

Aerobics 2 (1503410) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised 2013

This project was developed as part of the Florida Department of Education's Race to the Top Initiative.

As a statewide initiative, teachers from districts throughout the state contributed to the development of these materials.

The following districts worked in partnership with HCPS to contribute to the success of the project:

DeSoto
Duval
Escambia
Hendry
Lake
Leon
Manatee
Polk
Osceola
St. Lucie

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Course Name: Aerobics 2

Course Number: 1503410

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Standards for Speaking and Listening

Cluster: Comprehension and Collaboration

Standard: LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address aerobic and physical fitness related activities and topics.

Stimulus Attributes:

Stimulus may be related to aerobic activities and participation.

Stimulus should include a diverse group of participants and discussion skills.

Response Attributes:

Responses may include statements related to aerobics and fitness in a discussion.

Sample Item:

Tasha and Jacob have different ideas about their creative movement sequence. What is the **BEST** way for Tasha to persuade Jacob to use her idea in the discussion?

- * A. She can give examples of her ideas and ask Jacob which one he would like to use.
- B. She can make her own routine and perform it for Jacob so he can see her ideas.
- C. She can tell Jacob that her ideas are better than this.
- D. She can use all of Jacobs's ideas instead of her own.

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Reasoning with Equalities & Inequalities

Cluster: Represent and solve equations and inequalities graphically.

Standard: MACC.912.A-REI.4.10 Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address aerobic and physical fitness related activities and topics.

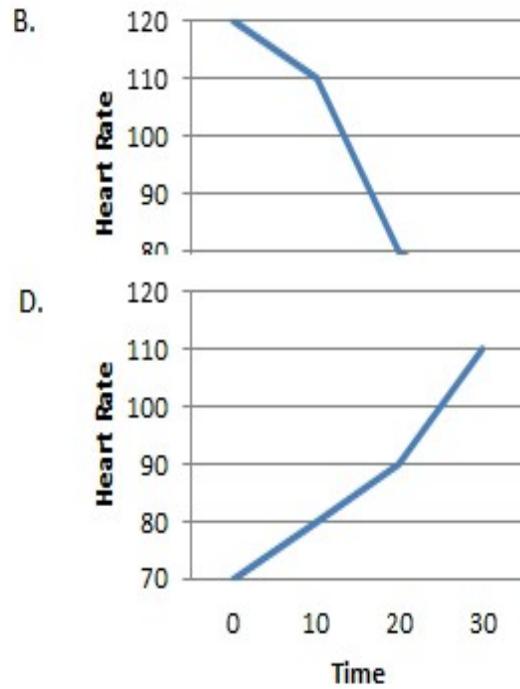
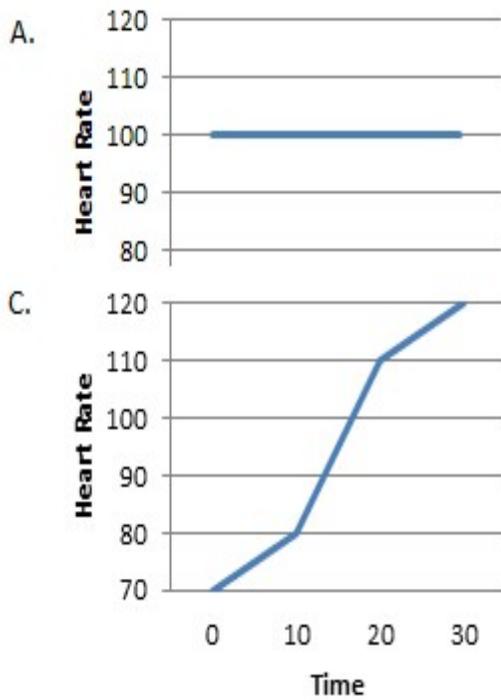
Stimulus Attributes:

Stimulus may address graphing an equation (various heart rates) as it relates to aerobic activity.
Stimulus may include a two-variable graph.

Response Attributes:

Responses may be related to resting, maximum, target, and recovery heart rates on a graph.

Sample Item:



- A. Graph A because a stable heart rate is preferred during an entire aerobic exercise.
- B. Graph B because heart rates should drop after starting at a very high rate and after a cool down should be close to the resting heart rate.
- * C. Graph C because heart rates are expected to have a steep incline when first starting an exercise and then less of an incline towards the end.
- D. Graph D because heart rates generally increase consistently when beginning an exercise and then again in the cool down stage.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical & Quantitative Data

Cluster: Summarize, represent, and interpret data on a single count or measurement variable.

