elements are carefully monitored. The review processes and field testing are used to ensure appropriateness, clarity, and fairness.
**CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS**

Many of the physical education items will have accompanying graphic stimulus materials; therefore, it is important to select stimuli that will render as high-quality images for both computer displays and print copies. Stimuli may include, but are not limited to, illustrations, photographs, and video. People appearing in photographs and video should preferably be of approximately the age of the respective grade.

**Types**

The purpose of the physical education items is to measure student achievement in understanding the appropriate way to perform specified activities, the skills necessary to engage in these activities, the proper use of the equipment required in certain sports, and the safety measures necessary when participating in physical activities and sports. Physical activities contain the aspect of dimensionality and time sequence; for example, the proper form and technique for throwing a baseball overhand. Therefore, the stimulus material for some items may have to be either a series of still shots or a short video of the activity. The stimuli for items will include black and white line drawings, color drawings, photographs, and video clips. The use of photographs and video clips will allow some display of the aspects of the dimensionality and time sequence of a physical activity.

- **Black and white line drawings** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain excessive shading that makes the focus of the graphic difficult to immediately discern.

- **Color drawings** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain excessive shading that makes the focus of the graphic difficult to immediately discern.

- **Photographs** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain excessive shading that makes the focus of the photo difficult to immediately discern.

- **Video clips** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain more than two or three people engaged in the activity that is being illustrated. The clip should start at a static position and then show the action to be illustrated clearly from the start to the finish. The clip should last between 10 and 30 seconds.
**Sources**

Graphics should be non-copyrighted in the public domain or produced or commissioned by the item writer expressly for the Florida Physical Education Item Bank and should represent a wide variety of activities and sports. Commissioned graphics produced by the item writers for the Florida Physical Education Item Bank and related products will be the property of the DOE.

**Characteristics**

Graphics must be clear and easy to reproduce as well as authentic. Graphics that require the test taker to have prior or specialized knowledge that is not consistent with the NGSSS should not be included.

Graphics must function as intact pieces. They must also contain the recognizable key concepts that they are intended to illustrate.

Graphics produced for the Florida Physical Education Item Bank should reflect the same qualities of art expressed in the NGSSS. Graphics should present subject matter that is grade-level appropriate.

The selection of public domain graphics must follow the same rigorous review process as do all other types of graphics. They should be reviewed by the item writer for any bias and sensitivity issues and grade-level appropriateness.

**Content**

Graphics should be interesting and appealing to students at the grades for which the graphic is intended. Graphics at a given grade level should include a range of age-appropriate images, drawings, photos, or videos. Also, graphics should contain conceptually appropriate and relevant subjects. Graphics with controversial or offensive content should not be included in the item bank. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should not be included.

**Modifications**

A public domain graphic should not be modified but should be shown as intended by the producer. This means that a public domain graphic that includes potentially offensive or upsetting materials should not be included in the items. However, a commissioned graphic developed specifically for the Florida Physical Education Item Bank that is
otherwise appropriate may be modified to remove or replace offensive or grade-level inappropriate material.

**Graphic Features**

Graphics may include text boxes and other labels, legends, keys, and captions. Graphics should also reflect multicultural diversity and avoid gender stereotyping.

Item writers must not develop items for which the correct response depends on recognition of color. If a reference to color is used in an item, the color must be labeled with appropriate text. All graphics must be high quality.

**Diversity**

Graphics should bring a range of cultural diversity to the test. Characters, settings, and situations should reflect the variety of interests and backgrounds that make up Florida’s student population. Graphics should represent and/or be created by people of different cultures and races; however, culture- or region-specific graphics should not create an advantage or a disadvantage for any particular group of students with a particular characteristic, including gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region. These kinds of graphics must include text with sufficient information to allow a student to answer the question.

**Length of Video Clip**

Video clips should be a maximum of 1 minute long. Because video clips will increase the testing time for an item, having students watch a 2- or 3-minute video clip to answer one multiple-choice question is not an effective use of testing time. In addition, younger students may become inattentive and thus miss the salient features of the clip. Therefore, video clips should last no longer than 1 minute for kindergarten, first-grade, and second-grade students.
EVIDENCE-CENTERED DESIGN

Evidence-centered design provides a schema for the development of the constructed-response items and performance tasks in the Florida Physical Education Item Bank. Evidence centered Design makes explicit a structured item creation process:

1. Begin from a clear statement of the proficiencies to be measured.
2. Identify the student responses that provide evidence of those proficiencies.
3. Define the constructed-response items that require the types of student responses identified in step 2.

In many ways, this process is a straightforward extension of a classic approach to assessment (define a framework or content standards, develop item specifications, and write items meeting the specifications). What it adds is an explicit recognition that each item or task provides response-based evidence of proficiencies.

Evidence-centered design is operationalized in the Florida Physical Education Item Bank’s scoring rubrics with the use of scoring assertions that will guide item developers in the design and development of targeted constructed-response items and performance tasks. A scoring assertion consists of (1) a statement of the competency that is to be demonstrated if the assertion is true and (2) the student response or response characteristic that provides evidence for the presence of this competency. For example, a performance task may be designed to assess the competency of striking an object continuously using a paddle/racquet while demonstrating correct technique of a forehand pattern. The task may target two proficiencies: (1) striking a ball more than once or continuously on a racquet or paddle and (2) demonstrating a correct forehand pattern. The scoring assertion for the first proficiency would include a verbal expression of the proficiency along with a representation of the particular evidence that the response would have to exhibit (e.g., “… successfully bounces the ball 10 times on the racquet”). Scoring assertions for the second would be similar but would look for evidence of a “correct forehand pattern,” such as correct grip on the racquet and correct motion of the arm and wrist. By explicating the exact actions the student must perform as well as the evidence of this proficiency in the rubric for the performance tasks allows the direct link between the proficiency and the evidence for the attainment of that proficiency.
CRITERIA FOR THE FLORIDA PHYSICAL EDUCATION ITEMS

The Florida Physical Education Item Bank contains four types of items: multiple-choice items, constructed-response items, technology-enhanced items, and performance tasks.

Item Style and Format

This section presents stylistic guidelines and formatting directions that item writers should follow while developing items for the Florida Physical Education Item Test Bank. Items should be written to measure the knowledge and skills in the designated benchmarks with the underlying expectation that students demonstrate grade-appropriate critical thinking.

General Guidelines

- Items should be clear and concise, using vocabulary and sentence structure appropriate for the assessed grade level.
- Items should be written in the active voice and not the passive voice (e.g., instead of The ball was thrown by the student…, use The student threw the ball…).
- Items should not contain negative stems; therefore, stems should not include the words NOT, EXCEPT, or LEAST.
- Masculine pronouns should not be used to refer to both sexes. Plural forms should be used whenever possible to avoid gender-specific pronouns (e.g., instead of The student will make changes so that he…, use The students will make changes so that they…).
- As needed, item stems may be constructed using more than one sentence.

Multiple-Choice Items

Definition

A multiple-choice item contains a question and three answer choices for grades K–2 and four answer choices for grades 3–8. One of the choices is the correct answer and the other two or three choices are incorrect. The incorrect choices must be plausible, for their purpose is to draw the students who have not fully mastered the concept that is being assessed; for example, a common misconception might be used as an incorrect choice.
Multiple-choice items can assess one or more benchmarks and can range from low to high complexity. A multiple-choice item takes approximately 1 minute of testing time to answer. Each item is worth 1 raw score point.

Terminology

Listed below are the definitions of the specific terms used for the parts of a multiple-choice item along with a sample item with each of the terms identified.

Stem: The statement of the question
Options: The answer choices
Key: Correct answer choice
Distractors: Incorrect answer choice

What is something that is easier to do when you have strong muscles in your legs?

A. Riding a bike
B. Catching a ball
C. Doing a pull-up

The following item samples illustrate the different options and the possible arrangement of the options for grades K–8. All multiple-choice items regardless of the type of options used are worth 1 point per item.
Sample A: Picture Options

The sample item below shows the format for a grades K–2 item with picture options. In this sample, there are three options and they are arranged horizontally across the page.

Which picture shows a student using one leg to balance her body?

A.    B.   C.

Sample B: One-Word Options

The sample item below shows the format for a grades K and 1 item with one-word options. In this sample, there are three options and they are arranged horizontally across the page.

What is something you should always wear to protect yourself when riding a bike?

A. Earplugs   B. Googles   C. Helmet
The sample item below shows the format for a grade 2 item with one-word options. In this sample, there are three options and they are arranged vertically from either longest to shortest or shortest to longest.

A student wants to help his soccer teammates score more goals during games. What skill should the student focus on in practice to achieve this goal?

A. Defending  
B. Passing  
C. Running

**Sample C: One-Sentence Options**

The sample item below shows the format for a grades 3–8 item with one-sentence options. In this sample, there are four options and they are arranged vertically from either longest to shortest or shortest to longest.

Which statement describes an improvement in your physical fitness?

A. You feel tired more often.  
B. Your fitness results did not change.  
C. You can run faster for a longer amount of time.  
D. You can only climb one flight of stairs before getting tired.

**Criteria**

- Multiple-choice items should take approximately 1 minute of testing time per item to answer.
- Multiple-choice items are worth 1 point each.
- Multiple-choice items should have three answer choices (grades K–2) or four answer choices (grades 3–8).
- Multiple-choice items should have only one correct answer.
- Multiple-choice items should have directed stems, not undirected stems (e.g., Which of the following statements is true?). That is, students should be able to answer the question without first looking at the answer choices.
• For grade K, the answer choices should be represented by pictures and should be arranged horizontally across the page. Students should indicate their answer choice by circling the answer or putting an X over their answer.

• For grade 1, the answer choices can be pictures or single words. The picture choices and single words should be arranged horizontally across the page.

• For grades K and 1, the picture answer choices should be parallel in concept (e.g., all tools, all activities).

• For grade 2, the answer choices should be parallel in concept and format and should be arranged horizontally beneath the item stem.

• For grade 2, the answer choices should be parallel in concept and format and should be arranged horizontally beneath the item stem.

• One-word answer choices should be arranged alphabetically and be balanced in the use of words beginning with a vowel or a consonant. Answer choices should be parallel in reference to parts of speech (i.e., options may all be the same part of speech, or may all be different parts of speech). Answer choices of more than one word should be arranged by length; short to long or long to short, depending on the position of the correct answer.

• Answer keys should not be the only options to contain words or phrases used in the item stem.

• Answer keys should not be the only positively or negatively worded options.

• Distractors should relate to the context of the question. Distractors should be incorrect but plausible based on the topic of the question.

• Outliers should be avoided because they are answer choices that clue the student or draw the student’s attention away from the other answer choices. Outliers often contain grammatical clues and may involve answer choices that are longer or more specific than other answer choices. A common type of outlier occurs when a date or a proper noun appears in only one of the options, or not in one of the options and in all the other options, in which case the option without the date or noun is the outlier.

• Answer choices that are opposite of correct answer choices should not be used as distractors.

• Answer choices should not include No changed needed, Correct as is, None of the above, All of the above, etc.

• Answer choices such as Not enough information or Cannot be determined should not be used.
**Constructed-Response Items**

**Definition**

Constructed-response items require students to provide an oral or written response. These questions typically ask students to describe, discuss, explain, or critique a work of art, the procedures used, or the choice of media. Constructed-response items have multiple ways in which students can respond correctly. These items can be worth 2 or 4 points depending on the complexity required for a complete response.

Constructed-response items can assess one or more benchmarks and can range from low to high complexity. A constructed-response item takes approximately 3 to 7 minutes of testing time to answer and each item is worth 2 or 4 score points.

**Terminology**

Listed below are the definitions of the specific terms used for the parts of a constructed-response item along with a sample item with each term identified.

- **Prompt:** The written statement of the question the student must answer
- **Rubric:** A description of how to score the student’s response
- **Score Points:** The number of points that can be awarded for a response
- **Score Point Descriptors:** The student response that is required for each score point

The following item sample illustrates the appropriate format for a short constructed-response item for grades 3–8.

**Prompt:**

Identify two safety rules you must follow when riding a bike.

**Exemplar Response:**

One safety rule is that you should always wear a helmet when riding a bicycle. Another safety rule is that you must always stop at stop signs when riding a bicycle.
<table>
<thead>
<tr>
<th>Score Points</th>
<th>Score Point Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student correctly identifies two safety rules that must be followed when riding a bicycle.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student correctly identifies one safety rule that must be followed when riding a bicycle.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>

**Short Constructed-Response Item**

The sample item below shows the format for a grades 2–8 short constructed-response item with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. A short constructed-response item is worth from 0 to 2 points.

**Prompt:**

Identify one way to warm up for exercise. Then, tell me why it is important to warm up before exercise.

**Exemplar Response:**

One way to warm up is to jog slowly for five minutes. It is important to warm up to get blood circulating to your muscles.

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Score Point Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student correctly identifies one way to warm up for exercise and one reason that it is important to warm up before exercise.</td>
</tr>
</tbody>
</table>
| 1 point     | The student correctly identifies one way to warm up for exercise. OR 
The student correctly identifies one reason that it is important to warm up before exercise. |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Extended Constructed-Response Item

The sample item below shows the format for a grades 3–8 extended constructed-response item with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. An extended constructed-response item is worth from 0 to 4 points.

Prompt:

Identify four ways that regular exercise improves your physical fitness.

Exemplar Response:

Regular exercise helps you maintain a healthy weight. Regular exercise helps make your heart stronger. Regular exercise can strengthen your bones. Regular exercise can increase your lung capacity.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>4 points</td>
</tr>
<tr>
<td>3 points</td>
</tr>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>

Criteria

- There are two types of constructed-response items: short (SCR) items and extended (ECR) items.
- SCR items take approximately 3 minutes of testing time to answer and require a phrase or sentence as a response. They are worth 2 points each.
- ECR items take approximately 6 minutes of testing time to answer and require several sentences or a paragraph as a response. They are worth 4 points each.
- SCR and ECR items should require a more complex response than a multiple-choice item permits.
- SCR and ECR items should not ask for a yes or no response.
• SCR and ECR items should contain enough information to focus the student on the task that must be accomplished.

• SCR and ECR items should indicate the amount and type of information that must be included in the response.

• SCR and ECR items should not ask for multiple repetitions of the same task to gain additional points.

• SCR and ECR items with two parts should not include score point dependencies, that is, achieving points on the second part of the item should not depend on a correct response to the first part of the item.

• SCR and ECR items should present a task that can be completed in the time allotted for the question type.

• SCR and ECR items should permit multiple solutions to the task presented in the prompt.

• SCR and ECR items should have rubrics that are clearly aligned to the task presented in the prompt.

• SCR and ECR items must be accompanied by a rubric or scoring guideline that lists the anticipated responses and the point value for each of the responses.

• SCR and ECR item rubric score point descriptions should clearly delineate what a student must do to earn each point.

• SCR and ECR item rubrics should not contain scoring rules that do not correspond to what is asked in the prompt.

• SCR and ECR item rubrics should contain unambiguous response exemplars.

• After SCR and ECR items are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each score point.
**Technology-Enhanced Items**

Definitions

Technology-enhanced items include “hot spot items” and “drag and drop items.” A hot spot item contains a question and multiple answer choices. There may be more than one correct answer, but incorrect choices must be plausible, for their purpose is to draw the students who have not fully mastered the concept that is being assessed. For example, a common misconception might be used as an incorrect choice.

Drag and drop items include objects that must be moved or arranged on the screen to produce a correct response. There may be more than one way to arrange the objects to produce a correct response.

Technology-enhanced items can assess one or more benchmarks and can range from low to high complexity. A technology-enhanced item takes approximately 3 to 7 minutes of testing time to answer and each item is worth 2 or 4 score points.

Terminology

Listed below are the definitions of the specific terms used for the parts of each type of technology enhanced item along with a sample item with each term identified.

**Hot Spot Items**

   Stem: The question that must be answered
   Options: The answer choices
   Keys: The correct answer choice(s)
   Distractors: The incorrect answer choice(s)
The sample item below shows the format for a grades 3–8 hot spot technology-enhanced item. When a student selects an option, the option will be highlighted in the item.

![Sample Item](image)

**Drag and Drop Items**

- **Prompt:** The question that must be answered
- **Rubric:** The guidelines for scoring the student's response
- **Score Points:** The number of points that can be awarded for the student's response
- **Score Point Descriptors:** The description of the response for each score point
The sample item below shows the format for a grades 2–8 drag and drop technology-enhanced item along with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. A drag and drop technology enhanced item can be worth from 1 to 4 points.

**Prompt:**

Identify the technological devices that can be used to measure running speed and running distance.

**Item Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student places the stopwatch in the Running Speed box AND the student places the pedometer in the Running Distance box.</td>
</tr>
<tr>
<td>1</td>
<td>The student performs only one of the tasks.</td>
</tr>
<tr>
<td>0</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item.</td>
</tr>
</tbody>
</table>
Criteria

- The type of technology-enhanced item used for multiple-choice items that are computer delivered is the hot spot item type. Students either fill in a bubble, similar in appearance to an answer bubble on a printed test form, or click the answer choices themselves to indicate the selection of that answer choice. Multiple-choice hot spot items take approximately 1 minute to answer and are worth 1 point each.

- Hot spot items should adhere to all the general guidelines and the multiple-choice item guidelines listed above.

- An item with a video stimulus is another type of technology-enhanced item. These items can be worth 2 to 4 points and with the inclusion of the video can take from 5 to 9 minutes of testing time.

- Video stimulus items should adhere to all the general guidelines and the multiple-choice or constructed-response guidelines listed above.

- A type of technology-enhanced item that is more constrained than a constructed-response item but more open than a multiple-choice item is the drag and drop item type. In this item type, students move objects or words in one part of the display area to positions in another part of the display area. The correct response is determined by the spaces in which the movable objects are placed. Drag and drop items take approximately 3 minutes of testing time and can be worth from 2 to 4 points.

- Drag and drop items should adhere to all the general guidelines and the constructed-response guidelines listed above.

- Drag and drop items should contain clear directions for the actions that students will need to take to complete each item.

Performance Tasks

Definition

Performance tasks require students to demonstrate knowledge of the content. They can be asked to perform an action, provide a verbal response to a standard set of questions, or be given a standard set of materials with which to show an understanding of a concept.

Performance tasks can assess one or more benchmarks and can range from medium to high complexity. A performance task takes approximately 5 to 10 minutes of testing time to answer, and each item is worth 1 to 4 score points.
Terminology

Listed below are the definitions of the specific terms used for the parts of a performance task along with a sample task with each term identified.

Materials: The materials that must be provided for the students

Setup: The setup for the presentation of the task

Prompt: The directions that are stated prior to the student’s beginning the task

Rubric: The scoring guidelines for a student’s response

Score Points: The points that can be awarded for a response

Score Point Description: The student response that will earn each of the score points

Materials:

• Two cones

Setup:

• Place two cones 10 feet apart.
• Place a soccer ball at the first cone.

Prompt:

• Say: “Dribble the soccer ball with your feet to the cone, dribble around the cone, then dribble the ball back to the starting cone.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully dribbles the ball up to the cone, around the cone, and back without losing the ball or having to retrieve the ball.</td>
</tr>
</tbody>
</table>
| 1 point              | The student dribbles the ball up and around the cone but loses control of the ball and has to retrieve the ball.  
                         OR  
                         The student dribbles and completes only part of the task, such as going up and back without going around the cone. |
| 0 points             | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task. |

The sample task above shows the format for a grades K–8 performance task along with its item-specific rubric. In this sample, the materials, the task setup, and the specific
prompt are presented first. They are followed by the rubric with the applicable score points. A performance task can be worth from 1 to 4 points.

Criteria

- Performance tasks should take no more than 15 minutes of testing time to answer and require the completion of an activity. They are worth from 1 to 4 points each.
- Performance tasks should permit multiple solutions to the task presented in the prompt.
- Performance tasks should refer to and use materials, tools, and techniques that are appropriate classroom activities for students.
- Performance tasks must be accompanied by a rubric or scoring guideline that lists descriptions of anticipated responses and the point value for each of the responses.
- After performance tasks are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each of the score points.
- Performance tasks should adhere to all the general guidelines and the constructed-response guidelines listed above.

Scope of Items

The scope of the Florida Physical Education Item Bank for grades K–8 is presented by the NGSSS benchmarks for these grades. The benchmarks serve as the objectives to which the test items are written. There may be additional specification or restrictions by grade level, and these are provided in the content limits section of the item specifications listed under each benchmark.
COGNITIVE COMPLEXITY OF THE FLORIDA’S PHYSICAL EDUCATION ITEMS

The degree of challenge for items in the Florida Physical Education Item Bank is currently categorized by cognitive complexity.

Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. The cognitive classification system is based on Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels. The rationale for classifying an item by its DOK level of complexity focuses on the expectations made by the item, not on the ability of the student. When an item’s demands is classified on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the Physical Education item bank on the basis of the NGSSS and their grade-level appropriateness, but the complexity of the items remains independent of the particular curriculum a student has experienced. The cognitive complexity of an item depends on the grade level of the assessment; an item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step problem. Moderate-complexity items may require multiple steps. High-complexity items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of an item.

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Physical Education Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 31) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on as student. Another table (page 32) provides the breakdown of the percentage of points by cognitive complexity level.

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Item writers are expected to evaluate their items in terms of cognitive complexity and include this on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, although some benchmarks call for items at varying level. When this is the case, writers should take care to cover the range of levels that are appropriate and not create items only at the lower ranges.

**Low Complexity**

The Florida Physical Education Item Bank low-complexity items require students to recall, observe, question, or represent basic physical education facts. For a low-complexity item, students are expected to demonstrate simple skills or abilities. A low-complexity item requires only basic understanding—often verbatim recall or simple understanding of a physical education term or process.
Below is an example of a low-complexity item.

What can your teacher use to keep track of time while you run?

A. Radio

*B. Stopwatch

C. Scale
**Moderate Complexity**

The Florida Physical Education Item Bank moderate-complexity items require two steps: identification and subsequent processing of that information. Students are expected to make inferences and may encounter items that include words such as “classify,” “organize,” and “compare.” Depending on the objective of a particular moderate-level item, students may also be required to explain, describe, or identify cause and effect relationships.

Below is an example of a moderate-complexity item.

**How can you use a pedometer to improve your physical fitness?**

A. By monitoring your heart rate  
B. By keeping track of your daily diet  
C. By trying to take more steps each day  
D. By giving you something heavy to wear

**High Complexity**

The Florida Physical Education Item Bank high-complexity items make heavy demands on student thinking. Students may be asked to explain, generalize, or make multiple connections. High-complexity items require several steps involving abstract reasoning and planning. Students must be able to support their thinking.

Below is an example of a high-complexity item.

**Which defensive tactic should you use during basketball when your opponent is going to shoot the ball?**

A. Step away from around the offensive player  
B. Hit your opponent’s hands so the shot is off target  
C. Put your arms straight up into the air to block the shot  
D. Kick your leg out to hit the ball on your opponent’s dribble
The following table is provided for ease of reference; however, caution must be used in referring to this table describing activities at each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

| Examples of Florida’s Physical Education Items Across Cognitive Complexity Levels |
|---------------------------------|---------------------------------|---------------------------------|
| **Low Complexity**              | **Moderate Complexity**         | **High Complexity**             |
| Which foods should you limit to maintain excellent health? | How does the crossover toe touch enhance physical fitness? | How is dribbling in soccer different from dribbling in basketball? |
| Which technology is used to count the number of steps someone has taken? | Which is a benefit of physical activity? | How can you use a video of your soccer game to improve your skills? |
| What should you always wear when on a boat to stay safe? | Which statement describes an improvement in your physical fitness? | Why is the sequence of events in a gymnastic routine important? |
| Which after-school activity will help you stay physically active? | Which key words would you search on the Internet to find a local soccer team to play on? | Katrina practices her free throws for basketball but is frustrated because each shot goes to the left of the rim. If you wanted to help Katrina fix her shot, what would you look for when she is shooting? |
Items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. The table below presents the proposed range for the percentage of points by cognitive complexity level on Florida Physical Education tests.

### Florida’s Physical Education Item Bank
**Percentage of Points by Cognitive Complexity Level**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Low Complexity</th>
<th>Moderate Complexity</th>
<th>High Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>40-50%</td>
<td>35-55%</td>
<td>5-10%</td>
</tr>
<tr>
<td>1</td>
<td>35-45%</td>
<td>40-60%</td>
<td>5-10%</td>
</tr>
<tr>
<td>2</td>
<td>30-40%</td>
<td>45-65%</td>
<td>5-10%</td>
</tr>
<tr>
<td>3</td>
<td>25-35%</td>
<td>50-70%</td>
<td>5-15%</td>
</tr>
<tr>
<td>4</td>
<td>20-30%</td>
<td>50-70%</td>
<td>10-20%</td>
</tr>
<tr>
<td>5-7</td>
<td>15-25%</td>
<td>50-70%</td>
<td>15-25%</td>
</tr>
<tr>
<td>8-9</td>
<td>10-20%</td>
<td>50-70%</td>
<td>20-30%</td>
</tr>
<tr>
<td>10</td>
<td>10-20%</td>
<td>45-65%</td>
<td>25-35%</td>
</tr>
</tbody>
</table>
GUIDELINES FOR ITEM WRITERS

Florida’s Physical Education item writers must have a comprehensive knowledge of the assessed Physical Education curriculum and a strong understanding of the cognitive abilities of the students taking the test. Item writers should know and respect the guidelines established in the Specifications as well as appreciate the spirit of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the Physical Education benchmarks of the NGSSS without introducing extraneous elements that may interfere with the test’s validity.

Item writers for the Florida Physical Education Item Bank must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the LEA, familiarity with the directions for rating items would prove useful to all item writers.

Format
Item writers must submit items in the agreed-on template. All appropriate sections of the template should be completed before the items are submitted.

Sources
Item writers are expected to provide sources for all images in the item. Acceptable sources for art work are public domain sources that do not require copyright fees for use. Photos of student images and videos must be accompanied by a completed permission form.

Correct Response
Multiple-Choice Items: Item writers must indicate which option is the correct answer.

- Constructed-Response Items: Item writers must provide a scoring rubric that includes the required ideas/wording that must be present for each score point.

- Technology-Enhanced Items: Item writers must provide a scoring rubric that describes the required actions that students must perform for each score point.

- Performance Tasks: Item writers must provide a scoring rubric that clearly delineates the activities or actions that must be present for each score point.

Option Rationales
Multiple-Choice Items: All options of a multiple-choice item must be accompanied by a rationale.

- For the correct option (key), the rationale must state why the option is correct based on the Physical Education benchmark being assessed.

- For each incorrect option (distractor), the rationale must state why the option is plausible and why it is incorrect based on the physical education benchmark being assessed.
**Cognitive Complexity**

Item writers are expected to evaluate their items in terms of cognitive complexity and include this information on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, although some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and to not create items only at the lower ranges.

**Submission of Items**

When submitting items, item writers must balance several factors. Item submissions should

- include items for the benchmarks and grade levels assigned to the item writer;
- include items of varying difficulty;
- include items at or above the cognitive complexity level of the assigned benchmarks;
- have an approximate balance of the correct response between the answer choices for multiple-choice items;
- have an equal balance of male and female names and include names representing different ethnic groups in Florida;
- have an equal balance of male and female students at the appropriate grade level in stimulus and/or option photographs and drawings; and
- have an equal balance of ethnic groups in Florida represented in stimulus and/or option photographs and drawings.

**Electronic Submission**

Items will be submitted directly into the Florida State Item Banking Platform following the procedures provided.
GUIDE TO THE GRADE LEVEL SPECIFICATIONS

Benchmark Classification System

Each benchmark in the NGSSS is coded with a system of numbers and letters.

- The two letters in the first position of the code identify the **Subject Area** (e.g., PE for Physical Education).
- The number in the second position (first number) represents the **Grade Level**.
- The number in the third position (second number) represents the **Strand**, or category of knowledge, to which the benchmark belongs. In Physical Education, the Florida Physical Education Item Bank includes five strands.
  - Strand 1: Movement Competency
  - Strand 2: Cognitive Abilities
  - Strand 3: Lifetime Fitness
  - Strand 4: Responsible Behaviors and Values
  - Strand 5: Innovation, Technology, and the Future
- The number in the fourth position of the code represents the **Standard** for the benchmark.
- The number in the fifth position shows the specific **Benchmark** that falls under the specified strand and within the standard.

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Subject Area
Physical Education

Grade
2

Strand
Lifetime Fitness

Standard
Participate regularly in physical activity.

Benchmark
Describe how opportunities for participation in physical activities change over the seasons.

Grade 2

PE.2.L.1.4

Florida Department of Education | Florida Physical Education Test Item Bank Specifications, Grades K-5
<table>
<thead>
<tr>
<th>Physical Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td></td>
</tr>
<tr>
<td>Strand 3</td>
<td>Lifetime Fitness</td>
</tr>
<tr>
<td>Standard 1</td>
<td>Participate regularly in physical activity.</td>
</tr>
<tr>
<td>Benchmark 2</td>
<td>Describe how opportunities for participation in physical activities change over the seasons.</td>
</tr>
</tbody>
</table>
Definitions of Benchmark Specifications

The Specifications documents identify how Florida’s NGSSS benchmarks are assessed in the Florida Physical Education Item Bank at grades K–8. For each benchmark assessed in Physical Education, the following information is provided in each grade-level Specifications section.

Strand
A strand is a broad category of knowledge within a content area in the NGSSS. The strands are the same for all grade levels.

Standard
Each standard is a general statement of expected student achievement within a strand at each grade level in the NGSSS.

Benchmark
Benchmarks are grade-level specific statements of expected student achievement under each Physical Education standard. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark necessarily addresses another benchmark. Such groupings are indicated in the benchmark statement.

Clarification
The clarification statement explains how the achievement of the benchmark will be demonstrated by students for each specific item type. Clarification statements explain what the student will do when responding to items of each type.

Content Focus
The content focus defines the specific content measured by each Physical Education item.

Content Limits
The content limits define the scope of content knowledge that will be assessed (e.g., specific elements that can be compared or contrasted) and in some cases indicate areas of the benchmark that will not be assessed. For some benchmarks, additional information is provided to clarify specific directions in developing test items.

Stimulus Attributes
Stimulus attributes define the types of stimuli that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark.

Distractor Attributes
The distractor attributes for multiple-choice items give specific descriptions of the distractors for items at each grade level.

Sample Items
Sample items that assess each benchmark are provided at each grade level for each acceptable item format. The sample items are presented in a format similar to those on the test, and the correct answer or scoring rubric for each sample item is provided.
SPECIFICATIONS
FOR
KINDERGARTEN
Benchmark: **PE.K.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space.

**Clarification:** Travels in small and large spaces alone and with others.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate a variety of locomotor skills related to moving in personal and general spaces in a controlled manner.

**Content Focus:** Locomotor skills

**Content Limits:** The identification and performance of locomotor skills should be limited to the following activities:

- Walking
- Running
- Jumping
- Hopping

**Recommended DOK Level:** Low

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Chalk

**Setup:**

- Draw a line on the ground.

**Prompt:**

- Say: “Jump with two feet forward over the line. Be sure to land with your feet on the other side of the line.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student completes a forward jump over the line.</td>
</tr>
</tbody>
</table>
| 1      | The student attempts a forward jump over the line but does not cross the line.  
       | OR  
       | The student completes a forward jump over the line but does not land on his or her feet. |
| 0      | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |
Benchmark: **PE.K.M.1.2**

**Strand** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.2 Strike objects using body parts forcefully.

**Clarification:** Uses hands or feet to forcefully strike a ball or other appropriate object in a controlled manner.

**Performance Level Descriptor:** To demonstrate proficiency, students will forcefully strike objects with their hands or feet or identify photographs or illustrations of objects being forcefully struck with hands or feet.

**Content Focus:** Striking objects

**Content Limits:** Performance tasks are limited to striking balls (e.g., medium-sized playground ball, beach ball, foam balls, large balls) with the students’ hands or feet.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photographs.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of objects being struck incorrectly or unsafely
- Photographs or illustrations of objects being struck with incorrect body parts
- Photographs or illustrations of students engaging in activities unrelated to striking objects with body parts
Sample Multiple-Choice Item:

Which person is kicking a ball?

A.

*B.

C.
Sample Performance Task:

Materials:

- Playground ball

Setup:

- Place a cone on the grass.
- Place a stationary ball approximately 3 to 5 feet away from the cone.

Prompt:

- Say: “Kick the ball past the cone.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student kicks the ball past the cone.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student kicks the ball but not past the cone.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessFully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.K.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.3 Balance a lightweight object on a paddle/racquet while moving.

**Clarification:** Balance a lightweight object such as a ball on a paddle while moving.

**Content Focus:** Balance an object and movement

**Performance Level Descriptor:** To demonstrate proficiency, students will move while balancing an object with a paddle /racquet using one or two hands.

**Content Limits:** Paddles/racquets that can be used to assess this benchmark in a performance task are limited to:

- Table tennis paddles
- Youth tennis racquets
- Badminton racquets
- Short-handled lightweight racquet
- Hard-cover books

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Table tennis paddle
- Beanbag

**Setup:**

- Hand the student the paddle.
- Once the student is holding the paddle, place a beanbag on the upward face of the paddle.

**Prompt:**

- Say: “Take three steps while balancing the beanbag on the paddle.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: PE.K.M.1.4

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.K.M.1.4 Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.

Clarification: Uses modified long-handled implements to hit a ball or other objects.

Content Focus: Strike object with long-handled implement

Performance Level Descriptor: To demonstrate proficiency, students will hold a modified long-handled implement with two hands and strike an object with force in a controlled manner.

Content Limits: Modified long-handled implements that can be used to assess this benchmark in a performance task are limited to:

- Plastic/foam hockey sticks
- Plastic golf clubs
- Plastic/foam bats
- Youth tennis racquets

Recommended DOK Level: Moderate

Item Types:

- Performance Task
Sample Performance Task:

Materials:

- Large wiffle ball/foam softball
- Adjustable batting tee or 18- to 24-inch cone
- Plastic/foam bat
- Cone

Setup:

- Place the ball on the batting tee or cone.
- Place the other cone 5 feet away
- Hand the bat to the student.

Prompt:

- Say: “Use the bat to hit the ball forward toward the cone.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>The student swings at the ball and clearly strikes the ball in a forward direction.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student swings at the ball but makes minimal contact or no contact with the ball.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.K.M.1.5**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.5 Use two hands to bounce and catch a large playground ball.

**Clarification:** Bounces and catches a large ball.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform or identify movement patterns that are needed to bounce and catch a large ball.

**Content Focus:** Bounce and catch a ball

**Content Limits:** Performance tasks are limited to catching and bouncing balls (e.g., beach ball, playground ball, foam ball, yarn ball, large ball, trainer volleyball, wiffle ball) with both of the student’s hands.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs or illustrations of a large ball being bounced or caught incorrectly
- Photographs or illustrations of hands
- Photographs or illustrations that show a student engaged in a physical activity unrelated to bouncing or catching a large ball with both hands
Sample Multiple-Choice Item:

Which picture shows the correct way to hold your hands when catching a ball?

A.  

*B.  

C.  

Sample Performance Task:

Materials:

- Large playground ball

Setup:

- Hand the playground ball to the student.

Prompt:

- Say: “Bounce the ball with two hands. Then, catch the ball with two hands.”
- Say: “Bounce and catch the ball again with two hands.”

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<tr>
<th>Item Rubric</th>
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<tr>
<td>2 points</td>
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</tbody>
</table>
**Benchmark:** PE.K.M.1.6

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.6 Participate in a variety of introductory water skills.

**Clarification:** Identifies a variety of introductory water skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a variety of introductory water skills.

**Content Focus:** Introductory water skills

**Content Limits:** Content is limited to the identification of the following introductory water skills:

- Floating
- Gliding
- Blowing bubbles
- Submerging/bobbing
- Using safety equipment (e.g., life-preservers, goggles, buoys)
- Basic survival skills

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.

Distractors may include, but are not limited to:

- Photographs or illustrations of water-related activities
- Photographs or illustrations of non-water-related activities
- Photographs or illustrations of water-related safety equipment
- Photographs or illustrations of non-water-related safety equipment
Sample Multiple-Choice Item:

Which picture shows a person floating?

*A.

B.

C.
Benchmark: PE.K.M.1.7

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.K.M.1.7 Catch a variety of self-tossed objects.

Clarification: Catches a variety of self-tossed objects using one or two hands.

Performance Level Descriptor: To demonstrate proficiency, students will use two hands to catch an individual object that is self-tossed, without dropping the object.

Content Focus: Catch objects

Content Limits: Performance tasks can include but are not limited to self-tossing and catching the following objects:

- Soccer balls
- Foam/soft tennis balls
- Yarn/fleece balls
- Beach balls
- Playground balls
- Beanbags
- Balloons
- Scarves

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photographs.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of balls and objects being thrown
- Photographs or illustrations of balls and objects being thrown and/or caught incorrectly or in an unsafe manner
- Photographs or illustrations of students engaging in activities unrelated to catching self-thrown objects
Sample Multiple-Choice Item:

Which picture shows how you should catch a beanbag that you tossed in the air?

A. 

B. 

*C. 

Sample Performance Task:

Materials:

- Medium-sized playground ball

Setup:

- Hand the ball to the student.

Prompt:

- Say: “Toss the ball into the air with two hands and catch it with two hands before it hits the ground.”

Note: The teacher may first demonstrate the action so that the student understands the task.

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<th>Item Rubric</th>
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<tr>
<td><strong>2 points</strong></td>
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<td><strong>1 point</strong></td>
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<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.K.M.1.8**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.8 Roll and throw a variety of objects using an underhand motion.

**Clarification:** Rolls and throws objects using an underhand motion.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or perform an underhand throw.

**Content Focus:** Underhand roll or toss

**Content Limits:** Performance tasks can include but are not limited to rolling and throwing the following objects:

- Foam/soft tennis balls
- Yarn/fleece balls
- Beach balls
- Playground balls
- Plastic bowling balls
- Beanbags

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photographs.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of balls and objects being thrown or rolled
- Photographs or illustrations of balls and objects being thrown or rolled incorrectly or in an unsafe manner
- Photographs or illustrations of students engaging in activities unrelated to throwing objects or rolling objects
Sample Multiple-Choice Item:

Which picture shows a person throwing a ball underhand?

*A.

B.

C.
Sample Performance Task:

Materials:

- Foam ball
- Two cones

Setup:

- Hand the foam ball to the student.
- Set up the cones 2 feet apart.
- Place student at one cone and stand at the other cone.

Prompt:

- Say: “Toss the ball forward to me using an underhand motion.”

<table>
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<tr>
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<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: **PE.K.M.1.9**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.9 Throw a variety of objects forcefully using an overhand motion.

**Clarification:** Throws an object using an overhand motion.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform or identify the ability to throw an object to a target or person using an overhand motion.

**Content Focus:** Overhand throw

**Content Limits:** Performance tasks can include but are not limited to throwing the following objects:

- Foam/soft tennis balls
- Soft softballs
- Yarn/fleece balls
- Beach balls
- Playground balls
- Beanbags

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photographs.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of balls and objects being thrown in an underhand motion
- Photographs or illustrations of balls and objects being thrown incorrectly or in an unsafe manner
- Photographs or illustrations of students engaging in activities unrelated to throwing objects
Sample Multiple-Choice Item:

Which picture shows a student throwing a ball overhand?

A.

B.

C.
Sample Performance Task:

Materials:

- Beanbag
- Two cones

Setup:

- Hand the beanbag to the student.
- Place the cones 2 feet apart.
- Have the student stand at one cone; the teacher stands at the other cone.

Prompt:

- Say: “Throw the beanbag forward to me, using an overhand motion.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student throws the beanbag forward, using an overhand motion to the teacher standing 2 feet away.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student throws the beanbag, using a motion other than an overhand motion (e.g., underhand, side-arm). OR The student throws the beanbag using an overhand motion, but the beanbag travels less than 2 feet.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.K.M.1.10**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.

**Clarification:** Performs a movement sequence with three moves: a beginning balance, a separate movement, and an ending shape.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a movement sequence that includes a beginning balance, a separate movement, and an ending shape.

**Content Focus:** Movement sequence

**Content Limits:** Performance tasks are limited to performing distinct balances, shapes and movements such as:

- Balances: on one foot, on two feet, various body parts
- Shapes: twisted, round, wide, narrow
- Movement: walking, shuffling, galloping, running, spinning, etc.

**Recommended DOK Level:** Moderate

**Stimulus Attribute Notes:**

- For performance tasks, appropriate music and props (e.g., ribbon attached to stick, scarf, hula hoop) can be used.

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Prompt:**

- Say: “Listen to my instructions. First, make a round shape with your body. Then, gallop three steps forward. Then, finish in a twisted shape.”
- Prompt the student after each action by stating the direction for the next action.

**Note:** Before the student begins the task, ask whether he or she is ready or whether the instructions need to be repeated.
<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
<td>The student completes a balance, shape and movement.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>The student completes two of the three. OR</td>
</tr>
<tr>
<td></td>
<td>The student completes all three actions but in the incorrect sequence.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
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</table>
Benchmark: **PE.K.M.1.11**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.11 Balance on a variety of body parts.

**Clarification:** Uses different body parts to balance body weight.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify balances on a variety of body parts in a controlled manner.