Standard: MACC.912.S-ID.1.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items should address aerobics and physical fitness related activities and topics.

Stimulus Attributes:

Stimulus may address statistical/measurable data as it relates to aerobics and calculating the training heart rate.

Stimulus must compare two or more different data sets.

Response Attributes:

Responses may be related to resting, maximum, training, and recovery heart rates, age, gender, and/or percentiles.

Sample Item:

	Week 1	Week 2	2 Week
Student	Beats per Minute	Beats per Minute	Mean
1	125	145	135
2	114	110	112
3	128	114	121
4	135	95	115
5	100	128	114
6	90	120	105
7	90	80	85
Mean	111.7	113.1	112.4
Standard Deviation	17.2	19.7	14.1

Using the information above, summarize the information above by specifically addressing the means, standard deviations, and change between the two weeks. Interpret and detail the impact of values between weeks or between a particular week and the two week total. Describe how many students in each week fall outside of one standard deviation, what the difference between the two weeks totals are. Describe what the results of these findings mean.

Rubric:

4 Points

The response thoroughly and correctly includes a summary of the information from the table. The response includes the correct interpretation of how many individual students have a mean heart rate that is higher than that of the group. The response includes the correct interpretation of how many students in week 1 and week 2 fell outside of one standard deviation and what the correct difference in the number of students is.

3 Points

The response correctly includes a summary of the information from the table. The response includes the correct interpretation of how many individual students have a mean heart rate that is higher than that of the group. The response may not include the correct interpretation of how many students in week 1 and week 2 fell outside of one standard deviation. The response may not include the correct difference in the number of students.

2 Points

The response includes a partial summary of the information from the table. The response includes the interpretation of how many individual students have a mean heart rate that is higher than that of the group that may not be accurate. The response may not include the correct interpretation of how many students in week 1 and week 2 fell outside of one standard deviation. The response may not include the correct difference in the number of students.

1 Point

The response includes little or no summary of the information from the table. The response may not include the interpretation of how many individual students have a mean heart rate that is higher than that of the group. The response may not include the correct interpretation of how many students in week 1 and week 2 fell outside of one standard deviation. The response may not include the correct difference in the number of students.

0 Points

The response is off topic and/or the student did not make an attempt.

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.12 Compare and contrast aerobic versus anaerobic activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address physical fitness related activities and how aerobic and anaerobic activities are alike and different.

Stimulus Attributes:

Stimulus may address physical fitness related activities.
Stimulus may be restricted to aerobic and anaerobic activities.

Response Attributes:

Responses may include aerobic and anaerobic physical fitness activities.
Responses may be names of specific aerobic and anaerobic activities.

Sample Item:

Tom is doing yoga and Lee is taking a kickboxing class. Zelda is running wind sprints and Jake is playing tennis. Compare the activities and determine which person is doing an activity that **BEST** promotes flexibility.

- * A. Tom
 B. Lee
 C. Zelda
 D. Jake

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address aerobic activities and results of participation in an activity.

Stimulus Attributes:

Stimulus may address the calculation of the target heart rate zone, percentiles, and/or intensity.

Response Attributes:

Responses may include target, maximum and resting heart rates, and the overload principle.
Responses may list methods to adjust intensity of heart rates.

Sample Item:

Stimulus: After beginning a step class, Ashley decides that she would like to analyze her intensity during the class. Ashley is 24 years old. She has been exercising for 30 minutes and her heart rate is 130. Calculate Ashley's target heart rate zone (60-85% of the maximum heart rate) and identify three modifications she should make to improve her level of fitness.

Target Heart Rate Zone: _____

Rubric:

4 Points Response calculations for Target Heart Rate zone are accurate. The student analyzes the calculation and identifies at least three correct modifications that can positively improve Ashley's level of fitness.

3 Points Response calculations for Target Heart Rate zone are accurate. The student analyzes the calculation and identifies at least two correct modifications that can improve Ashley's level of fitness.

2 Points Response calculations for Target Heart Rate zone are incomplete and/or inaccurate. The student analyzes the calculation and identifies at least one correct modification that can improve Ashley's level of fitness.

1 Point Response calculations for Target Heart Rate zone are incomplete and/or inaccurate. The student does not analyze the calculation or does so incorrectly, and does not identify at least one correct modification that can improve Ashley's level of fitness.

0 Points The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.16 Explain the methods of monitoring levels of intensity during aerobic activity.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various methods to monitor intensity levels during physical fitness and/or aerobics activities.

Stimulus Attributes:

Stimulus may address proper ways and points to check for a pulse, names of major arteries, different ways convert pulse to HR, or reading/using heart monitors.

Response Attributes:

Responses may include where to check for a pulse, carotid artery (neck) or radial artery (wrist). Responses may include how to check for a pulse, such as finger placement or the use of a heart rate monitor.

Sample Item:

Which method of monitoring intensity would be **MOST** appropriate while in a step aerobics class?

- * A. conduct a perceived exertion test
- B. calculate the metabolic equivalent rate
- C. use an online calculator tool
- D. check your pulse for a full minute

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Course Name: Aerobics 2
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Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912C.2.17 Assess physiological effects of exercise during and after physical activity.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the physiological effects that occur during and after physical fitness and/or aerobics activities.

Stimulus Attributes:

Stimulus may include assessment of the physiological effects of exercise during and after physical activity.

Stimulus may be a scenario of various effects and types of exercise.

Stimulus may include the different ways of determining intensity levels of activities, resting heart rate, maximum heart rate and target heart rate.

Response Attributes:

Responses may be related to physiological effects of exercise including changes in heart rates.

Responses may include calculation of different heart rates.

Responses may include methods for assessing physiological changes.

Sample Item:

Stimulus: Jimmy just completed his cardio kickboxing class. In three paragraphs, identify and assess at least three physiological effects on his body and describe three or more reasons why proper cool-down activities are an essential after exercise.

Rubric:

- 4 Points** Response correctly identifies and assesses at least three physiological effects on the body. Response thoroughly describes three or more reasons why cool-down activities are important after exercise.
- 3 Points** Response correctly identifies and assesses at least three physiological effects on the body. Response thoroughly describes two or more reasons why cool-down activities are important after exercise.
- 2 Points** Response correctly identifies and assesses at least two physiological effects on the body. Response describes one or more reasons why cool-down activities are important after exercise.
- 1 Point** Response identifies and assesses fewer than two physiological effects on the body. Response fails to describe at least one reason why cool-down activities are important after exercise.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.19 Choreograph complex sequences individually, with a partner, or in a small group.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should address aerobics dance movements, sequences, and/or patterns.

Stimulus Attributes:

Stimulus may include complex sequences performed alone, with a partner, or in a small group.

Response Attributes:

Responses may include but not be limited to the following terms: movement qualities, dance elements, effort qualities, length of movement sequence, and various dance steps.

Sample Item:

Task: Work in groups of three to five to choreograph an aerobic dance sequence which includes at least four complex movement sequences.

Rubric:

- 4 Points** The student demonstrates a thorough understanding of the task. Response includes a choreographed dance sequence with four or more complex movement sequences. Response includes input from all group members.
- 3 Points** The student demonstrates an understanding of the task. Response includes a choreographed dance sequence with four or more complex movement sequences. There may be small errors in the sequence. One sequence may not be complex. Response includes input from all group members.
- 2 Points** The student demonstrates a minimal understanding of the task. Response includes a choreographed dance sequence with two or more complex movement sequences. There may be major errors in the sequence. Multiple sequences may not be complex. Response does not include input from all group members.
- 1 Point** The student demonstrates a poor understanding of the task. Response does not include a choreographed dance sequence with two or more complex movement sequences. Response does not include input from all group members.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance during aerobic activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various methods to monitor intensity levels during physical fitness and/or aerobics activities.

Stimulus Attributes:

Stimulus may address various types of technology that will allow analysis of data necessary to improve performance.

Response Attributes:

Responses may include various types of technology used to monitor physical performance (pedometers, heart monitors, fitness programs, videos).

Sample Item:

Stimulus: In a one-page response, describe an aerobic activity that you can perform and what technology you could use to monitor and/or evaluate your performance. Include in the response, how the use of that piece of technology would allow you to improve your aerobic performance.