**Content Focus:** Balance on a body part

**Content Limits:** Performance tasks are limited to having the student balance on the right foot or the left foot.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photographs.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of students balancing
- Photographs or illustrations of students engaging in activities unrelated to balancing
Sample Multiple-Choice Item:

Which picture shows a student using one leg to balance her body?

A.

*B.

C.
Sample Performance Task:

Prompt:

- Say: “When I say ‘go,’ stand on one foot and try to keep your balance as I count to 3.”

Note: The teacher may first demonstrate the action so that the student understands the task.

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<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>The student keeps his or her balance on one foot for 3 seconds.</td>
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<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student keeps his or her balance on one foot for 1 to 2 seconds.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
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</tbody>
</table>
Benchmark: **PE.K.M.1.12**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.K.M.1.12 Perform a variety of rolling actions.

**Clarification:** Moves the body to perform a variety of rolling actions.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform or identify a controlled rolling action.

**Content Focus:** Rolling action

**Content Limits:** Content is limited to following types of rolls:

- Side roll
- Safety roll
- Shoulder roll
- Log roll

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of students rolling incorrectly or unsafely
- Photographs or illustrations of students engaging in physical activities other than rolling
Sample Multiple-Choice Item:

Which picture shows a person rolling?

A.

B.

*C.

Sample Performance Task:

Materials:

- Tumbling or exercise mat

Setup:

- Place the mat on the floor, and ensure clear moving space for the student.

Prompt:

- Say: “Do a log roll on the mat.”

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<td>0 points</td>
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</table>
Benchmark: PE.K.M.1.13

Strand: Movement Competency

Standard: 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.K.M.1.13 Move in a variety of ways in relation to others.

Clarification: Moves the body in relation to others in a variety of ways.

Performance Level Descriptor: To demonstrate proficiency, students will perform a movement in relation to others.

Content Focus: Movement in relation to others

Content Limits: Content is limited to movement in relation to others such as fleeing, dodging, and moving within a defined space.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Tape or cones

Setup:

- Create a large rectangle using tape or cones.

Prompt:

- Say: “When I say ‘Go,’ gallop inside the rectangle without running into anybody else.”

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<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student gallops within the designated area without running into other students.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student gallops but steps outside of the designated area.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
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</tbody>
</table>
Benchmark: **PE.K.C.2.1**

**Strand:** Cognitive Abilities

**Standard:** 2: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.1 Recognize locomotor skills.

**Clarification:** Names, identifies, or otherwise distinguishes between various types of locomotor skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to name, identify, or otherwise distinguish between various types of locomotor skills, such as selecting the correct skill from a set.

**Content Focus:** Locomotor skills

**Content Limits:** The identification of locomotor skills is limited to the following activities:

- Walking
- Running
- Jumping
- Hopping

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of locomotor skills not indicated in the item stem
- Photographs or illustrations of locomotor skills being performed incorrectly
- Photographs or illustrations of non-locomotor skills
Sample Multiple-Choice Item:

Video Clip

What is the girl doing in the video?

A. Walking
B. Running
*C. Jumping
Benchmark: **PE.K.C.2.2**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.2 Recognize physical activities have safety rules and procedures.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the existence of various types of rules and safety procedures for a variety of physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish the existence of various types of rules and safety procedures for a variety of physical activities or will identify the reason such rules and procedures exist.

**Content Focus:** Safety rules and procedures

**Content Limits:** Content is limited to safety rules and procedures for the following physical activities:

- Basic playground rules
- Swimming/water safety
- Biking
- Pedestrian/road safety rules
- Common grade-appropriate team sports (e.g., soccer, basketball, T-ball)
- Common grade-appropriate school games

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of incorrect safety rules or procedures
- Photographs or illustrations of people following other kinds of safety rules or procedures
- Photographs or illustrations of people involved in activities unrelated to safety rules or procedures
Sample Multiple-Choice Item:

What should you do if you are playing outside and your teacher blows a whistle?

A. Keep on playing

*B. Stop and listen

C. Talk to a friend
Benchmark: **PE.K.C.2.3**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.3 Recognize technology can be utilized during physical activity.

**Clarification:** Demonstrates the ability to recognize, identify, or distinguish types of technology that can be used and how or why it is useful during physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish technologies and tell how or why a given technology may be useful during physical activity or will identify or distinguish how or why a technology is useful to a physical activity given a specific example of technology and activity.

**Content Focus:** Technology and physical activity

**Content Limits:** The technologies that can be identified or used are limited to:

- Time-keeping devices (e.g., clocks, stopwatches)
- Music playing devices (e.g., stereos, portable music players, compact discs)
- Pedometers
- Physical activity–related video games

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph or illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of technological devices being used in incorrect ways
- Photographs or illustrations of technological devices unrelated to physical activities
- Photographs or illustrations of activities or objects unrelated to the technological device referenced in the item stem
Sample Multiple-Choice Item:

What can you use to play music for dancing?

*A. A CD player

B. A stopwatch

C. A scale
Benchmark: **PE.K.C.2.4**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.4 Recognize there are deep and shallow areas of a pool and identify the dangers of entering a body of water without supervision.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish different depths of water and identify or describe why adult supervision is needed during swimming.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish different depths of water in a pool or will identify or describe why adult supervision is needed during swimming or other physical activities in a body of water.

**Content Focus:** Swimming/physical activity in bodies of water

**Content Limits:** Content is limited to basic pool safety directly related to the water depth and the need for supervision in all aquatic activities.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph or illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs or illustrations of various pool depths
- Photographs or illustrations of water activities taking place without supervision
- Photographs or illustrations of activities unrelated to water/pool safety
Sample Multiple-Choice Item:

If you want to go swimming at the beach, who should be there before you get into the water?

A. Your friends

*B. A lifeguard

C. Your pet
Benchmark: **PE.K.C.2.5**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.5 Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the existence of a dominant hand or foot when performing actions such as throwing, kicking, hitting, etc.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish the dominant appendage based on use in a throwing/striking pattern or will determine which hand/foot should be used in a throwing/striking pattern given knowledge of which side is dominant.

**Content Focus:** Dominant hand/foot

**Content Limits:** Content is limited to the recognition by students of their own or others’ dominant hands or feet during physical activities.

- Throwing
- Striking
- Kicking

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of people using nondominant hands or feet during physical activities
- Photographs or illustrations of people engaged in activities not involving the use of dominant hands or feet
Sample Multiple-Choice Item:

Look at the picture. This is how Mia likes to hold her tennis racquet.

How will Mia most likely hold a table tennis paddle?

A.  

*B.  

C.  


Benchmark: PE.K.C.2.6

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.K.C.2.6 Recite cues for a variety of movement patterns and skills.

Clarification: Demonstrates ability to use cues to assist in remembering a variety of skills and movement patterns.

Performance Level Descriptor: Identifies or describes cues to explain in the performance of a given skill or movement pattern.

Content Focus: Movement pattern cues

Content Limits: Content is limited to cues for movement patterns and skills that are appropriate and familiar to the kindergarten level.

Recommended DOK Level: Low

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- None

Setup:

- None

Prompt:

- Say: “What two things should you remember when getting ready to jump?”

Note: The student may stand and pantomime jumping or attempt to jump if it helps them complete the task.
### Item Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 points | The student successfully names at least two of the actions below:  
  - Bend the knees  
  - Feet shoulder-width apart  
  - Swing the arms  
  - Head up  
  - Eyes forward |
| 1 point | The student names only one action from the above list. |
| 0 points | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |
Benchmark: **PE.K.C.2.7**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.K.C.2.7 Identify personal and general space.

**Clarification:** Demonstrates ability to recognize, identify, and distinguish between personal and general space.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish between personal and general space.

**Content Focus:** Personal and general space

**Content Limits:** Content is limited to the identification or recognition of personal and general space related to the following environments:

- School
- Playground
- Playing field
- Gymnasium
- Classroom
- Outdoors

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations reflecting the opposite of the kind of space (personal or general) referenced in the stem
- Photographs or illustrations of inappropriate activity in a given type of space
- Photographs or illustrations unrelated to the concepts of personal space and general space
Sample Multiple-Choice Item:

Which picture shows students in their own personal space?

*A.

B.

C.
Benchmark: PE.K.C.2.8

Strand: Cognitive Abilities

Standard: 1. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.K.C.2.8 Recognize movement concepts.

This benchmark is assessed by:

- PE.K.M.1.1
- PE.K.M.1.10
Benchmark: **PE.K.L.3.1**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.K.L.3.1 Identify a moderate physical activity.

**Clarification:** Demonstrates ability to identify various forms of moderate physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various forms of moderate physical activity.

**Content Focus:** Moderate physical activity

**Content Limits:** Content is limited to the identification of the following moderate activities, including but not limited to:

- Walking
- Biking on a flat surface
- Household chores: (e.g. vacuuming, yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills (e.g. kicking, retrieving, etc.)
- Juggling
- Recreational swimming/playing in a pool

**Note:** Moderate should be differentiated based on exertion-levels or activity tempo.

*Activities and descriptions taken from CDC website.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of vigorous physical activities
- Photographs or illustrations of sedentary activities
Benchmark: **PE.K.L.3.2**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.K.L.3.2 Identify a vigorous physical activity.

**Clarification:** Demonstrates ability to identify various forms of vigorous physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various forms of vigorous physical activity.

**Content Focus:** Vigorous physical activity

**Content Limits:** Content is limited to the identification of the following vigorous physical activities, including but not limited to*:

- Running
- Jogging
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping jacks
- Jump rope
- Dancing at a fast or excited pace

*Note: Vigorous activity should be differentiated based on exertion-levels or activity tempo.

*Activities and descriptions taken from CDC website.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of moderate physical activities
- Photographs or illustrations of sedentary activities
Benchmark: **PE.K.L.3.3**

**Strand:** Lifetime Fitness

**Standard:** 3: Participate regularly in physical activity.

**Benchmark:** PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed during the school day located in school environment.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed during the school day or successfully identify the time or place a given activity may be performed during the school day.

**Content Focus:** Activity during the school day

**Content Limits:** Content includes but is not limited to:

- Physical education class
- Recess activities (e.g. common playground activities and games)
- Before and after school activities located on school site
- Walking to and from class
- Using the stairs
- Activity breaks

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during the school day
Benchmark: **PE.K.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3: Participate regularly in physical activity.

**Benchmark:** PE.K.L.3.4 Identify opportunities for involvement in physical activities after the school day.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed after the school day away from the school environment.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed after the school day or successfully identify the time or place a given activity may be performed after the school day.

**Content Focus:** Activity after the school day

**Content Limits:** Content is limited to the following common activities/places away from school environment:

- Organized sports/activities after the school day (e.g., basketball, ballet, swimming)
- Community/recreation centers or pools
- Parks
- Nature trails
- Individual activities (e.g., biking, skating)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during or after school
Benchmark: PE.K.L.3.5

Strand: Lifetime Fitness

Standard: 1: Participate regularly in physical activity.

Benchmark: PE.K.L.3.5 Describe physical activity goal-setting.

Clarification: Demonstrates understanding of how to set a physical activity goal, including key components.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe the key components of setting a physical activity goal.

Content Focus: Physical activity goal-setting

Content Limits: Components of physical activity goal-setting are limited to:

- One activity/goal
- Setting a timeframe
- Setting out steps or a plan to reach a goal

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Prompt:

- Say: “Jeremy wants to learn to kick the ball farther. What should he do?”

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<th>Item Rubric</th>
<th>1 point</th>
<th>The student correctly identifies at least one of the following:</th>
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<td>• How often they are going to practice</td>
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<td>• How far they are going to practice kicking</td>
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<td>• Practice more / an increase in practice time</td>
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<td>• Creating (or describing) a specific practice routine</td>
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<td>Note: Other plausible responses should receive credit.</td>
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| Item Rubric | 0 points | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfuslly completes the task. |
Benchmark: PE.K.L.3.6

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.K.L.3.6 Identify the benefits of participating in physical activity.

Clarification: Demonstrates ability to recognize, identify, or distinguish ways physical activities are beneficial.

Performance Level Descriptor: To demonstrate proficiency, students will identify ways that physical activities improve or maintain health.

Content Focus: Health related benefits of physical activity

Content Limits: Content is limited to age-appropriate healthy physical activities.

- Having more energy
- Feel better
- Feel Stronger
- Run further and longer

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of students participating in unhealthy, non-physical activities
Sample Multiple-Choice Item:

Which activity will make your heart healthier?

A. Drawing with chalk

B. Playing with food

*C. Running with friends
Benchmark: **PE.K.L.3.7**

**Strand:** Lifetime Fitness

**Standard:** 1. Participate regularly in physical activity.

**Benchmark:** PE.K.L.3.7 Verbally state the search used before crossing a roadway.

**Clarification:** Recognizes, identifies, or demonstrates the procedure (look left, look right, look left again) that should be used before crossing the road.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, recognize, identify, or demonstrate the procedure (look left, look right, look left again) that should be used before crossing the road.

**Content Focus:** Crossing the road

**Content Limits:** Content is limited to the specific procedure “look left, look right, look left again” used while crossing a roadway.

**Recommended DOK Level:** Low

**Stimulus Attribute Notes:**

- For performance tasks, materials for marking space to simulate a roadway (e.g., tape, cones, chairs) can be used.

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of incorrect or partial procedures used for crossing roadways
- Photographs or illustrations of activities unrelated to the crossing of roadways
Sample Multiple-Choice Item:

What must you do before crossing a road?

*A.

Look left, look right, look left again

B.

Look right, look right again, look right again

C.

Look straight ahead, look left, look right
Sample Performance Task:

Materials:

- Any of the following items can be used to make a line on the floor:
  - Masking tape
  - Jump rope
  - Chalk

Setup:

- Create a straight line on the ground using the masking tape (or any of the materials listed above), approximately 4 feet long.

Prompt:

- Say: “Pretend the line is a road. After you stop at the curb, show and tell me what you should do before crossing the road.”

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</table>
Benchmark: **PE.K.L.4.1**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.K.L.4.1 Identify the location of muscles that help the body perform specific physical activities.

**Clarification:** Understands where muscles that help perform specific actions are located in the body.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the general location of muscles in the body based on activities the muscles help perform or identify an activity that can be done using muscles in a certain location.

**Content Focus:** Muscular strength and physical activity

**Content Limits:** Content is limited to the recognition of major muscle groups and their relationship to the following physical activities:

- Exercising (e.g., jumping jacks, sit-ups)
- Lifting heavier objects (e.g., boxes, chairs, books)
- Walking/running
- Participating in sporting activities (e.g., basketball, gymnastics, soccer)
- Biking
- Swimming
- Jumping
- Playing common playground games and activities
- Legs, arms, back, stomach

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of muscle groups unrelated to a physical activity referenced in the item stem
- Photographs or illustrations of students using incorrect muscle groups for a given physical activity
Sample Multiple-Choice Item:

Which activity uses muscles in the arm?

*A.

Push-ups

B.

Sitting

C.

Running
Benchmark: PE.K.L.4.2

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.K.L.4.2 Identify that the heart beats faster during more intense physical activity.

Clarification: Recognizes the heart rate increases during more physical activity to rest.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate or identify the increase in the body’s heart rate during physical activity.

Content Focus: Changes in heart rate

Content Limits: Content is limited to the recognition of increases of the heart rate during rest and various forms of physical activity.

- Rapid breathing
- Placing hand over heart

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distracters may include, but are not limited to:

- Photographs or illustrations of sedentary activities that would lead to no change in heart rate
- Photographs or illustrations of activities that do not correspond with the change in heart rate (increase or decrease) referenced in the stem
**Sample Multiple-Choice Item:**

Which picture shows an activity that makes a student’s heart beat faster?

A.

*B.

C.
Sample Performance Task:

Materials:

- Stopwatch

Prompt:

- Say: “Stand in place, put your hand over your heart and feel your heartbeat until I tell you to stop.”
- Have the student feel his or her own heartbeat for 10 seconds.
- After the student feels his or her heartbeat for 10 seconds, say: “Now run in place until I tell you to stop.”
- Have the student run in place for 30 seconds.
- After the student runs in place for 30 seconds, say: “Feel your heartbeat again until I tell you to stop.”
- Have the student feel his or her own heartbeat for 10 seconds.
- After the student feels his or her own heartbeat again for 10 seconds, say: “What change do you feel in your heartbeat?”

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</table>
Benchmark: PE.K.L.4.3

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.K.L.4.3 Identify activities that increase breathing and heart rate.

Clarification: Identifies games or activities that increase breathing and heart rate.

Performance Level Descriptor: To demonstrate proficiency, students will identify activities or games with moderate or vigorous physical activity that would result in an increase in breathing and heart rate.

Content Focus: Games or activities that increase breathing and heart rate.

Content Limits: Content is limited to the identification of basic and grade-appropriate physical activities and/or games that increase heart rate.

- Tag games
- Relay races
- Group games

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities or games that do not increase breathing and heart rate
Benchmark: **PE.K.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.K.L.4.4 Recognize the physiological signs of physical activity.

**Clarification:** Recognizes the body signs and changes during physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the body’s physiological signs or changes during physical activity.

**Content Focus:** Physiological signs during physical activity

**Content Limits:** Content is limited to the identification of the following physiological responses to physical activities:

- Increases and decreases in heart rate
- Breathing patterns
- Perspiration
- Muscle soreness/fatigue
- Changes in energy level
- Thirst
- Changes in appetite

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of physiological responses not associated with a given physical activity
- Photographs or illustrations of physical activities not associated with a given physiological response
- Photographs or illustrations that do not indicate a clear physiological response to a given activity
Sample Multiple-Choice Item:

Which picture shows how someone might look right after a long run?

A. 

*B. 

C. 
Benchmark: **PE.K.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.K.L.4.5 Identify a benefit of flexibility.

**Clarification:** Identifies ways that flexibility benefits the body or is beneficial during physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify benefits of flexibility.

**Content Focus:** Benefits of Flexibility

**Content Limits:** Content includes the identification or descriptions of the following age-appropriate benefits:

- Performance improvement
- Decrease chance of injury
- Helping with lifting, bending, moving

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities other than stretching
- Photographs or illustrations of non-stretching related benefits
Benchmark: **PE.K.L.4.6**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.K.L.4.6 Differentiate between healthy and unhealthy food choices.

**Clarification:** Recognizes healthy and unhealthy foods.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify healthy and unhealthy food choices.

**Content Focus:** Healthy and unhealthy foods

**Content Limits:** Content is limited to the identification and understanding of healthy food choices from the five major food groups (grains, dairy, protein, fruit, vegetables) and unhealthy food choices (e.g., foods containing unhealthy oils, foods containing "empty" calories).

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs or illustrations of healthy food choices
- Photographs or illustrations of unhealthy food choices
- Photographs or illustrations of inappropriate serving sizes
Sample Multiple-Choice Item:

Which picture shows an example of a healthy snack?

A.  

*B.  

C.
Benchmark: **PE.K.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity.

**Clarification:** Shares space or equipment with a partner.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways to share physical-activity space or equipment willingly with a partner or others.

**Content Focus:** Sharing

**Content Limits:** Content is limited to the identification of cooperation by sharing with a partner.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs and illustrations of solitary activities
- Photographs and illustrations of uncooperative or selfish behavior
Sample Multiple-Choice Item:

Which picture shows students sharing during an activity?

*A. 

B. 

C. 
Benchmark: **PE.K.R.5.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.K.R.5.2 Use equipment safely and properly.

**Clarification:** Recognizes how to use equipment safely and properly.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate or identify how to use equipment safely and in a proper manner.

**Content Focus:** Equipment safety and use

**Content Limits:** Content is limited to the identification and demonstration of the following equipment being used in a safe manner:

- Balls (e.g., basketball, soccer, playground ball)
- Playground equipment (e.g., swings, slides, climbing equipment)
- Long- and short-handled paddles and racquets (e.g., youth tennis racquet, foam paddle, table tennis paddle)
- Long-handed implements (e.g., plastic golf club, plastic bat, plastic hockey stick)
- Pool/water-related equipment (e.g., diving board, goggles, life vest)
- Wheeled equipment (e.g., bicycle, roller skates, scooter)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of equipment being used in an unsafe manner
- Photographs or illustrations of equipment unrelated to an activity referenced in the item stem
Sample Multiple-Choice Item:

Which picture shows the students playing safely with a ball?

*A.

B.

C.
Sample Performance Task:

Materials:
- Gymnastic mat

Prompt:
- Say: “Pretend you are at the playground and you want to go down the slide. Show me using the mat how you would go down the slide.”

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<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student indicates that he or she would sit and go down the slide feet first.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student sits but crosses his or her legs to go down the slide.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
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</tbody>
</table>
Benchmark: **PE.K.R.5.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 3. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.K.R.5.3 Identify ways to treat others with respect during physical activity.

**This benchmark is assessed by:**

- PE.K.R.1.4
Benchmark: PE.K.R.6.1

Strand: Responsible Behaviors and Values


Benchmark: PE.K.R.6.1 Identify physical activities that are enjoyable.

Clarification: Demonstrates understanding that physical activity can be enjoyable based on personal preference.

Performance Level Descriptor: To demonstrate proficiency, students will identify a personally enjoyable activity and explain why they find that activity enjoyable.

Content Focus: Enjoyment of physical activity

Content Limits: Activities referenced should be familiar and age-appropriate. Explanations are limited to those appropriate to the kindergarten level.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Prompt:

- Say: “Tell me one activity you like to do during physical education class.”
- Allow the student to respond.
- Say: “Now tell me why you like to do that activity.”

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</table>
Benchmark: **PE.K.R.6.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.

**Clarification:** Demonstrates willingness to try new movements and motor skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will willingly try to complete a short sequence of movements or motor skills as directed by a teacher.

**Content Focus:** Enjoyment of physical activity

**Content Limits:** Activities referenced should be familiar and age-appropriate, although sequences may be new. Skills may be tested up to a first-grade level. Students should not be scored on technique, only willingness to attempt the task.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Setup:**
- Have the student stand facing the teacher.

**Prompt:**
- Say: “Put your weight on your right foot.”
- Say: “Cross your left foot behind your right foot. Stand on your left foot.”
- Say: “Step to the side with your right foot.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.

*Wait a few seconds in between each instruction to give the student time to follow.*

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Benchmark: PE.K.R.6.3

Strand: Responsible Behaviors and Values


Benchmark: PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.

Clarification: Identifies examples of continued participation after an unsuccessful first attempt.

Performance Level Descriptor: To demonstrate proficiency, students will identify examples of continued participation after an unsuccessful first attempt.

Content Focus: Continuing participation

Content Limits: Content is limited to the identification of continued participation in an activity or game after unsuccessful attempts at the referenced activity.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of students refusing to try again after an unsuccessful attempt
- Photographs or illustrations of students not participating in an activity
Sample Multiple-Choice Item:

Joe just missed hitting the T-ball on his first try. What should Joe do next?

*A. Try again

B. Give up

C. Drink water
Benchmark: **HE.K.C.1.2**

**Strand:** Concepts

**Standard:** 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

**Benchmark:** HE.K.C.1.2 Recognize the physical dimensions of health.

**Clarification:** Identifies various healthy behaviors that affect physical health.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various healthy behaviors that impact physical health.

**Content Focus:** Healthy behaviors

**Content Limits:** Healthy behaviors should include, but not be limited to, the following:

- Identify healthy food choices
- Identify healthy actions (e.g., exercising, eating well, going to the doctor, brushing teeth, drinking enough water)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of healthy behaviors not indicated in the item stem
- Photographs or illustrations of healthy behaviors being performed incorrectly
Benchmark: HE.K.B.5.1

Strand: Responsible Behavior

Standard: 3. Demonstrate the ability to use decision-making skills to enhance health

Benchmark: HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.

Clarification: Describes or identifies situations when someone can personally make a health-related decision or when help is needed.

Performance Level Descriptor: To demonstrate proficiency, students will describe or identify various situations when personal health related decisions can be made or when assistance is needed in making a health-related decision.

Content Focus: Health-related decisions

Content Limits: Health-related decisions and situations related to physical education settings should include, but not be limited to, the following:

- Following school rules
- Resolving conflict with classmates
- Asking for help
- Getting dressed
- Practicing good hygiene
- Making good food choices
- Knowing rules for when to call 911
- Fire safety
- Bike safety
- Water safety
- Pedestrian safety
- Bicycle safety
- Bus safety
- Bullying
- Playing safely
- Wearing a helmet

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Performance Task
Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of health-related decisions not indicated in the item stem
- Photographs or illustrations unrelated to health-related decisions
Benchmark: **HE.K.P.7.1**

**Strand:** Promotion

**Standard:** 1. Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

**Benchmark:** HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.

**Clarification:** Identifies behaviors and practices to maintain or improve health.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify behaviors or practices that improve or maintain personal health.

**Content Focus:** Healthy practices

**Content Limits:** Healthy practices and behaviors related to physical education settings should include, but not be limited to, the following:

- Staying in a safe environment
- Stranger awareness
- Fire safety
- Bike safety
- Water safety
- Pedestrian safety
- Bicycle safety
- Bus safety
- Bullying
- Following directions
- Asking for help
- Eating healthy foods
- Exercising
- Knowing basic first aid (e.g., bandaging scrapes or cuts)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs or illustrations of healthy practices not indicated in the item stem
- Photographs or illustrations unrelated to healthy practices
Benchmark: **LACC.K12.L.3.4**

**Strand:** Language Arts

**Standard:** Vocabulary Acquisition and Use

**Benchmark:** LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Clarification:** Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts or clues, reference materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or by analyzing meaningful word parts.

**Content Focus:** Vocabulary and meaning

**Content Limits:** The target vocabulary is limited to words at the first or second-grade levels as used in a physical education context.

- Item stems, except for the target vocabulary, must be written at or below kindergarten reading levels.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect words or meanings
Benchmark: MACC.K.G.1.1

Strand: Math

Standard: MACC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Benchmark: MACC.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Clarification: Identifies or describes movement, equipment, or formations from physical education class using the names of shapes and terms to show relative positioning.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe movements, equipment, or formations from physical education class using the names of shapes and/or terms to show relative positioning.

Content Focus: Vocabulary and meaning

Content Limits: The identification of shape and location is limited to shapes and phrases familiar at the kindergarten level.

- The context of the descriptions should be movements, equipment, formations or other common aspects of a physical education class.

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect shapes or locations
SPECIFICATIONS
FOR
GRADE 1
Benchmark: **PE.1.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.1 Travel using various locomotor skills while changing directions, pathways, and speeds.

**Clarification:** Travels using various movements in different directions and speeds.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform various locomotor skills while changing directions, pathways, and speeds.

**Content Focus:** Travel using locomotor skills

**Content Limits:** The identification and performance of locomotor skills are limited to the following activities:

- Walking
- Running
- Jumping
- Hopping
- Galloping
- Sliding

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:
- Two cones
- Tape

Setup:

Prompt:
- Say: “From the starting point, run in a straight line to the first cone, then turn around the outside of the cone and run in a straight line to the second cone, then turn and run on the outside of the cone in a straight line to the finish.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student completes the sequence of three runs and two turns.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student makes at least one run and one turn but does not complete the entire sequence.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.2**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.2 Strike an object upward using body parts.

**Clarification:** Strikes a lightweight object in an upward direction using body parts.

**Performance Level Descriptor:** To demonstrate proficiency, students will strike a lightweight object (e.g., ball) in an upward direction using body parts (e.g., hand, arm, foot).

**Content Focus:** Strike an object upward

- **Content Limits:** Performance tasks are limited to striking balls (e.g., beach ball, playground ball, trainer volleyball, foam balls, yarn ball) with the student’s hands, arms, or feet.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Foam volleyball

**Setup:**

- Hand the student the ball.

**Prompt:**

- Say: “Hold the foam volleyball directly in front of your body with an open hand.”
- Say: “Hit the ball upward with your other hand in a closed fist.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student’s striking hand makes contact with the ball, causing the ball to move in an upward direction.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student’s striking hand makes contact with the ball, causing the ball to move downward or sideways.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.3 Strike a lightweight object upward continuously using a paddle/racquet.

**Clarification:** Strikes a lightweight object in an upward direction multiple times using a paddle/racquet.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to strike a lightweight object (e.g., ball) in an upward direction, more than one time, with a paddle (e.g., table tennis paddle, tennis racquet).

**Content Focus:** Strike object continuously with paddle/racquet

**Content Limits:** Lightweight objects that can be used to assess this benchmark in a performance task are limited to:

- Table tennis balls
- Foam tennis balls
- Badminton birdies
- Yarn/fleece balls
- Large wiffle balls

Paddles/racquets that can be used to assess this benchmark in a performance task are limited to:

- Table tennis paddles
- Youth tennis racquets
- Badminton racquets
- Plastic paddles
- Short-handled lightweight racquets

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Youth tennis racquet/short-handled lightweight racquet
- Foam ball

Setup:

- Hand the student the tennis racquet and the ball.

Prompt:

- Say: “Bounce the ball upward on the racquet two times in a row.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student bounces the ball on the racquet two consecutive times.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student bounces the ball on the racquet once.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.1.M.1.4

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.1.M.1.4 Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.

Clarification: Strikes an object in an intended direction using a long-handled piece of equipment.

Performance Level Descriptor: To demonstrate proficiency, students will strike a stationary object using a long-handled implement for a short distance and in an intended direction.

Content Focus: Strike an object with long-handed implement

Content Limits: Stationary objects that can be used to assess this benchmark in a performance task are limited to:

- T-balls
- Wiffle balls
- Tennis balls
- Rubber balls
- Foam balls
- Small playground balls

Long-handled implements that can be used to assess this benchmark in a performance task are limited to:

- Plastic/foam bats
- Plastic hockey sticks
- Plastic golf clubs

Recommended DOK Level: Moderate

Stimulus Attribute Notes:

- For performance tasks, appropriate stationary objects (e.g., T-ball) and long-handled implements (e.g., bat) can be used to assess the student’s ability to meet the benchmark.

Item Types:

- Performance Task
Sample Performance Task:

Materials:
- Plastic hockey stick
- Foam ball
- Poly spot or cone
- Cone

Setup:
- Place the ball on the poly spot. Place a cone 10 feet from the poly spot as indicated on the diagram.

Prompt:
- Say: “Hit the ball past the cone.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.5**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.5 Dribble an object with hands or feet while demonstrating control in general space.

**Clarification:** Dribbles an object in a controlled manner in general space.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to dribble an object with hands or feet in general space in a controlled manner.

**Content Focus:** Dribble an object

**Content Limits:** Performance tasks are limited to dribbling objects (e.g., basketball, soccer ball, medium-sized playground ball) with the student’s hands or feet.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Medium-sized playground ball

**Setup:**
- Hand the student the ball.

**Prompt:**
- Say: “Dribble the ball for 10 seconds.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>

**Note:** If during the 10-second window the student picks up his or her dribble but maintains control of the ball and then resumes dribbling, full credit (2 points) will still be given.
Benchmark: **PE.1.M.1.6**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.6 Demonstrate a variety of basic water skills.

**Clarification:** Demonstrates basic water skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform/identify a variety of basic water skills, including floating (prone and back), swimming, and paddling using a combination of arm and leg movements.

**Content Focus:** Water skills

**Content Limits:** Basic water skills that can be assessed in either multiple-choice items or performance tasks are limited to:

- Enter/exit water safely
- Float (prone, back)
- Roll from front to back
- Tread water (paddling using arms and legs)
- Open eyes underwater, retrieve submerged objects within easy reach
- Recognize lifeguard
- Call for help

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe water skills
- Photographs or illustrations of students engaging in activities unrelated to water skills
Sample Multiple-Choice Item:

Which picture shows someone safely and slowly entering the water?

A.  

B.  

*C.  

Sample Performance Task:

Prompt:

- Say: “Enter the water safely.” (Have the student move to an appropriate depth for treading water.)
- Say: “Tread water for 10 seconds.”
- Say: “Go back to the side of the pool with one hand on the pool ledge.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student treads water for 10 seconds.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student treads water for 3 to 9 seconds.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.1.M.1.7

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.1.M.1.7: Move in different directions to catch a variety of self-tossed objects.

Clarification: Moves in various directions to catch self-tossed lightweight objects.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate the ability to move in one direction or more to catch a variety of self-tossed lightweight objects.

Content Focus: Catch self-tossed objects

Content Limits: Lightweight objects that can be used to assess this benchmark in a performance task are limited to:

- Foam tennis balls
- Beach balls
- Medium-sized playground balls
- Yarn/fleece balls
- Scarves
- Wiffle balls

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Medium-sized playground ball

Setup:

- Hand the ball to the student.

Prompt:

- Say: “Toss the ball underhand just high and far enough that you have to take one step forward, and then catch the ball as it comes down.”
Notes: The student can make up to three attempts to perform this task successfully. The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
<td>The student tosses the ball, takes at least one step forward, and catches the ball.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>The student tosses the ball and takes at least one step forward but does not catch the ball. OR The student tosses and catches the ball without taking a step forward.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.8**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.8 Demonstrate an underhand throwing motion for accuracy using correct technique.

**Clarification:** Throws or tosses a lightweight object at a target using an underhand motion.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to throw or toss a lightweight object at a target using an underhand motion in the correct manner.

**Content Focus:** Underhand throw

**Content Limits:** Performance tasks are limited to underhand throwing motions including backswing, underhand forward movement, and object release.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Hula hoop
- Two cones
- Beanbag

Setup:

- Place one cone on the ground.
- Place a hula hoop on the ground 10 feet from the first cone and place the second cone inside the hula hoop.
- Position the student at the first cone, facing the hula hoop and cone that is 10 feet away.

Prompt:

- Say: “Throw the beanbag at the target using an underhand motion.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.9**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.9 Demonstrate an overhand throwing motion for distance using correct technique.

**Clarification:** Throws or tosses a lightweight object using an overhand motion at a target.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to throw or toss a lightweight object using an overhand motion in the correct manner at a target located a short distance away (e.g., 5 feet).

**Content Focus:** Overhand throw

**Content Limits:** Performance tasks are limited to overhand throwing motion and related mechanics, including the following:

- Throwing arm up behind shoulder
- Placing side of body facing target
- Stepping with opposite foot in direction of the target
- Looking at the target while throwing
- Following through after releasing the ball

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Cones
- Yarn ball

**Setup:**

- Place two cones 5 feet apart from each other.
- Position the student at one cone, facing the other cone.

**Prompt:**

- Say: “Throw the ball to the other cone using an overhand motion.”
<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.10**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.10: Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.

**Clarification:** Demonstrates a self-designed movement sequence with a beginning balance, a movement concept and a different ending shape.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a sequence with three actions: a beginning balance, a movement, and a different and clear ending shape.

**Content Focus:** Self-designed Movement sequence

**Content Limits:** Performance tasks are limited to three actions and may include, but are not limited to: balancing, creating a shape to represent mood, and movements such as walking, running, shuffling, skipping, etc.

**Recommended DOK Level:** Moderate

**Stimulus Attribute Notes:**

- For performance tasks, appropriate music and props (e.g., ribbon attached to stick, scarf, hula hoop) can be used.

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Prompt:**

- Say: “Listen to my instructions. First, make a round shape with your body. Then, gallop three steps forward. Then, finish in a twisted shape.”
- Prompt the student after each action by stating the direction for the next action.

**Note:** Before the student begins the task, ask whether he or she is ready or whether the instructions need to be repeated.
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student completes a balance, shape and movement.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student completes two of the three. OR The student completes all three actions but in the incorrect sequence.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.11**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.11 Demonstrate a sequence of a balance, a roll, and a different balance.

**Clarification:** Performs a movement sequence of a balance, a roll, and a different balance.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a three-movement sequence of a balance, a roll, and a different balance.

**Content Focus:** Balance movement sequence

**Content Limits:** Performance tasks are limited to a three-movement sequence including a balance, a roll, and a different balance on body parts or equipment using first-grade age-appropriate movement skills.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Folding tumbling mat

**Setup:**
- Place the mat on the floor and ensure clear moving space for the student.

**Prompt:**
- Say: “Perform the following sequence of movements.”
  - “Balance on toes for three seconds.”
  - “Perform a log roll on the mat.”
  - “Stand on one foot for three seconds.”

**Notes:** For the second part of the sequence, any type of roll (e.g., log roll, log roll, shoulder roll) is acceptable.

  The teacher may first demonstrate the action so that the student understands the task.
  
  The teacher may prompt the student by reminding the student of the next movement.
<table>
<thead>
<tr>
<th>2 points</th>
<th>The student successfully performs the sequence of three movements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The student successfully performs two of the three movements.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>The student successfully performs all three movements, but in the incorrect sequence.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.1.M.1.12

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.1.M.1.12 Demonstrate the ability to take weight onto hands.

Clarification: Transfers body weight onto hands.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate the ability to transfer a portion of their body weight onto their hands.

Content Focus: Weight on hands

Content Limits: Performance tasks are limited to short time frame (10 seconds or less) and only student’s own body weight on hands (e.g., do a push-up, walk on hands and feet).

Recommended DOK Level: Moderate

Stimulus Attributes Notes:

- For performance tasks, body weight demonstrations (e.g., push-up, “crab walk”) can be used to assess the student’s ability to meet the benchmark.

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Folding tumbling mat
- Stopwatch
- Clock

Setup:

- Place the mat on the floor and ensure clear moving space for the student.
- Use a stopwatch for timing the student.

Prompt:

- Say: “Hold a front support (push-up position) for 10 seconds.”

Note: The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>The student successfully holds a front support for 10 seconds.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student attempts a front support but is unable to use correct form and/or hold the position for 10 seconds.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.M.1.13**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.13 Chase, flee, and dodge to avoid or catch others.

**Clarification:** Demonstrates ability to avoid or catch others while moving.

**Performance Level Descriptor:** To demonstrate proficiency, students will chase, flee, or dodge in order to catch or avoid a partner.

**Content Focus:** Chasing and fleeing

**Content Limits:** Performance tasks are limited to the following movements:

- Running
- Jogging
- Galloping
- Skipping
- Sliding
- Tagging
- Stealing a flag

Avoiding obstacles is not assessed by this benchmark.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Flag, pinnie, or scarves to hang through belt loops to act as flags
- Open space
- Tape, string, or long flat object

Setup:

- Assign the student a partner
- Have the student tuck the edge of the flag into his or her waistband.
- Make a line on the ground 10 feet long
- Have the student and partner stand facing each other, one at each end of the line.

Prompt:

- Say: “When I say ‘Go’, your partner will try to take your flag. Move left or right to avoid them.”
- Say: “Go.”

Note: The teacher may first demonstrate the action so that the student understands the task.

Partners should be assigned based on skill-level and physical size.

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Benchmark: **PE.1.M.1.14**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.1.M.1.14 Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

**Clarification:** Demonstrates a variety of takeoff and landing patterns and locomotor movements in relation to various types of equipment.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform various takeoff and landing patterns using a variety of locomotor movements (e.g., jump, hop, leap) into, out of, over, under, or around various types of equipment (e.g., hula hoop, stationary ropes, boxes).

**Content Focus:** Takeoff and landing movement patterns

**Content Limits:** Performance tasks are limited to jumping with both feet, synchronized arm and leg movements, body extension upward and forward, landing on both feet.

**Recommended DOK Level:** Moderate

**Stimulus Attributes Notes:**

- For performance tasks, takeoff and landing demonstrations can be used to assess the student’s ability to meet the benchmark.

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:
- Hula hoop

Setup:
- Place the hula hoop on the floor.

Prompt:
- Say: “Stand right outside of the hula hoop.”
- Say: “When you are ready, hop forward into the center of the hula hoop.”
- Say: “Then, hop forward out of the hula hoop.”

Student X

Note: The teacher may first demonstrate the action so that the student understands the task.

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Benchmark: **PE.1.C.2.1**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.1.C.2.1 Identify the critical elements of locomotor skills.

**Clarification:** Identifies the critical elements or learning cues of locomotor skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify fundamental locomotor skills, such as bending knees when landing, adopting throwing stances, reaching when catching, etc.

**Content Focus:** Locomotor skill elements

**Content Limits:** The identification of locomotor skill elements is limited to elements related to the following activities:

- Walking
- Running
- Jumping
- Hopping
- Galloping
- Sliding

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe locomotor skill elements
- Photographs or illustrations of students engaging in activities unrelated to locomotor skill elements
Sample Multiple-Choice Item:

Which picture shows a person leaping?

A.

*B.

C.
Benchmark: **PE.1.C.2.2**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.1.C.2.2 Identify safety rules and procedures for teacher-selected physical activities.

**Clarification:** Identifies safety rules and procedures for various physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safety rules and procedures for various physical activities.

**Content Focus:** Safety rules and procedures

**Content Limits:** The identification of safety rules and procedures is limited to the following physical activities:

- Locomotor activities (e.g., walking, running, leaping)
- Swimming
- Bicycle/pedestrian safety
- Games/physical activities/modified sports skills
- Throwing/bouncing/kicking/striking objects (e.g., a ball)
- Lifetime fitness activities

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect safety rules and procedures
- Photographs or illustrations of students engaging in activities unrelated to safety rules and procedures
Sample Multiple-Choice Item:

What is something you should always wear to protect yourself when riding a bike?

A. Life vest

B. Catcher's mask

*C. Helmet*
Benchmark: PE.1.C.2.3

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.2.C.1.3 Identify technologies that can be utilized to enhance physical activity.

Clarification: Identifies various types of technologies that can be used to assist or monitor physical activity.

Performance Level Descriptor: To demonstrate proficiency, students will identify or distinguish between various types of technologies that can be used during physical activity or to enhance physical activity.

Content Focus: Technology and physical activity

Content Limits: The identification of technologies used during physical activities is limited to:

- Stopwatches
- Watches
- Clocks
- Pedometers
- Exercise videos
- Exercise equipment
- Music playing devices

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe technologies
- Photographs or illustrations of students engaging in activities unrelated to technologies used during physical activity
Sample Multiple-Choice Item:

What can your teacher use to keep track of time while you run?

A. Radio

*B. Stopwatch

C. Scale
Benchmark: PE.1.C.2.4

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.1.C.2.4 Identify the rules for safe water activities and recognize the importance of having a lifeguard near water or in a swimming facility.

Clarification: Identifies water safety rules and recognizes the importance of a lifeguard.

Performance Level Descriptor: To demonstrate proficiency, students will identify water safety rules (e.g., entering/exiting water, calling for help) and identify why a lifeguard is needed in a swimming facility.

Content Focus: Water safety rules and importance of having a lifeguard

Content Limits: The identification of water safety rules and the importance of a lifeguard are limited to:

- Enter/exit pool safely
- Call for help
- Listen/follow lifeguard directions
- Importance of water safety
- Obey pool rules
- Swim at safe depth
- Walk, don’t run
- Don’t chew gum or eat while swimming
- Don’t push or jump on others
- Have an adult present

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe water activities
- Photographs or illustrations of students engaging in activities unrelated to water activities
Sample Multiple-Choice Item:

Which pool sign means that it is unsafe to dive?

A.

*B.

C.
Benchmark: PE.1.C.2.5

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.1.C.2.5 Recognize the importance of practicing to improve performance.

Clarification: Identifies or recognizes the importance of practicing to improve performance.

Performance Level Descriptor: To demonstrate proficiency, students will identify why practicing is important to improve performance.

Content Focus: Importance of practicing

Content Limits: The identification of the importance of practicing to improve performance is limited to the following physical activities:

- Locomotor activities (e.g., walking, running, leaping, skipping)
- Swimming
- Bicycle riding
- Games (e.g., soccer, basketball, baseball, football, tag)
- Throwing/bouncing/kicking/striking objects (e.g., a ball)

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe physical activities
- Photographs or illustrations of students engaging in activities unrelated to physical activities
**Sample Multiple-Choice Item:**

Which picture shows people practicing to improve their performance?

A. 

*B.*

C. 
Benchmark: PE.1.C.2.6

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.1.C.2.6 Use skill cues to improve performance.

Clarification: Uses cues or feedback to improve performance.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate the ability to use skill cues (before or during activity) (e.g., skill instructions) or feedback (after activity) to improve physical performance (e.g., changing a hand position after recognizing or being told of an error).

Content Focus: Skill cues

Content Limits: Performance tasks are limited to locomotor movements and physical activities appropriate for first-grade students (e.g., running, skipping, jumping, throwing/catching a ball, striking an object).

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Medium playground ball
- Two cones

Setup:

- Place the two cones 10 feet apart.
- Have the student stand at one cone and give him or her the playground ball.

Prompt:

- Say: “Kick the ball past the cone. Try to get the ball as close to the ball as possible.”
- Provide feedback to help the student get the ball closer to the cone if it misses on the first attempt.
- The direction of the kick is inaccurate: Say: “When you kick follow through with your leg straight so that the ball goes in a straight line to the cone.”
- The distance the ball travels is too short: Say: “When you kick, bring your leg back farther and follow through with power so that the ball travels farther.”
Note: The teacher may first demonstrate the action so that the student understands the task.

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Benchmark: **PE.1.C.2.7**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.1.C.2.7 Identify one’s own dominant hand/foot for use with throwing/dribbling/striking/kicking skills.

**Clarification:** Identifies or recognizes a dominant hand or foot when performing dribbling or striking actions.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify their dominant hand or foot in various dribbling or striking movements.

**Content Focus:** Hand/foot dominance

**Content Limits:** Performance tasks are limited to locomotor movements and physical activities using dribbling or striking actions with hands or feet.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Foam soccer ball

**Setup:**
- Place a foam soccer ball on the ground.
- Ask the student which foot he or she uses to kick a foam soccer ball.

**Prompt:**
- Say: “Tell me which foot is your dominant foot.”
- Say: “Kick the foam soccer ball with your dominant foot.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
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Benchmark: **PE.1.C.2.8**

**Strand:** Cognitive Abilities

**Standard:** 12 Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.1.C.2.8 Identify movement concepts.

**Clarification:** Identify movement concepts in the context of a given physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a movement concept in a given physical activity scenario.

**Content Focus:** Movement concepts

**Content Limits:** The application and importance of movement concepts will be limited to age-appropriate, familiar activities such as dance, gymnastics, or group sports. The description or explanation of movement concepts is limited to:

- Space awareness (e.g., location, directions, pathways)
- Effort awareness (e.g., time, force, flow)
- Body awareness (e.g., with objects, with people, of body parts)

**Recommended DOK Level:** High

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photos or illustrations of movement concepts not referenced in the stem
- Photographs or illustrations not related to movement concepts
Sample Multiple-Choice Item:

Which cues are needed to perform a skip?

*A. Step, Hop

B. Step, Slide

C. Step, Jump
Benchmark: PE.1.C.2.9

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.1.C.2.9 Name examples of warm-up and cool-down exercises.

Clarification: Names or identifies various warm-up and cool-down exercises.

Performance Level Descriptor: To demonstrate proficiency, students will name or identify various warm-up and cool-down exercises.

Content Focus: Warm-up and cool-down exercises

Content Limits: The identification of warm-up and cool-down exercises is limited to first-grade age-appropriate warm-up exercises/activities and excludes exercises that place undue stress on the neck, back, knees, or other joints.

Recommended DOK Level: Low

Item Types:
- Multiple Choice

Multiple-Choice Attributes:
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photos or illustrations of incorrect or unsafe warm-up or cool-down activities
- Photographs or illustrations of students engaging in activities unrelated to warm-up or cool-down activities
Sample Multiple-Choice Item:

Which picture shows someone doing a warm-up exercise?

*A.

B.

C.
Benchmark: **PE.1.L.3.1**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.1.L.3.1 Identify a moderate physical activity.

**Clarification:** Demonstrates ability to identify various forms of moderate physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various forms of moderate physical activity.

**Content Focus:** Moderate physical activity

**Content Limits:** Content is limited to the identification of the following moderate activities, including but not limited to*:

- Walking
- Biking on a flat surface
- Household chores: (e.g. vacuuming, yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills (e.g. throwing, catching, juggling)
- Recreational swimming/playing in a pool

*Note: Moderate should be differentiated based on exertion-levels or activity tempo.*

*Activities and descriptions taken from CDC website.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of vigorous physical activities
- Photographs or illustrations of sedentary activities
**Benchmark:** PE.1.L.3.2

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.1.L.3.2 Identify a vigorous physical activity.

**Clarification:** Demonstrates ability to identify various forms of vigorous physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various forms of vigorous physical activity.

**Content Focus:** Vigorous physical activity

**Content Limits:** Content is limited to the identification of the following vigorous physical activities, including but not limited to*:

- Running
- Jogging
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping jacks
- Jump rope
- Dancing at a fast or excited pace

**Note:** Vigorous activity should be differentiated based on exertion-levels or activity tempo.

*Activities and descriptions taken from CDC website.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of moderate physical activities
- Photographs or illustrations of sedentary activities
Benchmark: **PE.1.L.3.3**

**Strand:** Lifetime Fitness

**Standard:** 3: Participate regularly in physical activity.

**Benchmark:** PE.1.L.3.3 Identify opportunities for involvement in physical activities during the school day.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed during the school day located in school environment.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed during the school day or successfully identify the time or place a given activity may be performed during the school day.

**Content Focus:** Activity during the school day

**Content Limits:** Content includes but is not limited to:

- Physical education class
- Recess activities (e.g. common playground activities and games)
- Walking to and from class
- Using the stairs
- Activity breaks
- Before and after school activities located on the school site

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during the school day
Benchmark: **PE.1.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3: Participate regularly in physical activity.

**Benchmark:** PE.1.L.3.4 Identify opportunities for involvement in physical activities after the school day.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed after the school day (away from the school environment.)

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed after the school day or successfully identify the time or place a given activity may be performed after the school day.

**Content Focus:** Activity after the school day

**Content Limits:** Content is limited to the following common activities/places away from school environment:

- Organized sports/activities after the school day (e.g., basketball, ballet, swimming)
- Community/recreation centers or pools
- Parks
- Nature trails
- Individual activities (e.g., biking, skating)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during or after school
Benchmark: PE.1.L.3.5

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.1.L.3.5 Set physical activity goals.

Clarification: Demonstrates ability to create a physical activity goal.

Performance Level Descriptor: To demonstrate proficiency, students will explain or describe a physical activity goal.

Content Focus: Physical activity goals

Content Limits: Physical activity goals should include both an activity (goal) and a timeframe in which to complete that goal.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Prompt:

- Say: “Tell me one physical activity that you want to get better at.”
- Allow the student to respond
- Say: “Tell me how you will get better at it.”

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Benchmark: **PE.1.L.3.6**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.1.L.3.6 Identify the health benefits of physical activity.

**Clarification:** Recognizes or identifies the various health benefits received from participating in various physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various health benefits from physical activities or associate a physical activity with health benefits.

**Content Focus:** Health benefits of physical activity

**Content Limits:** The identification of health benefits is limited to:

- Muscular endurance
- Muscular strength
- Cardiorespiratory endurance
- Flexibility
- Body composition

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect health benefits
- Photographs or illustrations of students engaging in activities unrelated to health benefits
Sample Multiple-Choice Item:

Which body part will become stronger if you take long walks?

A. Your teeth

B. Your hands

*C. Your heart
Benchmark: PE.1.L.3.7

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.1.L.3.7 Identify edges, pedestrians, vehicles, and traffic.

Clarification: Recognizes how to move safely in and around traffic.

Performance Level Descriptor: To demonstrate proficiency, students will identify safe and appropriate movement in and around areas of movement or traffic, including edges (steps, curbs, etc.), pedestrians, and vehicles.

Content Focus: Traffic and safe movement

Content Limits: The identification of safe and appropriate movement is limited to:

- People (adults, children)
- Vehicles and traffic (cars, buses, trains, bikes, scooters, motorcycles)
- Traffic signals and signs
- Edges (steps, curbs)
- Barriers
- Blind spots

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe movement
- Photographs or illustrations of students engaging in activities unrelated to movement (e.g., people, traffic)
Sample Multiple-Choice Item:

Which photo shows a pedestrian?

A.

*B.

C.
Benchmark: **PE.1.L.4.1**

*Strand:* Lifetime Fitness

*Standard:* 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

*Benchmark:* PE.1.L.4.1 Identify the benefit of strengthening muscles.

*Clarification:* Recognizes health benefits from strengthening muscles.

*Performance Level Descriptor:* To demonstrate proficiency, students will identify various health benefits from strengthening muscles and associate fitness activities with strength.

*Content Focus:* Muscle strength

*Content Limits:* The identification of health benefits from strengthening muscles is limited to:

- Healthy body
- Enhanced muscular strength
- Muscle size
- Strong bones
- General overall health

*Recommended DOK Level:* Moderate

*Item Types:*

- Multiple Choice

*Multiple-Choice Attributes:*

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect health benefits
- Photographs or illustrations of students engaging in activities unrelated to health benefits
Sample Multiple-Choice Item:

In this photo, the girl is strengthening her arms.

What part of the body is she also making stronger by doing this exercise?

*A. Her bones

B. Her hair

C. Her teeth
Benchmark: **PE.1.L.4.2**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.1.L.4.2 Identify the components of health-related physical fitness.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the various components of health-related physical fitness.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, name, or distinguish the various components of health-related physical fitness.

**Content Focus:** Components of fitness

**Content Limits:** The identification of health-related physical fitness are limited to:

- The importance and benefits of a strong heart (cardiorespiratory endurance)
- The importance and benefits of strong muscles (muscular strength)
- The importance and benefits of flexibility (flexibility)
- The importance and benefits of endurance (muscular endurance)
- The importance of having a healthy weight (body composition)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing a benefit of physical activity that is not related to the activity listed in the stem
- Photographs, illustrations, words, or short phrases referencing the incorrect benefit of a physical activity
Sample Multiple-Choice Item:

Which activity helps to improve flexibility?

A. Jumping
B. Running
*C. Stretching
Benchmark: PE.1.L.4.3

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.1.L.4.3 Identify the changes in heart rate before, during, and after physical activity.

Clarification: Identify the heart rate before, during, and after physical activity.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate or identify changes in heart rate before, during, and after physical activity.

Content Focus: Changes in heart rate

Content Limits: Content is limited to heart rate changes that take place before, during, or after any physical activity.

- Rapid breathing

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect heart rate changes
- Photographs or illustrations of students engaging in activities unrelated to heart rate changes
Sample Multiple-Choice Item:

The student has just finished running a race. What will the student’s heart begin to do?

A. Beat faster
*B. Beat slower
C. Beat at the same rate

Sample Performance Task:

Prompt:

- Say: “Hold your hand against your chest and feel your heartbeat.”
- Say: “Now do 20 jumping jacks.”
- Say: “Feel your heartbeat again.”
- Say: “How has your heart beat changed?”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student completes the sequence of instructions (hold hand against chest, perform jumping jacks, hold hand against chest) and indicates that his or her heart rate increased.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student completes the sequence of instructions (hold hand against chest, performed jumping jacks, hold hand against chest) but indicates that his or her heart rate decreased or stayed the same.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.1.L.4.4 Identify the difference in the activity of the heart during rest and while physically active.

**Clarification:** Recognizes increased heart rate during intense physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify changes in heart rate during intense physical activity (e.g., running) and associate physical activities with increased heart rate.

**Content Focus:** Increased heart rate during intense activity.

**Content Limits:** The identification of heart rate changes during intense physical activity includes but is not limited to:

- Running
- Galloping
- Skipping
- Bicycle riding
- Quick dance movements
- Individual/team sports
- Swimming

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect heart rate changes
- Photographs or illustrations of students engaging in activities unrelated to heart rate changes
Sample Multiple-Choice Item:

Which activity will make a person’s heart beat fastest?

A.  

*B.  

C.  

* *
Benchmark: **PE.1.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.1.L.4.5 Identify the physiological signs of physical activity.

**Clarification:** Identifies various physiological signs before, during, and after physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various physiological signs of physical activity (e.g., increased heart rate and faster breathing) at rest and during physical activity.

**Content Focus:** Physiological signs of activity

**Content Limits:** The identification of physiological signs is limited to:

- Increases and decreases in heart rate
- Breathing patterns
- Perspiration
- Muscle soreness/fatigue
- Changes in energy level
- Thirst
- Changes in appetite

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect physiological signs
- Photographs or illustrations of students engaging in activities unrelated to physiological signs
Sample Multiple-Choice Item:

Kevin’s muscles feel sore. Kevin did these activities this morning.

Which activity made his muscles sore?

*A.* Did push-ups

*B.* Read a newspaper

*C.* Cooked food
Benchmark: PE.1.L.4.6

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.1.L.4.6 Identify how to properly flex and extend body parts to promote flexibility.

Clarification: Flexes or extends body parts in a controlled manner to promote flexibility.

Performance Level Descriptor: To demonstrate proficiency, students will perform or identify the ability to properly flex and extend (e.g., reaching or extension of a muscle) body parts in a controlled manner to promote flexibility.

Content Focus: Flexibility

Content Limits: The identification of exercises that promote flexibility is limited to:

- All age-appropriate stretching exercises (e.g., shoulder shrugs, arm extensions, leg extensions, side stretches)
- Proper technique (slow, controlled, no bouncing, no pain)

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe stretches
Sample Multiple-Choice Item:

Which picture shows a person stretching to help become more flexible?

*A.*

B.

C.
Sample Performance Task:

Materials:

- Tumbling or exercise mat
- Photograph
- Stopwatch

Setup:

- Place the mat on the floor
- Teacher may demonstrate straddle position

Prompt:

- Say: “Sit on the mat in a straddle position as shown in the photo.”
- Say: “Reach for or touch your left foot with your right hand for 10 seconds.”
- Say: “Reach for or touch your right foot with your left hand for 10 seconds.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
<td>The student sits in a straddle position and performs both stretches for 10 seconds each, reaching for or touching each foot.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>The student performs the stretch but does not perform it for the appropriate amount of time or cannot reach for or touch each foot. OR Bending knee once = 1 pt OR The student attempts to perform the stretch but is unable to complete it as instructed.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.L.4.7**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.1.L.4.7 Identify the food groups.

**Clarification:** Identifies, names, or distinguishes the food groups.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish more than one food group.

**Content Focus:** Food groups

**Content Limits:** The identification of food groups is limited to:

- Grains
- Vegetables
- Fruit
- Dairy
- Protein
- Oils and fats

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect food groups
- Photographs or illustrations of students engaging in activities unrelated to food groups
Sample Multiple-Choice Item:

Which picture shows foods from the dairy food group?

A.

*B.

C.
Benchmark: **PE.1.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.1.R.5.1 List a benefit resulting from cooperation and sharing during physical activity.

**Clarification:** Identifies benefits that accompany cooperation and sharing.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the benefits (e.g., positive feelings) that accompany cooperation (e.g., being a teammate) or sharing.

**Content Focus:** Cooperation and sharing

**Content Limits:** The identification of benefits that accompany cooperation and sharing is limited to:

- Positive feelings
- Team-work

The identification of activities for cooperation and sharing is limited to:

- Sports
- Games
- Sharing equipment (e.g., jump rope, ball)
- Partner stretching

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe activities
- Photographs or illustrations of students engaging in activities unrelated to cooperation and sharing
Sample Multiple-Choice Item:

What is something that people do to build friendships?

*A. Share

B. Argue

C. Sleep
Benchmark: PE.1.R.5.2

Strand: Responsible Behaviors and Values

Standard: 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.1.R.5.2 Use physical-activity space safely and properly.

Clarification: Demonstrates and identifies how to use equipment and space safely and properly.

Performance Level Descriptor: To demonstrate proficiency, students will perform or identify how to safely and properly use equipment and space in physical activities.

Content Focus: Equipment and space

Content Limits: The identification of proper equipment use and space is limited to grade-appropriate physical education equipment, including the following:

- Cones
- Hoops
- Balls
- Mats
- Beanbags
- Physical education clothing

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe equipment or space use
- Photographs or illustrations of students engaging in activities unrelated to equipment or space use
Sample Multiple-Choice Item:
What shoes should you wear when playing basketball?

A.  

B.  

*C.

Sample Performance Task:

Materials:

- Knee pads, helmet, gloves, elbow pads

Setup:

- Put out safety equipment for the student.

Prompt:

- Say: “Put on the safety equipment as if you are going biking.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td>The student correctly puts on the safety equipment, a helmet for biking.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>The student attempts to put on the safety equipment but does not put it on correctly or puts on all equipment but the helmet.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.1.R.5.3

Strand: Responsible Behaviors and Values

Standard: 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.1.R.5.3 Demonstrate consideration of others while participating in physical activity.

Clarification: Demonstrates or identifies ways to show respect and consideration for others while on the playground.

Performance Level Descriptor: To demonstrate proficiency, students will identify ways to show respect and consideration for others while participating in activities on the playground.

Content Focus: Consideration for others

Content Limits: The identification of consideration for others while participating in physical activities includes but is not limited to:

- Sharing
- Cooperating in a game or activity
- Taking turns
- Offering compliments and encouragement

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect or unsafe consideration of others during use of playground equipment
- Photographs or illustrations of students engaging in activities unrelated to the consideration of others during physical activities.
Sample Multiple-Choice Item:

Which picture shows students waiting for their turn?

A. needs to be two students

B.

*C.
Benchmark: **PE.1.R.6.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.1.R.6.1 Identify physical activity preferences.

**Clarification:** Identifies personal likes and dislikes in relation to physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain physical activity preferences when given a choice between stated alternatives.

**Content Focus:** Physical activity preferences

**Content Limits:** The identification of physical activity preference is limited to grade-appropriate physical activities performed at home, in school, or in the community.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- None

**Setup:**
- None

**Prompt:**
- Say: “Which activity do you like to do better, running or galloping?”
- Wait for the student to respond.
- Say: “Why do you like that activity better?”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student correctly chooses one activity and explains why they prefer it to the other activity.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student chooses one of the two activities, but does not explain why they prefer it.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.1.R.6.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.1.R.6.2 Identify feelings resulting from participation in physical activity.

This benchmark is assessed by:

- PE.1.L.1.5
Benchmark: **PE.1.R.6.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.1.R.6.3 Identify the benefits of learning new movement skills.

**This benchmark is assessed by:**

- PE.1.M.1.1
- PE.1.M.1.5
Benchmark: **HE.1.C.1.3**

**Strand:** Concepts

**Standard:** 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

**Benchmark:** HE.1.C.1.3 Describe ways to prevent common communicable diseases.

**Clarification:** Describes or identifies ways to prevent illness or the spread of disease.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or identify ways to prevent the spread of illness between people or to prevent acquiring illnesses themselves.

**Content Focus:** Prevent disease

**Content Limits:** Ways to prevent the spread of illness or disease should include, but not be limited to, the following:

- Personal hygiene (e.g., washing hands)
- Not sharing personal items (e.g., eating utensils, hair brushes, drinks, toothbrushes)
- Prevention actions (e.g., using tissues, covering mouth for a cough or sneeze)
- Following medical professionals’ directions (e.g., taking medicine as prescribed)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of health concepts not indicated in the item stem
- Photographs or illustrations of health concepts being performed incorrectly
- Photographs or illustrations unrelated to health concepts
Benchmark: **HE.1.B.5.2**

**Strand:** Responsible Behavior

**Standard:** 3. Demonstrate the ability to use decision-making skills to enhance health

**Benchmark:** HE.1.B.5.2 Identify healthy options to health-related issues or problems.

**Clarification:** Selects healthy options to health-related problems.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or select healthy options to health-related problems.

**Content Focus:** Identify healthy options

**Content Limits:** Healthy options to health-related problems should include, but not be limited to, the following:

- Asking for help
- Choosing healthy foods
- Calling 911 in emergencies
- Getting medical help for injuries
- Reporting dangerous situations to a trusted adult
- Using proper hygiene (hand washing, brushing teeth, covering mouth)
- Exercising
- Fire safety
- Bike safety
- Water safety
- Pedestrian safety
- Bicycle safety
- Bus safety
- bullying

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of health-related options not indicated in the item stem
- Photographs or illustrations unrelated to health-related options
Benchmark: HE.1.P.8.1

Strand: Promotion

Standard: 3. Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.1.P.8.1 Encourage others to make positive health choices.

Clarification: Demonstrates ways of encouraging others to make positive health choices.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate ways of encouraging others to make positive health choices.

Content Focus: Encouraging others

Content Limits: Examples of positive health choices should include, but not be limited to, the following:

- Using sunscreen
- Crossing the street at marked areas
- Selecting healthy foods
- Exercising
- Getting proper rest
- Sharing and taking turns
- Using proper hygiene
- Heat safety (common sense in the sun)
- Fire safety
- Bike safety
- Water safety
- Pedestrian safety
- Bicycle safety
- Bus safety
- bullying

Recommended DOK Level: Moderate

Item Types:

- Multiple choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of health-related options not indicated in the item stem
- Photographs or illustrations unrelated to health-related options
Benchmark: **LACC.K12.L.3.4**

**Strand:** Language Arts

**Standard:** Vocabulary Acquisition and Use

**Benchmark:** LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Clarification:** Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts or clues, reference materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or analyzing meaningful word parts.

**Content Focus:** Vocabulary and meaning

**Content Limits:** The target vocabulary is limited to words at the second or third-grade levels as used in a physical education context.

- Item stems, except for the target vocabulary, must be written at or below first grade reading levels.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect activities or word meanings
Benchmark: **MACC.1.OA.3.3**

**Strand:** Math

**Standard:** Add and subtract within 20.

**Benchmark:** MACC.1.OA.3.3 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**Clarification:** Identifies, describes, or uses counting to perform simple addition or subtraction.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the outcome of a simple addition or subtraction problem using a counting method.

**Content Focus:** Addition and subtraction

**Content Limits:** The solving of simple addition or subtraction equations is limited to those using whole numbers greater than zero and less than or equal to 20.

- The context of the equation to be solved should be applicable to a physical education class setting.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of incorrect numbers or groups
SPECIFICATIONS FOR
GRADE 2
Benchmark: **PE.2.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.1 Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.

**Clarification:** Performs a variety of locomotor skills needed in various activity settings, including rhythms and dance.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a variety of coordinated locomotor skills in rhythm or as needed for various activity settings. Skills or settings could include dancing in a consistent and confident manner or demonstrate ability to identify or understand concepts needed to perform the skills, such as order and patterns.

**Content Focus:** Locomotor Skills

**Content Limits:** The identification and performance of locomotor skills are limited to the following activities:

- Walking
- Running
- Hopping
- Jumping
- Skipping
- Clapping
- Moving in rhythm
- Dancing
- Galloping
- Leaping
- Sliding
- Stomping
- Marching

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task
Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing locomotor skills not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing locomotor skills being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing non-locomotor skills

Sample Multiple-Choice Item:

**Item Stem**

Look at the pattern of movements in the pictures below.

Which movement comes next?

* A. Clapping
* B. Leaping
* C. Turning
Sample Performance Task:

Prompt:

- Say: “You will perform four different movements. Listen carefully to my directions.”
  - “Slide to the right.”
  - “Slide to the left.”
  - “Turn in a complete circle.”
  - “Clap your hands three times.”

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</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.2.M.1.2**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.2 Strike an object continuously using body parts both upward and downward.

**Clarification:** Demonstrates ability to repetitively perform a variety of striking motions using body parts such as arms, hands, legs, and feet, on grade-appropriate objects in both upward and downward motions.

**Performance Level Descriptor:** To demonstrate proficiency, students will repetitively strike an appropriate object with the body, using both upward and downward motions. Students may be asked to identify components of the upward and downward motions related to striking a ball.

**Content Focus:** Manipulative skills—striking tasks

**Content Limits:** The identification and performance of using a body part to strike a ball can include the following types of balls:

- Foam balls
- Yarn balls
- Basketballs
- Soccer balls
- Playground balls
- Trainer volleyballs
- Beach balls

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right)
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing objects being struck incorrectly or unsafely
- Photographs, illustrations, words, or short phrases referencing objects being struck with incorrect body parts
- Photographs, illustrations, words, or short phrases referencing students engaging in activities unrelated to striking objects with body parts

**Sample Multiple-Choice Item:**

Which picture shows a student dribbling a ball?

*A.*

*B.*

*C.*
**Sample Performance Task:**

**Materials:**
- Medium-sized playground ball

**Setup:**
- Hand the student the ball.

**Prompt:**
- Say: “Dribble (bounce) the ball with one hand five times without stopping.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>2 points</th>
<th>The student successfully dribbles the ball with one hand five times without stopping.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 point</td>
<td>The student dribbles the ball one to four times.</td>
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<tr>
<td></td>
<td></td>
<td>OR</td>
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<td></td>
<td></td>
<td>The student may fail to make contact on an upward bounce.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
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<td></td>
<td></td>
<td>The student may catch the ball instead of bouncing the ball.</td>
</tr>
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<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student may dribble the ball with two hands simultaneously.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>

Florida Department of Education | Florida Physical Education Test Item Bank Specifications, Grades K-5
Benchmark: **PE.2.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.3 Strike an object continuously using a paddle/racquet both upward and downward.

**Clarification:** Demonstrates ability to repetitively perform striking motions using a variety of paddles/racquets on grade-appropriate objects in both upward and/or downward motions.

**Performance Level Descriptor:** To demonstrate proficiency, students will repetitively strike an appropriate object with a paddle/racquet, using both upward and downward motions. The student may be asked to identify the technique of repetitive striking skills.

**Content Focus:** Manipulative skills—striking tasks

**Content Limits:** Performance tasks are limited to using the following equipment:

- Training/foam tennis balls
- Small beach balls
- Youth tennis racquets
- Badminton racquets
- Paddles (e.g., large, soft, foam, plastic)

Multiple choices are limited to the following technique:

- Striking skills – racquet face is flat

Balls used to assess skill will not be smaller than a tennis ball.

The identification of proper technique for striking an object will be limited to moving the paddle/racquet up or down with the racquet face up.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing objects being balanced on a paddle incorrectly
- Photographs, illustrations, words, or short phrases referencing a paddle that is not being used to balance an object
- Photographs, illustrations, words, or short phrases referencing a student balancing an object on a paddle while sitting or standing
- Photographs, illustrations, words, or short phrases that show a student engaged in an activity unrelated to balancing an object on a paddle/racquet

**Sample Multiple-Choice Item:**

Which picture shows a person hitting a tennis ball continuously upward?

A.  

B.  

*C.  

*
Sample Performance Task:

Materials:

- Training/foam tennis ball
- Youth tennis racquet

Setup:

- Give the student a tennis ball and a tennis racquet.

Prompt:

- Say: “Using an upward motion, bounce the ball on the racquet three times in a row.”

Note: The teacher will demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully bounces the ball continuously upward three times.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student bounces the ball upward one to two times.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.2.M.1.4**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.4 Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.

**Clarification:** Demonstrate ability to perform a striking motion with a long-handled implement, contacting a stationary object and causing the object to travel in an intended direction.

**Performance Level Descriptor:** To demonstrate proficiency, students will use a long-handled implement such as a bat or golf club to strike an appropriate object, causing the object to move in an intended direction. To demonstrate proficiency, students will identify and distinguish skills cues related to the striking motion that would allow the object to move in an intended direction.

**Content Focus:** Manipulative skills—striking tasks

**Content Limits:** Performance tasks are limited to the use of the following equipment:

- Plastic golf clubs
- Plastic/foam bats
- Wiffle balls
- Trainer golf balls (e.g., wiffle, foam)
- Training tennis balls (e.g., foam, soft)
- Batting tees (e.g., T-ball tee, large cone)

Identification of striking techniques include swinging the long-handled implement in the correct direction and proper placement of the shoulders and feet.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing objects being struck incorrectly with a long-handled implement
- Photographs, illustrations, words, or short phrases referencing short-handled implements
- Photographs, illustrations, words, or short phrases referencing a student striking an object with his or her hands or feet
- Photographs, illustrations, words, or short phrases that show a student engaged in a physical activity unrelated to the striking of an object with a long-handled implement

Sample Multiple-Choice Item:

Which direction should the student hit the ball to get it into the hole?

A. 

*B. 

C.
Sample Performance Task:

Materials:

- Wiffle ball
- Plastic bat
- Adjustable batting tee or 18-inch cone
- Target cone
- Chalk, masking tape, or cones

Setup:

- Place ball on top of an adjustable tee or 18-inch cone.
- Place the target cone approximately 15 feet away from the batting tee or cone.
- Place a line with the chalk or masking tape or remaining cones 5 feet on each side of the target cone to indicate acceptable range.
- Hand the student a bat of appropriate weight and size for the grade.
- Stand a safe distance away from the student.
- The student stands to the left or right of the adjustable batting tee/cone based on dominant hand.

Prompt:

- Say: “Hit the ball in the direction of the target.”

Note: The student can make up to three attempts to hit the ball (if needed).

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully hits the ball in the direction of the target cone and is within the indicated target zone.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student hits the ball off the tee but it drops immediately to the ground. OR The student hits the ball off the tee but it goes in the wrong direction or outside of the indicated target zone.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.2.M.1.5

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.2.M.1.5 Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.

Clarification: Demonstrates ability to dribble with hands or feet around stationary objects at various speeds while following different pathways or in various directions.

Performance Level Descriptor: To demonstrate proficiency, students will perform a dribbling task using either hands or feet to control the ball and will maintain control of the ball while maneuvering it in various directions, speeds, and pathways around a given stationary object or objects. To demonstrate proficiency, students will identify and distinguish components of the dribbling motion that would allow them to control the ball.

Content Focus: Manipulative skills—dribbling

Content Limits: Performance tasks are limited to dribbling balls (e.g., soccer ball, playground ball, basketball) with hands or feet. Identification of the proper technique for dribbling is limited to:

- Inner and outer foot for soccer, including the proper foot placement
- Hand for basketball, including the proper hand placement

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing objects being dribbled incorrectly
- Photographs, illustrations, words, or short phrases showing a student striking an object with his or her hands or feet instead of dribbling
- Photographs, illustrations, words, or short phrases that show a student engaged in a physical activity unrelated to dribbling a ball with hands or feet

**Sample Multiple-Choice Item:**

Which picture shows the student dribbling the ball with the inner part of the foot?

A.  

B.  

*C.  

**Sample Performance Task:**

**Materials:**

- Two cones

**Setup:**

- Place two cones 10 feet apart.
- Place a soccer ball at the first cone.

**Prompt:**

- Say: “Dribble the soccer ball with your feet to the cone, dribble around the cone, and then dribble the ball back to the starting cone.”
<table>
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<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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</table>
| **1 point** | The student dribbles the ball up and around the cone but loses control of the ball and has to retrieve the ball.  
OR  
The student dribbles and completes only part of the task, such as going up and back without going around the cone. |
| **0 points** | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task. |
Benchmark: **PE.2.M.1.6**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.6 Perform a variety of fundamental aquatics skills.

**Clarification:** Demonstrates ability to perform a variety of fundamental aquatic skills such as various floating and swimming strokes.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a specified aquatic skill.

**Content Focus:** Aquatic skills

**Content Limits:** Performance tasks will depend upon the availability of a pool or body of water with the appropriate safety precautions. Identification of skills and performance tasks are limited to the following aquatic skills:

- Floating
- Treading water/doggy paddle
- Free style
- Breaststroke
- Backstroke/back crawl
- Modified dive (starting from kneeling position)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing aquatic skills not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing aquatic skills being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing non-aquatic skills
Sample Multiple-Choice Item:

Which picture shows a child doing a backstroke in a pool?

*A.*

B.

C.
Benchmark: **PE.2.M.1.7**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.7 Move in different directions to catch a variety of objects softly tossed by a stationary partner.

**Clarification:** Demonstrates ability to move forward, backward, or to the side in order to catch a variety of objects softly tossed by a stationary partner.

**Performance Level Descriptor:** To demonstrate proficiency, students will correctly move forward, backward, or to the side in order to catch a variety of objects softly tossed by a stationary partner.

**Content Focus:** Manipulative—catching

**Content Limits:** Performance tasks are limited to the use of grade-appropriate balls and objects, including the following:

- Soccer balls
- Basketballs
- Trainer volleyballs
- Playground balls
- Foam balls
- Training tennis balls (e.g. foam, soft)
- Beanbags
- Deck tennis rings

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Volleyball or playground ball
- Two cones

Setup:

- Place two cones 10 feet apart. The teacher should stand at one of the cones.

Prompt:

- Say: “Stand at the other cone and catch the ball when it is thrown. I will be throwing you the ball twice and you may need to move to catch the ball."

Notes: For the first throw, throw the ball approximately 2 feet short of where the student is standing. For the second throw, throw the ball approximately 2 feet behind or to either side of where the student is standing.

The student can have up to three attempts or trials at both forward and backward catching movements.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student successfully catches the ball in both instances.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student successfully catches the ball once.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
**Benchmark:** PE.2.M.1.8

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.8 Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.

**Clarification:** Demonstrate the correct technique for accurately throwing a ball overhand and achieving distance with the throw.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate an overhand throwing motion for distance using correct technique and/or demonstrating ability to throw an object overhand accurately towards a target.

**Content Focus:** Manipulative skills—throwing

**Content Limits:** Performance tasks are limited to the use of grade-appropriate small-sized balls, including the following:

- Tennis balls
- Soft softballs
- Foam balls
- Rubber balls

**Recommended DOK Level:** Low

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:
- Tennis ball
- Two cones

Setup:
- Hand the student the tennis ball.
- The teacher and the student should stand 10 feet apart.

Prompt:
- Say: “Throw the tennis ball overhand to me.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>The student successfully throws the ball overhand to the teacher, using the correct technique of pulling the arm back behind the shoulder and moving the arm up and forward while releasing the ball. The teacher should not have to move to catch the ball.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student throws the ball overhand, but the ball does not reach the teacher. OR The student uses an improper technique when throwing the ball, such as throwing the ball underhand.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.2.M.1.9

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.2.M.1.9 Perform one folk or line dance accurately.

Clarification: Demonstrates ability to perform, recognize, identify, or distinguish the steps in a folk or line dance.

Performance Level Descriptor: To demonstrate proficiency, students will perform a folk or line dance accurately. Students will demonstrate ability to recognize, identify, or distinguish the steps or good technique in a folk or line dance.

Content Focus: Locomotor skills—dance

Content Limits: Identification and performance tasks are limited to the following movements using a 1–8 count include but not limited to:

- Clapping
- Jumping
- Walking
- Shuffling
- Spinning
- Kicking
- Stomping
- Tapping toes
- Joining hands
- Grapevine

Recommended DOK Level: Moderate

Stimulus Attributes Notes:

- For performance tasks, music players and other appropriate equipment related to folk and line dancing can be used to assess the student’s ability to meet the benchmark.

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing line or folk dance skills not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing line or folk dance skills being performed incorrectly

**Sample Multiple-Choice Item:**

Look at the movements in the pictures below.

Which movement comes next?

A.

* B.

C.
Sample Performance Task:

Materials:

- Stereo or any music-playing device
- “Boot Scootin’ Boogie” by Brooks and Dunn

Prompt:

- Say: “You will perform different movements for a line dance. I will count to 4 and on each count you will perform a move.”
- Say: “On ‘1,’ tap your right heel. On ‘2,’ tap your right toe. On ‘3,’ make a quarter turn to the right. And on ‘4,’ clap your hands once.”
- Rest and repeat the text above.

Note: The teacher should say the entire sequence of movements while demonstrating the movement and then ask the student to perform the tasks in order on the teacher’s count.

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<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<tr>
<td>0 points</td>
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</table>
Benchmark: **PE.2.M.1.10**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.10 Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.

**Clarification:** Demonstrate ability to perform a sequence of physical movements that require the student to balance, roll, and then return to a balance with correct technique and smooth transitions.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a sequence of physical acts that require a balance, a roll, and a different balance with correct technique and smooth transitions.

**Content Focus:** Non-manipulative—gymnastics

**Content Limits:** Performance tasks are limited to the following movements:

- Balancing on one foot
- Shoulder rolls (e.g., forward, side)
- Walking on a line while balancing
- Cartwheels
- Roundoffs
- Balancing on two body parts or more

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Prompt:**

- Say: “Balance on your right foot.”
- Say: “Do a forward roll and then stand back up.”
- Say: “Balance on your left foot.”

**Note:** The teacher should count to 5 out loud while the student is balancing.
<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td>The student successfully balances on the right foot, completes a forward roll, and balances on the left foot without falling during the balancing portions.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>The student completes some of the movements successfully; the student may put a foot down before the count is up or may fall while balancing, or the student incorrectly completes a forward roll.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.2.M.1.11**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.11 Perform at least one skill that requires the transfer of weight to hands.

**Clarification:** Demonstrates ability to perform a physical skill, such as a handstand, that requires the transfer of weight to the hands.

**Performance Level Descriptor:** To demonstrate proficiency, students will successfully perform a given physical skill, such as a handstand, that requires the transfer of weight to the hands.

**Content Focus:** Non-manipulative—gymnastics

**Content Limits:** Performance tasks are limited to the following movements:

- Bridges
- Modified handstands
- Cartwheels
- Roundoffs

**Recommended DOK Level:** Low

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Prompt:**

- Say: “Do a front support. Hold the position for 10 seconds. I will count out loud. Then, stand up.”

**Note:** The teacher may first demonstrate a front support so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully holds the front support for 10 seconds and then stands up.</td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td>The student attempts a front support but is unable to hold it for 10 seconds.</td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark: **PE.2.M.1.12**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.2.M.1.12 Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.

**Clarification:** Demonstrates ability to avoid or catch others while avoiding obstacles while moving at moderate to vigorous speeds.

**Performance Level Descriptor:** To demonstrate proficiency, students will chase, flee or dodge in order to catch another player or avoid a pursuer while avoiding obstacles.

**Content Focus:** Chasing and Fleeing

**Content Limits:** Performance tasks are limited to the following movements:

- Running
- Jogging
- Galloping
- Skipping
- Sliding
- Tagging
- Stealing a flag

Obstacles to avoid should include, but not be limited to:

- Small or large cones
- Hula hoops
- Stationary (non-thrown) balls

For Performance Tasks, all activities must be performed on grass.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Flag or pinnie, seven small to medium-sized cones

Setup:

- Have the student tuck the edge of the flag into his or her waistband.
- Place the cones in a circle with each cone approximately 10 feet apart.
- Have the student stand 5 feet from the first cone, facing the cones.
- Have a partner stand 5 feet behind the student.

Prompt:

- Say: “Your partner is going to try and take your flag while you weave in and out of the cones.”
- “When I say ‘Go,’ start weaving between the cones. Your partner will not move. I will count to three and say “Go,” again. Then your partner will start.”
- Say: “One, Two, Three, Go.”
- Say: “One, Two, Three, Go.”

Note: The teacher may first demonstrate a front support so that the student understands the task.