Rubric:

- 4 Points** Response includes an inaccurate description of an aerobic activity. Response includes the correct incorporation of a piece of technology that can be used to monitor and/or evaluate performance during the aerobic activity. Response includes a thorough rationale as to how the technology can be used to improve performance.
- 3 Points** Response includes the description of an aerobic activity. Response includes the correct incorporation of a piece of technology that can be used to monitor and/or evaluate performance during the aerobic activity. Response includes rationale as to how the technology can be used to improve performance. There may be minor errors in the description of the activity or how technology can improve performance.
- 2 Points** Response includes the description of an aerobic activity. Response includes the incorporation of technology. Response includes a rationale as to how the technology can be used to improve performance. There may be multiple minor or major errors in the activity description or how technology can improve performance.
- 1 Point** Response includes a description of an aerobic activity, which may not be completely accurate. Response may not include the incorporation of technology. Response does not include a correct rationale as to how the technology can be used to improve performance.
- 0 points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Lifestyle Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.1 Participate in a variety of physical activities to meet the recommended number of minutes of MVPA beyond physical education on five or more days of the week.

Depth of Knowledge: Low Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include knowledge of activities that promote MVPA levels.

Stimulus Attributes:

Stimulus may address knowledge of a variety of activities that provide moderate to vigorous physical exertion and the necessary amount of time spent engaged in such.

Response Attributes:

Responses may include descriptions of (MVPA) aerobic activities.
Responses may be steps to completing or the completion of activity logs.

Sample Item:

Stimulus: In a three paragraph response, discuss at least five activities that you could participate in outside of school that allow for you to meet the recommended minutes of MVPA. Include in your response how many days and minutes per day that each activity would be done, over a seven day schedule.

Rubric:

4 Points Response includes at least five or more days containing moderate and/or vigorous activities. Response shows durations of at least 20 minutes per activity which is understood as being acceptable. Response includes at least five correct activities that would help to meet the MVPA requirements.

3 Points Response includes at least four days containing moderate and/or vigorous activities. Response shows durations of at least 20 minutes per activity for most activities. Response includes at least four activities that would help to meet the MVPA requirements. One activity may not be considered a moderate or vigorous activity.

2 Points Response includes at least three days containing moderate and/or vigorous activities. Response shows durations of less than 20 minutes per activity for some activities. Response includes at least three activities that would help to meet the MVPA requirements. One or more activity may not be considered a moderate or vigorous activity.

1 Point Response includes fewer than three days containing moderate and/or vigorous activities. Response shows durations of less than 20 minutes per activity for most activities. Response includes less than three activities that would help to meet the MVPA requirements. Many activities may not be considered a moderate or vigorous activity.

0 points The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Lifestyle Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.2 Participate in a variety of activities that promote the health-related components of fitness.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address the health-related components and exercises/activities to improve.

Stimulus Attributes:

Stimulus may address various aerobic activities that promote all of the health-related components of fitness.

Response Attributes:

Responses may include various activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

Responses may be a diary, log, or observations of students participating in health-related physical fitness activities.

Sample Item:

In which activity could you participate that would **BEST** increase flexibility?

- A. aerobic dance
- B. basketball
- C. weight lifting
- * D. yoga

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Course Name: Aerobics 2
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Item Specifications

Strand: Lifestyle Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.3 Identify a variety of activities that promote effective stress management.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address management of stress through various aerobic activities.

Stimulus Attributes:

Stimulus may address aerobic activities that promote stress management.

Response Attributes:

Responses may include methods of dealing with stress management such as: distress, eustress, passive relaxation, yoga, or positive coping techniques.

Sample Item:

Stimulus: Describe at least two aerobic activities that you participate in that promote effective stress management. Response should be one paragraph for each activity that includes a rationale as to why each activity helps you to manage your stress.

Rubric:

- 4 Points** Response includes at least two different aerobic activities that the student participates in. Response includes a thorough and correct rationale as to why these activities help to manage stress. The description is clear and contains few grammatical errors.
- 3 Points** Response includes at least two different aerobic activities that the student participates in. Response includes an applicable rationale as to why these activities help to manage stress. The description may have minor errors or may be limited. The description is somewhat clear and may contain minor grammatical errors.
- 2 Points** Response includes at least one aerobic activity that the student participates in. Response includes a rationale as to why this activity helps to manage stress. The description may contain multiple errors or not directly related to stress. The description is somewhat unclear and may contain multiple grammatical errors.
- 1 Point** Response does not include at least one correct aerobic activity that the student participates in. Response does not include applicable rationale as to why at least one activity helps to manage stress. The description may contain major errors, may be generally unclear and may contain major grammatical errors.
- 0 points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Lifestyle Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.4 Identify the in-school opportunities for participation in a variety of physical activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address aerobic activity opportunities that help with participation in a variety of physical activities found in school.

Stimulus Attributes:

Stimulus may include various opportunities for in-school and after school physical activities.
Stimulus may be limited to aerobic activities that occur in school.

Response Attributes:

Responses may reflect the types and names of school opportunities for participation in physical activities at school.
Responses may include the types of physical activities available before, during and after school.

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.5 Identify the community opportunities for participation in a variety of physical activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address aerobic activity opportunities that help with participation in a variety of physical activities found in the community.

Stimulus Attributes:

Stimulus may include various opportunities for physical activities found in the community.
Stimulus may be limited to aerobic activities that occur in the community.

Response Attributes:

Responses may reflect the names and locations of community opportunities for participation in physical activities.
Responses may include the types of physical activities available.

Sample Item:

Zeta just moved to town and would like to increase her fitness level, but she is on a very limited budget. What community facility might provide Zeta with low cost fitness opportunities?

- * A. recreation center
- B. health club
- C. spa and wellness center
- D. weight training center

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Course Name: Aerobics 2
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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.6 Identify risks and safety factors that may affect physical activity throughout life.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the risk and safety factors associated with aerobics and physical fitness related activities and topics.

Stimulus Attributes:

Stimulus may address knowledge of the risks and safety factors as it relates to aerobic activity.

Response Attributes:

Responses may include lists of risks and safety factors including but not limited to: warm-up, cool-down, overtraining, hydration, or overtraining during aerobic activities.

Sample Item:

Stimulus: Describe four warm-up activities that could be used for a Zumba dance class. In one paragraph for each activity, explain the potential risks or safety factors.

Rubric:

- 4 Points** Response has four correct examples and shows a thorough understanding of warm-up activities and potential risks and/or safety factors. The student writing is clear and presents a logical explanation. There may be few errors in the student's writing.
- 3 Points** Response has three correct examples and shows a partial understanding of warm-up activities and potential risks and/or safety factors. The writing is clear and presents a basic explanation. There are some errors in the student's writing.
- 2 Points** Response has two correct examples and shows a minimal understanding of warm-up activities and potential risks and/or safety factors. The writing is poor quality (grammar/punctuation), unclear with breaks in logic. There are many errors in the student's writing.
- 1 Point** Response has less than two examples and shows a poor understanding of warm-up activities and potential risks and/or safety factors. The student's writing is unclear with major breaks in logic. There are substantial errors in the student writing.
- 0 points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.5 Apply strategies for self-improvement based on individual strengths and needs.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address self-improvement strategies and assessment during physical fitness and/or aerobic related activities.

Stimulus Attributes:

Stimulus may address strategies for self-improvement, including one's own needs and strengths.

Stimulus may include scenarios in which the student must make a decision about self-improvement strategies.

Response Attributes:

Responses may include goals, present fitness level, principle of progression, or health-related fitness components.

Sample Item:

After undergoing a physical, the doctor warned Jose of the risk factors associated with obesity. Jose has not been exercising and the doctor recommended that he improve his BMI. What is the **BEST** strategy for Jose to improve his BMI?

- A. biking and yoga
- B. running and weight training
- C. swimming and yoga
- * D. walking and weight training

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.6 Select appropriate music for dance forms and choreograph dance movements to music.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address music choices or dance movements appropriate for in-school aerobic dances.

Stimulus Attributes:

Stimulus may include a variety of music choices and dance movements appropriate for in-school aerobic activities.

Stimulus may be restricted to music, choreography and dance movements appropriate for physical education classes.

Stimulus may associate music with different types of dance movements.

Response Attributes:

Responses may be types of music.

Responses may include types of dance movements.

Sample Item:

What type of music would typically be selected to accompany the dance movements of The Nutcracker?

- * A. Classical
- B. Hip-Hop
- C. Jazz
- D. Modern

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Course Name: Aerobics 2
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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.7 Perform advanced dance sequences from a variety of dances accurately.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should address aerobic dance and sequencing of patterns, or dance movements.

Stimulus Attributes:

Stimulus may include the expectations for each movement or technique being evaluated.
Stimulus may include advanced dance forms and sequences.