Partners should be assigned by the teacher based on similar physical size and ability levels.
<table>
<thead>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.2.C.2.1**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.1 Describe the critical elements of locomotor skills.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the skill cues of locomotor skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, or distinguish the skill cues of locomotor movements.

**Content Focus:** Locomotor skills

**Content Limits:** The identification of important elements of locomotor skills are limited to:

- Running
- Walking
- Kicking
- Jumping
- Galloping
- Skipping
- Leaping
- Sliding
- Hopping

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing locomotor skills not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing locomotor skills being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing non-locomotor skills
Sample Multiple-Choice Item:

What skill is the person in the picture ready to do?

*A. Jump
B. Run
C. Slide
Benchmark: **PE.2.C.2.2**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.2 Understand safety rules and procedures for selected physical activities.

**Clarification:** Demonstrates ability to recognize, identify or distinguish the existence of various types of rules and safety procedures for a variety of specified physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish the existence of various types of rules and safety procedures for a specified physical activity or students will identify or explain the reason such rules and procedures exist.

**Content Focus:** Safety procedures

**Content Limits:** The identification of important safety rules and procedures are limited to:

- Checking the depth of water before swimming
- Always swimming with a lifeguard/supervision present
- Using the buddy system for swimming
- Wearing a life jacket when on a boat/open water
- Wearing a helmet for contact sports and when riding a bike
- Understanding the importance of protective gear such as mouth guards and shin guards
- Staying indoors/relocating from a field during a storm

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing safety rules not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing safety rules and procedures being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing incorrect safety procedures

**Sample Multiple-Choice Item:**

What should you always check before jumping into a pool?

A. What time of day it is
B. How cold the water is
*C. How deep the water is*
Benchmark: **PE.2.C.2.3**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.3 Utilize technology to enhance experiences in physical education.

**Clarification:** Demonstrates ability to use technology to enhance experiences when performing a physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish technologies that may improve a physical activity or one’s experience of that activity. The student may identify or distinguish how or why a technology can improve a physical activity given a specific example of technology and activity.

**Content Focus:** Technology and physical fitness

**Content Limits:** The identification and analysis of technology use are limited to:

- Stopwatches
- Scales
- Video cameras
- Music players (e.g., CD players, MP3 players)
- Computers
- Internet
- Pedometers

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing technology not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing technology being used incorrectly
Sample Multiple-Choice Item:

What can a pedometer help you keep track of?

A. The number of calories you have eaten
B. The number of push-ups you have done
*C. The number of miles you have walked
**Benchmark:** **PE.2.C.2.4**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.4 Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the reasons it is important to wear a life jacket or flotation device when on a boat or near water.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various floatation devices as safety devices and/or explain or identify the benefits of wearing one when on a boat or near water.

**Content Focus:** Safety procedures

**Content Limits:** The identification and explanation of the importance of wearing a life jacket are included but not limited to:

- Keeping your head above water
- Accidents on the water
- Visual aid for rescuers

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing life jackets being used incorrectly
- Photographs, illustrations, words, or short phrases referencing an object, other than life jackets, that are associated with safety procedures
Sample Multiple-Choice Item:

What should you always wear when on a boat to stay safe?

A. helmet
*B. A life jacket
C. A hat
Benchmark: PE.2.C.2.5

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.2.C.2.5 Explain how appropriate practice improves the performance of movement skills.

Clarification: Demonstrates understanding that appropriate practice improves performance of skills needed for physical activity.

Performance Level Descriptor: To demonstrate proficiency, students will name, identify, or distinguish the ways practice or repetition can help improve performance of a physical activity.

Content Focus: Best practices—physical activity—practice/repetition

Content Limits: The identification of the importance of practice are limited to identifying that practice improves performance, helps prepare the body and mind, and helps students do their best.

Recommended DOK Level: Moderate

Item Types:

• Multiple Choice

Multiple-Choice Attributes:

• Stems will be read aloud to students.
• Each item will have three options.
• Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
• Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

• Photographs, illustrations, words, or short phrases referencing another activity besides practice
• Photographs, illustrations, words, or short phrases incorrectly identifying why practice is helpful
Sample Multiple-Choice Item:

A student wants to help his soccer teammates score more goals during games. What skill should the student focus on in practice to achieve this goal?

A. Defending
*B. Passing
C. Running
Benchmark: **PE.2.C.2.6**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.6 Apply teacher feedback to effect change in performance.

**Clarification:** Demonstrates ability to apply teacher feedback to improve personal performance.

**Performance Level Descriptor:** To demonstrate proficiency, students will listen to feedback from a teacher and correctly change their skill performance in response.

**Content Focus:** Improving physical performance

**Content Limits:** Performance tasks are limited to locomotive, manipulative, and non-manipulative tasks learned and assessed at the current or previous grade levels.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing inappropriate application of teacher feedback
- Photographs, illustrations, words, or short phrases of relevant actions not referenced in the stem
Sample Multiple-Choice Item:

Diego wants to improve his overhand throw for a baseball activity during physical education class. What should he do?

* A. Listen to the teacher

 B. Listen to his parents

 C. Listen to sports radio
Benchmark: **PE.2.C.2.7**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.7 Describe movement concepts

**Clarification:** Describe or explain a movement concept including performance and/or its importance when engaging in physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or explain a movement concept and apply it or explain its importance in a given physical activity scenario.

**Content Focus:** Movement concepts

**Content Limits:** The application and importance of movement concepts will be limited to age-appropriate, familiar activities such as dance, gymnastics, or group spots. The description or explanation of movement concepts is limited to:

- Space awareness (e.g., location, directions, pathways)
- Effort (e.g., time, force, flow)
- Body awareness (e.g., with objects, with people, of body parts)

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

You are doing a ribbon dance in gymnastics. Give two reasons it is important to know where your classmates are before you move your ribbon.

**Exemplar Response:**

One reason it is important is so you don’t get tangled. Another reason is so you don’t hit anyone because they could get hurt.
### Item Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 points | The student correctly identifies two reasons it is important to know where classmates are before moving their ribbon, including but not limited to:  
- Safety  
- Having room to perform the routine  
- Keeping the ribbon untangled |
| 1 point  | The student correctly identifies only one reason.                           |
| 0 points | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.2.C.2.8**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.8 Explain the importance of warm-up and cool-down activities.

**Clarification:** Demonstrates understanding of why warm-up and cool-down activities should be performed with all physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish reasons that warm-up and cool-down activities are an important part of any physical activity.

**Content Focus:** Best practices—physical fitness

**Content Limits:** The identification of warm-up and cool-down exercises are limited to age-appropriate stretching exercises/activities, excluding exercises that place undue stress on the neck, back, knees, or other joints; or stretches involving equipment (e.g., incline bench). Warm-up and cool-down exercises are limited to:

- Slow jogging
- Walking
- Stretching a general body part such as a leg, without identifying the specific muscle such as quadriceps
- Jumping jacks

The identification of the importance of warm-up and cool-down activities are limited to:

- Getting muscles ready for activity
- Preventing injury
- Preparing for physical activity
- Increasing the heart rate
- Decreasing the heart rate to resting rate

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities being used for the wrong purpose
- Photographs, illustrations, words, or short phrases that indicate incorrect reasons for warm-up and cool-down activities

Sample Multiple-Choice Item:

Why is stretching before an activity important?

A. So you know what to do

B. So that you can win

*C. So that your muscles are ready
Benchmark: **PE.2.C.2.9**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.2.C.2.9 Define offense and defense.

**Clarification:** Demonstrates ability to explain the similarities and differences between offense and defense during group games.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish the similarities and differences between offense and defense.

**Content Focus:** Sports—concepts

**Content Limits:** The identification of offense and defense are limited to:

- An offensive player or unit scoring
- An offensive unit or player attacking a goal
- Common offensive tactics (e.g., shooting, passing, dribbling)
- A defensive unit or player defending a goal
- A defensive player or unit stopping an offensive attack
- Common defensive tactics (e.g., blocking, stealing, guarding)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing the incorrect goal of offense or defense
- Photographs, illustrations, words, or short phrases referencing the incorrect definition of offense or defense
Sample Multiple-Choice Item:

In this photograph, what is the player in the #7 jersey doing?

A. Blocking a shot
B. Dribbling the ball
*C. Guarding the other player
Benchmark: **PE.2.L.3.1**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.2.L.3.1 Identify a moderate physical activity.

**Clarification:** Demonstrates ability to identify various forms of moderate physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various forms of moderate physical activity.

**Content Focus:** Moderate physical activity

**Content Limits:** Content is limited to the identification of the following moderate activities, including but not limited to*:

- Walking
- Biking on a flat surface
- Household chores: (e.g. vacuuming, yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills ( e.g. throwing, catching, retrieving, kicking)
- Juggling
- Recreational swimming/playing in a pool

**Note:** Moderate should be differentiated based on exertion-levels or activity tempo.

*Activities and descriptions taken from CDC website.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of vigorous physical activities
- Photographs or illustrations of sedentary activities
Benchmark: PE.2.L.3.2

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.2.L.3.2 Identify a vigorous physical activity.

Clarification: Demonstrates ability to identify various forms of vigorous physical activity.

Performance Level Descriptor: To demonstrate proficiency, students will identify various forms of vigorous physical activity.

Content Focus: Vigorous physical activity

Content Limits: Content is limited to the identification of the following vigorous physical activities, including but not limited to*:

- Running
- Jogging
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping jacks
- Jump rope
- Dancing at a fast or excited pace

Note: Vigorous activity should be differentiated based on exertion-levels or activity tempo.

*Activities and descriptions taken from CDC website.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of moderate physical activities
- Photographs or illustrations of sedentary activities
Benchmark: PE.2.L.3.3

Strand: Lifetime Fitness

Standard: 3: Participate regularly in physical activity.

Benchmark: PE.2.L.3.3 Identify opportunities for involvement in physical activities during school day.

Clarification: Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed during the school day (located in school environment.)

Performance Level Descriptor: To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed during the school day or successfully identify the time or place a given activity may be performed during the school day.

Content Focus: Activity during the school day

Content Limits: Content includes but is not limited to:

- Physical education class
- Recess activities (e.g. common playground activities and games)
- Walking to and from class
- Using the stairs
- Activity breaks
- Before and after school activities located on school site

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during the school day
Benchmark: **PE.2.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3: Participate regularly in physical activity.

**Benchmark:** PE.2.L.3.4 Identify opportunities for involvement in physical activities after the school day.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the appropriate time and place various types of physical activity can be performed after the school day (away from the school environment.)

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish various types of fitness-promoting physical activities that can be performed after the school day or successfully identify the time or place a given activity may be performed after the school day.

**Content Focus:** Activity after the school day

**Content Limits:** Content is limited to the following common activities/places away from school environment:

- Organized sports/activities after the school day (e.g., basketball, ballet, swimming)
- Community/recreation centers or pools
- Parks
- Nature trails
- Individual activities (e.g., biking, skating)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as photographs or illustrations.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs or illustrations of activities not related to physical activities during or after school
Benchmark: **PE.2.L.3.5**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.2.L.3.5 Set and meet physical activity goals.

**Clarification:** Demonstrates ability to set and meet a physical activity goal.

**Performance Level Descriptor:** To demonstrate proficiency, students will set and meet a physical activity goal.

**Content Focus:** Physical activity goals

**Content Limits:** Performance tasks are limited to age-appropriate locomotive, manipulative, and non-manipulative tasks learned and assessed at the current or previous grade levels.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Pen or Pencil, Paper or Whiteboard and dry erase markers or Chalkboard and chalk
- Open space for exercising

**Setup:**
- Give the student the paper and pencil

**Prompt:**
- Say: “Write down how many jumping jacks you think you can do in 30 seconds.”
- Say: “I am going to time you. When I say ‘Go,’ try to do that many jumping jacks.”
- Time the student for 30 seconds. Say “Stop”.

**Item Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully completes the number of jumping jacks stated, does more jumping jacks than stated, or is only below their goal by three jumping jacks.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student successfully does four or more jumping jacks under their stated goal.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.2.L.3.6

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.2.L.3.6 Identify how opportunities for participation in physical activities change during the seasons.

Clarification: Demonstrates ability to recognize, identify, or distinguish the appropriate season and/or conditions that various types of physical activity can be performed.

Performance Level Descriptor: To demonstrate proficiency, students will identify and describe various types of physical activities that can be performed during a given season.

Content Focus: Appropriate time and place for physical activity

Content Limits: The identification of available physical activities reflects the general seasons rather than specific areas of the state.

Recommended DOK Level: Low

Item Types:

- Constructed Response
Benchmark: **PE.2.L.3.7**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.2.L.3.7 Describe healthful benefits that result from regular participation in physical activity.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the positive effects regular physical activity can have on the physical and/or emotional health of oneself or others.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish the healthful benefits that result from regular participation in physical activity.

**Content Focus:** Benefits of physical activity

**Content Limits:** The identification of the benefits of participating in regular physical activity includes but not limited to:

- Identifying the benefits of regular physical activity
- Staying healthy
- Making muscles strong
- Making friends
- Emotional health
- Healthy body composition
- Reduced stress
- Feeling happy

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing unhealthy benefits of physical activity
- Photographs, illustrations, words, or short phrases referencing benefits that are unrelated to physical activity
Sample Multiple-Choice Item:

A student likes to play basketball each day after school with his friend. What will playing basketball each day help the student do?

A. Eat healthy foods
B. Grow faster
*C. Strengthen his heart
Benchmark: PE.2.L.3.8

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.2.L.3.8 Identify the proper crossing sequence.

Clarification: Demonstrates ability to recognize or identify the proper crossing sequence in a given situation.

Performance Level Descriptor: To demonstrate proficiency, students will name, recognize, or identify the proper crossing sequence in a given situation.

Content Focus: Crossing sequences

Content Limits: The identification of proper crossing sequence is limited to:

- Stopping at stop signs
- Stopping before crossing a street
- Looking left, looking right, then looking left again
- Crossing when there is a visual screen
- Stopping at a curb/edge
- Crossing at an intersection
- Crossing at crosswalks

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing the incorrect procedure for crossing a street
Sample Multiple-Choice Item:

When you are riding your bike, what should you do when you come to an intersection?

*A. Stop, look left, look right, look left again  
B. Stop, look right, look left, look right again  
C. Look left, look right, keep looking
Benchmark: **PE.2.L.4.1**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.1 Identify how muscular strength and endurance enhances performance in physical activities.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the ways muscular strength and/or endurance positively affects the performance of physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, or distinguish the ways muscular strength and/or endurance positively affects the performance of various physical activities.

**Content Focus:** Strength and endurance

**Content Limits:** The identification of the importance of muscular strength and endurance for physical activities are limited to:

- Identifying how muscular endurance increases duration, repetitions
- Identifying how stronger muscles can improve skills
- How muscular strength and endurance are developed

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing unrelated benefits of muscular strength and endurance in relation to the activity in the stem
Sample Multiple-Choice Item:

What is something that is easier to do when you have strong muscles in your legs?

*A. Riding a bike
*B. Catching a ball
*C. Doing a pull-up
Benchmark: **PE.2.L.4.2**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.2 Discuss the components of health-related physical fitness.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish the various components of health-related physical fitness.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, name, or distinguish the various components of health-related physical fitness and the physical activities they affect.

**Content Focus:** Components of fitness

**Content Limits:** The identification of health-related physical fitness are limited to:

- The importance and benefits of a strong heart
- The importance and benefits of strong muscles
- The importance and benefits of flexibility
- The importance and benefits of endurance
- How body parts work together
- Which physical activities improve endurance, heart strength, muscular strength, or flexibility

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing a benefit of physical activity that is not related to the activity listed in the stem
- Photographs, illustrations, words, or short phrases referencing the incorrect benefit of a physical activity
Sample Multiple-Choice Item:

Which activity helps to improve flexibility?

A. Jumping
B. Running
*C. Stretching
Benchmark: **PE.2.L.4.3**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.3 Identify that a stronger heart muscle can pump more blood with each beat.

**Clarification:** Demonstrates ability to recognize, identify, explain, or distinguish that a stronger heart muscle can pump more blood with each beat.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, explain, or distinguish the fact that a stronger heart muscle can pump more blood with each beat.

**Content Focus:** Muscular strength—heart

**Content Limits:** The identification of the benefits of a stronger heart are limited to the concept that a strong heart pumps more blood and is more efficient.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing incorrect benefits of a strong heart
- Photographs, illustrations, words, or short phrases referencing the incorrect function of a heart

**Sample Multiple-Choice Item:**

Why is it good to have a strong heart?

A. It is bigger.

B. It makes breathing easier.

*C. It pumps more blood with each beat.*
Benchmark: **PE.2.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.4 Identify why sustained physical activity causes an increased heart rate and heavy breathing.

**Clarification:** Demonstrates ability to successfully identify why sustained physical activity that causes an increased heart rate and heavy breathing.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify why sustained physical activity that causes an increased heart rate and heavy breathing.

**Content Focus:** Physical fitness—endurance and muscular strength

**Content Limits:** Identification of why physical activity to cause an increased heart rate and heavy breathing are limited to:

- Muscles need oxygen
- Increase blood flow
- Breath heavier
- Nutrients

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Sample Multiple-Choice Item:**

Why do you breathe harder when running for 5 minutes than when running for 1 minute?

* A. The body needs more oxygen

 B. The body needs more rest

 C. The body needs more sweat
Benchmark: **PE.2.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.5 Identify the physiological signs of moderate to vigorous physical activity.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish various physiological signs of moderate to vigorous physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, name, or distinguish various physiological signs of moderate to vigorous physical activity.

**Content Focus:** Physiological signs

**Content Limits:** The identification of signs of moderate to vigorous physical activity includes but not limited to:

- Increased breathing
- Increased heart rate
- Sweating/ increased body temperature
- Fatigue
- Thirst

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect side effects from vigorous physical activity
Sample Multiple-Choice Item:

What happens to your body after running for 10 minutes?

A. Your breathing slows down
*B. Your heart beats faster
C. Your arms get stronger
Benchmark: **PE.2.L.4.6**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.6 Identify benefits of participation in informal physical fitness assessment.

**Clarification:** Recognize the benefits of informal physical fitness assessments.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify benefits of informal physical fitness assessments.

**Content Focus:** Components of fitness—assessment of physical fitness

**Content Limits:** Activities that can be referenced as part of an informal physical fitness assessment include, but are not limited to:

- Jumping rope
- Stretching
- Running
- Walking
- Doing sit-ups/curl-ups
- Doing push-ups / modified push-ups
- Benefit:
  - Understanding fitness level
  - Understanding limitations
  - Starting point for goal setting
  - Running (time, distance)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Sample Multiple Choice Item:**

Jorge’s physical education class is timing themselves to see how many push-ups they can do in one minute.

What is one thing Jorge can learn about his fitness level from this activity?

* A.  How strong his legs are

  B.  How strong his lungs are

  C.  How strong his hands are
Benchmark: **PE.2.L.4.7**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.7 Identify appropriate stretching exercises.

**Clarification:** Demonstrates ability to successfully recognize, identify, explain, or distinguish appropriate stretching exercises.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize, identify, explain, or distinguish the appropriate stretching exercise for a specified goal or physical activity.

**Content Focus:** Stretching

**Content Limits:** The identification and performance of appropriate stretching exercises are limited to identifying stretches for general body parts such as the arm, not for specific muscles such as triceps. Identification and performance of stretching exercises can also include matching a particular activity to the appropriate stretch.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing the incorrect stretch for a designated muscle group
- Photographs, illustrations, words, or short phrases referencing the incorrect muscle group for a stretching position
- Photographs, illustrations, words, or short phrases referencing effects that are unrelated to stretching
Sample Multiple-Choice Item:

Which body part is most important to stretch before throwing a baseball with your friend?

*A. Your arm
B. Your leg
C. Your hip
Benchmark: **PE.2.L.4.8**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.2.L.4.8 Categorize food into food groups.

**Clarification:** Demonstrates ability to name, identify, or distinguish various food groups.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, explain, or distinguish the various food groups or the group a specified food belongs to. Or, students will demonstrate ability to categorize or explain why a food belongs to a certain group.

**Content Focus:** Food groups

**Content Limits:** The categorization of food into food groups is limited to the following categories:

- Proteins
- Grains
- Fruits
- Vegetables
- Dairy
- Oils and empty calories

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing the wrong categorization for a food listed in the stem
- Photographs, illustrations, words, or short phrases referencing incorrect food options for a provided categorization
Sample Multiple-Choice Item:

Look at the plate below.

Where does a banana belong on this plate?

A. In the green area (vegetable)
*B. In the red area (fruit)
C. In the purple area (protein)
Benchmark: **PE.2.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.2.R.5.1 Identify ways to cooperate with others regardless of personal differences during physical activity.

**Clarification:** Identifies ways to cooperate with others regardless of personal differences during physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, student will identify ways to cooperate with others regardless of personal differences during physical activity.

**Content Focus:** Emotions, physical activity, and acceptable behaviors

**Content Limits:** The identifications of cooperation behaviors is limited to appropriate activities and behaviors.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing feelings not targeted in the stem
- Photographs, illustrations, words, or short phrases referencing feelings unrelated to physical activity
Sample Multiple-Choice Item:

Jackson finally went all the way across the monkey bars.

How does this make Jackson feel?

A. Angry that the activity is over
B. Happy that he met his goal
C. Sad that his legs hurt

Sample Constructed-Response Item:

Prompt:

Avery is playing soccer with her friends. She tried to score but she missed.

Tell two ways Avery feels after missing the goal.

Exempler Response:

She probably wants to try again, and also feels upset she missed.

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<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student correctly identifies two plausible feelings.</td>
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<tr>
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<td>The student correctly identifies one plausible feeling.</td>
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<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written &quot;I don't know.&quot;</td>
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</table>
Benchmark: **PE.2.R.5.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.2.R.5.2 List ways to safely handle physical-activity equipment.

**Clarification:** Demonstrates ability to recognize, identify, explain, or distinguish the correct manner for safely storing equipment when not in use.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, explain, or distinguish the correct manner for safely storing specified equipment.

**Content Focus:** Equipment safety

**Content Limits:** The identification of how to handle equipment safely is limited to asking about why equipment must be put away, what could happen if equipment such as a basketball is not put away, and how students can help at the end of a physical activity to make sure everyone is safe.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing the incorrect way to handle equipment
- Photographs, illustrations, words, or short phrases referencing the incorrect place to store equipment
- Photographs, illustrations, words, or short phrases referencing the incorrect reason for safely storing equipment
Sample Multiple-Choice Item:

After using a jump rope, why should you put it away?

A. So no one else can use it

*B. So no one trips over it

C. So no one moves it
Benchmark: **PE.2.R.5.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.2.R.5.3 Describe the feelings resulting from challenges, successes, and failure in physical activity.

**Clarification:** Identifies or recognizes the feelings that result from challenges, successes, and failures in physical activities. Students may also identify or explain constructive ways of dealing with these feelings.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe feelings resulting from challenges, successes, or failures in physical activities. Students may also identify or explain acceptable ways of expressing or dealing with these feelings.

**Content Focus:** Emotions, physical activity, and acceptable behaviors

**Content Limits:** The identification of feelings associated with challenges, successes, and failures in physical activity is limited to age-appropriate descriptions and expressions of feeling

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing feelings not targeted in the stem
- Photographs, illustrations, words, or short phrases referencing feelings unrelated to physical activity
Sample Multiple-Choice Item:

Jackson finally went all the way across the monkey bars.

How does this make Jackson feel?

A. Angry that the activity is over

*B. Happy that he met his goal

C. Sad that his legs hurt

Sample Constructed-Response Item:

Prompt:

Avery is playing soccer with her friends. She tried to score but she missed.

Tell two ways Avery feels after missing the goal.

Exemplar Response:

She probably wants to try again, and also feels upset she missed.

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</table>
Benchmark: **PE.2.R.5.4**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.2.R.5.4 Identify ways to successfully resolve conflicts with others.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish conflict situations and correct responses to those situations.

**Performance Level Descriptor:** The ability to resolve conflicts with others will be measured by asking students to react to a grade-appropriate situation for second grade, such as classmates in a disagreement. All scenarios presented will be grade appropriate and avoid dangerous or upsetting situations.

**Content Focus:** Resolving conflict

**Content Limits:** Grade-level appropriate skills, performances, behaviors, and materials are used to assess understanding of conflict resolution.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing an action that is not related to the situation described in the stem
- Photographs, illustrations, words, or short phrases referencing an action that will not help to solve a conflict
Sample Multiple-Choice Item:

Recess is only 30 minutes and your friends cannot decide what to do.

Your friend Anna wants to play tag but your friend Meghan wants to play soccer.

How should you help to solve their conflict?

A. Ask Anna to play soccer.
B. Tell Meghan you picked tag.
*C. Say there is enough time to play both.
Benchmark: **PE.2.R.6.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.2.R.6.1 Identify ways to use physical activity to express feeling.

**Clarification:** Demonstrates ability to recognize, identify, or distinguish ways that feelings can be expressed through physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways that feelings are expressed through physical activity.

**Content Focus:** Emotion and physical activity

**Content Limits:** Grade-level appropriate skills, performances, behaviors, and materials are used to assess expression of feeling through physical activity. Descriptions of inappropriate displays of emotion during physical activity are avoided.

**Recommended DOK Level:** Low

**Item Types:**
- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Diego just shot a ball into a basket for the first time. Tell two ways he could show how he feels.

**Exemplar Response:**

One way Diego could show how he feels is he could high-five his friends. Another way he could show how he feels is to cheer.

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| 2 points    | The student correctly identifies at least two healthy ways to express emotions while playing sports, including but not limited to:  
- Cheering  
- High-fiving  
- Throwing/kicking a ball hard but in a safe manner  
- Talking to your coach/teammate |
| 1 point     | The student correctly identifies one healthy way to express emotion during physical activity. |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.2.R.6.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.2.R.6.2 Describe the relationship between skill level and enjoyment.

**Clarification:** Demonstrates understanding of the way skill level can impact enjoyment of a given physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how a high, moderate, or low skill level can impact enjoyment of a given physical activity depending on personal goals and level of competition.

**Content Focus:** Physical activity and emotion

**Content Limits:** Relation of skill level to enjoyment should be assessed in context of age-appropriate sports, physical activities, and emotions.

Items should not reference emotions caused by personal issues that may raise fairness/sensitivity concerns, including, but not limited to, death, punishment, severe injury, etc.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Julie is good at throwing. She is not as good at hitting the ball. She likes to be a batter when she plays a softball activity with her friends.

Tell two reasons that Julie might like being a batter.

**Exemplar Response:**

One reason Julie might like being a batter is that she can get better at hitting when she does it. Another reason is that her friends probably don’t mind that she isn’t as good at hitting the ball.
| Item Rubric | 2 points | The student correctly identifies at least two plausible reasons Julie might like batting, including but not limited to:  
  - Her friends don’t mind that she is not as good at it  
  - Her friends are as good as her at it  
  - She wants to get better at batting  
  - She already spends a lot of time pitching |
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Benchmark: **PE.2.R.6.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.2.R.6.3 Identify ways to contribute as a member of a cooperative group.

**Do Not Assess Benchmark:** This will be difficult to measure as it would take a trained evaluator physically observing the play behavior of children in Grade 2. The evaluator would need to determine appropriate social behavior as opposed to individual play patterns.
Benchmark: HE.2.C.1.4

Strand: Concepts

Standard: 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school, and community settings

Clarification: Describes or identifies ways to prevent childhood injuries.

Performance Level Descriptor: To demonstrate proficiency, students will describe or identify ways to prevent childhood injuries.

Content Focus: Childhood injuries

Content Limits: Ways to prevent childhood injuries includes but not limited to the following:

- Following safety rules: wear seat belt, wear safety gear while cycling/skating, follow playground rules, follow classroom rules, look both ways before crossing the street, do not play in the street,
- Pedestrian safety
- Fire safety
- Bicycle safety
- Water safety
- Bus safety
- Bullying

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Short Constructed Response

Multiple-Choice Attributes:

- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect ways to prevent injuries
- Photos, illustrations, or descriptions of items unrelated to ways to prevent injuries
Benchmark: **HE.2.C.2.1**

**Strand:** Concepts

**Standard:** 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Benchmark:** HE.2.C.2.1 Describe how family rules and practices influence health behaviors.

**Clarification:** Describes or identifies family rules and behaviors that influence health behaviors.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or identify various family behaviors and rules that influence health behaviors.

**Content Focus:** Healthy family behaviors

**Content Limits:** Family rules and healthy behaviors includes but not limited to:

- Physical activities for families (e.g., playing sports, walking, swimming, biking)
- Healthy family practices (e.g., home safety rules, hygiene, eating healthy meals together)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Short Constructed Response

**Multiple-Choice Attributes:**

- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect rules and practices as indicated in the stem
- Photos, illustrations, or descriptions of items unrelated to family rules and practices
Benchmark: HE.2.C.2.3

Strand: Concepts

Standard: 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.2.C.2.3 Describe how the school and community influence health behaviors of children.

Clarification: Describe or identifies ways the school and community influence children’s health.

Performance Level Descriptor: To demonstrate proficiency, students will describe or identify ways that the school and community influence health behaviors of children.

Content Focus: Influence of school and community

Content Limits: Influences of school and community including but not limited to:

- School: health and physical education lessons, school staff (nurse, teachers)
- Community: lifeguards, police, firefighters, recycling programs, club or group leaders, sports programs

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Short Constructed Response

Multiple-Choice Attributes:

- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect school or community health influence as indicated in the stem
- Photos, illustrations, or descriptions of items unrelated to school or community health influence
Benchmark: **LACC.K12.L.3.4**

**Strand:** Language Arts

**Standard:** Vocabulary Acquisition and Use

**Benchmark:** LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Clarification:** Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts, clues, and reference materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or analyzing meaningful word parts.

**Content Focus:** Vocabulary and meaning

**Content Limits:** The target vocabulary is limited to words at the third or fourth-grade levels as used in a physical education context.

Item stems, except for the target vocabulary, must be written at or below second grade reading levels.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:
- Photos, illustrations, or short phrases of incorrect meanings or situations
Benchmark: MACC.2.OA.3.3

Strand: Math

Standard: Work with equal groups of objects to gain foundations for multiplication.

Benchmark: MACC.2.OA.3.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Clarification: Identifies groupings of objects to show whether a group has an even or odd number of members.

Performance Level Descriptor: To demonstrate proficiency, students will identify or determine whether a group has an even or odd number of members. Or, a student will identify an equation showing a number as a sum of two equal addends.

Content Focus: Addition and subtraction

Content Limits: Groups may be made up of no less than 1 and no more than 20 objects.

The context of the equation to be solved should be applicable to a physical education class setting.

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations, photos, short phrases, or single words.
- Photo/illustration options will appear horizontally (left to right).

Distractors may include, but are not limited to:

- Photos, illustrations, or short phrases of incorrect numbers
SPECIFICATIONS FOR GRADE 3
Benchmark: **PE.3.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.1 Apply locomotor skills in a variety of movement settings.

**Clarification:** Travels using various locomotor skills in a variety of movement settings.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform various locomotor skills in a variety of movement settings

**Content Focus:** Locomotor skills in movement settings

**Content Limits:** The performance of locomotor skills is limited to:

- Sports games (e.g., volley ball, soccer)
- Playground group games (e.g., tag, beanbag toss, relay races)
- Indoor games
- Dances performed alone and in groups/pairs
- Swimming skills
- Jump roping skills (movements)
- Hula hooping skills (movements)
- Movement concepts

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Four cones

**Set up:**

- Arrange the four cones in a rectangle around the gymnasium or field.

**Prompt:**

- Say: “You will run one lap around the cones set up in the gym. When you complete that lap, you will skip another lap around the cones in the gym.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student runs one lap and skips one lap around the designated space.</td>
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<tr>
<td>1 point</td>
<td>The student either runs one lap or skips one lap around the designated space. OR The student attempts to run one lap and skip one lap around the designated space but does not use the correct form.</td>
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<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
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</table>
Benchmark: **PE.3.M.1.2**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.2 Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.

**Clarification:** Strikes a lightweight, stationary object, using a body part, in an intended direction and height.

**Performance Level Descriptor:** To demonstrate proficiency, students will strike a lightweight, stationary object in an intended direction and desired height.

**Content Focus:** Strike a stationary object

**Content Limits:** The content limits for this benchmark include demonstration of striking the following lightweight, stationary object in a particular direction and height. Balls/objects that can be used to assess this benchmark can include but are not limited to the following:

- Playground balls
- Soccer balls
- Volleyballs or trainer
- Beach balls
- Tether balls
- Foam balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Soccer ball
- 6-inch youth soccer goal or two cones

Setup:

- If using cones instead of a soccer goal, place two cones 6 feet apart to serve as the goal.
- Position the student 15 feet from the goal.

Prompt:

- Say: “Kick the soccer ball into the goal.”

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Benchmark: **PE.3.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.3 Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.

**Clarification:** Strikes a lightweight object continuously with a paddle/racquet using the proper forehand grip and positioning.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to strike a lightweight object continuously with a paddle/racquet using the proper grip and hand positioning.

**Content Focus:** Strike object continuously with paddle/racquet

**Content Limits:** The content of this benchmark is limited to the identification and performance of striking lightweight objects using proper form using the following paddles/racquets:

- Tennis racquet
- Table tennis paddle
- Badminton racquet
- Racquet ball racquet

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically (left to right).

Distractors may include, but are not limited to:

- Photos or illustrations of objects being struck incorrectly or unsafely
- Photos or illustrations of objects being struck away from the intended target
- Photographs or illustrations of objects being struck with objects other than paddles
Sample Multiple-Choice Item:

What is the girl doing in the photograph?

A. Overhand serve
B. Overhand slam
*C. Forehand stroke
D. Backhand stroke

Sample Performance Task:

Materials:

- Tennis paddle
- Tennis balls

Setup:

- Hand student the table tennis racquet.
- Stand 10 feet away from student and throw tennis ball to student’s side.

Prompt:

- Say: “When I throw the tennis ball, hit it back to me using a forehand grip. I will throw it three times.”

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Benchmark: **PE.3.M.1.4**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.4 Strike both moving and stationary objects using a long-handled implement.

**Clarification:** Strikes an object in motion and a stationary object using a long-handled piece of equipment.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to strike a moving object and a stationary object using a long-handled implement.

**Content Focus:** Strike both a moving and a stationary object

**Content Limits:** The content limits of this benchmark are limited to the striking of moving and stationary objects (e.g., balls, wiffle ball, hockey puck) with a long-handled implement (e.g., baseball bat, hockey stick, golf club).

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically (left to right).

Distractors may include, but are not limited to:
- Photos or illustrations of stationary or moving objects being struck incorrectly or unsafely
- Photos or illustrations of stationary or moving objects being struck away from the intended target
- Photographs or illustrations of moving or stationary objects being struck with objects other than long-handled implements
Sample Multiple-Choice Item:

What is a proper technique when putting in golf?

*A. Keep your head down
B. Hit the ball as high as you can
C. Hit the ball as hard as you can
D. Raise the club only to knee level

Sample Performance Task:

Materials:
- Two softballs
- Softball bat
- Tee or 18- to 24-inch-high batting cone
- One cone

Setup:
- Place bat 5 feet directly in front of the tee. Have student stand at next to the tee. Hand student a bat and a ball.

Prompt:
- Say: “You are going to hit the softball toward the cone. You will have two tries. When you are done with the two tries, bring the balls back to me.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student swings and makes solid contact with the softball, hitting it in a forward direction past the cone.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student makes contact with the ball, but hits the ball foul. OR The student hits the ball, but it does not travel 5 feet.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.5**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.5 Maintain control while dribbling with hands or feet against a defender.

**Clarification:** Dribbles an object in a controlled manner against a defender.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to dribble an object with hands or feet in a controlled manner against a defender.

**Content Focus:** Dribble an object

**Content Limits:** The content limits of this benchmark are limited to concepts related to dribbling against a defender in the following sports:

- Basketball
- Soccer
- Field hockey
- Team handball

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing dribbling without a defender present
- Photographs, illustrations, words, or short phrases referencing activities not related to dribbling
Sample Multiple-Choice Item:

Which photograph shows someone dribbling a ball while being defended?

A.

B.

*C.*

D.
Benchmark: **PE.3.M.1.6**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.6 Demonstrate a combination of basic swim skills.

**Clarification:** Demonstrates a combination or group of basic water skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a combination (more than one) of basic water/swim skills.

**Content Focus:** Swim skills

**Content Limits:** The content of this benchmark can include but is not limited to the performance of more than one of the following basic swimming skills:

- Floating (prone or back)
- Flutter kick
- Paddling with arms
- Treading water
- Swimming strokes (e.g., prone and back float with flutter kick, alternating arm movements, treading water)
- Swim/paddle using a combination of arm and leg movements

**Recommended DOK Level:** Moderate

**Stimulus Attribute Notes:**

- For performance tasks, a pool and any appropriate physical education equipment (e.g., pool noodles, life vests, inflatable tubes) can be used to assess the student’s ability to meet the benchmark.

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing swimming skills that do not match the one being referenced in the stem
- Photographs, illustrations, words, or short phrases referencing non-swimming related activities

**Sample Multiple-Choice Item:**

Which stroke is the swimmer performing in the picture below?

![Swimmer](image)

A. Butterfly
B. Freestyle
C. Back stroke
D. Side Stroke
Sample Performance Task:

Materials:

- Pool
- Stopwatch
- Whistle

Prompt:

- Say: “First, safely enter the pool. Grip the side of the wall in shallow water.”
- Say: “Now begin to swim to the other side wall using the freestyle stroke. When I blow the whistle, change your stroke to the side stroke and continue swimming until you reach the wall. Stop when you tag the wall.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student completes the sequence, using the correct form for freestyle and side stroke.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student completes the sequence but uses correct form for freestyle but incorrect form for side stroke. OR The student completes the sequence but uses incorrect form for freestyle, but correct form for side stroke.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.7**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.

**Clarification:** Moves in various directions to catch partner-tossed objects that vary in weight and size.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to move in more than one direction to catch objects of varying weight and size that are thrown by a stationary partner.

**Content Focus:** Catch partner-tossed objects

**Content Limits:** The content of this benchmark is limited to the demonstration of the ability to catch the following balls when moving laterally, forward, and backward. Balls/objects that can be used to assess this benchmark can include, but are not limited to:

- Tennis balls
- Soccer balls
- Basketball
- Football
- Playground balls
- Beach balls
- Beanbags
- Volleyballs
- Foam balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Foam football
- Four cones

Setup:

- Have the student stand approximately 10 feet away from the teacher.

Prompt:

- Say: “I am going to throw the football to you—first to the right side and then to the left side. When I say ‘go,’ start moving to the right, watching the ball.”
- Throw the ball to the student’s right.
- Say: “Come back to the center. I am going to throw the football to you again. When I say ‘go,’ start moving to the left, watching the ball.”
- Throw the ball to the student’s left.

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.8**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.8 Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

**Clarification:** Throws a variety of balls to a stationary partner using a correct overhand motion.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to throw balls (more than one) of varying size and weight to a stationary partner using the proper overhand form and movement.

**Content Focus:** Overhand throw

**Content Limits:** Content for this benchmark is limited to the demonstration of throwing balls of various sizes and weights (e.g., playground ball, softball, tennis ball) to a partner, using a correct overhand motion.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Softball-size foam ball

**Setup:**
- Have the student stand 15 feet from the teacher. Give the student the ball.

**Prompt:**
- Say: “Throw the ball to me overhand.”
<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
</table>
| **2 points** | The student correctly throws the ball directly to the teacher. To throw the ball correctly, the student should:  
  - Have feet shoulder width apart  
  - Position of elbow on throwing hand  
  - Step with the opposite foot on release  
  - Use dominant hand  
  - Throw arm back above head |
| **1 point** | The student throws the ball overhand in the direction of the teacher, but the teacher has to move significantly to catch the ball or is unable to catch the ball.  
  OR  
  The student throws the ball overhand directly to the teacher but does not use correct form. |
| **0 points** | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |
Benchmark: PE.3.M.1.9

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.3.M.1.9 Perform a teacher-designed sequence using manipulatives.

Clarification: Performs a specified, pre-designed gymnastics, dance, or movement sequence using manipulatives demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

Performance Level Descriptor: To demonstrate proficiency, students perform a specified, pre-designed gymnastics, dance, or movement sequence demonstrating correct use of manipulatives while maintaining balance, coordination, purposeful movements, and smooth transitions.

Content Focus: Movement sequence

Content Limits:

- Skills included in the pre-designed routine are appropriate for a third-grade level and limited to:
  - Educational gymnastic skills
  - Basic locomotor skills
  - Basic dance skills
  - Basic aerobic exercises
- Manipulatives included in the pre-designed routine could include:
  - Jump ropes
  - Ribbons
  - Large balls (beach ball, basketball, etc.)

Recommended DOK Level: High

Item Types:

- Performance Task
Sample Performance Task:

Materials:

- Ten cones
- Ribbon
- 2-inch-thick mat

Setup:

- Place eight cones 3 feet apart in a line. Place a ribbon at the beginning of the line of cones. Place a mat at the end of the eight cones. Place another cone at the end of the mat.

Prompt:

- Say: “Complete the following movements. I will describe them once, and then you will perform all the movements in a sequence.”
  - “Weave through the cones.”
  - “Do one log roll on the mat.”
  - “Circle the ribbon in the air.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.10**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.10 Perform one dance accurately.