Response Attributes:

Responses may include movement qualities, dance elements, and effort qualities, performed in a variety of dance forms including Modern, Ballet, Jazz, Jive, and/or Hip-hop.
Response may include complex dance steps and movements from a variety of forms or traditions.

Sample Item:

Task: The student will perform the basic Jive step accurately and with correct technique. Responses demonstrated should have basic Jive functions. The basic Jive movements include a six beat pattern with eight weight changes.

Rubric:

- | | |
|------------------------|---|
| <u>4 Points</u> | Student dance shows a thorough understanding of the concepts. The dance includes all components with no errors in the performance. |
| <u>3 Points</u> | Student dance shows a partial understanding of the concepts. The dance includes the required components but may have some minor errors in the performance. |
| <u>2 Points</u> | Student dance shows a minimal understanding of the concepts. The dance includes some of the required components and there may be many errors in the performance. |
| <u>1 Point</u> | Student dance does not show an understanding of the concepts. The dance includes few if any of the required components and/may have many major errors in the performance. |
| <u>0 points</u> | The response is off topic and/or the student did not make an attempt. |

Course Name: Aerobics 2
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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.8 Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address aerobic activities and presentation.

Stimulus Attributes:

Stimulus may address procedures for designing a creative movement sequence while working with large and small groups.

Response Attributes:

Responses may include choreograph, sequencing, repetition, timing, or various props.

Sample Item:

Task: Student will perform a one minute creative movement sequence to include an entrance, at least one turn, an exit, and change levels within one minute.

Rubric:

- | | |
|------------------------|---|
| <u>4 Points</u> | Student dance shows a thorough understanding of the concepts. The dance includes all four components with no errors in the performance. |
| <u>3 Points</u> | Student dance shows a partial understanding of the concepts. The dance includes four required components but there may have been some minor errors in the performance. The movements selected may not all be good representations of the component. |
| <u>2 Points</u> | Student dance shows a minimal understanding of the concepts. The dance includes the required components and may have many errors in the performance. The movements may not be good representations of the component. |
| <u>1 Point</u> | Student dance shows little or no understanding of the concepts. The dance does not include all of the required components and/or has many serious errors in the performance. |
| <u>0 Points</u> | The response is off topic and/or the student did not make an attempt. |

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.9 Demonstrate complex skills and advanced rhythmic movements in dance.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address complex skills and advanced rhythmic movements in dance.

Stimulus Attributes:

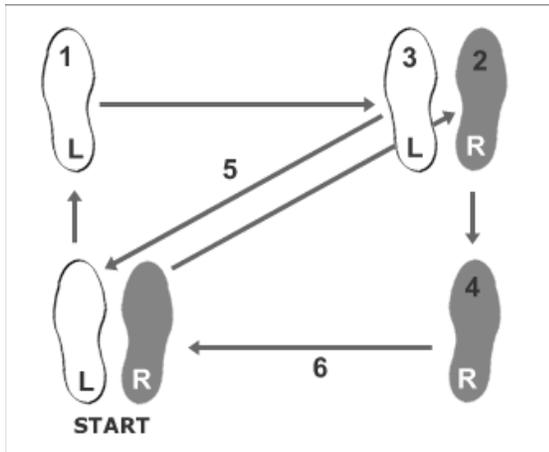
Stimulus may include the expectations for each movement or technique being evaluated.
Stimulus may include complex skills and advanced rhythmic movements.
Stimulus may include a diagram or description of dance steps.

Response Attributes:

Response may include complex skills and advanced rhythmic movements in dance.
Response may include complex dance steps and movements from a variety of forms or traditions.
Responses may list or be a demonstration of complex movements of dance.

Sample Item:

Task: Perform the rumba to music. During a one minute sample, you will be observed demonstrating complex dance skills and rhythmic movements.



Rubric:

- 4 Points** Student dance shows a thorough understanding of the complex dance skills. Student shows fluidity of movements and dance accounts for rhythm in sequence with the music. Student should maintain a six-step box like complex movement sequences.
- 3 Points** Student dance shows an understanding of the complex dance skills. Student shows some fluidity of movements and dance accounts for rhythm in sequence with the music. Student should maintain a six-step box like complex movement sequences. There may be small missteps in performing the dance.
- 2 Points** Student dance shows an understanding of the complex dance skills. Student shows at least some fluidity of movements and dance accounts for rhythm in sequence with the music. Student does not maintain a six-step box like complex movement sequences for the entire time. There may be multiple missteps in performing the dance.
- 1 Point** Student dance shows a minimal understanding of the complex dance skills. Student does not show fluidity of movements and dance accounts for rhythm in sequence with the music. Student does not maintain a six-step box like complex movement sequences. There are major missteps in performing the dance.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should relate to cardiorespiratory enhancing workouts during aerobic activities.