**Clarification:** Demonstrates one dance sequence.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a dance sequence.

**Content Focus:** Dance sequence

**Content Limits:** The content of this benchmark is limited to the identification or performance of a dance sequence. The dances can be from the following styles:

- Interpretive
- Modern
- Jazz
- Ballet
- Traditional/folk dances
- Contemporary ballroom/social dancing
- Contemporary general
- Line dancing
- Square dances
- Contra
- Step dances

**Recommended DOK Level:** Moderate

**Stimulus Attribute Notes:**

- For performance tasks, hula hoops or other appropriate equipment or props (e.g., ribbons attached to string, tape, scarves) can be used to assess the student’s ability to meet the benchmark.

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Stereo (or any other music-playing device)
- Louis Armstrong’s performance of “Hello Dolly”

Setup:

- Play music on the stereo.

Prompt:

- Say: “Perform the jazz dance sequence to the music using the following steps: front kick, step front, jump back, ball change, turn right.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student correctly performs the jazz steps to the music.</td>
<td>The student attempts to perform all of the jazz sequence correctly to the music but does not complete them. OR The student performs them in the wrong order.</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.11**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.

**Clarification:** Demonstrates a self-designed movement sequence of a beginning balance, two different movements, and an ending balance in a controlled manner.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a four-movement sequence of a starting balance, two different movements, and a different ending balance.

**Content Focus:** Balance movement sequence

**Content Limits:** The content of this benchmark is limited to the performance of self-designed gymnastics sequences containing two balances (beginning and ending) and two different movements. Balances may include:

- Balancing on one foot (e.g., scale, coupés, leg lift)
- Balancing on one foot and one hand
- Front, rear, or side supports
- Knee balances (e.g., knee scales)
- Shoulder stands (candles)
- Bridges
- Splits
- Inverted balances (e.g., variations of headstands or headstands)

Other movements may include:

- Rolls (e.g., front, side)
- Handstands
- Leaps (e.g., split leap)
- Jumps (straight, pike, straddle)
- Dance elements (e.g., half-turn, full-turn, scale)
- Cartwheel variations and roundoffs
- Walkovers and tinsicas
- Stretch hold (e.g., bridge, split, scorpion)

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- 2-inch or thicker tumbling or exercise mat

Setup:

- Place the mat on the floor.

Prompt:

- Say: “Perform a series of four gymnastics movements one right after the other. First, perform any kind of balance that you want. Then, perform two different gymnastics movements. After the last movement, end in a different kind of balance.”

Note: The teacher or designee may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully performs a gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student attempts but does not complete a gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. OR The student performs gymnastics sequence consisting of clear beginning and ending balances and two different movement elements but does not use correct technique and smooth transitions. OR The student performs a gymnastics sequence consisting of clear beginning and ending balances but does not perform two different movement elements.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.M.1.12**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.3.M.1.12 Continuously jump a self-turned rope.

**Clarification:** Demonstrates the ability to continuously jump a self-turned rope.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to independently jump rope continuously (for at least 15 seconds) without error.

**Content Focus:** Jump rope

**Content Limits:** The content of this benchmark is limited to the demonstration of rope jumping forward.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Jump rope (appropriate length for student)
- Stopwatch or other timekeeping device

**Setup:**
- Give the student the jump rope.

**Prompt:**
- Say: “Jump rope for 15 seconds.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: PE.3.C.2.1

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.3.C.2.1 Identify the importance of purposeful movement and its impact on quality of performance.

**This benchmark is assessed by:**

- PE.3.C.2.5
Benchmark: **PE.3.C.2.2**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities.

**Clarification:** Identifies the importance of safety rules and procedures for physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the importance of having safety rules and procedures for physical activities.

**Content Focus:** Safety rules and procedures

**Content Limits:** The identification of the importance of safety rules and procedures for physical activities may include:

- All sports and games
- All water activities
- All pedestrian- and traffic-related activities
- All conditioning- and strength-related activities
- Gym/exercise equipment safety

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing safety rules and procedures not being followed
- Photographs, illustrations, words, or short phrases referencing safety rules and procedures that do not match the one being referenced in the stem
- Photographs, illustrations, words, or short phrases referencing non-safety related activities and procedures
Sample Multiple-Choice Item:

![Image of a sign with a no diving symbol.]

Why is this sign posted?

*A. To prevent injuries

B. To show where the pool is

C. To encourage people to swim

D. To show the best way to get into the water
Sample Constructed-Response Item:

Prompt:

Identify two safety rules you must follow when riding a bike.

Exemplar Response:

One safety rule is that you should always wear a helmet when riding a bicycle. Another safety rule is that you must always stop at stop signs when riding a bicycle.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Sample Technology-Enhanced Item:

Prompt:

In the scene shown in the box, place dots only on people who are correctly following safety rules.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>2 points</th>
<th>The student places a dot on the person who is obeying the “Do Not Walk” signal. AND The student places a dot on the person who is wearing a bike helmet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The student performs only one of the tasks.</td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item.</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark: PE.3.C.2.3

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.3.C.2.3 Understand that technology can be utilized to gather information about performance.

Clarification: Identifies various types of technologies that can be used to gather information about physical performance.

Performance Level Descriptor: To demonstrate proficiency, students will identify or distinguish between various types of technologies that can be used to gather information about physical performance (e.g., pedometers, heart-rate monitors, video, websites, and spreadsheets).

Content Focus: Technology and physical performance

Content Limits: The identification and analysis of technology use includes but is not limited to:

- Stopwatches
- Video cameras
- Pedometers
- Heart-rate monitors
- Accelerometers
- Websites
- Spreadsheets

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing technology not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing technology being used incorrectly
Sample Multiple-Choice Item:

What can a heart rate monitor help you learn more about?

A. The size of your heart
B. The location of your heart inside your body
*C. How fast your heart beats during physical activities
D. The amount of blood that your heart pumps each day
Benchmark: PE.3.C.2.4

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.3.C.2.4 Identify and explain different items that can be used for assisting in a water-related emergency.

Clarification: Identifies items or equipment used for assisting in water-related emergencies.

Performance Level Descriptor: To demonstrate proficiency, students will identify various items or equipment (e.g., flotation device) that can be used for assisting in water-related emergencies.

Content Focus: Water emergency

Content Limits: The content of this benchmark is limited to the identification of items that can be used for assisting in water-related emergencies, including:

- Life vests/jackets
- Flotation devices
- Paddles
- Ropes
- Whistles
- Radios and other communication devices

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response
- Technology Enhanced

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing safety equipment not applicable to the situation mentioned in the stem
- Photographs, illustrations, words, or short phrases referencing the incorrect use of safety equipment
- Photographs, illustrations, words, or short phrases referencing non-water-related equipment or activities
Sample Multiple-Choice Item:

When is an appropriate time to use the piece of equipment shown in the photograph?

A. When you are diving
B. When you are playing water polo
C. When you are swimming with friends
*D. When someone is at risk of drowning

Sample Constructed-Response Item:

Prompt:

Identify one piece of equipment that can be used during a water emergency and explain how the equipment should be used.

Exemplar Response:

A whistle is something that can be used during a water emergency. For example, if the weather suddenly gets bad, a person can blow the whistle to signal that everyone should get out of the water.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Sample Technology-Enhanced Item:

Prompt:

In the pool, place three items that should be available during a water emergency.

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 points</strong></td>
</tr>
<tr>
<td>The student places the life preserver in the pool AND the student places the pool hook in the pool AND the student places the whistle in the pool.</td>
</tr>
<tr>
<td><strong>2 point</strong></td>
</tr>
<tr>
<td>The student performs only two of the tasks.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>The student performs only one of the tasks.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item.</td>
</tr>
</tbody>
</table>
Benchmark: PE.3.C.2.5

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.3.C.2.5 Explain how appropriate practice improves performance of movement skills.

Clarification: Describes or identifies ways that practice improves performance of movement skills.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe ways that proper practice improves movement performance (e.g., practice correctly throwing a ball improves pitching).

Content Focus: Practice improves performance

Content Limits: The content is limited to identification of the importance of how practice improves performance, helps prepare the body and mind for performance, and can help students do their best.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing another activity besides practice
- Photographs, illustrations, words, or short phrases incorrectly identifying why practice is helpful
Sample Multiple-Choice Item:

What will the soccer drill shown in the photograph help players do better during a game?

A. Play defense
B. Shoot the ball
C. Pass the ball
*D. Dribble the ball
Benchmark: PE.3.C.2.6

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.3.C.2.6 Analyze peer performance and provide feedback.

Clarification: Identifies and explains strengths and areas for improvement made by others while performing age-appropriate physical activity skills.

Performance Level Descriptor: To demonstrate proficiency, students will identify, distinguish, describe, or explain strengths and areas of improvement made by others while engaging in physical activity.

Content Focus: Feedback on movement patterns

Content Limits: Movement patterns used for the identification or explanation of strengths and areas for improvement are appropriate for performance by a student of third-grade level and limited to:

- Techniques and skills
- Locomotor skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, contra, square, folk, etc.)

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing personal movement patterns with no errors
- Photographs, illustrations, words, short phrases, or sentences referencing errors in personal movement patterns that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-movement-pattern-related activities and procedures
**Sample Multiple-Choice Item:**

Madison practices her penalty kicks for soccer but is frustrated because each shot goes left of the goal.

If you wanted to help Madison fix her shot, what would you look for when she is shooting?

A. If her knees are bent enough
B. If her ball spins when she shoots
*C. If her leg is following through straight to the target*
D. If her toe is contacting the ball instead of her insole

**Sample Constructed-Response Item:**

**Prompt:**

Isabella is having a hard time controlling the basketball when she dribbles, especially when she tries to weave around cones while dribbling the ball. Identify two mistakes Isabella could be making when dribbling.

**Item Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | A complete response includes identifying any two of the following mistakes:  
• Using the wrong part of her hand to dribble  
• Using the wrong hand shape  
• Allowing the ball to bounce too high or too low  
• Allowing the ball to get too close to or too far away from her body |
| 1      | The student provides one possible mistake. |
| 0      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: PE.3.C.2.7

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.3.C.2.7 Identify the reasons for warm up and cool down.

Clarification: Identifies or recognizes the reasons to perform warm-up and cool-down exercises.

Performance Level Descriptor: To demonstrate proficiency, students will identify or recognize various reasons to perform warm-up and cool-down exercises before and after physical activity.

Content Focus: Warm-up and cool-down exercises

Content Limits: The identification of warm-up and cool-down exercises is limited to age-appropriate stretching exercises/activities, excluding exercises that place undue stress on the neck, back, knees, or other joints, or stretches involving equipment. Warm-up and cool-down exercises include:

- Jogging
- Walking
- Stretching
- Jumping jacks
- Jump roping

The identification of the importance of warm-up and cool-down activities is limited to:

- Getting muscles ready for activity
- Preventing injury
- Preparing for physical activity
- Increasing the heart rate

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities not indicated in the item stem
- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities being performed incorrectly
- Photographs, illustrations, words, or short phrases referencing warm-up or cool-down activities being used for the wrong purpose
- Photographs, illustrations, words, or short phrases that indicate incorrect reasons for warm-up and cool-down activities

Sample Multiple-Choice Item:

What are the soccer players in the photograph trying to do?

A. Reduce their heart rates
B. Show good sportsmanship
C. Increase their muscle strength
D. Protect their muscles against injury
Sample Constructed-Response Item:

Prompt:

Identify one way to warm up for exercise. Then, tell why it is important to warm up before exercise.

Exemplar Response:

One way to warm up for exercise is to do jumping jacks. It is important to warm up for exercise to get the muscles loose and ready for exercise.

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.C.2.8**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.3.C.2.8 Describe basic offensive and defensive tactics.

**Clarification:** Identifies or recognizes basic offensive and defensive maneuvers or tactics.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe basic offensive and defensive strategies or maneuvers in various game situations.

**Content Focus:** Offensive and defensive tactics

**Content Limits:** The content of this benchmark is limited to the identification of basic offensive and defensive tactics. Those tactics include:

- An offensive player or unit scoring
- An offensive team or player attacking a goal
- Common offensive tactics (e.g., shooting, passing, dribbling)
- A defensive team or player defending a goal
- A defensive player or unit stopping an offensive attack
- Common defensive tactics (e.g., blocking, stealing, guarding)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing an offensive action as a defensive action
- Photographs, illustrations, words, or short phrases referencing an defensive action as a offensive action
- Photographs, illustrations, words, or short phrases referencing a neutral or unrelated action
- Photographs, illustrations, words, or short phrases referencing activities with no offensive or defensive actions

Sample Multiple-Choice Item:

What could a defender try to do to take the ball away from the player in the photograph?

A. Pass the ball
*B. Steal the ball
C. Shoot the ball
D. Rebound the ball

Sample Constructed-Response Item:

Prompt:

Identify two ways that a soccer defender can take the ball away from an offensive player on the other team.

Exemplar Response:

One way a soccer player can take the ball away from an offensive player is by stealing the ball. Another way a defensive player can take the ball is by intercepting an offensive player’s pass to another offensive player.
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student correctly identifies two ways that a soccer defender can take the ball away from an offensive player on the other team.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student correctly identifies one way that a soccer defender can take the ball away from an offensive player on the other team.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.L.3.1**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.1 Identify a moderate physical activity.

**Clarification:** Demonstrates or identifies examples of moderate physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or perform examples of moderate physical activities.

**Content Focus:** Moderate physical activity

**Content Limits:** The content is limited to the demonstration and identification of examples of daily moderate physical activities

- Bowling
- Walking a lap
- Walking
- Biking on a flat surface
- Household chores: (e.g. Vacuuming, Yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills (e.g. catching, throwing, kicking, retrieving)
- Juggling
- Recreational swimming/playing in a pool

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing vigorous physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a moderate physical activity that you can do?

A. Sprint for 100 yards
B. Speed jump rope for 5 minutes
C. Play a board game for 30 minutes
*D. Walk at a medium pace for 20 minutes

Sample Performance Task:

Materials:

• Paper and pencil or computer

Setup:

• Provide the student with paper and pencil and a flat surface to write/draw on
  OR
• The student sits at a computer with a word processing or spreadsheet program open
  and ready to use

Prompt:

• Say: “Create an activity log that would help you keep track of how much moderate
  physical activity you do over the course of a week. Include at least two different
  activities in your log.”

Note: The teacher may first demonstrate the activity so that the student understands the
  task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.L.3.2**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.2 Identify a vigorous physical activity.

**Clarification:** Demonstrates or identifies examples of vigorous physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or perform examples of vigorous physical activities.

**Content Focus:** Vigorous physical activity

**Content Limits:** The content is limited to the demonstration and identification of examples of daily vigorous physical activities

- Running
- Jogging
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping jacks
- Jump rope
- Dancing at a fast or excited pace
- Playing soccer

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing moderate physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a vigorous physical activity that you can do?

*A. Sprint for 100 yards
B. Bowl on the weekends
C. Play a board game with a friend
D. Walk at a medium pace for 5 minutes
Benchmark: PE.3.L.3.3

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.3.L.3.3 Identify opportunities for involvement in physical activities during the school day.

Clarification: Demonstrates or identifies examples of involvement in physical activities during the school day (from bell to bell, located in school environment.)

Performance Level Descriptor: To demonstrate proficiency, students will identify examples of involvement in physical activities during the school day (e.g. walking to class, playing during recess, using the stairs).

Content Focus: Physical activities during the school day

Content Limits: The content is limited to the identification of involvement in physical activities that can occur during the school day.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing after school activities.
- Photographs, illustrations, words, or short phrases referencing non-physical activities.

Sample Multiple-Choice Item:

Which physical activity can you participate in during the school day?

A. Art
B. Lunch
C. Book club
*D. Walking club
Benchmark: **PE.3.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day.

**Clarification:** Identifies or distinguishes various types of physical activities that can be performed after the school day.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish various types of physical activities that can be performed after the school day.

**Content Focus:** Physical activities after the school day

**Content Limits:** The identification of physical activities is limited to those offered at the student’s local school. These may include but are not limited to:

- School or neighborhood sports games (basketball, soccer, volleyball, etc.)
- Locomotor skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, folk, contra, square, etc.)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing activities that cannot be performed during the school day
- Photographs, illustrations, words, short phrases, or sentences referencing locations not referred to in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing activities whose characteristics do not match the one being referenced in the stem
Sample Multiple-Choice Item:

Which activity should you sign up for after school to meet your goal of being physically active each day?

A. Garden club
B. Cooking club
*C. Tee ball team
D. Safety Patrol

Sample Constructed-Response

Prompt:

Identify an activity or group in your community that can help you be more physically active. Then tell how the activity or group you chose helps you to be physically active.

Exemplar Response:

One group that helps me be active in my community is the local park because they offer sports and activities in the gymnasium.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student identifies a community group or activity that encourages physical activity with a correct or plausible explanation.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student identifies a community group or activity that encourages physical activity without an explanation of how it encourages physical activity.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.L.3.5**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.5 Use an activity log to maintain a personal record of participation in physical activity over a period of time.

**Clarification:** Demonstrates knowledge of key components and ability to fill out an activity log in order to maintain a personal record of participation in physical activity over time.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe key components of an activity log. Or, students will demonstrate ability to fill out an activity log using personal or given information.

**Content Focus:** Activity log

**Content Limits:** The content of this benchmark is limited to the key components of an activity log:

- Activity
- Date/time completed
- Length of activity
- Steps walked
- Changes or personal goals based on the above data

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing aspects of activity logs not referenced in the stem
- Photographs, illustrations, words, or short phrases referencing unrelated changes or activities
Sample Multiple-Choice Item:

Arjun wants to improve his jump rope endurance. Arjun jump ropes every day for a week. On day 5, he is able to jump 50 more times than he was on day 1. He is filling out an activity log so that he knows what he did to help himself improve. He wrote down each day that he jumped rope and what time he started.

What else should Arjun record in his activity so he can keep track of his progress over the week?

A. The number of stretches he completed each day
B. The length of the jump rope he used each day
*C. The length of time he jump roped each day
D. The number of calories he ate each day

Sample Constructed-Response Item:

Prompt:

Fill out this activity log to show how much running you did last week.

One Week Physical Activity Log

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE OF ACTIVITY</th>
<th>GOAL</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<td></td>
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<td>Friday</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exemplar Response:

<table>
<thead>
<tr>
<th>DATE: 6/12/2012</th>
<th>TYPE OF ACTIVITY: Running</th>
<th>GOAL: Run for two hours a week</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday:</td>
<td>Physical education class: ran for 20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Physical education class: ran for 20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday:</td>
<td>Physical education class: ran for 20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday:</td>
<td>Played soccer/ Ran for an hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Item Rubric

<table>
<thead>
<tr>
<th>2 points</th>
<th>The student fills out each section of the log completely and plausibly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The student fills out two of the three sections or fills out all sections with some missing information.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written &quot;I don't know.&quot;</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.L.3.6**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity.

**Clarification:** Recognizes or identifies changes in habits or lifestyle that can increase the level of physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify lifestyle changes such as taking the stairs, bicycling, walking, running, etc. that can be made to increase the level of physical activity.

**Content Focus:** Lifestyle changes to increase physical activity

**Content Limits:** The content of this benchmark is limited to the identification of changes in habits or lifestyle that can increase the level of physical activity including:

- Changing daily transportation habits (e.g., walking instead of taking the bus, walking up stairs instead of using the elevator)
- Joining a sports team
- Starting an exercise group
- Replacing sedentary diversions (e.g., watching TV, using a computer) with physically active diversions (e.g., jogging, riding a bike, exercising)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing actions that do not involve physical activity
Sample Multiple-Choice Item:

Maria wants to go for a 30-minute walk after school each day but is often tired when school is dismissed.

What could Maria do to improve her energy level so that she is ready for her walk each day?

*A. Get one more hour of sleep each night
B. Complete her homework before she exercises
C. Have a snack before she goes to bed each night
D. Wake up an hour earlier for school each day
Benchmark: **PE.3.L.3.7**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.3.L.3.7 Differentiate between the correct and incorrect way to fit a bicycle helmet.

**Clarification:** Identifies or differentiates the correct and incorrect way to fit and wear a bicycle helmet.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or differentiate between correct and incorrect ways to fit and wear a bicycle helmet.

**Content Focus:** Bicycle helmet

**Content Limits:** The content of this benchmark is limited to the identification of the correct way to fit a bicycle helmet.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect ways to fit a bicycle helmet
Sample Multiple-Choice Item:

Which picture shows the correct way to wear a bicycle helmet?

A.  

B.  

*C.  

D.  
Benchmark: **PE.3.L.4.1**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.1 Describe how muscular strength and endurance enhance performance in physical activities.

**Clarification:** Identifies or describes ways in which muscle strength and endurance enhance physical performance.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe how muscle strength and endurance enhance performance in various physical activities.

**Content Focus:** Muscle strength and performance

**Content Limits:** The content of this benchmark is limited to the identification and description of how muscular strength and endurance enhance the following physical activities:

- Sports (e.g., soccer, gymnastics, basketball)
- Activities (e.g., bicycling, jump roping, dance)
- Games (e.g., tag, kickball, relays)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

**Distractors may include, but are not limited to:**

- Photographs, illustrations, words, or short phrases referencing muscular strength or endurance that does not match the activity referenced in the stem
- Photographs, illustrations, words, or short phrases referencing unrelated activities
Sample Multiple-Choice Item:

A student jump ropes every day for a week. On day 5, the student is able to jump 50 more times than she was on day 1.

What could have contributed to the increase in jumps on day 5?

A. The student increased her flexibility.
B. The student decreased her muscular strength.
*C. The student increased her cardiorespiratory endurance.
D. The student decreased the amount of oxygen her muscles needed.

Sample Constructed-Response Item:

Prompt:

Describe two ways that building your muscles improves your performance when you play sports.

Exemplar Response:

One way that building your muscles improves your performance when you play spots is helping with your balance. It also helps you keep playing longer because it builds your endurance.

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: PE.3.L.4.2

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.

Clarification: Identifies or describes the effect of physical activity on the heart and lungs.

Performance Level Descriptor: To demonstrate proficiency, students will identify the effects of physical activity (e.g., faster heart rate and faster breathing) on the heart and lungs during exercise.

Content Focus: Heart and lungs

Content Limits: The content of this benchmark is limited to the identification and description of the immediate and long-term effects of physical activity on the heart and lungs.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing effects that are not a result of physical activity on the heart and lungs
- Photographs, illustrations, words, or short phrases referencing effects non-physical activities
Sample Multiple-Choice Item:

The boy in the photograph is breathing fast as he is running.
What part of his body is causing him to breathe faster?

A. Arms
B. Feet
*C. Heart
D. Legs

Sample Constructed-Response Item:

Prompt:

Leslie likes to run one mile a day after school. When she goes running, her heart beats faster than when she is at rest. She also breathes heavier when she is running.

Explain why Leslie breathes heavier when her heart is beating faster.

Exemplar Response:

Leslie breathes heavier when she is running because her heart is beating faster and needs more oxygen than it does when she is resting. This causes her to breathe more heavily.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>The student explains that Leslie breathes more heavily to provide an increased level of oxygen to her heart.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student partially explains why Leslie more heavily but fails to specifically explain why Leslie’s heart requires more oxygen.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: PE.3.L.4.3

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.3.L.4.3 Identify appropriate physical activities that result in the development of cardiorespiratory endurance.

Clarification: Identifies physical activities that promote cardiorespiratory endurance.

Performance Level Descriptor: To demonstrate proficiency, students will identify physical activities that promote the development of cardiorespiratory endurance.

Content Focus: Cardiorespiratory endurance

Content Limits: The content of this benchmark is limited to the identification of activities that promote cardiorespiratory endurance including but not limited to:

- Running
- Jogging
- Walking
- Swimming
- Aerobics
- Dance
- Jump rope
- Cycling
- Hiking

Recommended DOK Level: Low

Item Types:
- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing activities that do not promote cardiorespiratory endurance
**Sample Multiple-Choice Item:**

Two days each week, Joshua likes to run laps on a track for 30 minutes. What part of Joshua’s physical fitness activity will improve the most?

A.  His nutrition  
B.  His flexibility  
C.  His muscular strength  
*D.  His cardiorespiratory endurance*

**Sample Constructed-Response Item:**

**Prompt:**

Identify two activities that will help improve a person’s cardiorespiratory endurance.

**Exemplar Response:**

A person can go hiking to improve his or her cardiorespiratory endurance. Another activity someone can do to improve their cardiorespiratory endurance is cycling.

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<tr>
<th>Item Rubric</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student identifies two activities that will help improve a person’s cardiorespiratory endurance.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student identifies one activity that will help improve a person’s cardiorespiratory endurance.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
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</table>
Benchmark: **PE.3.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.4 Match physical fitness assessment events to the associated fitness component.

**Clarification:** Matches a fitness test assessment with a physical fitness component.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the physical fitness components that are assessed in physical fitness test activities.

**Content Focus:** Fitness Assessment

**Content Limits:** The content of this benchmark is limited to the matching of fitness assessment events to their physical fitness component:

- Flexibility matched with stretches (e.g., V-stretches, straddles)
- Muscle strength/endurance (e.g., push-ups, hollow holds, squats)
- Cardio respiratory (e.g., running, jogging, bicycling)
- Body composition (e.g. skinfold, height/weight)

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Technology Enhanced

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing fitness assessments that do not match the fitness component referenced in the stem
- Photographs, illustrations, words, or short phrases referencing fitness components that do not match the fitness assessment referenced in the stem
- Photographs, illustrations, words, or short phrases referencing unrelated activities
Sample Multiple-Choice Item:

What category of physical fitness does the activity shown in the photograph match with?

A. Muscle Strength
B. Body Composition
*C. Flexibility
D. Muscle Endurance
Benchmark: **PE.3.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.5 Identify formal and informal physical fitness assessment.

**Clarification:** Demonstrates ability to recognize the various components of a formal or informal physical fitness assessment.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize a variety of formal and informal physical fitness assessments.

**Content Focus:** Components of fitness—assessment of physical fitness

**Content Limits:** The performance of physical activities to measure physical fitness is limited to:

- **Informal**
  - Jumping rope
  - Stretching
  - Running
  - Walking
  - Doing sit-ups/curl-ups
  - Doing push-ups/modified push-ups
- **Formal – validated reliable assessment**
  - Mile run/ walk
  - Pacer
  - Sit and Reach
  - Shoulder stretch
  - Curl-ups
  - Push-ups

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing an effect that is not a formal physical fitness assessment.

**Sample Multiple-Choice Item:**

Which activity is a formal physical fitness assessment?

* A. Sit and reach  
  B. Rope jumping  
  C. Climbing stairs  
  D. Toe touches
Benchmark: **PE.3.L.4.6**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.6 Identify ways to safely stretch major muscle groups.

**Clarification:** Demonstrates or identifies safe stretching exercises for major muscle groups.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safe stretching exercises for the major muscle groups.

**Content Focus:** Major muscle group stretches

**Content Limits:** The content of this benchmark is limited to the identification of safe stretching exercises for major muscle groups in the following areas:

- Back/neck
- Legs
- Arms
- Core
- Warm up before stretching
- 15-30 seconds hold
- Don’t hold breath
- Normal breathing
- Knee slightly bent
- No pain
- Not bouncing
- Ways to stretch

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing muscle groups not matching the activity mentioned in the stem
- Photographs, illustrations, words, or short phrases referencing unsafe or incorrect stretching techniques
- Photographs, illustrations, words, or short phrases referencing activities unrelated to stretching

Sample Multiple-Choice Item:

What is a way to safely stretch your leg muscles?

*A. Don’t bounce in the stretch
B. Hold at least for one minute
C. Keep stretching even if it hurts
D. Hold your breath while stretching
Benchmark: **PE.3.L.4.7**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.7 Read food labels for specific nutrition facts.

**Clarification:** Identifies nutrition facts from food labels.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various nutrition facts from food labels.

**Content Focus:** Food labels

**Content Limits:** The content of this benchmark is limited to the ability to read and interpret food labels in order to gain information about various nutrition facts (e.g., ingredients, serving size, nutrients).

**Recommended DOK Level:** Low

**Stimulus Attribute Notes:**

- For performance tasks: food labels or other appropriate materials (e.g., calculators) can be used to assess the student’s ability to meet the benchmark.

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing information unrelated to nutrition
- Photographs, illustrations, words, or short phrases referencing nutrition information not related to the information in the stem
Sample Multiple-Choice Item:

Based on the food label, how many grams of protein are in this food product?

A. 0

*B. 1

C. 5

D. 10
Sample Performance Task:

Materials:

- The oatmeal nutrition label

![Oatmeal Nutrition Information]

**Setup:**

- Give the student the label.

**Prompt:**

- Say: “Tell me how many grams of fat are in the oatmeal. Tell me how many grams of protein are in the oatmeal.”

**Item Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student responds that there are 2 g of fat in the oatmeal and 5 g of protein in the cereal.</td>
</tr>
<tr>
<td>1</td>
<td>The student responds that there are 2 g of fat in the oatmeal. OR The student responds that there are 5 g of protein in the cereal.</td>
</tr>
<tr>
<td>0</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.L.4.8**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.3.L.4.8 Identify principles of physical fitness.

**Clarification:** Identifies or recognizes standard principles of physical fitness.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify principles of physical fitness, such as overload, specify, and progression.

**Content Focus:** Physical fitness principles

**Content Limits:** The content of this benchmark is limited to the identification of principles of physical fitness including:

- Specificity
- Overload
  - Frequency
  - Intensity
  - Time
- Progression

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing a physical principle that does not match the activity in the stem
- Photographs, illustrations, words, or short phrases referencing an activity not related to a physical principle
Sample Multiple-Choice Item:
What is one principle of physical fitness?

A. Communication
B. Flexibility
*C. Specificity
D. Teamwork

Sample Constructed-Response Item:
Prompt:
Identify one principle of physical fitness and describe why the principle is important to a person’s level of physical fitness.

Exemplar Response:
One principle of physical fitness is progression. It is important to build to a goal. For example, if you want to run 5 miles but have never ran before you must build up to the 5 miles. In week one you might run 1 mile, the next week 2 miles, and so on. It helps you to increase your level of physical fitness.

<table>
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<tbody>
<tr>
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</table>
Benchmark: PE.3.L.4.9

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.3.L.4.9 Identify individual strengths and weaknesses based upon results of a formal fitness test.

Clarification: Recognize that fitness test results provide a correlation with personal health and the ability to perform various physical activities.

Performance Level Descriptor: To demonstrate proficiency, students will identify fitness test results (e.g., good or bad) with health status and the ability to perform various physical activities.

Content Focus: Fitness result and health

Content Limits: The content of this benchmark is limited to recognizing the association between the results of fitness testing to personal health and the ability to perform physical activities.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases reference activities unrelated to physical fitness
Sample Multiple-Choice Item:

<table>
<thead>
<tr>
<th>Physical Fitness Category</th>
<th>Jenny’s Fitness Testing Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiorespiratory endurance</td>
<td>Excellent</td>
</tr>
<tr>
<td>Muscle strength</td>
<td>Needs improvement</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Good</td>
</tr>
<tr>
<td>Balance</td>
<td>Good</td>
</tr>
</tbody>
</table>

Based on the results of Jenny’s physical fitness test results, which activity is she likely to do best in?

* A. Running
* B. Stretching
* C. Push-ups
* D. Gymnastics
Benchmark: PE.3.L.4.10

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.3.L.4.10 Identify ways that technology can assist in the pursuit of physical fitness.

Clarification: Recognizes or identifies various ways that technology can assist in the pursuit of physical fitness.

Performance Level Descriptor: To demonstrate proficiency, students will identify ways that technology can assist a physical activity or physical fitness goal.

Content Focus: Technologies assist physical fitness

Content Limits: The content of this benchmark is limited to the recognition and identification of ways that technology can assist in physical fitness. The technology can include:

- Stopwatches
- Scales
- Video recordings
- CD players/cassette tape players/MP3 playing devices
- Computer
- Internet
- Pedometers
- Heart-rate monitors
- Spreadsheets

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing technology that does not assist the activity referenced in the stem
Sample Multiple-Choice Item:

What can some digital stopwatches provide information about?

A. How many calories you eat each day
B. Your body-mass index (BMI)
*C. How fast you can run
D. How strong you are

Sample Constructed-Response Item:

Prompt:

- Identify one type of technological device that can help you be physically fit. Then, explain how you use the technological device that you have identified.

Exemplar Response:

A pedometer is a device that can help a person be physically active. A pedometer counts how many steps you take. By counting the number of steps you take, you can make sure that you are getting enough exercise each day.

<table>
<thead>
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<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: **PE.3.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.3.R.5.1 List ways to work cooperatively with peers of differing skill levels.

**Clarification:** Demonstrate an understanding of appropriate skills and actions that facilitate collaboration with a partner of different skill level.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain skills and actions that facilitate working with a partner.

**Content Focus:** Benefits of physical activity

**Content Limits:** The types of physical activities and behaviors referenced should be limited to activities familiar and appropriate at the third-grade level.

Appropriate behavior when working with a partner of a different skill level includes:

- Using polite language
- Sharing equipment
- Sharing responsibilities
- Providing tips for doing better
- Adjusting the rules so everyone can participate

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of unhealthy or inappropriate ways of working with a partner
- Photos, illustrations, or descriptions of working with a partner not referenced in the stem
Sample Multiple-Choice Item:

Liam is practicing a passing drill with Lucas during physical education class. Lucas is having trouble kicking the ball all the way over to where Liam is standing.

What should Liam do?

A. Move to the side to pass in a new direction
*B. Move closer to make passing easier
C. Ask his coach for a new partner
D. Stop passing the ball to Lucas
Benchmark: **PE.3.R.5.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.3.R.5.2 List ways to show respect for the views of a peer from a different cultural background.

**Clarification:** Identifies, distinguishes, describes, or explains appropriate ways to show respect for others with different viewpoints or cultural backgrounds.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain appropriate ways to show respect for others with different viewpoints or cultural backgrounds.

**Content Focus:** Respecting others

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of viewpoints, opinions, traditions, and appropriate behavior that is familiar and appropriate at the third-grade level. Descriptions of controversial cultural practices are avoided.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, short phrases, or sentences referencing respect not being shown
- Photographs, illustrations, words, short phrases, or sentences referencing displays of respect or cultural practices that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-respectful or non-culturally related activities or viewpoints
**Sample Multiple-Choice Item:**

Sarah tells the teacher that she cannot hold hands during the physical education dance activity. What should you do to include Sarah in the activity?

*A.* Have each partner hold the end of a ribbon

*B.* Have the students finish the activity quickly

*C.* Make Sarah help keep score

*D.* Make Sarah wear gloves
Benchmark: **PE.3.R.5.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior.

**Clarification:** Identifies opportunities to take responsibility for personal behavior and recognizes the importance of doing so.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe opportunities to take responsibility for individual behavior. Students may also identify or describe the importance of taking responsibility for one’s personal behavior.

**Content Focus:** Responsible behaviors

**Content Limits:** Content is limited to examples or scenarios of students taking personal responsibility during physical activities in school or in the community.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing unwillingness to try new activities
- Photographs, illustrations, words, or short phrases referencing inappropriate behaviors or behaviors not related to trying new activities
**Sample Multiple-Choice Item:**

Gabriel’s physical education class is learning how to use a heart-rate monitor. Gabriel forgets to start his monitor and cannot participate in the class activity.

What should Gabriel do?

A. Ask to leave class and say he is sick

*B. Tell the teacher that he made a mistake

C. Make up a heart rate and put it on the worksheet

D. Tell his friend so he can copy his friend’s heart rate

**Sample Short Constructed-Response Item:**

**Prompt:**

Identify two reasons it is important to admit when you make a mistake while playing sports.

**Exemplar Response:**

One reason it is important to admit when you make a mistake while playing sports is so you can get better. Another reason is because it is the correct thing to do.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<td><strong>1 point</strong></td>
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<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.3.R.6.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.3.R.6.1 Seek personally challenging physical activity experiences.

**Clarification:** Identifies, describes, or explains reasons to seek personally challenging physical activity experiences or identifies, describes, or explains a personal experience of a physical challenge and its outcome.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain reasons to seek personally challenging physical activity experiences or identify, describe, or explain a personal experience of a physical challenge and its outcome.

**Content Focus:** Challenging physical activity

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of viewpoints, opinions, and activities that are familiar and appropriate at the third-grade level.

**Recommended DOK Level:** Moderate

**Item Types:**
- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Describe a time in physical education class when the activity was hard for you to do. Then, tell what you learned from doing that activity.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student describes a difficult physical activity event and gives a plausible explanation of what he or she learned.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student describes a difficult physical activity event with a missing or incomplete explanation of what he or she learned.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.3.R.6.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 2. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.3.R.6.2 Appreciate the good physical performance of others.

**Clarification:** Identifies ways to show appreciation for the good performance of others.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways to show appreciation for the good performance of classmates.

**Content Focus:** Appreciation of others

**Content Limits:** The content of this benchmark is limited to the identification of appropriate ways to show appreciation for the performance of others includes but is not limited to:

- clap hands
- say “great job
- Shaking hands/high fives
- Saying positive statements

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing inappropriate ways of showing appreciation for the performance of others
- Photographs, illustrations, words, or short phrases referencing actions unrelated to showing appreciation for others
Sample Multiple-Choice Item:

Mario's basketball team just lost their last home game of the season by 20 points.

Which action should Mario take while talking to the other team's players?

A. Tell them that they are mean.
*B. Tell them they did a good job.
C. Tell them that the game was unfair.
D. Tell them that they must have cheated.
Benchmark: PE.3.R.6.3

Strand: Responsible Behaviors and Values


Benchmark: PE.3.R.6.3 Identify ways to celebrate one’s own physical accomplishments while displaying sportsmanship.

Clarification: Identifies appropriate ways to celebrate one’s own physical accomplishments while displaying sportsmanship.

Performance Level Descriptor: To demonstrate proficiency, students will identify appropriate ways to celebrate personal accomplishments while displaying sportsmanship.

Content Focus: Celebrating personal accomplishments while displaying sportsmanship

Content Limits: The content of this benchmark is limited to the identification of behaviors that involve celebration after reaching a fitness goal or scoring a point or making a play during group sports while displaying sportsmanship.

- Smiling
- Thumbs up/high five/hand shaking
- Words of encouragement
- Sharing the good news with others

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing inappropriate celebratory behavior while displaying poor sportsmanship
- Photographs, illustrations, words, or short phrases referencing behaviors not related to celebrating personal accomplishments
Sample Multiple-Choice Item:

Jayden is playing a basketball shooting game in his physical education class. He makes more baskets than his classmates.

How should Jayden celebrate?

*A.  Give a friend a high-five
B.  Scream and cheer loudly
C.  Jump on top of his friends
D.  Lie down on the ground in shock
Benchmark: HE.3.C.2.1

Strand: Concepts

Standard: 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.3.C.2.1 Explore how family and friends’ traditions and customs may influence health behaviors.

Clarification: Identifies how different family traditions and customs may influence health behaviors.

Performance Level Descriptor: To demonstrate proficiency, students will identify how different family traditions and customs may influence health behaviors.

Content Focus: Family and friends’ traditions and customs

Content Limits: Family or friend behaviors or customs that influence the following aspects of health should include, but not be limited to, the following:

- Safety Nutrition (e.g., family diet)
- Mental/emotional/social health (e.g., dinnertime gatherings, playing board games)
- Physical health/exercise (e.g., dancing, team sports, yoga)
- Healthy habits (e.g., trips to doctors)
- Customs and behaviors (e.g., playing games together, eating certain foods)

**NOTE:** Hereditary health conditions should NOT be assessed for this benchmark

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Illustrations, photos, simple sentences, short phrases, or single words that do not relate to family traditions and healthy behaviors
- Illustrations, photos, simple sentences, short phrases, or single words about behaviors that do not match the tradition or behavior referenced in the stem
- Incorrect descriptions of healthy behaviors
- Illustrations, photos, simple sentences, short phrases, or single words that refer to behaviors or traditions with health effects the opposite of that referenced in the item stem
Benchmark: HE.3.B.5.2

Strand: Responsible Behavior

Standard: 3. Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.3.B.5.2 List healthy options to health-related issues or problems.

Clarification: Identifies healthy options to address health-related issues or problems.

Performance Level Descriptor: To demonstrate proficiency, students will identify healthy options to address health-related issues or problems.

Content Focus: Healthy decision making

Content Limits: Healthy options to resolve health-related issues or problems includes but are not limited to:

- Mental health (self-esteem)
- Social health (cooperation, sharing, sportsmanship, teamwork, peer pressure)
- Healthy choices
- Internet safety
- Safety (e.g., fear for personal safety)
- Nutrition (e.g., nutrition options)

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Short Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Illustrations, photos, simple sentences, short phrases, or single words that do not relate to healthy options or health-related issues or problems
- Illustrations, photos, simple sentences, short phrases, or single words about options that do not match the health-related issues or problem referenced in the stem
- Incorrect descriptions of healthy or unhealthy options
Benchmark: **HE.3.B.6.1**

**Strand:** Responsible Behavior

**Standard:** 6: Demonstrate the ability to use goal-setting skills to enhance health.

**Benchmark:** HE.3.B.6.1 Select a personal health goal and track progress toward achievement.

**Clarification:** Demonstrates how to enhance health by using goal setting.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate ways to measure personal health goals.

**Content Focus:** Goal setting

**Content Limits:** Health goals should include, but not be limited to, the following:

- Participating in daily physical activity
- Wearing seat belts and helmets consistently
- Maintaining a healthy diet
- Limiting media time
- Learning about the dangers of drugs/tobacco and other substances
- Developing conflict resolution skills
- Practicing proper hygiene

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Illustrations, photos, simple sentences, short phrases, or single words that do not relate to healthy options or health-related issues or problems
- Illustrations, photos, simple sentences, short phrases, or single words about options that do not match the health-related issues or problem referenced in the stem
- Incorrect descriptions of healthy or unhealthy options
Benchmark: **LACC.K12.L.3.4**

**Strand:** Language Arts

**Standard:** Vocabulary Acquisition and Use

**Benchmark:** LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Clarification:** Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts, clues and reference materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or analyzing meaningful word parts.

**Content Focus:** Vocabulary and meaning

**Content Limits:** The target vocabulary is limited to words at the fourth or fifth-grade levels as used in a physical education context.

Item stems, except for the target vocabulary, must be written at or below third grade reading levels.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect vocabulary or definitions
- Photographs, illustrations, words, or short phrases referencing vocabulary or definitions that do not match the one being referenced in the stem
Benchmark: **MACC.3.MD.1.1**

**Strand:** Math

**Standard:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

**Benchmark:** MACC.3.MD.1.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtractions of time intervals in minutes, e.g., by representing the problem on a number line or diagram.

**Clarification:** Identifies or describes a time or time interval to the nearest minute.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe a time to the nearest minute or measure time intervals in minutes.

**Content Focus:** Minutes and hours

**Content Limits:** The telling and writing of time to the nearest minute will be limited to whole numbers between 1 and 12 for hours, and 1 and 60 for minutes.

The context of the time named or solved should be applicable to a physical education class setting.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing incorrect times or clocks
SPECIFICATIONS
FOR
GRADE 4
Benchmark: **PE.4.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.1 Apply movement concepts to the performance of locomotor skills in a variety of movement settings.

**Clarification:** Identifies and applies various locomotor skills in a variety of movement settings or sequences applying movement concepts.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform and apply various locomotor skills in a variety of movement settings while using a variety of movement.

**Content Focus:** Locomotor skills in movement settings

**Content Limits:** The identification, performance, and application of locomotor skills, movement settings and movement concepts are limited to the following activities:

- Locomotor skills: walking, running, jumping, leaping, skipping, hopping
- Movement settings: movement sequences, dances, games, target activities, net/wall activities, striking/fielding activities
- Movement concepts: space awareness (e.g., location, directions, pathways), effort awareness (e.g., time, force, flow), body awareness (e.g., with objects, with people, of body parts)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing a locomotor skill not referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing techniques and procedures that do not match the one being referenced in the stem
Sample Multiple-Choice Item:

Which locomotor skill would you use to shoot a lay-up when playing basketball?

A. Sliding
B. Walking
C. Leaping
*D. Skipping

Sample Performance Task:

Materials:
- Tape

Setup:
- Use tape to make an ‘X’ on the floor. Use tape to create the following grid on the floor, without the color:

```
Key

<table>
<thead>
<tr>
<th>Right Foot</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left Foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both Feet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Prompt:
- Say: “Stand on the X with feet together facing the grid. I’ll give you the directions first to move through the grid, and then you will complete the actions.”
  - “Hop with two feet into the first grid—putting one foot in each block.”
  - “Hop with your right foot into the right square.” [represented in yellow above]
  - “Hop with your left foot into the next square on the left.” [represented in blue above]
  - “Hop with two feet into the next set of blocks.” [represented in green above]
<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.2**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.2 Strike a moving object using body parts so that the object travels in the intended direction at the desired height.

**Clarification:** Properly strikes a moving object, using a body part, in an intended direction and height.

**Performance Level Descriptor:** Identify, recognize, and perform the correct technique for properly striking a moving object in an intended direction and desired height using body parts.

**Content Focus:** Strike a moving object

**Content Limits:** Performance tasks are limited to the striking of balls (e.g., volleyball, soccer ball) with the student’s hands, arms or feet.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing technique and procedures for striking a moving object not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing technique and procedures for striking a moving object that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing striking a non-moving object or related activities and procedures
Sample Multiple-Choice Item:

Which picture shows the technique you should use to hit a volleyball forward over the net after your team has been served the ball?

A.  

B.  

*C.  

D.  

Sample Performance Task:

Materials:

- Volleyball

Setup:

- Have the student stand 5 feet away from the teacher. The teacher will gently toss the ball underhand to the student.

Prompt:

- Say: “Pass (bump) the ball back to me when I toss it to you.”

Note:

- The student may have three tries to serve the ball to the teacher.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td>The student successfully serves the ball to the teacher. The ball goes near the teacher’s upper body and the teacher does not have to take more than two steps to get the ball.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>The student is able to propel the ball but it is not in the intended direction or accurate enough such that the teacher does not have to bend to catch the ball or take more than two steps to get the ball.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.3 Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.

**Clarification:** Identifies, recognizes and demonstrates striking an object continuously with a paddle/racquet using the proper forehand grip and positioning.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate with a partner the ability to strike an object continuously with a paddle using the proper grip and hand positioning.

**Content Focus:** Strike object continuously with paddle or racquet using the correct technique

**Content Limits:** Objects and paddles that can be used to assess this benchmark in a performance task are limited to:

- Object: table tennis ball, tennis ball, racquetball, birdie
- Paddles: table tennis paddle; tennis, racquetball, or badminton racquet; plastic paddle

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing striking an object without using a paddle
- Photographs, illustrations, words, short phrases, or sentences referencing striking an object using a non-forehand technique or non-continuously
- Photographs, illustrations, words, short phrases, or sentences referencing non-striking activities and procedures
Sample Multiple-Choice Item:

Which picture shows the correct technique to hit a forehand swing so that it goes straight over the net and to another player on the opposite side?

A.  

*B.  

C.  

D.
Sample Performance Task:

Materials:

- Tennis ball
- Tennis racquet
- Wall

Setup:

- Mark a starting spot for the student 10 feet from the wall. Hand the student the racquet and ball.

Prompt:

- Say: “Bounce the ball on the ground and hit it with a forehand pattern into the wall. When the ball bounces back, continue to hit it with a forehand pattern.”

Note: The student may have three attempts. The ball may bounce on the ground once between strokes.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student successfully hits the ball forehand against the wall and hits the ball using a forehand stroke after it bounces off the wall.</td>
<td>The student successfully hits the ball forehand against the wall. OR The student successfully hits the ball using a forehand stroke after it bounces off the wall.</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.4.M.1.4

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.4.M.1.4 Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction

Clarification: Strikes a moving or stationary object using a long-handled piece of equipment in an intended direction and height.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate the correct technique to strike a moving object or a stationary object using a long-handled implement in an intended direction or height.

Content Focus: Strike an object with a long-handled implement

Content Limits: Objects and long-handled implements that can be used to assess this benchmark in a performance task include:

- Objects: tennis ball, wiffle ball, hockey puck, golf ball
- Long-handled implements: bat, hockey stick, golf club

Recommended DOK Level: Moderate

Item Types:

- Performance Task
Sample Performance Task:

Materials:

- Four cones
- Softball bat/foam bat
- Six softballs or wiffle balls

Setup:

- Use the cones to mark a starting point and a point approximately 15–30 feet beyond. Have the student stand at the first cone.

- Teacher

Prompt:

- Say: “I am going to pitch the ball to you using an underhanded pitch. Hit the ball I pitch straight ahead in bounds at least 15 feet. You will have three tries to do this.”
- Say: “When your turn is finished, bring me the balls you hit.”

Note: The teacher should pitch the ball underhand and at an appropriate speed for the grade level.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student strikes the ball and sends it in the intended direction.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student strikes the ball but it goes in the wrong direction.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.5**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.5 Dribble and pass to a moving partner

**Clarification:** Dribbles an object in a controlled manner and pass the object to a moving partner.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to dribble an object with hands or feet in a controlled manner and pass the object to a moving partner.

**Content Focus:** Dribble an object

**Content Limits:** Performance tasks are limited to the dribbling of balls (e.g., basketball, soccer ball) with the student’s hands or feet.

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Basketball
- Three cones

**Setup:**
- Place three cones 10 feet apart in a horizontal line. Have the student stand at the first cone with the basketball. The teacher stands at the last cone.

**Prompt:**
- Say: “Dribble to the second cone and then pass the ball to me using a two-handed chest pass.”
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully dribbles the ball to the cone and then passes the ball to the teacher. The teacher does not need to move more than two steps to catch the ball.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student dribbles the ball with some difficulty; for example, the student may miss the ball and have to chase it down once or twice but successfully completes a pass. OR The student successfully dribbles the ball to the cone but the pass to the teacher is not completed.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.6**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.6 Perform a variety of swim strokes

**Clarification:** Identifies, distinguishes, and explains the proper technique for a variety of swim strokes.

**Performance Level Descripor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain a given swim stroke or the proper technique for a variety of swim strokes.

**Content Focus:** Swimming

**Content Limits:** Swim strokes are limited to the following:

- Freestyle
- Breaststroke
- Backstroke
- Butterfly

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing correct technique not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing swim strokes that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-swimming-related activities and procedures
Sample Multiple-Choice Item:

Use the video to answer the question.

Video clip

Which stroke is being performed in the video above?

A. Butterfly

B. Freestyle

*C. Backstroke

D. Breaststroke
Benchmark: **PE.4.M.1.7**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.

**Clarification:** Catches objects of varying weights and sizes thrown in different directions and to varying distances by a stationary partner while moving in the correct direction in order to make the catch.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to correctly move (forward, backward, right, left) and catch objects of varying weight and size thrown at different directions and distances.

**Content Focus:** Catch objects while traveling

**Content Limits:** Objects that can be used to assess this benchmark in a performance task include:

- Basketballs
- Footballs
- Kickballs/playground balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Medium-sized playground ball
- Four cones

Setup:

- Place one cone at a starting position.
- Then place cones 10 feet, 15 feet, and 20 feet away from the starting cone.
  - The cone that is 10 feet away should be directly in front of the starting cone. (Cone 1)
  - The cone that is 15 feet away should be to the left five feet. (Cone 2)
  - The cone that is 20 feet away should be to the right five feet. (Cone 3)
- The student should stand at Cone 1.
- The teacher should stand at the starting cone with the ball.

Prompt:

- Say: “Catch the ball that I am going to throw to you.”
- Say: “Now move to Cone 2.”
- Say: “Catch the ball that I throw to you.”
- Say: “Now move to Cone 3.”
- Say: “Catch the ball that I throw to you.”

Note: The teacher should throw the ball in the student’s direction such that the student has to move a few steps to catch the ball each time.
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully catches the ball at Cone 1, Cone 2, and Cone 3.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student successfully catches one or two of the balls thrown.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.8**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.8 Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion

**Clarification:** Throws a variety of balls varying distances in an overhand movement to a stationary partner.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the correct technique to throw balls of varying size and weight to a stationary partner over various distances using the proper overhand form and movement.

**Content Focus:** Overhand throw to a moving partner

**Content Limits:** Objects that can be used to assess this benchmark in a performance task include:

- Footballs
- Tennis balls
- Playground balls
- Foam balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Cones
- Tennis ball, foam ball/youth-sized football, softball

Setup:

- Place one cone at a starting position.
- Then place cones 10 feet, 15 feet, and 20 feet away from the starting cones.
- The teacher should stand at the starting cone.

Prompt:

- Say: “Stand at Cone 1 and throw the football overhand to me.”
- Say: “Move to Cone 2 and throw the softball overhand to me.”
- Say: “Move to Cone 3 and throw the tennis ball overhand to me.”

Note: The student can have up to three trials at each distance.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td>The student successfully throws the football, softball, and tennis ball overhand to the teacher without causing the teacher to have to take more than three steps to catch the ball.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>The student successfully throws one or two of the balls overhand. The other attempt is underhand, does not reach the teacher, or is inaccurate.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.9**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.9 Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Clarification:** Performs a specified, pre-designed gymnastics sequence (with or without manipulatives) demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Performance Level Descriptor:** To demonstrate proficiency, students perform a specified, pre-designed gymnastics sequence demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Content Focus:** Gymnastics sequences

**Content Limits:**

- Skills included in the pre-designed routine are appropriate for a fourth-grade level and limited to:
  - Educational gymnastic skills
  - Basic locomotor skills
  - Basic dance skills
  - Basic aerobic exercises
  - Arm movements
- Manipulatives included in the pre-designed routine could include:
  - Jump ropes
  - Ribbons
  - Large balls (beach ball, basketball, etc.)

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:
- Ten cones
- Jump rope
- 2-inch-thick mat

Setup:
- Place eight cones in a line with cones 3 feet apart. Place a jump rope at the beginning of the line of cones. Place a mat at the end of the eight cones. Place another cone at the end of the mat.

```markdown
<table>
<thead>
<tr>
<th>Start</th>
<th>Jump rope</th>
<th>Forward roll</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Prompt:
- Say: “Complete the following movements. I will describe them once, and then you will perform all the movements in a sequence.”
  - “Use the jump rope to complete 10 consecutive basic jumps.”
  - “Put the rope down and weave through the eight cones.”
  - “Then do one forward role on the mat.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.10**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.10 Perform two or more dances accurately.

**Clarification:** Demonstrates two or more defined dance sequences.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform defined dance sequences (e.g., line, square, contra, folk, step, social) accurately and with good technique.

**Content Focus:** Dance sequence

**Content Limits:** Performance tasks will be limited to the following dance sequences: line, square, contra, folk, step, social.

- Interpretive
- Modern
- Jazz
- Ballet
- Traditional/folk dances
- Contemporary ballroom/social dancing
- Contemporary general
- Line dancing
- Square dances
- Contra
- Step dances

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Stereo (or other music playing device)
- “Willie and the Hand Drive” by Johnny Otis
- “The Hustle” by Van McCoy and the Soul City Symphony

Prompt:

- Say: “We are going to complete the following movements. I will describe and demonstrate the sequence once, and then you will perform all the movements in the sequence.”

Dance 1: The Hand Jive

- The teacher will count 1–8 each time to keep time.
  - Slap knees 2 times
  - Clap 2 times
  - Palms over 2 times
  - Palms under 2 times
  - Fists over 2 times
  - Fists under 2 times
  - Hitchhike R 2 times
  - Hitchhike L 2 times

Dance 2: The Hustle

- The teacher will count 1–8 each time to keep time.
  - Hustle R (Counts 1–4)
  - Hustle L (Counts 5–8)
  - Hustle forward to the R (Counts 1–4)
  - Hustle forward to the L (Counts 5–8)
  - Step touch to R (Counts 1, 2)
  - Step touch to L (Counts 3, 4)
  - Step touch to R (Counts 5, 6)
  - Step touch to L (Counts 7, 8)
  - Hustle backwards to the R (Counts 1–4)
  - Hustle backwards to the L (Counts 5–8)
  - 8 Rock Steps (side to side in place)(Counts 1–8)
  - 4 pivot steps going counter clockwise, two counts each step (Counts 1–8)

Note: The teacher may demonstrate the sequence of movements while describing them to the student.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student performs both dances with two or fewer mistakes.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student performs both dances with three to seven mistakes.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student attempts the movements in each dance but has eight or more mistakes. The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts the task.</td>
</tr>
</tbody>
</table>
Benchmark: PE.4.M.1.11

Strand: Movement Competency

Standard: 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Benchmark: PE.4.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions

Clarification: Performs a self-designed gymnastics sequence from a given set of moves that incorporates at least three different movement elements with good technique and smooth transitions.

Performance Level Descriptor: To demonstrate proficiency, students will select a given number of movement elements from a list and perform those elements in sequence with good technique and smooth transitions.

Content Focus: Gymnastics

- Skills included in options for the self-designed routine should be appropriate for a fourth-grade level and may include:
  - Basic gymnastic skills (forward/backward rolls, leaps, jumps, hops, clapping, tripods, handstands against a wall)
  - Basic locomotor skills (running, walking, jumping, skipping, gliding, running, weaving)
  - Basic aerobic exercises (jumping jacks, jumping rope)
  - Basic dance skills (movements from line, contra, square, pointed toes, rhythmic stepping)
  - Arm movements
- Manipulatives included in the pre-designed routine could include:
  - Jump ropes
  - Ribbons
  - Large balls (beach ball, basketball, etc.)

Recommended DOK Level: Moderate

Item Types:

- Performance Task
Sample Performance Task:

Prompt:

- Say: “You will perform four movements: a forward roll, cartwheel, run and leap, and a turn.”
- Say: “Perform the four movements in any order but be sure to smoothly transition from one movement to the next.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.M.1.12**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.4.M.1.12 Run and hurdle a succession of low- to medium-level obstacles.

**Clarification:** Demonstrates ability to run and jump over low- to medium-level obstacles.

**Performance Level Descripotor:** To demonstrate proficiency, students will run and jump over at least three low- to medium-level obstacles in succession.

**Content Focus:** Hurdles

**Content Limits:**

Low- to medium-level obstacles should be limited to:

- **Hurdles** no more than 1 foot in height:
  - Homemade hurdles must include a solid, horizontal surface to jump over. They may not be single objects such as balls or cones.
  - The distance between hurdles should allow for at least two running steps.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:
- Three small hurdles

Setup:
- Place the cones in a straight line 5 feet apart.
- Have the student stand 10 feet behind the first hurdle, facing the other hurdles.

Prompt:
- Say: “When I say ‘Go,’ you will run and jump over each of the three hurdles.”
- Say: “Do not stop running between hurdles. Do not run around the hurdles.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully jumps over all three hurdles while at a running or jogging pace.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student successfully jumps over two or three hurdles but slows or stops significantly before each cone or runs around a cone.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or successfully attempts no more than one of the movements.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.4.C.2.1**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.C.2.1 Understand the importance of purposeful movement in a variety of movement settings.

**Clarification:** Identifies, distinguishes, explains, or creates the sequence of movements in a given activity or movement routine.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, distinguish, or explain the reasons behind a given set of movements or their sequence in activity.

**Content Focus:** Purposeful movement

**Content Limits:** Grade-level appropriate skills, performances, behaviors, and materials are used to assess understanding of movement concepts and tactics.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Short Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, short phrases, or sentences referencing incorrect technique or procedure for creating a movement routine
- Photographs, illustrations, words, short phrases, or sentences referencing a movement routine that does not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-purposeful movement or related activities and procedures
Sample Multiple-Choice Item:

Why is the sequence of events in a gymnastic routine important?

A. To help the audience know what comes next
B. To help the performer remember each movement
C. To make sure the performer stays on beat to the music
*D. To allow each movement to flow into the next smoothly

Sample Constructed-Response Item:

Prompt:

Identify two reasons that an 8 count measure in dance is important.

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
</table>
| **2 points** | The student identifies that
| • the counts help dancers perform the same movement at the same time
| • the counts help dancers stay in rhythm/on beat with the song
| • it acts as a transition |
| **1 point** | The student identifies that the counts help dancers perform the same movement at the same time.
| OR
| The student identifies that the counts help dancers to stay in rhythm/on beat with the song. |
| **0 points** | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: PE.4.C.2.2

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.4.C.2.2 Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

Clarification: Identifies the importance of safety rules and procedures for physical activities, with a focus on those that are high risk.

Performance Level Descriptor: To demonstrate proficiency, students will identify the importance of having safety rules and procedures for physical activities.

Content Focus: Safety rules and procedures

Content Limits: The identification of the importance of safety rules and procedures for physical activities include but are not limited to:

- Sports and games
- Water activities
- Bicycle, pedestrian, and traffic related activities
- Conditioning and strength related activities
- Gym/exercise equipment safety
- High-risk activities that fit into the categories above and are appropriate for a fourth-grade level

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing safety rules and procedures not being followed
- Photographs, illustrations, words, or short phrases referencing safety rules and procedures that do not match the one being referenced in the stem
- Photographs, illustrations, words, or short phrases referencing non-safety related activities and procedures

**Sample Multiple-Choice Item:**

Why is a helmet important to wear when riding a bike?

A. To help you stay balanced
B. To make sure you can see properly
*C. To prevent brain injuries if you fall
D. To allow cars to see you better at night

**Sample Constructed-Response Item:**

**Prompt:**

Identify one piece of safety equipment used during soccer. Then describe why this piece of equipment is important.

**Exemplar response**

| Item Rubric | 2 points | For a complete response, the student identifies one of the following pieces of equipment AND describes why the equipment is important. Safety equipment:
| | | • Mouth guard/mouth piece
| | | • Shin guards
| | | • Proper footwear (i.e. cleats, tennis shoes)
| | | Why safety equipment is important:
| | | • A mouth guard is important to wear when playing soccer so that if you get hit in the face with a ball or elbow your teeth are protected.
| | | • Shin guards are important to protect your leg from getting hit/hurt.
| | | • Shin guards can prevent broken bones or bruised legs.
| | | • Proper footwear is important to help prevent ankle injuries and slipping.
| | | 1 point | The student identifies one piece of safety equipment OR states that safety equipment keeps you safe without specifying how.
| | | 0 points | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.4.C.2.3**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.L.2.3 Use technology to identify opportunities for participation in physical activities.

**Clarification:** Uses various types of technologies or other information finding techniques to identify opportunities for participation in physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will explain, identify, distinguish, use or implement various types of technologies or other information-finding techniques to identify opportunities for participation in physical activities.

**Content Focus:** Technology and physical performance

**Content Limits:** A variety of technology to identify opportunities for participation in physical activities includes but is not limited to:

- Video/DVD
- Phone
- Media
- Computers/websites/Internet/software
- Databases
- Library
- Reference books
- Newspapers, magazines, flyers, advertisements

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing incorrect use of technology and/or information literacy procedures
- Photographs, illustrations, words, short phrases, or sentences referencing technology and/or information literacy procedures that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-technology and/or information literacy related activities and procedures

**Sample Constructed-Response Item:**

**Prompt:**

Identify two ways you could use technology to learn about opportunities to participate in physical activities.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.4.C.2.4**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.C.2.4 Understand the importance of protecting parts of the body from the harmful rays of the sun.

**Clarification:** Identify the dangers or negative consequences of exposure to the sun on parts of the body.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, or distinguish the dangers or negative consequences of exposure to the sun on parts of the body and the reasons it is important to protect parts of the body from the harmful effects of the sun’s rays.

**Content Focus:** Sun exposure

**Content Limits:** Grade-level-appropriate skills, performances, behaviors, and materials are used to assess understanding of the negative effects of sun exposure on the body.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, short phrases, or sentences referencing sun-safety rules and procedures not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing sun-safety rules and procedures that do not match the one being referenced in the stem or apply to the skin
- Photographs, illustrations, words, short phrases, or sentences referencing non-sun-safety related activities and procedures
Sample Multiple-Choice Item:
During which of these time periods are the sun’s rays the strongest?

A. 8 a.m. to 11 a.m
*B. 1 p.m. to 3 p.m.
C. 4 p.m. to 6 p.m.
D. 6 p.m. to 8 p.m.

Sample Constructed-Response Item:
Prompt:
Give two tips for staying safe from the harmful rays of the sun.

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 points</strong> A complete response includes two of the following tips:</td>
</tr>
<tr>
<td>• Covering up (wearing clothing/hat/using an umbrella/etc.)</td>
</tr>
<tr>
<td>• Staying inside during the strongest rays of the day (between 10 a.m. and 4 p.m.)</td>
</tr>
<tr>
<td>• Using sunscreen</td>
</tr>
<tr>
<td>• Wearing sunglasses</td>
</tr>
<tr>
<td>• Staying in the shade</td>
</tr>
<tr>
<td><strong>1 point</strong> The student provides one tip for avoiding the harmful rays of the sun. The other tip is incorrect or missing.</td>
</tr>
<tr>
<td><strong>0 points</strong> The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Sample Technology-Enhanced Item:

Prompt:

You are creating a poster to inform your health class on how to stay safe in the sun. Complete the poster below.

**BE SMART: STAY SAFE in the SUN**

<table>
<thead>
<tr>
<th>Tips For Fun In the Sun</th>
<th>Why it is Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reapply sunscreen every two hours</td>
<td></td>
</tr>
<tr>
<td>Avoid sun during 10 am — 4 pm</td>
<td></td>
</tr>
</tbody>
</table>

**Item Rubric**

The student identifies the reason for reapplying suntan lotion as “Sunscreen can wear off with sweat or water.” (1 point)

AND

The student identifies the reason for avoiding the sun during certain hours as “The sun’s harmful rays are the strongest.” (1 point)
Benchmark: PE.4.C.2.5

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.4.C.2.5 Detect errors in personal movement patterns.

Clarification: Identifies and explains errors in one’s own movement patterns or those of others.

Performance Level Descriptor: To demonstrate proficiency, students will identify, distinguish, describe, or explain errors in personal movement patterns.

Content Focus: Movement patterns

Content Limits: Movement patterns used for the identification or explanation of errors are appropriate for performance by a student of fourth grade level and limited to:

- Direction changes or techniques used in school or neighborhood sports games (basketball, soccer, volleyball, etc.)
- Locomotor skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, contra, square, folk, etc.)

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing personal movement patterns with no errors
- Photographs, illustrations, words, short phrases, or sentences referencing errors in personal movement patterns that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-movement-pattern-related activities and procedures
Sample Multiple-Choice Item:

Katrina practices her free throws for basketball but is frustrated because each shot goes to the left of the rim.

If you wanted to help Katrina fix her shot, what would you look for when she is shooting?

A. If her knees are bent enough
B. If she is spinning the ball when she shoots
*C. If her arm is following through straight to the target
D. If her fingertips instead of her palm are gripping the ball

Sample Constructed-Response Item:

Prompt:

Julissa is having a hard time controlling the soccer ball when she dribbles, especially when she tries to weave around cones while dribbling the ball. Identify two mistakes Julissa could be making when dribbling.

<table>
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<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: PE.4.C.2.6

Strand: Cognitive Abilities

Standard: 1. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.4.C.2.6 Compare and discuss skills/sports that use similar movement patterns.

Clarification: Identify similarities and differences in movement patterns across various physical activity skills and sports.

Performance Level Descriptor: To demonstrate proficiency, students will name, identify, explain, describe, or distinguish similarities and differences in movement patterns across various physical activity skills and sports.

Content Focus: Comparing movement patterns

Content Limits: The identification of similarities and differences in movement patterns are limited to the following skills and activities at a fourth-grade-appropriate level:

- School or neighborhood sports games (basketball, soccer, volleyball, etc.)
- Locomotor and manipulative skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, contra, square, etc.)
- Basketball/soccer (dribbling)
- Table tennis/tennis/volleyball (serving)
- Offense and defense (variety of sports)
- Strokes with sports using racquets
- Bowling/softball (underhand motion)

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing movement patterns that do not match the one being followed
- Photographs, illustrations, words, short phrases, or sentences referencing non-movement-pattern-related similarities and differences

**Sample Multiple-Choice Item:**

How is dribbling in soccer different from dribbling in basketball?

*A.* In soccer, you use your feet to dribble; in basketball, you use your hands.

*B.* In soccer, dribbling is done by the offense; in basketball, dribbling is done by the defense.

*C.* In soccer, you can only dribble forward; in basketball, you can dribble forward or backward.

*D.* In soccer, you can dribble as long as you want; in basketball, you can only dribble a few steps before you have to pass.
Benchmark: **PE.4.C.2.7**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.C.2.7 Identify proper warm-up and cool-down techniques and the reasons for using them.

**Clarification:** Identifies or recognizes the reasons to perform warm-up and cool-down techniques and identify the proper technique for a given activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will name, identify, recognize or distinguish the correct warm-up or cool-down technique for a given activity and identify, explain, distinguish or recognize various reasons to perform warm-up and cool-down exercises before and after physical activity.

**Content Focus:** Warm-up and cool-down exercises

**Content Limits:** Warm-up and cool-down exercises used to assess identification and understanding of importance are limited to the following types of fourth-grade-appropriate activities:

- Stretches
- Jogging/running
- Jumping jacks
- Jumping rope
- Hopping/jumping in place
- Breathing exercises

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing warm-up and cool-down procedures not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing warm-up and cool-down procedures that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-warm-up and cool-down related activities and procedures

**Sample Multiple-Choice Item:**

Why should a basketball player warm up before a game?

A. To slow down his heart rate

*B. To ready his muscles for activity

C. To make him burn fewer calories

D. To increase his training overload

**Sample Constructed-Response Item:**

**Prompt:**

Identify one warm-up activity. Then, describe why it is important to warm up before doing physical activities.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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</table>

| **1 point** | The student provides one warm-up activity but does not describe why the warm-up activity is important. |
| OR          | The student describes why warm-ups are important in general without identifying a warm-up activity. |

| **0 points** | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Sample Technology-Enhanced Item:

Prompt:

Create a workout routine complete with a warm-up and cool-down. Place one activity in each section.

<table>
<thead>
<tr>
<th>Warm-up</th>
<th>Workout</th>
<th>Cool-down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow jog</td>
<td>Dynamic stretching</td>
<td>Walk</td>
</tr>
<tr>
<td>10 jumping jacks</td>
<td>Play a soccer game</td>
<td>1 mile run</td>
</tr>
</tbody>
</table>

Item Rubric

The student identifies “10 jumping jacks,” “Dynamic stretching,” or “Slow jog” as an activity for the warm-up. (1 point)

AND

The student identifies “1 mile run” or “Play soccer game” as an activity for the workout. (1 point)

AND

The student identifies “Slow jog” or “Walk” as the activity for the cool-down. (1 point)
Benchmark: **PE.4.C.2.8**

**Strand:** Cognitive Abilities

**Standard:** 1. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.C.2.8 Identify the importance of hydration before, during, and after physical activity.

**Clarification:** Identify reasons to hydrate before, during, or after physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the importance of hydration before, during, and after physical activity.

**Content Focus:** Comparing movement patterns

**Content Limits:** The importance of hydration includes, but is not limited to:

- Regulating body temperature
- Preventing dehydration
- Promoting physical health
- Maintain optimal performance

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing movement patterns that do not match the one being followed
- Photographs, illustrations, words, short phrases, or sentences referencing non-movement-pattern-related similarities and differences
**Sample Multiple-Choice Item:**

What is one reason to drink water during a physical activity?

*A.* To keep yourself hydrated

*B.* To look like you are sweating hard

*C.* To look like a professional athlete

*D.* To prevent yourself from getting a sunburn
Benchmark: **PE.4.C.2.9**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.4.C.2.9 Identify basic offensive and defensive tactics for modified invasion and net activities.

**Clarification:** Identifies simple offensive and defensive tactics for games whose objective is to infiltrate the other team or deposit an object in a net which must be protected.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain basic offensive and defensive tactics for modified invasion and net activities appropriate for a fourth grade level.

**Content Focus:** Offensive/defensive strategies

**Content Limits:** Offensive and defensive strategies used to assess identification and explanation are appropriate for a fourth-grade level. Invasion and net activities referenced include:

- Neighborhood or school games (basketball, tag, capture the flag)
- Described in a manner so that rules and objectives are clear to students who may not have participated in the activity or know it under a different name
- Modified game or team sports

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing offensive and defensive tactics not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing offensive and defensive tactics that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-offensive and defensive tactics and related activities and procedures
**Sample Multiple-Choice Item:**

Which defensive tactic should you use during basketball when your opponent is going to shoot the ball?

A. Step away from around the offensive player

B. Hit your opponent’s hands so the shot is off target

C. Kick your leg out to hit the ball on your opponent’s dribble

*D. Put your arms straight up into the air to block the shot

**Sample Constructed-Response Item:**

**Prompt:**

Identify two offensive tactics in basketball that would help your team to keep possession of the ball.

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Benchmark: PE.4.L.3.1

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.4.L.3.1 Identify a moderate physical activity.

Clarification: Identifies examples of moderate physical activities.

Performance Level Descriptor: To demonstrate proficiency, students will identify examples of moderate physical activities that can be performed daily.

Content Focus: Moderate physical activity

Content Limits: The content is limited to the identification of examples of daily moderate physical activities

- Bowling
- Walking a lap
- Walking
- Biking on a flat surface
- Household chores: (e.g. Vacuuming, Yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills (e.g. catching, throwing, kicking, retrieving)
- Juggling
- Recreational swimming/playing in a pool

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing heavy physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a moderate physical activity that you could do?

A. Floating on a raft in a pool
*B. Walking down the hall at school
C. Riding a bicycle up a steep hill
D. Waiting for the school bus
Benchmark: PE.4.L.3.2

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.4.L.3.2 Identify a vigorous physical activity.

Clarification: Identifies examples of vigorous physical activities.

Performance Level Descriptor: To demonstrate proficiency, students will identify examples of vigorous physical activities that can be performed daily.

Content Focus: Vigorous physical activity

Content Limits: The content is limited to the identification of examples of daily vigorous physical activities includes but not limited to:

- Sprinting
- Playing basketball
- Riding up a steep hill
- Running
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping Jacks
- Jump rope
- Dancing at a fast or excited pace

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing heavy physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a vigorous physical activity that you could do?

A. Floating on a raft in a pool
B. Walking down the hall at school
*C. Riding a bicycle up a steep hill
D. Waiting for the school bus
Benchmark: **PE.4.L.3.3**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.4.L.3.3 Identify opportunities for involvement in physical activities during the school day.

**Clarification:** Identifies or distinguishes various types of physical activities that can be performed during the school day (located in school environment.)

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish various types of physical activities that can be performed during the school day.

**Content Focus:** Physical activities during the school day

**Content Limits:** The identification of physical activities includes but is not limited to:

- School games (basketball, soccer, volleyball, etc.)
- Locomotor skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, folk, contra, square, etc.)
- Before and after school activities located on school site

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

**Distractors may include, but are not limited to:**

- Photographs, illustrations, words, short phrases, or sentences referencing activities that cannot be performed after the school day
- Photographs, illustrations, words, short phrases, or sentences referencing activities whose characteristics do not match the one being referenced in the stem
Sample Multiple-Choice Item:

Which activity could you join during the school day to meet your goal of being physically active every day?

A. Chorus  
B. Safety monitor  
C. The school play  
*D. Lunch running club
Benchmark: **PE.4.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.4.L.3.4 Identify opportunities for involvement in physical activities after the school day (away from the school environment.)

**Clarification:** Identifies or distinguishes various types of physical activities that can be performed after the school day.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish various types of physical activities that can be performed after the school day.

**Content Focus:** Physical activities after the school day

**Content Limits:** The identification of physical activities away from school environment includes but is not limited to:

- School or neighborhood sports games (basketball, soccer, volleyball, etc.)
- Locomotor skills (running, walking, jumping, throwing, catching, etc.)
- Dance (line, folk, contra, square, etc.)

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing activities that cannot be performed during the school day
- Photographs, illustrations, words, short phrases, or sentences referencing activities whose characteristics do not match the one being referenced in the stem
Sample Multiple-Choice Item:

Which activity could you join after school to meet your goal of being physically active each day?

A. Chorus
B. Safety monitor
C. The school play
D. Swim team
Benchmark: **PE.4.L.3.5**

**Strand:** Lifetime Fitness

**Standard:** 5. Participate regularly in physical activity.

**Benchmark:** PE.4.L.3.5 Implement at least one lifestyle behavior to increase physical activity.

**Clarification:** Demonstrates ability to implement at least one change in habits or lifestyle that can increase the level of physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or explain lifestyle changes, such as taking the stairs, bicycling, walking, running, etc., that can be made to increase the level of physical activity.

**Content Focus:** Lifestyle changes to increase physical activity

**Content Limits:** The content of this benchmark is limited to the identification of changes in habits or lifestyle that can increase the level of physical activity including:

- Changing daily transportation habits (e.g., walking instead of taking the bus, walking up stairs instead of using the elevator)
- Joining a sports team
- Starting an exercise group
- Replacing sedentary diversions (e.g., watching TV, using a computer) with physically active diversions (e.g., jogging, riding a bike, exercising)

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Every day after school, Gabby sits outside and listens to music while she waits for her aunt to come pick her up. Her aunt usually cannot come until an hour after school has ended.

How can Gabby be more active after school?

**Exemplar Response:**

She could join a school club or she could walk home if it is not too far.
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<td>The student identifies at least one way that Gabby could be more active after school, including but not limited to:</td>
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<td>• Joining a sports club or team</td>
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<td>• Riding a bike home</td>
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<td>• Walking home</td>
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<td>• Playing a game with friends instead of reading a few days a week</td>
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<td>The student identifies one change that Gabby can make in her after-school routine.</td>
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Benchmark: PE.4.L.3.6

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.4.L.3.6 Discuss the importance of wearing a bicycle helmet.

Clarification: Identifies, explains, or distinguishes the importance of wearing a bicycle helmet.

Performance Level Descriptor: To demonstrate proficiency, students will identify, explain, or distinguish the reasons it is important to wear a bicycle helmet and/or how to do so correctly.

Content Focus: Bicycle helmet

Content Limits: The reasons for wearing a bicycle helmet are limited to:

- Protecting the brain
- Protecting the head from injury
- The potential for accidents while riding a bicycle
- The potential for falling off a bicycle

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing helmet rules and procedures not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing reasons for wearing a bicycle helmet that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-helmet-related safety activities, outcomes and procedures
Sample Multiple-Choice Item:

Why should you always wear a helmet while riding a bike?

A. To protect you from other bikers
B. So that you are easily seen by cars
*C. So that your brain is protected from injury
D. To help you to keep your balance on the bike

Sample Constructed-Response Item:

Prompt:

Describe two important steps to make sure your bike helmet can protect you when you ride.

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Benchmark: **PE.4.L.4.1**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.1 Identify the muscles being strengthened during the performance of specific physical activities.

**Clarification:** Identifies, distinguishes, or explains which muscles are strengthened during the performance of specific physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain which muscles are strengthened during the performance of specific physical activities.

**Content Focus:** Muscle strength and performance

**Content Limits:** Identification of activities and the muscles they engage are limited to muscle groups such as abdominals, arms, legs rather than specific muscle names.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing activities that do not strengthen muscles
- Photographs, illustrations, words, short phrases, or sentences referencing the strengthening of muscle groups that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing strengthening activities that do not match the one being referenced in the stem
Sample Multiple-Choice Item:

Which muscle group is most strengthened by riding a bike?

A. Arms
B. Back
*C. Legs
D. Shoulders

Sample Constructed-Response Item:

Prompt:

Jim set a goal for the year of staying active each day. Each day he wakes up and does 20 push-ups, 30 jumping jacks, and 40 sit-ups.

Identify two muscles that Jim strengthens in his morning routine.

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Sample Technology-Enhanced Item:

Prompt:

Identify activities that can help strengthen the muscles identified below.

**Item Rubric**

The student places “Sit-ups” in the section labeled “Abdominals.” (1 point)  
AND  
The student places “Soccer” or “Running” or “Skateboarding” or “Basketball” in the section labeled “Legs.” (1 point)  
AND  
The student places “Push-ups” or “basketball” or “swimming” in the section labeled “Arms.” (1 point)  
AND  
The student places “Running” or “Swimming” or “Soccer” or “Basketball” in the section labeled “Heart.” (1 point)
Benchmark: **PE.4.L.4.2**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.2 Identify several activities related to each component of physical fitness.

**Clarification:** Identifies, names, or distinguishes how various activities are related to each of the five components of physical fitness (Cardiorespiratory Fitness, Body Composition, Flexibility, Muscular Strength, and Muscular Endurance).

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, name, explain or distinguish how various activities are related to each of the five components of physical fitness (Cardiorespiratory Fitness, Body Composition, Flexibility, Muscular Strength, and Muscular Endurance).

**Content Focus:** Components of physical fitness

**Content Limits:** The identification of activities are limited to activities appropriate for fourth graders that can fit into one of the five components of physical fitness.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, short phrases, or sentences not referencing components of physical fitness
- Photographs, illustrations, words, short phrases, or sentences referencing components of physical fitness that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing incorrect characteristics of components of physical fitness
Sample Multiple-Choice Item:

Which component of physical fitness do push-ups help you meet?

A. Improving your lungs
B. Building a strong heart
*C. Building muscle strength
D. Improving your flexibility

Sample Constructed-Response Item:

Prompt:

Identify two activities that would help you to improve both your cardiorespiratory fitness and your body composition.

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<td>The student identifies two of the following activities:</td>
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<td>- Running/jogging</td>
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<td>- Aerobics</td>
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<td>- Swimming</td>
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<td>- Playing a game/sport that requires a lot of movement (e.g., basketball or soccer)</td>
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<td>The student identifies only one activity that would improve cardiorespiratory fitness and body composition.</td>
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<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
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Sample Technology-Enhanced Item:

Prompt:

Tonya is building a physical fitness program to help her meet each component of physical fitness. Help Tonya select activities for her program that will meet each part of physical fitness.

Only one activity is needed for each section.

**Item Rubric**

The student places “jumping jacks,” “biking,” “swimming,” or “running” in the Cardiorespiratory section. (1 point)

AND

The student places “lifting weights” or “sit-ups” in the Muscle Strength section. (1 point)

AND

The student places “sit-ups” or “arm circles” in the Muscle Endurance section. (1 point)

AND

The student places “butterfly stretch” or “stretching” in the Flexibility section. (1 point)
Benchmark: **PE.4.L.4.3**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.3 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

**Clarification:** Keeps heart rate within a target heart rate zone for a specified amount of time while performing an aerobic activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will complete an aerobic activity to cause heart rate to rise within a target zone and will continue the activity, keeping the heart rate within this zone, for a specified amount of time.