Stimulus Attributes:

Stimulus may include items that involve cardiovascular workouts related to aerobic activities.

Stimulus may include cardiovascular and cardiorespiratory terminology.

Stimulus may be limited to cardiorespiratory activities only.

Response Attributes:

Responses may consist of knowledge of anatomical parts of human anatomy and types of aerobic work outs that are cardiovascular in nature.

Responses may include movements and activities that promote cardiorespiratory endurance.

Sample Item:

Task: Describe and perform a 30 minute cardiorespiratory workout. The workout must include: a five minute warm-up, twenty minutes of aerobic activity, and a five minute cool-down. You must ensure that you are performing within your target heart rate zone during the aerobic portion of the performance.

Rubric:

- 4 Points** Student designs and performs a cardiorespiratory workout that includes: a five warm-up, twenty minute aerobic activity, and a five minute cool-down. Student performs the aerobic portion of the performance within his/her target heart rate zone.
- 3 Points** Student designs and performs a designed cardiorespiratory workout that includes: a warm-up, aerobic activity, and a cool-down. Student performs an aerobic portion of the performance within his/her target heart rate zone. The activities may not all be appropriate for the part of the workout.
- 2 Points** Student designs and performs a student designed cardiorespiratory workout that includes: a warm-up, aerobic activity, and a cool-down. Student performs an aerobic portion of the performance that does not fall within his/her target heart rate zone. Multiple activities may not be appropriate for the workout.
- 1 Point** Student does not design and/or perform a student designed cardiorespiratory workout that includes: a warm-up, aerobic activity, and a cool-down. Student performs an aerobic portion of the performance that does not fall within his/her target heart rate zone. The activities selected in the design are generally incorrect.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.14 Utilize technology to assess, enhance, and maintain health and skill related fitness levels.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address technology as it relates to aerobics and physical fitness activities and topics.

Stimulus Attributes:

Stimulus should address using technology to assess fitness levels or application of the overload principle.

Response Attributes:

Responses may include principle of overload, target ZONE, percentages, and health-related and skill-related activities.

Sample Item:

Using a pedometer, you recorded 600 steps during a 30 minute aerobic workout. How would you increase intensity to improve this workout?

- A. Complete the class with 450 steps.
- * B. Complete the class with 800 steps.
- C. Lengthen your workout to 45 minutes.
- D. Participate in a second 30 minute workout the same day.

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.30 Combine and apply movement patterns from simple to complex.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address dance and physical activity movement patterns used in aerobics.

Stimulus Attributes:

Stimulus may include various movement patterns used in aerobic activities.
Stimulus may include a scenario that requires the combination of movement patterns from simple to complex.

Response Attributes:

Responses may be limited to movements and movement patterns occurring during aerobic activities.
Responses may be a description of movements and movement patterns.

Sample Item:

Olivia wants to create a warm-up routine which has a simple to complex pattern. Which two movements could begin the routine?

- A. grapevine to right step
- B. slide to right step
- C. right step to slide
- * D. right step to grapevine

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address selecting appropriate equipment and safety procedures needed when participating in aerobic activities.

Stimulus Attributes:

Stimulus may address the selection of proper equipment necessary for safe participation in aerobics.

Stimulus may require identification of proper safety measures when performing a specific physical activity.

Response Attributes:

Responses may include proper attire, footwear, steps, bands, or mats.

Responses may include lists or descriptions of the use of safety procedures or proper equipment.

Sample Item:

Which is **NOT** a safety consideration when using steps in a step aerobics class?

- * A. music selection
- B. continual repetition of movements
- C. condition of the steps
- D. using power moves throughout the class

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.5.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address strategies for including persons of diverse backgrounds and abilities while participating in a variety of aerobic activities.

Stimulus Attributes:

Stimulus may address strategies for including persons of many different backgrounds and abilities while participating in aerobic activities.
Stimulus may include names of aerobic activities.