**Content Focus:** Heart rate, aerobic activity

**Content Limits:**
- Target heart rate must be maintained for no more than 30 seconds.
- The aerobic activity specified takes no longer than 90 seconds to raise heart rate.
- The aerobic activity is appropriate to a fourth-grade level and conducive to measuring heart rate and includes but is not limited to:
  - Running
  - Jumping jacks
  - Sit-ups/pull-ups

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Designated area for jogging
- Stopwatch
- Heart rate monitor

**Setup:**
- Give the student a heart rate monitor.
Prompt:

- Say: “Take your heart rate with the heart rate monitor.”
- Say: “On my command, jog around the designated area for 5 minutes.”
- Say: “Go.”
- When the student has completed the jogging for 5 minutes, have the student stop and check the heart rate monitor.

Note: The student’s heartbeat should range from 24 to 30 beats per 10 seconds.

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Benchmark: **PE.4.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.4 Identify ways to participate in selected physical activities for the purpose of improving physical fitness.

**Clarification:** Explains or identifies physical activities that improve physical fitness.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or explain physical activities (e.g., running) that promote physical fitness.

**Content Focus:** Physical fitness

**Content Limits:** The identification of activities includes but is not limited to:

- Ways to participate (running, jumping, squats, lunges)
- Activities that require sustained movement
- Running distance/running in place
- Activities that improve endurance, strength, lung capacity, or flexibility
- Jumping jacks
- Jumping rope
- Push-ups
- Lifting light weighted objects appropriate for fourth grade
- Resistance training with bands appropriate for fourth grade
- Lunges

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing participation in activities that do not improve physical fitness
- Photographs, illustrations, words, short phrases, or sentences referencing activities and/or benefits of those activities that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-fitness related activities and procedures

Sample Multiple-Choice Item:

Which activity should you do to increase your cardiorespiratory endurance?

* A. Jumping jacks
B. Stretching
C. Push-ups
D. Sit-ups
Benchmark: **PE.4.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.5 Identify ways to participate in formal and informal physical fitness assessment.

**Clarification:** Demonstrates ability to recognize and identify the various components of a formal or informal physical fitness assessment.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify variety of formal and informal physical fitness assessments.

**Content Focus:** Components of fitness-assessment of physical fitness

**Content Limits:** The performance of physical activities to measure physical fitness is limited to:

- **Informal**
  - Jumping rope
  - Stretching
  - Running
  - Walking
  - Doing sit-ups/curl-ups
  - Doing push-ups/modified push-ups

- **Formal – validated reliable assessment**
  - Mile run/walk
  - Pacer
  - Push-ups
  - Sit and Reach
  - Shoulder stretch
  - Curl-ups

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing incorrect assessments.

**Sample Multiple-Choice Item:**

Mike has been running three times a week.

Which formal physical fitness assessment is he preparing for?

* A. The Pacer
 B. Push-ups
 C. Sit-and-reach
 D. Shoulder stretch
Benchmark: **PE.4.L.4.6**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.6 Identify how specific stretches increase flexibility and reduce the chance of injury.

**Clarification:** Identifies, distinguishes, or explains the benefits of specific stretching exercises.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, explain, or demonstrate that specific stretches increase flexibility and reduce the chance of injury.

**Content Focus:** Stretching

**Content Limits:** Grade-level appropriate stretches are used to assess understanding of the benefits of specific stretching exercises. Stretches used in the assessment of this benchmark include but are not limited to the following areas of the body:

- How stretches increase flexibility
- Range of motion
- Muscle fibers elongate/increase elasticity
- Warming the muscle for activity
- Stretches may include
  - Toe touches
  - Hamstrings
  - Quadriceps
  - Calf stretch
  - Shoulder stretch
  - Sit and reach
  - Dynamic and static stretching
  - Trunk twist
  - Lunge

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing incorrect benefits of stretching
- Photographs, illustrations, words, short phrases, or sentences referencing stretches or benefits that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-stretching related benefits, fitness aspects, activities and procedures

Sample Multiple-Choice Item:

Why is it important to stretch before running?

A. So that the muscles get stronger
B. So that the muscles become bigger
*C. So that the muscles are warmed up
D. So that the muscles have a chance to cool down

Sample Constructed-Response Item:

Prompt:

Describe two benefits to stretching before you participate in physical activity.

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Benchmark: **PE.4.L.4.7**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.7 Understand appropriate serving size.

**Clarification:** Identifies, distinguishes, or explains appropriate serving size.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, or explain appropriate serving size.

**Content Focus:** Diet, serving size

**Content Limits:** The identification of appropriate serving size follows current USDA food pyramid/food plate guidelines.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, short phrases, or sentences referencing appropriate serving size not being followed
- Photographs, illustrations, words, short phrases, or sentences referencing appropriate serving size that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-serving-size-related activities, benefits, and procedures
Sample Multiple-Choice Item:

Which item is about the size of a serving size of meat?

* A. Deck of cards

B. Baseball

C. CD case

D. Light bulb
Sample Technology-Enhanced Item:

Prompt:

Match the object that represents the portion size you should eat of each food category.

<table>
<thead>
<tr>
<th>A. Food</th>
<th>A. Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td></td>
</tr>
<tr>
<td>Spinach</td>
<td></td>
</tr>
<tr>
<td>Bread</td>
<td></td>
</tr>
<tr>
<td>Banana</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>Adult fist</td>
</tr>
<tr>
<td>Spinach</td>
<td>Deck of Cards</td>
</tr>
<tr>
<td>Bread</td>
<td>CD case</td>
</tr>
<tr>
<td>Banana</td>
<td>Baseball</td>
</tr>
</tbody>
</table>

**Item Rubric**

The student creates two of the following pairings: (1 point each)

- Chicken with deck of cards
- Bread with CD case
- Banana with Adult fist
- Spinach with Baseball
Benchmark: PE.4.L.4.8

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.4.L.4.8 Explain principles of physical fitness.

Clarification: Explains the principles of physical fitness: overload, specificity, and progression.

Performance Level Descriptor: To demonstrate proficiency, students will identify, distinguish, or explain the principles of physical fitness in a manner appropriate for the fourth grade.

Content Focus: Principles of physical fitness

Content Limits: Explanation of principles of physical fitness is appropriate to a fourth-grade level. Principles of physical fitness assessed include but are not limited to:

- Overload
  - Time
  - Intensity
  - Frequency
- Specificity
- Progression

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing non-principles of physical fitness
- Photographs, illustrations, words, short phrases, or sentences referencing principles of physical fitness that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing incorrect descriptions/understanding of the principles of physical fitness
Sample Multiple-Choice Item:

Which principle of physical fitness refers to the idea that you must match your physical activity to your desired goals?

A. Intensity
B. Overload
C. Progression
D. Specificity

Sample Constructed-Response Item:

Prompt:

Identify one principle of physical fitness and explain what that principle is.

**Item Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The student identifies one principle of physical fitness and explains what that principle is:  
- Overload: This idea includes frequency (how often you exercise), intensity (how hard you exercise), and time (how long you exercise).  
- Progression: The idea that you must work toward a goal by building up in time, speed, or distance. This helps to protect against injury.  
- Specificity: The idea that if you want to increase muscular strength you must select activities that will strengthen your muscles, such as weight lifting. |
| 1      | The student identifies one principle of physical fitness. |
| 0      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.4.L.4.9**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.4.L.4.9 Develop short and long-term fitness goals.

**Clarification:** Identifies, explains, or discriminates between short and long-term fitness goals.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, explain, distinguish, or discriminate between short- and long-term fitness goals.

**Content Focus:** Fitness goals

**Content Limits:** The identification of short- and long-term fitness goals that are appropriate for a fourth-grade level and limited to the following areas of physical fitness:

- Muscle strength
- Muscle endurance
- Cardiorespiratory endurance
- Flexibility
- Body composition

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing fitness goals not being followed or unrealistic characteristics of fitness goals
- Photographs, illustrations, words, short phrases, or sentences referencing fitness goals or aspects of fitness goals that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-fitness-goal-related activities and procedures
Sample Multiple-Choice Item:
Kim’s short-term goal is to be active three days a week.
Which long-term goal can Kim achieve if she accomplishes her short-term goal?
A. Increasing flexibility
B. Developing better passes
*C. Increasing her fitness level
D. Becoming better at defense
Sample Technology Enhanced Item:

Prompt:

Loni is making a list of short-term and long-term fitness goals. Help Loni complete her short-term goals so that she can achieve her long-term goals. Choose the short-term goals that will help her to achieve her long-term goals.

<table>
<thead>
<tr>
<th>Short-Term Goals</th>
<th>Long-Term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice dribbling</td>
<td>1. Be able to run 1 mile in less than 8 minutes</td>
</tr>
<tr>
<td>basketball with left</td>
<td></td>
</tr>
<tr>
<td>hand</td>
<td>2. Make 60% of free throw shots in basketball games</td>
</tr>
<tr>
<td>Stretch before running</td>
<td></td>
</tr>
<tr>
<td>Play basketball with</td>
<td></td>
</tr>
<tr>
<td>friends</td>
<td></td>
</tr>
<tr>
<td>Practice 50 shots</td>
<td></td>
</tr>
<tr>
<td>each weekend</td>
<td></td>
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<tr>
<td>Score more points in</td>
<td></td>
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<tr>
<td>basketball games</td>
<td></td>
</tr>
<tr>
<td>Run with a friend</td>
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<tr>
<td>once a week</td>
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</table>

Item Rubric

The student places “Practice 50 shots each weekend” in the space for the first short-term goal. (1 point)

AND

The student places “Run with a friend once a week” in the space for the second short-term goal. (1 point)
Benchmark: PE.4.L.4.10

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.4.L.4.10 Describe ways that technology can assist in the pursuit of physical fitness.

Clarification: Demonstrates ability to recognize, identify, or distinguish, or explain ways that technology can be used to help achieve physical fitness.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate ability to recognize, identify, distinguish, or explain ways that technology can be used to help achieve physical fitness.

Content Focus: Technology and physical fitness

Content Limits: Technologies assessed are appropriate to the fourth-grade level:

- Stopwatches/timers
- Scales
- Fitness machines (weight machines, treadmills, etc.)
- DVDs/videos
- Internet/computers
- Video recorders
- Pedometers
- Heart-rate monitors

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing uses of technologies that do not aid in physical fitness
- Photographs, illustrations, words, short phrases, or sentences referencing uses of technology or aid to physical fitness that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing fitness activities that have no relation to technology

Sample Multiple-Choice Item:

How can a pedometer help you achieve your fitness goals?

A. It can help you increase your cardiorespiratory fitness.
B. It can help you maintain a healthy body composition.
*C. It can help you track how far you walk each day.
D. It can help you record your eating habits.

Sample Constructed-Response Item:

Prompt:

Identify two pieces of technology that can help somebody measure and improve his or her cardiorespiratory fitness.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<td><strong>1 point</strong></td>
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<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.4.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.4.R.5.1 Discuss the influence of individual differences on participation in physical activities.

**Clarification:** Identifies, distinguishes, describes, or explains the impacts that individual personalities, preferences, and/or ability levels have on participation in physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, or describe the impacts that individual personalities, preferences, and/or ability levels have on participation in physical activities.

**Content Focus:** Individual physical performance

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of personal differences appropriate to a fourth-grade level. Descriptions of specific disabilities are avoided if possible. Descriptions of individual differences are limited to:

- Individual preferences (in choosing a sport/physical activity)
- Individual skill levels (in level of participation or contribution during a team activity)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing individual differences or participation differences that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing impacts of individual differences not related to physical activities
- Photographs, illustrations, words, short phrases, or sentences referencing individual similarities
Sample Multiple-Choice Item:

In physical education class, Daniel has to choose between running laps on the outdoor track or doing gymnastics. He picks gymnastics because he likes working out to music.

Based on the information above, which other activity would Daniel choose to do?

*A.  Line dancing  
B.  Long jumping  
C.  Swimming laps  
D.  Jumping hurdles

Sample Constructed-Response Item:

Prompt:

Allie wants to be more physically active, but she prefers exercises she can do individually. She does not like exercising in a team or large group.

Name one activity that Allie should try. Then explain why she might like it.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</table>
| 2 points    | The student describes a physical activity that can be done without a partner or team.  
              AND  
              The student explains that Allie may like the activity because it can be done without a partner or team. |
| 1 point     | The student describes a physical activity that can be done individually but does not provide an explanation. |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know." |
Benchmark: **PE.4.R.5.2**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.4.R.5.2 List ways to encourage others while refraining from insulting/negative statements.

**Clarification:** Identifies, distinguishes, describes, or explains appropriate ways to encourage others who may struggle with physical activity using verbal means.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain appropriate verbal ways to encourage others who may struggle with physical activity.

**Content Focus:** Respecting/encouraging others

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of means of encouragement and assistance to others appropriate to a fourth-grade level. Descriptions of specific disabilities are avoided, with encouragement being focused on improving skill level in a variety of settings or continuing efforts in a team-sport setting.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing encouragement not being shown
- Photographs, illustrations, words, short phrases, or sentences referencing displays of encouragement that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-encouragement- or put-down-related statements or actions
Sample Multiple-Choice Item:

You are having a relay race during Field Day at your school. The winning team gets a prize. One person on your team is having a hard time keeping up with everyone else.

How can you support your classmate?

*A. Cheer the teammate on

B. Talk loudly about yesterday’s math test

C. Tell the teammate he or she runs too slowly

D. Offer to take the teammate’s turn for him or her

Sample Constructed-Response Item:

Prompt:

Your classmate is worried because she has trouble catching the ball in physical education class. Identify two things you could say to encourage the classmate during a tee ball activity.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<td>0 points</td>
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</table>
Benchmark: **PE.4.R.5.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.4.R.5.3 Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.

**Clarification:** Identifies, distinguishes, describes, or explains appropriate ways to show respect and caring for others who may struggle with physical activity using both verbal and non-verbal means.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, describe, or explain appropriate ways to show respect and caring for others who may struggle with physical activity using both verbal and non-verbal means.

**Content Focus:** Respecting/encouraging others

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of means of encouragement and assistance to others appropriate to a fourth-grade level. Descriptions of specific disabilities are avoided if possible.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing caring and respect not being shown
- Photographs, illustrations, words, short phrases, or sentences referencing displays of assistance, caring, or respect that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-encouragement- or non-aid-related activities and procedures
Sample Multiple-Choice Item:

In PE class you are divided into teams for a basketball shooting drill. The winning team gets a prize. One classmate on your team is having a hard time shooting the ball.

How can you support your classmate?

*A. Cheer the classmate on  
B. Ignore the classmate’s difficulty  
C. Take the classmate’s turn for him or her  
D. Tell the teacher the classmate needs help

Sample Constructed-Response Item:

Prompt:

Identify two nonverbal actions you can take to encourage a teammate on your soccer team who has a disability.

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<th>Item Rubric</th>
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<tbody>
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<td><strong>2 points</strong></td>
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**Benchmark:** PE.4.R.6.1

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.4.R.6.1 Discuss how physical activity can be a positive opportunity for social and group interaction.

**Clarification:** Identifies and explains the ways that physical activity can be a positive opportunity for social and group interaction.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, explain, demonstrate or recognize the ways that physical activity can be a positive opportunity for social and group interaction.

**Content Focus:** Physical activity and social interaction

**Content Limits:** Grade-level-appropriate skills, performances, behaviors, and materials are used to assess the understanding that physical activity can produce an opportunity for social interaction.

The types of activities assessed should be appropriate for a fourth-grade level and limited to:

- Formal, group sports (soccer, basketball, etc.)
- Informal sporting or other games (pick-up soccer, tag)
- Leisure activities (bike ride, swimming, walking, hiking)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing opportunities for social interaction or related physical activities that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing non-physical-activity-related opportunities for social interaction
Sample Multiple-Choice Item:

Julie is a new student at her school. What could she do to get to know other students?

A. Ask her teachers for help on her homework
*B. Join her school’s field hockey team
C. Read in the library after school
D. Walk to school each day

Sample Constructed-Response Item:

Prompt:

Javon is thinking about joining his school’s track team. Describe two benefits of joining the team other than staying physically active.

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<th>Item Rubric</th>
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<td><strong>2 points</strong></td>
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</table>
**Benchmark:** PE.4.R.6.2

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.4.R.6.2 Describe the connection between skill level and enjoyment of physical activity.

**Clarification:** Demonstrates understanding of the way skill level can impact enjoyment of a given physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways a high, moderate, or low skill level can impact enjoyment of a given physical activity depending on personal goals and level of competition.

**Content Focus:** Physical activity and emotion

**Content Limits:** Relation of skill level to enjoyment should be assessed in context of age-appropriate sports, physical activities, and emotions. Distractors may not include emotions caused by personal issues that may raise fairness/sensitivity concerns, including but not limited to death, punishment, severe injury, etc.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Multiple-Choice Item:**

Jorge hates tennis but Julie loves it. When they play tennis together, Julie’s balls all go where she wants them to, but Jorge keeps hitting the balls into the net or out of bounds.

Give two reasons why Julie might like tennis more than Jorge does.
Sample Constructed-Response Item:

Prompt:

Julie might be having more fun because she doesn’t have to work as hard, and Jorge is feeling frustrated and it's hard to have fun when you are mad.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 points    | The student describes at least two of the following reasons:  
               - Jorge is angry.  
               - Jorge is worried about how to play.  
               - Julie doesn't have to work as hard.  
               - Julie can worry about winning, not just hitting the ball. |
| 1 point     | The student describes one reason Julie may enjoy tennis more than Jorge. |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.4.R.6.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.4.R.6.3 Discuss ways to celebrate one’s own physical accomplishments while displaying sportsmanship.

**Clarification:** Identifies appropriate ways to celebrate one’s own physical accomplishments while displaying sportsmanship.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify appropriate ways to celebrate personal accomplishments while displaying sportsmanship.

**Content Focus:** Celebrating personal accomplishments while displaying sportsmanship

**Content Limits:** The content of this benchmark is limited to the identification of behaviors that involve celebration after reaching a fitness goal or scoring a point or making a play during group sports while displaying sportsmanship.

- Smiling
- Thumbs up/high five/hand shaking
- Words of encouragement
- Sharing the good news with others

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing inappropriate celebratory behavior while displaying poor sportsmanship
- Photographs, illustrations, words, or short phrases referencing behaviors not related to celebrating personal accomplishments
Benchmark: **HE.4.C.1.2**

**Strand:** Concepts

**Standard:** 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

**Benchmark:** HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.

**Clarification:** Identifies multiple dimensions of health.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify multiple dimensions of health.

**Content Focus:** Dimensions of health

**Content Limits:** The dimensions of health should include, but not be limited to, the following:

- Community/environmental health
- Consumer health (e.g., buy clothes, buy food)
- Disease prevention
- Human growth and development
- Safety and first aid
- Personal/social health (e.g., nutrition, family life, opportunities to make friends, opportunities to be active, ways to promote a healthy life style)
- Mental/emotional health
- Substance abuse prevention

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Short Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Illustrations, photos, simple sentences, short phrases, or single words unrelated to dimensions of health
- Illustrations, photos, simple sentences, short phrases, or single words that do not match the dimension of health referenced in the stem
- Illustrations, photos, simple sentences, short phrases, or single words that refer to unhealthy behaviors or behaviors with a negative impact on personal health
Benchmark: **HE.4.C.2.6**

**Strand:** Concepts

**Standard:** 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Benchmark:** HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.

**Clarification:** Identifies or explains ways technology influences personal thoughts, feelings, and health behaviors.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or explain ways the use of technology influences personal thoughts, feelings, and health behaviors.

**Content Focus:** Technology and personal health

**Content Limits:** Ways that technology influences health should include, but not be limited to, the following:

- Increased use of technology: video games, movies, etc.
- Car/bike safety (e.g., seat belt alarms)
- Internet
- Heart rate monitor

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Short Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases that refer to technology not being referenced in the stem
- Photographs, illustrations, words, or short phrases that refer to technology that does not match the one being referenced in the stem
- Photographs, illustrations, words, or short phrases that refer to incorrect effects of increased technology use
Benchmark: **HE.4.B.3.3**

**Strand:** Responsible Behavior

**Standard:** 3. Demonstrate the ability to access valid health information, products, and services to enhance health.

**Benchmark:** HE.4.B.3.3 Examine resources from home, school and community that provide valid health information.

**Clarification:** Identifies or describes criteria such as safety, cost, and availability for selecting health-related resources, services, and products.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe criteria used to determine whether a health resource, product, or service should be used in a particular situation.

**Content Focus:** Criteria for selecting health information

**Content Limits:** Criteria for selecting health resources, products, and services should include, but not be limited to, the following:

- Safety considerations (e.g., car, boat, bike, water, food, home, school)
- Availability (e.g., accessible/available in the community, accessible/available technology)
- Affordability (e.g., cost)
- Validity (e.g., accurate or reliable source)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases that refer to criteria not applicable to the situation mentioned in the stem
- Photographs, illustrations, words, or short phrases that refer to incorrect criteria for health products, services, or resources
Benchmark: **LACC.K12.L.3.4**

**Strand:** Language Arts

**Standard:** Vocabulary Acquisition and Use

**Benchmark:** LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Clarification:** Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts, clues, and reference materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or analyzing meaningful word parts.

**Content Focus:** Vocabulary and meaning

**Content Limits:** The target vocabulary is limited to words at the fifth or sixth-grade levels as used in a physical education context.

Item stems, except for the target vocabulary, must be written at or below fourth-grade reading levels.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:
- Photographs, illustrations, words, or short phrases referencing incorrect vocabulary or definitions
- Photographs, illustrations, words, or short phrases referencing vocabulary or definitions that do not match the one being referenced in the stem
Benchmark: **MACC.4.G.1.3**

**Strand:** Math

**Standard:** MACC.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Benchmark:** MACC.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Clarification:** Identifies or describes lines of symmetry

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe lines of symmetry on a given shape or object.

**Content Focus:** Symmetry

**Content Limits:** Lines of symmetry should be limited to symmetry in shape and color familiar at a fourth-grade level.

The context of the item should be applicable to a physical education class setting.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect lines of symmetry
- Photographs, illustrations, words, or short phrases referencing lines of symmetry or shapes that do not match the one being referenced in the stem
SPECIFICATIONS
FOR
GRADE 5
Benchmark: **PE.5.M.1.1**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.1 Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.

**Clarification:** Uses various locomotor skills in a variety of movement settings or sequences applying movement concepts.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform various locomotor skills in a variety of movement settings while using a variety of movement concepts.

**Content Focus:** Locomotor skills in movement settings

**Content Limits:** The demonstration and performance of locomotor skills in a variety of movement settings while applying the correct movement concepts during physical activities include but are not limited to:

- Locomotor skills: walking, running, jumping, leaping, skipping, hopping, catching, kicking, throwing, galloping and sliding
- Movement settings: movement sequences, dances, games, physical activities, net/wall activities, striking/fielding activities, throwing/catching activities
- Movement concepts: traveling at different speeds, levels, or directions, fleeing an opponent, offensive and defensive strategies, receiving or passing an object, moving in a direction.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Two cones
- Hoop

Setup:

- Mark a starting point using cone or chalk. Place a cone 20 feet to the left of the starting point. Place a hoop 15 feet away from the cone.

Prompt:

- Say: “Starting at the cone, slide to the left and circle the cone.”
- Say: “Then, gallop to the hoop. Leap into the hoop.”
- Say: “Hop outside of the hoop. Then, skip to the starting cone.”

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<td>1 point</td>
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<tr>
<td>0 points</td>
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</table>
Benchmark: **PE.5.M.1.2**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.2 Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct techniques.

**Clarification:** Properly strikes a moving object, using a body part, in an intended direction and height.

**Performance Level Descriptor:** To demonstrate proficiency, students will properly strike a moving object in an intended direction and desired height using body parts.

**Content Focus:** Strike a moving object

**Content Limits:**

- Performance tasks are limited to the striking of balls (e.g., volleyball, soccer ball) with the student’s hands, arms or feet.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Two Cones
- Soccer ball
- Open field or grass area

Setup:

- Have the student stand next to the starting cone facing the teacher, approximately 20 feet away. Place another cone 15 feet away from the starting cone. Have the teacher roll the soccer ball to the student.

Prompt:

- Say: "Kick the ball in the air to the cone."

Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.M.1.3**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.3 Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.

**Clarification:** With a partner, strikes an object continuously using a paddle/racquet using the proper forehand grip and positioning.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to strike an object continuously with a paddle using the proper grip and hand positioning in a movement sequence with a partner.

**Content Focus:** Strike object continuously with paddle

**Content Limits:** Objects and paddles that used to assess this benchmark in a performance task include:

- Object: tennis ball, youth ball, racquet ball, birdie, table tennis ball
- Paddles: tennis racquet, badminton racquet, racquet ball racquet, table tennis paddle
- Forehand technique: turn sideways, bring racquet back opposite face forward, swing racquet forward, and follow through

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Youth tennis racquet
- Tennis balls, foam balls
- Stopwatch
- Flat surface
- Wall

**Setup:**

- On a flat surface, have the student stand 10 feet in front of the wall and face the wall.

**Prompt:**

- Say: “Using the forehand grip, bounce the ball and hit it against the wall five times.”
Note: The teacher may first demonstrate the action so that the student understands the task.

The student may have three attempts to complete the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
</tr>
</tbody>
</table>
| **1 point** | The student uses partial forehand technique and is able to hit the ball against the wall five consecutive times.  
   OR  
   The student correctly uses the correct forehand technique but is only to hit the ball against the wall three to four times. |
| **0 points** | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |
Benchmark: **PE.5.M.1.4**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.4 Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.

**Clarification:** Using a long-handled piece of equipment, strikes a moving and/or stationary object in an intended direction and height.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to strike a moving or a stationary object using a long-handled implement in an intended direction or height.

**Content Focus:** Strike a moving and/or stationary object with a long-handled implement

**Content Limits:** Objects and long-handled implements used to assess this benchmark in a performance task may include but are not limited to:

- Objects: tennis ball, foam ball, wiffle ball, plastic hockey puck, hockey ball, golf ball, softball, small playground ball
- Long-handled implements: bat, hockey stick, golf club, tennis racquet

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Gym hockey stick
- Gym plastic hockey puck
- Goal/net, cone
- Hard surface

**Setup:**

- Place a hockey puck on the starting point. Place a goal 20 feet from the starting point. Position the student at the starting point, facing the goal.

**Prompt:**

- Say: “Use the hockey stick to hit the hockey puck straight ahead into the goal.”
Note: The teacher may first demonstrate the action so that the student understands the task.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td></td>
<td>The student successfully strikes the puck and sends it in the intended direction of the goal.</td>
</tr>
<tr>
<td>1 point</td>
<td></td>
<td>The student successfully strikes the puck, but in the wrong direction.</td>
</tr>
<tr>
<td>0 points</td>
<td></td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.M.1.5**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.5 Apply dribbling skills in modified games focusing on offensive strategies.

**Clarification:** Dribbles an object in a controlled manner using an offensive strategy.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to dribble an object with hands or feet in a controlled manner using an offensive strategy.

**Content Focus:** Dribble an object

**Content Limits:** Performance tasks are limited to the dribbling of balls (e.g., basketball, soccer ball) with the student’s hands or feet.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Another student
- Basketball
- 3 cones
- Open gym space for setup
- Stopwatch

Setup:

- Place two cones 30 feet apart. Place the last cone in the middle of the two cones, 15 feet away from either one.
- Have both students stand at the center cone, about 5 feet apart.
- Give the ball to the student being tested.

Prompt:

- Say: “The object is to dribble the ball around the cone.” Point to one of the far cones.
- Say: “Your partner is going to try and get the ball from you and dribble it around the other cone.” Point to the opposite cone
- Say: “When I say ‘Go,’ start dribbling towards your goal cone.
- Say: “Go.” Start the stopwatch

Note: The teacher may first demonstrate the action so that the student understands the task.

Stop the task after 5 minutes if neither student has dribbled the ball around the cone.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully dribbles the ball around his or her target cone without losing control of the ball.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student successfully dribbles the ball to their target cone, but loses control or allows their partner to take the ball.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.M.1.6**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.6 Demonstrate proficiency in one or more swim strokes.

**Clarification:** Demonstrates overall proper technique for a variety of swim strokes.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a given swim stroke showing understanding of proper technique.

**Content Focus:** Swimming

**Content Limits:** Swim strokes are limited to the following:

- Freestyle
- Breaststroke
- Backstroke
- Butterfly

**Recommended DOK Level:** Moderate

**Item Types:**
- Performance Task

**Sample Performance Task:**

**Materials:**
- Standard length pool

**Setup:**
- Have the student enter a shallow end of a swim lane.

**Prompt:**
- Say “Swim one lap of freestyle to the other end of the pool.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully swims to the other end of the pool using correct overhand strokes and breathing technique.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student swims to the other end of the pool but uses incorrect breathing technique. &lt;br&gt;OR &lt;br&gt;The student swims with correct technique but must stop or rest before reaching the other end of the pool.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.M.1.7**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.7 Catch a variety of objects while traveling and being defended.

**Clarification:** Catches objects in a controlled manner while traveling and being defended.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to catch objects of varying weight and size while moving and having a defender on them.

**Content Focus:** Catch objects while traveling

**Content Limits:** Objects used to assess this benchmark in a performance task may include but are not limited to:

- Basketballs
- Footballs
- Rubber balls
- Beach balls
- Deck tennis rings
- Foam balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Basketball
- Two cones

**Setup:**

- Place two cones 30 feet apart. Have the student stand at one cone. Have another student stand between the cones, facing the other student. The teacher holds the basketball at the second cone.

**Prompt:**

- Say “Run toward me and catch the basketball that I pass to you while your opponent plays defense on you.”
**Note:** The teacher may first demonstrate the action so that the student understands the task.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: **PE.5.M.1.8**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.8 Throw a leading pass overhand to a moving partner using a variety of objects.

**Clarification:** Throws a variety of objects in an overhand movement to a moving partner.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the ability to throw objects of varying size and weight to a moving partner using the proper overhand form and movement.

**Content Focus:** Overhand throw to a moving partner

**Content Limits:** Objects used to assess this benchmark in a performance task may include but are not limited to:

- Footballs
- Soft softballs
- Tennis balls
- Playgrounds balls
- Foam balls

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- Cones
- Tennis ball

Setup:

- Place three cones in a triangle position, 15 feet apart from each other. Have the student stand at one cone with a tennis ball. Have another student (“Partner”) stand at the second cone, facing the third cone.

Prompt:

- Say: “Throw the ball overhand to your partner as he runs from the second to the third cone.”

Note: The teacher may first demonstrate the action so that the student understands the task.

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<tbody>
<tr>
<td>2 points</td>
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<td>1 point</td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: **PE.5.M.1.9**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.9 Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Clarification:** Performs a specified, pre-designed movement sequence (with or without manipulatives) demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Performance Level Descriptor:** To demonstrate proficiency, students perform a specified, pre-designed gymnastics sequence demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

**Content Focus:** Movement sequences

**Content Limits:**

- Skills included in the self-designed routine are appropriate for a fifth-grade level and limited to:
  - Educational gymnastic skills
  - Basic locomotor skills
  - Basic dance skills
  - Basic aerobic exercises
  - Arm movements
- Manipulatives included in the self-designed routine could include:
  - Jump ropes
  - Ribbons
  - Large balls (beach ball, basketball, etc.)

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
Sample Performance Task:

Setup:

- Give the students a list of movements to select from:

<table>
<thead>
<tr>
<th>Movements</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward roll</td>
<td>Jump rope</td>
</tr>
<tr>
<td>Balance</td>
<td>Hula hoop</td>
</tr>
<tr>
<td>Leap</td>
<td>Ribbon</td>
</tr>
<tr>
<td>Half turn</td>
<td></td>
</tr>
<tr>
<td>Tripod</td>
<td></td>
</tr>
</tbody>
</table>

Prompt:

- Say: “Perform four of the five moves in any order. Be sure to smoothly transition from one movement to the next. Use at least one object in your routine.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully completes the four movements and does so in a sequence that has smooth transitions.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student completes two or three of the moves successfully. OR The student completes all the moves but pauses for more than 10 seconds between each one to start the next move or think about the next move.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student completes only one move or is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts all but one of the movements.</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.M.1.10**

Strand: Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.10 Perform a variety of dances accurately.

**Clarification:** Demonstrates a defined dance sequence.

**Performance Level Descriptor:** To demonstrate proficiency, students will perform a defined dance sequence accurately.

**Content Focus:** Dance sequence

**Content Limits:** Performance tasks may include, but are not limited to, the following dance sequences:

- Line
- Square
- Folk
- Step
- Social

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Materials:

- CD player/musical device, music with grade-appropriate rhythm or dance music (e.g., “Electric Boogie”)
- Space to dance

Setup:

- Have an open space for the student to perform the dance moves safely and comfortably.

Prompt:

- Say: “Complete the line dance, the ‘Cotton Eyed Joe.’ I will demonstrate and describe the movements once and then you will perform all the movements in a sequence to the music.”

Dance Movements:

- Grapevine Right
- Grapevine Left
- Heel tap foot forward twice
- Toe tap back twice
- Toe touch right side
- Cross right heel behind left leg and left hand touches right heel
- Cross right heel in front of left leg and left hand touches right heel
- Move to the right three steps and clap hands three times
- Move to the left three steps and clap hands three times
- Move to the back three steps and clap hands three times
- Move to the front three steps and clap hands three times
- Circle 4 times and repeat

<table>
<thead>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<td></td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: **PE.5.M.1.11**

**Strand:** Movement Competency

**Standard:** 1. Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Benchmark:** PE.5.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.

**Clarification:** Performs a self-designed gymnastics sequence from a given set of moves that incorporates at least four different movement elements with good technique and smooth transitions.

**Performance Level Descriptor:** To demonstrate proficiency, students will select a given number of movement elements from a list and perform those elements in sequence with good technique and smooth transitions.

**Content Focus:** Gymnastics

- Skills included in options for the self-designed routine should be appropriate for a fourth-grade level and may include:
  - Basic gymnastic skills (forward/backward rolls, leaps, jumps, hops, clapping, tripods, handstands against a wall)
  - Basic locomotor skills (running, walking, jumping, skipping, gliding, running, weaving)
  - Basic aerobic exercises (jumping jacks, jumping rope)
  - Basic dance skills (movements from line, contra, square, pointed toes, rhythmic stepping)
  - Arm movements

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Sample Performance Task:

Setup:

- Give the students a list of movements to select from:

  **Balances**
  - Back support
  - Balance on one foot
  - Front support
  - Handstand
  - Headstand
  - Plank
  - Split
  - Stork stand
  - Tripod

  **Movements**
  - Backwards roll
  - Cartwheel
  - Forward roll
  - Half-turn
  - Leap
  - Log roll
  - Round-off
  - Run
  - Shoulder roll

Prompt:

- Say: “Choose five actions from the list and create a routine. Start with a balance. Then pick any four movements in any order. Be sure to smoothly transition from one movement to the next. Finally, end with a different balance.”

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student successfully completes the six movements and does so in a sequence that has smooth transitions.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student completes three to five of the moves successfully. OR The student completes all the moves but pauses for more than 10 seconds between each one to start the next move or think about the next move.</td>
</tr>
<tr>
<td>0 points</td>
<td>The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully attempts all but one or two of the movements.</td>
</tr>
</tbody>
</table>
Benchmark: PE.5.C.2.1

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.5.C.2.1 Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.

Clarification: Demonstrates purposeful movement and mature form to movement settings and routines.

Performance Level Descriptor: To demonstrate proficiency, students will perform purposeful movements (e.g., timing, rhythm, flow, and sequencing) to a variety of movement settings including self-designed and/or performed movement routines.

Content Focus: Movement settings

Content Limits: Performance tasks are limited to movement routines that demonstrate the following components: balance, timing, rhythm, flow, and sequence patterns.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Setup:

- Give the students a list of movements to select from:
  - Forward roll
  - Balance
  - Cartwheel
  - Leap
  - Run
  - ½ turn

Prompt:

- Say: “Perform five of the six moves in any order, but be sure to smoothly transition from one movement to the next.”
<table>
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<tr>
<th>Item Rubric</th>
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<tr>
<td><strong>2 points</strong></td>
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<td><strong>0 points</strong></td>
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</tbody>
</table>
Benchmark: PE.5.C.2.2

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.5.C.2.2 Design or modify a game incorporating skills, rules, and strategies.

Clarification: Demonstrates ability to create or modify a game correctly incorporating a mix of skills, rules, and strategies.

Performance Level Descriptor: To demonstrate proficiency, students will describe skills, rules, and/or strategies for a new game that they have created that are aligned with provided objectives.

Content Focus: Physical activity: games

Content Limits: Team games may only be assessed through constructed response requiring an explanation of skills, strategies, or rules; a student cannot be required to demonstrate the game with other students on an individual assessment.

- Modify game for students with disability

Recommended DOK Level: High

Item Types:

- Constructed Response
- Multiple Choice
Sample Constructed-Response Item:

Prompt:

Pick any three objects from the list below. Create a game that uses those three objects.

A. Describe one rule of the game.
B. Describe a skill that someone would need to play your game.
C. Describe a strategy for winning your game.

Objects:

- Playground balls
- Soccer ball
- Volleyball
- Bean bag
- Jump ropes
- Cones
- Hula hoops

Exemplar Response:

I would make up a game where you use the cones, the hula hoops, and a playground ball. You have to roll a hula hoop around some cones, while other people have to try to roll balls through your hula hoop. You get one point for each cone you weave the hula hoop around. But if someone rolls a ball through your hoop, then you lose the 1 point. To win you would have to weave the hoop around the cones tightly, so that other people have less time to hit your hoop with a ball.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student successfully creates a game; states the rules and skills needed to play, and provide a strategy for scoring.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student does not include all three objects in their game. OR The student includes only one or two of the following components: rules, skills, strategy</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.C.2.3**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.5.C.2.3 Apply feedback gathered from the use of technology to assess and enhance performance.

**Clarification:** Identifies or applies technology feedback and results to improve performance.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or apply technology feedback (e.g., pedometers, heart-rate monitors) as indicators to improve physical performance.

**Content Focus:** Technology and physical performance

**Content Limits:** Appropriate technology used to assess this benchmark is limited to the following:

- Stopwatches
- Pedometers
- Spreadsheets
- Heart-rate monitors
- Websites
- Video

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect technology use or feedback
- Photos, illustrations, or descriptions of students engaging in activities unrelated to technology use or feedback
Sample Multiple-Choice Item:

Which technology is used to count the number of steps someone has taken?

A. Heart-rate monitor
*B. Pedometer
C. Spreadsheet
D. Stopwatch

Sample Constructed-Response Item:

Prompt:

A student runs 5 laps around a football field. He uses a heart-rate monitor during his run. Identify the purpose of the heart-rate monitor. Then, describe how the heart-rate monitor can help him with his physical fitness.

Exemplar Response:

The purpose of the heart-rate monitor is to measure the rate at which the heart beats. Knowing the heart rate can help the student understand the intensity of his workout.

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<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
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<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: PE.5.C.2.4

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.5.C.2.4 Identify and explain different types of basic water rescue techniques using various types of items.

Clarification: Identifies and describes equipment and techniques used for assisting in water rescue.

Performance Level Descriptor: To demonstrate proficiency, students will identify various equipment and describe techniques that can be used for assisting in water rescues.

Content Focus: Water rescues

Content Limits: The identification of basic water rescue techniques includes, but is not limited to:

- Reach — crouch or lie down to avoid being pulled in; reach with a pole or stick to victim
- Wade — test depth of water before wading in; hold on to a friend or the bank
- Throw — toss a rope or floatation device to the victim and pull him or her in
- Row — use a boat, extend a paddle to the victim, and pull him or her in
- Floatation devices/various equipment—ring, poles, towel, boat paddle, rope, rescue tube

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response
- Technology Enhanced

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect water rescue techniques
- Photos, illustrations, or descriptions of students engaging in activities unrelated to water rescue techniques
Sample Multiple-Choice Item:

What should Rescuer B do to avoid being pulled into the water?

A. Stand upright  
*B. Crouch or lie down  
C. Jump out of the raft  
D. Test the depth of the water
Sample Constructed-Response Item:

Prompt:

Identify one piece of equipment that is used in a water rescue. Then, describe how that equipment is used in the rescue technique.

Exemplar Response:

A rope is a piece of equipment that is used in water rescues. The rope is tossed out to the victim and the victim is pulled in to safety from the water.

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<tr>
<td>0 points</td>
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Sample Technology-Enhanced Item:

A swimmer needs to be rescued in the pool. Place a type of water rescue technique in the box labeled “Water Rescue Technique.” Then, place a piece of equipment into the pool that is used with that water rescue technique.

**Item Rubric**

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<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>The student places the term “Reach” or “Throw” into the “Water Rescue Technique” box AND places the correct piece of equipment into the pool: “Reach” paired with “rope” and “Throw” paired with “flotation ring.”</td>
</tr>
<tr>
<td>1</td>
<td>The student performs only one of the tasks.</td>
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<tr>
<td>0</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item.</td>
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</tbody>
</table>
Benchmark: **PE.5.C.2.5**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.5.C.2.5 Detect, analyze, and correct errors in personal movement patterns.

**Clarification:** Demonstrates understanding of correct skill or movement patterns and demonstrates ability to correct errors in a given skill or movement pattern.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain errors in skill or movement patterns and/or identify, describe, or explain ways to correct a faulty skill or movement pattern.

**Content Focus:** Movement patterns

**Content Limits:** Content is limited to analysis of movement patterns that are familiar and appropriate to students at the fifth-grade level, including, but not limited to, movement patterns from the following areas:

- Team sports (e.g., basketball, baseball, swimming)
- Alternative sports
- Dance and rhythm routines
- Personal fitness routines and activities (using gym equipment, bike riding, walking)
- Recreational fitness activities

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of activities not related to the movement pattern referenced in the stem
- Photos, illustrations, or descriptions of activities performed correctly
- Photos, illustrations, or descriptions of physical activities not related to movement patterns
- Photos, illustrations, or descriptions of errors not related to personal movement patterns.
Sample Multiple-Choice Item:

**Item Stem:**

Daniel can kick the ball far in soccer, but has trouble getting the ball to go where he wants it to. What can Daniel do to improve his accuracy?

A. Contact the ball with his toe
B. Swing his leg as hard as he can
C. Keep his waist as stiff as possible
*D. Contact the ball with the inside of his foot

Sample Short Constructed-Response Item:

**Prompt:**

Paolo is trying to do a run across the balance beam, but he cannot stay up. Identify two things that he could correct in his body position to help him balance.

**Exemplar Response:**

Paolo should keep his arms straight and out at his sides.

<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>The student identifies two things the boy could correct in his body position:</th>
</tr>
</thead>
</table>
| **2 points**| • Keep his arms straight  
• Keep his head up/facing forward  
• Keep his toes pointed  
• Keep his arms out at his side  
• Keep his head and chest centered over his hips/do not lean/stand up straight |
| **1 point**  | The student identifies one thing that Paolo could do to help his balance. |
| **0 points** | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.5.C.2.6**

**Strand:** Cognitive Abilities

**Standard:** 1. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns/concepts.

**Clarification:** Compares and contrasts movement skills or sports that use similar movement patterns or concepts.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare and contrast skills or sports that utilize similar movement patterns, techniques or concepts.

**Content Focus:** Compare and contrast patterns in skills/sports

**Content Limits:** The comparison and contrast of skills/sports that use similar concepts include, but are not limited to:

- Sports: baseball, volleyball, basketball, football, soccer, hockey, tennis
- Concepts: rules, strategies, points, goals, number of players
- Locomotor skill: hopping, running, skipping, jumping
- Skills: striking, catching, throwing
- Basketball/soccer (dribbling)
- Table tennis/tennis/volleyball (serving)
- Offense and defense (variety of sports)
- Strokes with sports using racquets
- Bowling/softball (underhand motion)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.
Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect sports concepts/skills, or incorrect comparison/contrast of sports concepts/skills
- Photos, illustrations, or descriptions of students engaging in activities unrelated to sports concepts/skills

**Sample Multiple-Choice Item:**

In soccer, offensive players dribble the ball toward the goal. In what other sport do offensive players dribble the ball?

A. Football

B. Baseball

*C. Basketball

D. Volleyball

**Sample Constructed-Response Item:**

**Prompt:**

Identify one athletic skill that is used in both baseball and football. Then, describe how that skill is similar in both sports.

**Exemplar Response:**

Catching a ball is used in both sports. A baseball player and a receiver in football both have to position their hands and body to catch and control a ball.

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<thead>
<tr>
<th>Item Rubric</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student identifies one skill that is used in both sports (e.g., catching a ball) AND describes how that skill is similar in those sports (catching and controlling a ball).</td>
</tr>
<tr>
<td>1 point</td>
<td>The student identifies one skill that is used in both sports (e.g., catching a ball). OR The student describes how that skill is similar in those sports (catching and controlling a ball).</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: PE.5.C.2.7

Strand: Cognitive Abilities

Standard: 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance.

Clarification: Recognizes practice and conditioning principles to improve physical performance.

Performance Level Descriptor: To demonstrate proficiency, students will identify basic practice and conditioning principles to improve physical performance.

Content Focus: Conditioning principles

Content Limits: The identification of practice and conditioning principles is limited to the following:

- Warm-up exercises
- Stretching exercises
- Muscle strengthening
- Intensity
- Frequency
- Cardiorespiratory endurance
- Flexibility
- Cool-down exercises
- Time

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect conditioning principles
- Photos, illustrations, or descriptions of students engaging in activities unrelated to conditioning principles
**Sample Multiple-Choice Item:**

What activity would help a runner warm up immediately before a race?

*A. Stretching*

*B. Lifting weights*

*C. Playing a video game*

*D. Playing a game of tennis*

**Sample Constructed-Response Item:**

**Prompt:**

Jim wants to improve his batting skills in baseball.

Identify one activity that Jim can do to improve his batting skills. Then, describe how that activity helps Jim improve in baseball.

**Exemplar Response:**

Jim can strengthen his arm muscles. Strengthening his arm muscles will help him be able to hit the ball farther.

**Item Rubric**

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>2</td>
<td>The student identifies one activity (e.g., increasing muscular strength) that improves performance AND describes how that activity improves physical performance (able to hit the ball farther).</td>
</tr>
<tr>
<td>1</td>
<td>The student identifies one activity (e.g., increasing muscular strength) that improves performance. OR The student describes how an activity improves physical performance (able to hit the ball farther).</td>
</tr>
<tr>
<td>0</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.C.2.8**

**Strand:** Cognitive Abilities

**Standard:** 2. Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities.

**Clarification:** Identifies or recognizes basic offensive and defensive maneuvers or tactics.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe basic offensive and defensive strategies or maneuvers in various game situations.

**Content Focus:** Offensive and defensive tactics

**Content Limits:** The identification of offensive and defensive tactics is limited to game situations appropriate for fifth grade level physical education movements and school settings situations (e.g., moving to open space to catch ball, blocking stance in front of an opponent, fleeing an opponent).

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect offensive and defensive tactics
- Photos, illustrations, or descriptions of students engaging in activities unrelated to offensive and defensive tactics
**Sample Multiple-Choice Item:**

Which activity is an example of an offensive technique in baseball?

*A. Stealing a base
B. Catching a fly ball
C. Striking out a batter
D. Tagging a base runner out*

**Sample Constructed-Response Item:**

**Prompt:**

Identify one offensive stance or movement in basketball. Then, describe how that stance or movement is an offensive strategy.

**Exemplar Response:**

Pivoting is an offensive movement in basketball. Pivoting helps the player move around or away from the opponent.

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<tbody>
<tr>
<td>2 points</td>
<td>The student identifies one offensive movement (e.g., pivoting) AND the student states how that movement is an offensive strategy (moving away from the opponent).</td>
</tr>
</tbody>
</table>
| 1 point              | The student identifies one offensive movement (e.g., pivoting).  
                        | OR  
                        | The student states how that movement is an offensive strategy (moving away from the opponent).  |
| 0 points             | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.5.L.3.1**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.1 Identify a moderate physical activity.

**Clarification:** Identifies examples of moderate physical activities that can be performed daily.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify examples of moderate physical activities (e.g., walking on a track, treading water, ride a bike on an even surface) that can be performed daily.

**Content Focus:** Moderate physical activity

**Content Limits:** The content is limited to the identification of examples of daily moderate physical activities

- Walking on a track
- Treading water
- Ride a bike on an even surface
- Household chores: (e.g. vacuuming, yard work)
- Dancing at a slow to medium pace (e.g. line dancing, ballroom dancing, square dancing)
- Stretching
- Ball handling skills (catching, throwing, kicking, retrieving)
- Juggling
- Recreational swimming/playing in a pool

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing heavy physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a moderate physical activity that you could do every day?

*A. Walking in the park
B. Running at a fast pace
C. Riding a bike up a steep hill
D. Jumping rope for a long period of time
Benchmark: **PE.5.L.3.2**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.2 Identify a vigorous physical activity.

**Clarification:** Identifies examples of vigorous physical activities that can be performed daily.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify examples of vigorous physical activities (e.g., running at a fast pace, riding a bike up a steep hill, jumping rope for a long period of time) that can be performed daily.

**Content Focus:** Vigorous physical activity

**Content Limits:** The content is limited to the identification of examples of daily vigorous physical activities (e.g., running at a fast pace, riding a bike up a steep hill, jumping rope for a long period of time).

- Running
- Jogging
- Skating
- Swimming at a steady pace (laps)
- Skipping
- Jumping jacks
- Jump rope
- Dancing at a fast pace or excited pace

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing light physical activity
- Photographs, illustrations, words, or short phrases referencing non-physical activity
Sample Multiple-Choice Item:

What is an example of a vigorous physical activity that you could do every day?

A. Walking in the park
*B. Running up a steep hill
C. Treading water slowly in a pool
D. Coasting on a bicycle quickly down the street
Benchmark: PE.5.L.3.3

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.5.L.3.3 Identify opportunities for involvement in physical activities during the school day.

Clarification: Identifies a variety of physical activities that can be performed during the school day or after school hours in school environment.

Performance Level Descriptor: To demonstrate proficiency, students will identify or distinguish various types of physical activities that can be performed during the school day.

Content Focus: Physical activities during school

Content Limits: The identification of physical activities includes but is not limited to:

- School games (basketball, soccer, volleyball, etc.)
- Running
- Walking
- Gymnastics
- Dance (line, square, etc.)
- Activities that promote a healthy lifestyle
- Jumping rope
- Gardening
- School sports practice

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect physical activities performed after school
- Photos, illustrations, or descriptions of students engaging in activities unrelated to physical activities performed during or after school
Sample Multiple-Choice Item:

Which is an example of a physical activity done during school?

A. Practicing piano
B. Drawing a picture
C. Eating lunch
*D. Jumping rope
Benchmark: **PE.5.L.3.4**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.4 Identify opportunities for involvement in physical activities after the school day.

**Clarification:** Identifies a variety of physical activities that can be performed after the school day away from school environment.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or distinguish various types of physical activities that can be performed after the school day.

**Content Focus:** Physical activities after school

**Content Limits:** The identification of physical activities away from school environment includes but is not limited to:

- School or neighborhood sports or games (basketball, soccer, volleyball, etc.)
- Running
- Walking
- Gymnastics
- Dance (line, square, etc.)
- Activities that promote a healthy lifestyle
- Jumping rope
- Gardening
- Martial arts

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect physical activities performed during school
- Photos, illustrations, or descriptions of students engaging in activities unrelated to physical activities performed during the school day
**Sample Multiple-Choice Item:**

Which is an example of a physical activity done after the school day?

*A.  Martial arts  
B.  Lunch time  
C.  Recess  
D.  Math class*
Benchmark: **PE.5.L.3.5**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.5 Formulate a plan to increase the amount of time spent in physical activity.

**Clarification:** Develop and explain plans or strategies that can be applied to various routines in order to increase the amount of time spent in physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain plans or strategies that can be applied to various routines in order to increase the amount of time spent in physical activity.

**Content Focus:** Daily physical fitness

**Content Limits:** The activities, routines, and physical activity options referenced should be limited to those familiar and appropriate at the fifth-grade level. These include, but are not limited to:

- Joining a club or after-school activity
- Reducing the time spent watching television
- Sticking to an activity schedule
- Walking or riding bikes as a form of transportation in the community

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response
Sample Constructed-Response Item:

Prompt:

Juan lives on the fifth floor of his apartment building. Every day, he rides the bus home from school and takes the elevator up to his apartment. Sometimes, Juan rides his bike to his friend’s house to play board games.

Identify two ways Juan can change his after-school routine to increase his physical activity.

Exemplar Response:

Juan can start taking the stairs some day after school. Another way to increase his physical activity would be to play outside with his friend.

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<th>Item Rubric</th>
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<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<td><strong>0 points</strong></td>
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</tbody>
</table>
**Benchmark:** PE.5.L.3.6

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.6 Discuss lifestyle behaviors that can be made to increase physical activity.

**Clarification:** Demonstrates ability to implement changes lifestyle behaviors that can increase the level of physical activity.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate, describe or explain lifestyle changes

**Content Focus:** Lifestyle changes to increase physical activity

**Content Limits:** The content of this benchmark is limited to the identification of changes in habits or lifestyle that can increase the level of physical activity including:

- Changing daily transportation habits (e.g., walking instead of taking the bus, walking up stairs instead of using the elevator, biking)
- Joining a sports team
- Starting an exercise group
- Replacing sedentary diversions (e.g., watching TV, using a computer) with physically active diversions (e.g., jogging, riding a bike, exercising)

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Every day after school, Robert sits and reads under a tree for an hour while he waits for his ride home.

What are two options Robert can do to be more active after school?

**Exemplar Response:**

He could join a school club or he could walk home if it is not too far.
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<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student identifies two ways that Robert could be more active after school, including but not limited to:</td>
</tr>
<tr>
<td></td>
<td>• Joining a sports club or team</td>
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<tr>
<td></td>
<td>• Riding a bike home</td>
</tr>
<tr>
<td></td>
<td>• Walking home</td>
</tr>
<tr>
<td></td>
<td>• Playa tag game with friends</td>
</tr>
<tr>
<td>1 point</td>
<td>The student identifies one change that Robert can make in his after-school routine.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
</tr>
</tbody>
</table>
Benchmark: **PE.5.L.3.7**

**Strand:** Lifetime Fitness

**Standard:** 3. Participate regularly in physical activity.

**Benchmark:** PE.5.L.3.7 Use technology to enhance regular participation in physical activities.

**Clarification:** Identifies ways to enhance regular participation in physical activities using technology or information.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify technology methods to enhance ways to encourage regular participation in physical activity.

**Content Focus:** Technology and information

**Content Limits:** The use of technology or information literacy is limited to the following sources that are appropriate for the fifth-grade level:

- Spreadsheets (goal setting, data)
- Tables and charts
- Educational media (videos, websites, audio)
- Active gaming
- Heart rate monitor, pedometer
- Activity applications

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect use or application of technology or information
- Photos, illustrations, or descriptions of students engaging in activities unrelated to the use or application of technology or information
Sample Multiple-Choice Item:

How can sports videos enhance your physical activity?

A. By showing how stadiums look different
B. By showing the height of different players
C. By showing the number of wins in a season
*D. By showing the correct way to do an exercise
Benchmark: PE.5.L.3.8

Strand: Lifetime Fitness

Standard: 3. Participate regularly in physical activity.

Benchmark: PE.5.L.3.8 Discuss the importance of being visible, being predictable, and communicating when cycling.

Clarification: Identifies reasons for proper cycling behaviors including visibility, predictability, and communication.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe proper cycling behaviors including being visible, being predictable, and communicating effectively when cycling.

Content Focus: Cycling behaviors

Content Limits: The identification of proper cycling behaviors is limited to the following areas: visibility, predictability, and communication while cycling.

Recommended DOK Level: Moderate

Item Types:
- Multiple Choice

Multiple-Choice Attributes:
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:
- Photos, illustrations, or descriptions of incorrect or unsafe cycling behaviors
- Photos, illustrations, or descriptions of students engaging in activities unrelated to cycling behaviors

Sample Multiple-Choice Item:

Which action should you take while cycling to communicate a change in direction?

A. Remove your helmet
B. Use your hand to signal
C. Keep your eyes on the road
D. Take your foot off the pedal
Benchmark: **PE.5.L.4.1**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.1 Differentiate between muscular strength and muscular endurance.

**Clarification:** Distinguishes between muscular strength and muscular endurance.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe ways in which muscular strength and muscular endurance are different.

**Content Focus:** Muscle strength and endurance

**Content Limits:** The identification of the difference between muscular strength and endurance is limited to the muscle groups (skeletal and cardiac) of the body used in physical activities.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:
- Photos, illustrations, or descriptions of incorrect difference in muscular strength and endurance
- Photos, illustrations, or descriptions of students engaging in activities unrelated to muscular strength and endurance

**Sample Multiple-Choice Item:**

Which is an example of muscular endurance?

A. Lifting a heavy box

*B. Running a marathon

C. Swimming one lap in the pool

D. Sprinting to the far side of a field
Sample Constructed-Response Item:

Prompt:

Give one example of an activity that demonstrates muscular strength. Then, describe how that activity demonstrates muscular strength.

Exemplar Response:

Lifting heavy boxes is an example of muscle strength. Strong muscles are needed in order to lift the weight of the boxes.

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<tbody>
<tr>
<td><strong>2 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>0 points</strong></td>
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</table>
Benchmark: **PE.5.L.4.2**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.2 Identify activities that develop and maintain each component of physical fitness.

**Clarification:** Identifies an activity that develops or maintains a fitness component.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a physical activities that demonstrate strengthening or increasing the level of a fitness component.

**Content Focus:** Develop and maintain fitness

**Content Limits:** The identification of fitness components of physical activities includes but is not limited to:

- Muscular strength (e.g., pull-ups)
- Muscular endurance (e.g., sit-ups/curl-ups)
- Flexibility (e.g., sit and reach)
- Cardiorespiratory endurance (e.g., running)
- Body composition (e.g. healthy eating)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect fitness components of physical activity
- Photos, illustrations, or descriptions of students engaging in activities unrelated to fitness components of physical activity
**Sample Multiple-Choice Item:***

Which two groups should you join to increase your flexibility?

A. Diving team and art club

*B. Dance team and track team

C. Cross-country team and choir

D. Soccer club and cooking class
**Benchmark:** PE.5.L.4.3

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.3 Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.

**Clarification:** Identifies proper heart rate intensity ranges that are necessary to enhance cardiorespiratory endurance.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the target heart rate intensity ranges that are necessary to enhance the development of cardiorespiratory endurance.

**Content Focus:** Cardiorespiratory endurance.

**Content Limits:** The identification of target heart rate intensity ranges is limited to acceptable ranges for fifth-grade students.

- Increase and decrease in speed, intensity, time, duration, frequency
- $208 - 0.7 \times \text{age} = \text{Max heart rate}$

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect target heart rate ranges
- Photos, illustrations, or descriptions of students engaging in activities unrelated to target heart rate ranges
Sample Multiple-Choice Item:
What is a target heart rate for a fifth-grade student while exercising?

*A.  100
B.  150
C.  180
D.  200
Benchmark: **PE.5.L.4.4**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.4 Analyze one's own physical fitness assessment results and develop strategies to enhance performance.

**Clarification:** Understand and explain the results of an individual physical fitness assessment and develop strategies that can be applied in order to enhance performance.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain strategies that can be used to enhance performance based on a given set of physical fitness results. Students may also identify, describe, or explain the reasons for given results in addition to the explanation of strategies.

**Content Focus:** Physical fitness assessment

**Content Limits:** The aspects of physical health measured by an individual physical fitness assessment should be limited to the components of health-related fitness and their sub-components.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response
- Performance Task

**Sample Constructed Response Item:**

**Prompt:**

- Describe a plan for increasing your cardiorespiratory endurance that includes at least two different activities.

**Exemplar Response:**

One way you could increase your cardiorespiratory endurance would be to run a relay race. The other would be to do some interval training, alternating running and walking and increasing the time spent running as you improve.
## Item Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</table>
| 2      | The student identifies at least two ways to increase cardiorespiratory endurance, including but not limited to:  
- Increasing the time spent in an activity that increases aerobic fitness  
- Describing interval training  
- An increase in aerobic activity  
NOTE: Describing an increase in time spent in two activities which increase aerobic fitness should receive two distinct score points. |
| 1      | The student identifies one way to improve cardiorespiratory endurance. |
| 0      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |

### Sample Performance Task:

#### Materials:
- Stopwatch

#### Setup:
- Clear floor or area for student to exercise or stretch

#### Prompt:
- Say: “I am going to give you 30 seconds to complete this task. When I say go, please do as many push-ups as you can.”  
- Allow the student to do push-ups for 30 seconds.  
- Say: “Stop. Now, tell me a plan for how you could increase the number of push-ups you could do in one month’s time.”

**Note:** The teacher may first demonstrate the action so that the student understands the task.

## Item Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student successfully attempts push-ups for 30 seconds and gives a feasible improvement plan.</td>
</tr>
</tbody>
</table>
| 1      | The student successfully does push-ups for 30 seconds but does not give an improvement plan.  
OR  
The student successfully gives an improvement plan but does not attempt a push-up. |
| 0      | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |
Benchmark: **PE.5.L.4.5**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.5 Select proper stretching exercises to increase flexibility and reduce the chance of injury.

**Clarification:** Identifies or describes safe stretching exercises that increase flexibility and reduce the chance of injury.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe safe stretching exercises that increase flexibility and reduce the chance of injury.

**Content Focus:** Safe stretching exercises

**Content Limits:** The identification of stretching exercises is limited to safe body stretches (e.g., overhead arm stretch, shoulder stretch, hamstring stretch, sit-and-reach, crossover toe touch, etc.) that do not place undue stress on joints and are appropriate for the fifth-grade level.

**Recommended DOK Level:** Moderate

**Item Types:**
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:
- Photos, illustrations, or descriptions of incorrect or unsafe stretching exercises
- Photos, illustrations, or descriptions of students engaging in activities unrelated to stretching exercises
Sample Multiple-Choice Item:

How does the crossover toe touch enhance physical fitness?

*A. Improves flexibility
B. Strengthens your heart
C. Increases muscle strength
D. Decreases muscle endurance

Sample Constructed-Response Item:

Prompt:

Shannon is going to run a marathon. Identify one stretching exercise Shannon should do prior to the marathon. Then, explain why Shannon should stretch before the run.

Exemplar Response:

Shannon should do a hamstring stretch before the marathon. Stretching before strenuous exercise can reduce the chance of injuries.

<table>
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<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>1 point</td>
</tr>
<tr>
<td>0 points</td>
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</tbody>
</table>
Benchmark: **PE.5.L.4.6**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.6 Plan a menu for a balanced meal.

**Clarification:** Selects food choices to plan a menu for a balanced meal.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe various food choices necessary to plan a menu for a balanced meal.

**Content Focus:** Balanced meal

**Content Limits:** The identification of food choices for a balanced meal is limited to the following food groups: grains, vegetables, fruits, dairy, proteins, and oils and empty calories, and sweets.

**Recommended DOK Level:** Low

**Item Types:**
- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:
- Photos, illustrations, or descriptions of incorrect food groups or unhealthy foods
- Photos, illustrations, or descriptions of students engaging in activities unrelated to food groups or balanced meals

**Sample Multiple-Choice Item:**

Which foods should you limit to maintain excellent health?

A. Whole grains
B. Low-fat proteins
C. Fruits and vegetables
*D. Fats, oils, and sweets*
**Sample Constructed-Response Item:**

**Prompt:**

Give an example of a well-balanced meal using these food groups: grains, vegetables, fruits, dairy, and proteins.

**Exemplar Response:**

A well-balanced meal includes a roll, a salad, chicken, and cheese with a piece of fruit for dessert.

<table>
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<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>The student identifies an example for each of the food groups: grains, fruits, vegetables, proteins, and dairy as necessary for a well-balanced meal.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student identifies two or three examples of the food groups.</td>
</tr>
<tr>
<td>0 points</td>
</tr>
<tr>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
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</table>
Sample Technology-Enhanced Item:

A student is preparing a balanced meal. Choose 1 item from the dairy food group and 1 item from the grains food group to add to her selection and place it on the table.

<table>
<thead>
<tr>
<th>Item Rubric</th>
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<tbody>
<tr>
<td>2 points</td>
<td>The student places the milk container OR the cheese on the table AND places the loaf of bread on the table.</td>
</tr>
<tr>
<td>1 point</td>
<td>The student places only 1 of the items on the table.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item.</td>
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</tbody>
</table>
Benchmark: PE.5.L.4.7

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.5.L.4.7 Apply principles of physical fitness to exercise.

Clarification: Identifies or describes various ways that principles of physical fitness can be applied to exercise.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe ways that principles of physical fitness (e.g., frequency, intensity, time) can be applied to various forms of exercise, including physical activities, movements, games, or sports.

Content Focus: Principles of physical fitness

Content Limits: The identification and application of physical fitness principles is limited to:

- Overload: time, frequency, intensity
- Progression
- Specificity

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect physical fitness principles
- Photos, illustrations, or descriptions of students engaging in activities unrelated to physical fitness principles
Sample Multiple-Choice Item:

Ryan has made a goal of swimming 25 laps by the end of the summer. He decides to begin with 5 laps and each week increase how many laps he swims by another 5 laps.

Which principle of physical fitness is he applying?

A. Intensity
B. Overload
*C. Progression
D. Specificity

Sample Constructed-Response Item:

Prompt:

Juan wants to improve his basketball skills. He practices his free-throw shooting once per week for twenty minutes.

Identify how Juan can apply the principles of time and frequency to his practice routine to improve his skills.

Exemplar Response:

Juan can increase his practices to two or three times a week, and he can increase the time he spends practicing to thirty minutes each time.

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<td><strong>1 point</strong></td>
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<td><strong>0 points</strong></td>
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</table>
Benchmark: PE.5.L.4.8

Strand: Lifetime Fitness

Standard: 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.5.L.4.8 Evaluate progress toward short and long-term fitness goals.

Clarification: Identifies or describes progress toward short and long-term fitness goals.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe measured progress in fitness and evaluate that progress in achieving fitness goals.

Content Focus: Fitness goals

Content Limits: The identification of progress toward fitness goals is limited to the following areas of physical fitness:

- Muscular strength
- Muscular endurance
- Cardiorespiratory endurance
- Flexibility
- Body composition

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of no progress or an incorrect understanding of progress toward fitness goals
- Photos, illustrations, or descriptions of students engaging in activities unrelated to the progress toward fitness goals
Sample Multiple-Choice Item:
Which statement describes an improvement in your physical fitness?

A. You feel tired more often.
B. Your fitness results did not change.
*C. You can run faster for a longer amount of time.
D. You can only climb one flight of stairs before getting tired.

Sample Constructed-Response Item:

Prompt:
What are two improvements in your physical fitness that would you expect to notice if you were on a long-term weight lifting plan?

Exemplar Response:
I would expect to have an increase in both my muscular strength and a healthier body composition.

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<tbody>
<tr>
<td>2 points</td>
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<tr>
<td>The student identifies two of the following: muscular strength, muscular endurance, body composition, flexibility, and/or cardiorespiratory endurance.</td>
</tr>
<tr>
<td>1 point</td>
</tr>
<tr>
<td>The student identifies only one of the benefits above of long-term fitness routines.</td>
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<tr>
<td>0 points</td>
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<tr>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
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</table>
Benchmark: **PE.5.L.4.9**

**Strand:** Lifetime Fitness

**Standard:** 4. Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.5.L.4.9 Explain how technology can assist in the pursuit of physical fitness.

**Clarification:** Identifies or describes ways that technology can help enhance the pursuit of fitness.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe ways that technology can help improve or maintain physical fitness.

**Content Focus:** Physical fitness and technology

**Content Limits:** The identification of appropriate technologies to enhance physical fitness includes but is not limited to:

- Stopwatches/timers
- Pedometers
- Heart-rate monitors
- Spreadsheets

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect fitness components of physical activity
- Photos, illustrations, or descriptions of students engaging in activities unrelated to fitness components of physical activity
Sample Multiple-Choice Item:

How can you use a pedometer to improve your physical fitness?

A.  By monitoring your heart rate
B.  By keeping track of your daily diet
*C.  By trying to take more steps each day
D.  By giving you something heavy to wear

Sample Constructed-Response Item:

Prompt:

- Identify one type of technology that can help you improve your physical performance. Then, describe how that technology helps improve performance.

Exemplar Response:

A timer is a type of technology that can help improve performance. A timer helps you know how fast you are running and will help you improve the pace of your runs.

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Benchmark: **PE.5.R.5.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.5.R.5.1 Describe a benefit of working productively with a partner to improve performance.

**Clarification:** Demonstrate an understanding of the benefits of working with a partner for enhancing physical performance and/or a knowledge of appropriate skills and actions that facilitate collaboration.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or explain skills and actions that facilitate working with a partner or students will identify, describe, or explain the benefits of working with a partner on improving performance in physical activities.

**Content Focus:** Benefits of working with a partner

**Content Limits:** The types of physical activities and behaviors referenced should be limited to activities familiar and appropriate at the fifth-grade level.

Benefits of working with a partner should include, but not be limited to:

- Mental/social health (e.g., self-confidence, forming friendships, self-acceptance)
- Having a new point of view/new ideas/suggestions for drills/means of improvement/explaining a concept
- Being able to see/critique form that might not be visible for oneself
- Increasing fun/enjoyment

Skills for facilitating collaboration should include, but not be limited to:

- Using polite language
- Sharing equipment
- Sharing responsibilities

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.
Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of unhealthy ways of working with a partner
- Photos, illustrations, or descriptions of benefits of working with a partner not referenced in the stem
- Photos, illustrations, or descriptions of methods of skill improvement not referenced in the stem

**Sample Multiple-Choice Item:**

Diego and Ava are partners for the day in physical education class. They both want to practice using the balance. Ava goes first on the balance beam.

What should Diego do?

*A. Watch Ava practice and give her tips, then switch roles*

* B. Watch his friend Kayla play basketball until Ava is done*

* C. Tell Ava he is using the balance beam for the entire class today*

* D. Tell Ava everything she is doing wrong, so that she will finish sooner*

**Sample Constructed-Response Item:**

**Prompt:**

Explain two ways working with a partner can help you improve your batting skills in softball.

**Exemplar Response:**

Working with a partner could help me to know exactly what I’m doing wrong with my swing. Another thing they could do is help me by getting the ball so I could practice more.

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<tr>
<th><strong>Item Rubric</strong></th>
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<tbody>
<tr>
<td><strong>2 points</strong></td>
<td>The student identifies at least two of the following reasons:</td>
</tr>
<tr>
<td></td>
<td>- A partner can help you with your swing</td>
</tr>
<tr>
<td></td>
<td>- A partner can tell you what you are doing wrong/how to improve</td>
</tr>
<tr>
<td></td>
<td>- A partner can help get the ball so you can get more done</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>The student identifies only one of the above reasons.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
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</table>
Benchmark: PE.5.R.5.2

Strand: Responsible Behaviors and Values

Standard: 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.5.R.5.2 Describe ways to utilize equipment safely during physical activities.

Clarification: Identifies or describes ways to utilize safety equipment for skill practice.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe ways to utilize athletic equipment safely for specific skill practice.

Content Focus: Utilize equipment safely

Content Limits: The identification of equipment arrangement includes but is not limited to the following equipment:

- Sports equipment (e.g., balls, hockey stick, bat, golf club, mitts, clothing/gear)
- Physical education equipment (e.g., hoops, balls, carts, cones, jump ropes, beanbags, rhythm sticks)

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of incorrect or unsafe arrangements of equipment
- Photos, illustrations, or descriptions of students engaging in activities unrelated to the arrangement of equipment

Sample Multiple-Choice Item:

What is a safety consideration of softball equipment?

*A. Remove extra softballs from the field
B. Keeping bats in a row in the infield
C. Throwing the bat to the dugout after use
D. Having extra gloves on the pitcher’s mound
Benchmark: **PE.5.R.5.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.5.R.5.3 Describe the influence of individual differences on participation in physical activities.

**Clarification:** Identifies, distinguishes, describes, or explains the impacts that individual personalities, preferences, and/or ability levels have on participation in physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, distinguish, or describe the impacts that individual personalities, preferences, and/or ability levels have on participation in physical activities.

**Content Focus:** Individual physical performance

**Content Limits:** The content of this benchmark is limited to the identification, description, or explanation of personal differences appropriate to a fifth-grade level. Descriptions of specific disabilities are avoided if possible. Descriptions of individual differences are limited to:

- Individual preferences (in choosing a sport/physical activity)
- Individual skill levels (in level of participation or contribution during a team activity)
- Individual differences (in age, gender, race, culture, disabilities, and skill level)

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, short phrases, or sentences referencing individual differences or participation differences that do not match the one being referenced in the stem
- Photographs, illustrations, words, short phrases, or sentences referencing impacts of individual differences not related to physical activities
- Photographs, illustrations, words, short phrases, or sentences referencing individual similarities
Sample Multiple-Choice Item:

After school, Sarah has to choose between riding a bike or playing soccer. She picks playing soccer because she likes to play with friends.

Based on the information above, which other activity would Sarah choose to do?

*A. Playing basketball

B. Jumping rope

C. Swimming laps

D. Reading a book
Benchmark: **PE.5.R.6.1**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.5.R.6.1 Describe how participation in physical activity is a source of self-expression and meaning.

**Clarification:** Identifies or describes ways that physical activity can be a source or means of self-expression.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe ways that physical activity can be a source or means of self-expression.

**Content Focus:** Benefits of self-expression and meaning

**Content Limits:** The types of physical activity referenced should include activities familiar and appropriate at the fifth-grade level

Benefits of physical activity assessed by this benchmark should include but not be limited to:

- Mental/social health (e.g., self-confidence, forming friendships, self-acceptance)
- Aspects of shared experiences (e.g., bonding with peers/others)
- Relation between preferred sports and other personality traits (e.g., like or dislike of competition, team vs. individual)
- Creativity

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed Response Item:**

**Prompt:**

Describe one type of physical activity you could do to express your feelings when you are happy. Then, explain a healthy way of expressing your feelings while participating in that activity.

**Exemplar Response:**

I could make up a dance routine and show my feelings by using the music and the kinds of steps I chose.
<table>
<thead>
<tr>
<th>Item Rubric</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student identifies at least one physical activity that can be a means of self-expression. AND The student explains at least one way that activity can be used to express feelings.</td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td>The student identifies an activity that can be a means of self-expression. OR The student explains a healthy means of physical self-expression without naming a physical activity.</td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark: PE.5.R.6.2

Strand: Responsible Behaviors and Values


Benchmark: PE.5.R.6.2 Explain the benefits of physical activity.

Clarification: Identifies or explains the benefits of physical activity.

Performance Level Descriptor: To demonstrate proficiency, students will identify or explain various benefits (e.g., health, performance) of physical activity.

Content Focus: Benefits of activity

Content Limits: The identification of the benefits of physical activity is limited to the following areas: health benefits, performance benefits, and body composition benefits.

Recommended DOK Level: Low

Item Types:
- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:
- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:
- Photos, illustrations, or descriptions of incorrect benefits of physical activity
- Photos, illustrations, or descriptions of students engaging in activities unrelated to the benefits of physical activity

Sample Multiple-Choice Item:

Which is a benefit of physical activity?

A. Shiny hair
B. White teeth
C. Weak bones
* D. Strong muscles
Sample Constructed-Response Item:

Prompt:

Identify two ways in which regular physical activity benefits your health.

Exemplar Response:

Regular physical activity can benefit your health by making your muscles strong and by keeping your body composition within a healthy range.

<table>
<thead>
<tr>
<th>Item Rubric</th>
</tr>
</thead>
</table>
| 2 points | The student mentions:  
|          | • Maintaining healthy body composition  
|          | • Performance benefits (i.e., muscle strength/endurance) |
| 1 point  | The student identifies one of the benefits of physical activity or one benefit and an unrelated response. |
| 0 points | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.” |
Benchmark: **PE.5.R.6.3**

**Strand:** Responsible Behaviors and Values

**Standard:** 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.5.R.6.3 Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

**Clarification:** Identifies, explains, or describes examples of appropriate personal, social, and ethical behaviors for celebrating personal accomplishments in physical activities.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, explain, or describe appropriate personal, social, and ethical behavior for celebrating personal accomplishments in physical activities.

**Content Focus:** Responsible behaviors and values in physical activity

**Content Limits:** Content includes but is not limited to:

- Giving a high five
- Congratulating the opposing team
- Cheering at an appropriate moment

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, short phrases, or single words.
- All options will appear vertically.

Distractors may include, but are not limited to:

- Photos, illustrations, or descriptions of situations not related to etiquette
- Photos, illustrations, or descriptions not related to physical activities
**Sample Multiple-Choice Item:**

During a soccer game, Emile scores a goal. How can he show good sportsmanship and respect for the goalie?

A. Knock him down and laugh

*B.* Tell him "good shot" and smile

C. Make fun of him and cheer

D. Run around the net and scream
Benchmark: HE.5.C.1.3

Strand: Concepts

Standard: 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health.

Clarification: Identifies or explains ways in which a home environment and school environment can encourage and promote personal health.

Performance Level Descriptor: To demonstrate proficiency, students will identify or explain the ways in which a home environment and a school environment can encourage or promote personal health.

Content Focus: Personal health in home and school environments

Content Limits: The ways a safe home and school environment promote health should include, but not be limited to, the following:

- Illness prevention/personal health (covering mouth, having tissues, going to the nurse, etc.)
- Safety (following rules for handling dangerous objects, traffic rules, directions, etc.)
- Mental/social health (study breaks, making friends, rules for respect, etc.)
- Appropriate food at home and school
- Opportunities for physical activity during and after school
- Opportunities for physical activity with family and friends

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Short Constructed Response

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Illustrations, photos, simple sentences, short phrases, or single words that do not relate to personal health
- Illustrations, photos, simple sentences, short phrases, or single words that do not match the aspect of personal health referenced in the stem
- Illustrations, photos, simple sentences, short phrases, or single words that refer to unhealthy behaviors or behaviors with a negative impact on personal health
Benchmark: **HE.5.C.1.6**

**Strand:** Concepts

**Standard:** 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

**Benchmark:** HE.5.C.1.6 Recognize how appropriate health care can promote personal health.

**Clarification:** Identifies or describes ways that appropriate health care can promote personal health.

**Performance Level Des Descriptor:** To demonstrate proficiency, students will identify or describe the link between appropriate health care and personal health.

**Content Focus:** Health behaviors

**Content Limits:** Health care should include, but not be limited to, the following:

- Participating in m-V physical activities
- Maintain a healthy body composition
- Healthy food options
- Personal Health Behaviors
  - Eating healthy foods
  - Maintaining good hygiene
  - Using conflict resolution skills
- Standard Health Care
  - Yearly well-child exams
  - Visiting a specialist when needed
  - Taking the correct medication
  - Vision and hearing testing

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task
Benchmark: **HE.5.B.5.4**

**Strand:** Responsible Behavior

**Standard:** 5. Demonstrate the ability to use decision-making skills to enhance health.

**Benchmark:** HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.

**Clarification:** Identifies a healthy option when faced with a decision.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a healthy option when making a decision.

**Content Focus:** Healthy choices

**Content Limits:** The content of this benchmark is limited to the selection of healthy options when making decisions including but not limited to:

- Using first-aid and safety equipment
- Following safety rules and laws
- Choosing healthy foods
- Washing hands
- Maintaining personal hygiene
- Being active
- Resolving conflict
- Reporting bullying

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases that refer to healthy options that do not match the health-related issue or problem in the stem
- Photographs, illustrations, words, or short phrases that refer to unhealthy options
Benchmark: LACC.K12.L.3.4

Strand: Language Arts

Standard: Vocabulary Acquisition and Use

Benchmark: LACC.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Clarification: Identifies or describes the meaning of unknown or above-grade level words or phrases using context and meaningful word parts

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe the meaning of unknown words using context clues, dictionary entries, or analyzing meaningful word parts.

Content Focus: Vocabulary and meaning

Content Limits: The identification of word meanings is limited to words at the sixth or seventh-grade levels as used in a physical education context.

Item stems, except for the target vocabulary, must be written at or below fifth-grade reading levels.

- Muscles
  - Bicep
  - Quadriceps
  - Triceps
- Cardiovascular
- Scientific names of body parts

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.

Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect vocabulary or definitions
- Photographs, illustrations, words, or short phrases referencing vocabulary or definitions that do not match the one being referenced in the stem
Benchmark: **MACC. 5.G.2.3**

**Strand:** Math

**Standard:** MACC.5.G.2  Classify two-dimensional figures into categories based on their properties.

**Benchmark:** MACC.5.G.2.3 Understand that attributes of belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

**Clarification:** Identifies or describes subcategories two-dimensional figures based on their properties.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe properties of categories of two dimensional figures. Or, students will identify or describe two dimensional figures based on their properties.

**Content Focus:** Properties and categorization of shapes.

**Content Limits:** Two dimensional figures and their properties are limited to those familiar at or below a fifth grade level. These include, but are not limited to:

- Rectangles
- Squares
- Rhombus
- Triangles
- Circles
- Athletic fields/courts/equipment
- Movement patterns

The context should be applicable to a physical education class setting.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options will appear as illustrations, photos, simple sentences, short phrases, or single words.
- Photograph and illustration options will appear vertically.
Distractors may include, but are not limited to:

- Photographs, illustrations, words, or short phrases referencing incorrect properties or figure categories
- Photographs, illustrations, words, or short phrases referencing categories, properties, or figures that do not match that referenced in the item stem.
APPENDIX A

Physical Education
Florida’s Next Generation Sunshine State Standards (NGSSS)

Topics, or item contexts, for Physical Education assessment items can be found on the DOE website at http://www.floridastandards.org/ReportViewer35570.aspx
APPENDIX B

Copyright Restrictions and Requirements

Acceptable sources of graphics and information:

- Any images in the public domain
- Any images from clipart.com
- Any images/media created by teachers or students in Florida districts with proper release forms
APPENDIX C

Florida Copyright Release Forms

H:\share\Florida HTM\Project Management\Meetings\Item Writer Training\Florida Release Forms