Response Attributes:

Responses may address inclusion, accommodations, and modifications when participating in aerobics activities.

Sample Item:

Stimulus: Phoebe recently became legally blind and would like to continue participating in her physical activities classes, especially her favorite aerobics dance class. Develop a plan that includes at least four strategies that will allow Phoebe to fully participate in class. In a one paragraph essay explain the details of your plan to include Phoebe fully in the class. Include statements that describe the importance of students with disabilities participating in all classes.

Rubric:

- 4 Points** Response includes a comprehensive plan that states a clear description of at least four viable strategies. Response includes a thorough and relevant response to the importance of including students with diverse backgrounds and/or abilities in aerobic activities. The response is clearly written and contains few grammatical errors.
- 3 Points** Response includes a reasonable plan that states a clear description of at least four viable strategies. Response includes a reasonable and relevant response to the importance of including students with diverse backgrounds and/or abilities in aerobic activities. The response may contain minor errors and may contain minor grammatical errors.
- 2 Points** Response includes a plan that states a clear description of at least two viable strategies. Response includes a response to the importance of including students with diverse backgrounds and/or abilities in aerobic activities. The response may contain multiple errors and multiple grammatical errors.
- 1 Point** Response includes a plan that states a clear description of fewer than two viable strategies. Response does not include a response to the importance of including students with diverse backgrounds and/or abilities in aerobic activities. The response may be unclear and contain multiple major grammatical errors.
- 0 points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.5.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address appropriate personal, social, and ethical behaviors while participating in a variety of aerobic activities.

Stimulus Attributes:

Stimulus may address appropriate personal, social, and ethical behavior during aerobic activities.

Stimulus may include scenarios of personal, social, and ethical behaviors.

Response Attributes:

Responses may be limited to appropriate social and ethical behaviors during aerobic activities.

Sample Item:

Casey and Kelley are joining an aerobics class. Casey loves to dance but Kelley is unsure of performing the dance moves. What is the **BEST** way for Casey to help Kelley feel more comfortable during class?

- * A. participate from the front of the class and assist Kelley throughout
- B. participate from the front of the class and let Kelley watch the instructor directly
- C. participate from the back of the class and assist Kelley throughout
- D. participate from the back of the class and allow Kelley to participate when she feels ready

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.5.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address demonstrations of appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of aerobic activities.

Stimulus Attributes:

Stimulus may address appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of aerobic activities.

Response Attributes:

Responses may be limited to aerobic activities and equipment in the aerobic curriculum.
Responses may address the demonstration of appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of aerobic activities.

Sample Item:

At the end of step aerobics class you notice that Dillon has finished and is leaving without restacking his weights or putting away his steps. What should you do?

- A. Put away the equipment for him this one time only.
- B. Nothing, someone will clean it at the end of the day
- * C. Remind Dillon that everyone is to put their equipment away.
- D. Tell the instructor about the problem.

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Course Name: Aerobics 2
Course Number: 1503410

Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.6.3 Analyze the role of games, sports, and/or physical activities in other cultures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address activities that are popularized in other cultures.

Stimulus Attributes:

Stimulus may address a variety of physical or aerobic activities from other cultures/countries.
Stimulus may include comparisons of games, sports or activities from other cultures.

Response Attributes:

Responses may include the role of sports, and/or physical activities in other cultures.
Responses may be names and descriptions of aerobic activities or dances found in other cultures.
Responses may include categorizing, classifying and comparing the activities from different cultures.

Sample Item:

Stimulus: Select a dance that is performed in another culture. In a one paragraph essay name the dance, its cultural heritage, and how the dance is important to the culture where it originated. Responses must include a dance originated from another culture.

Rubric:

- | | |
|------------------------|--|
| <u>4 Points</u> | Response shows a thorough understanding of the dance. The student writing is clear and presents a logical explanation. There may be few errors in the student's writing. |
| <u>3 Points</u> | Response shows a partial understanding of the dance. The writing is somewhat clear and presents a basic explanation. There may be some errors in the student's writing. |
| <u>2 Points</u> | Response shows a minimal understanding of the dance. The writing is poor quality, unclear with breaks in logic. There may be many errors in the student's writing. |
| <u>1 Point</u> | Response shows a poor understanding of the dance. The student's writing is unclear with major breaks in logic. There may be substantial errors in the student writing. |
| <u>0 Points</u> | The response is off topic and/or the student did not make an attempt. |