

## Basketball (1503310) 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

**NOTE: The contents of these item bank specifications were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.**

**Course Name:** Basketball  
**Course Number:** 1503310

## Item Specifications

**Subject Area:** CCSS: English Language Arts

**Strand:** 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 grades 9–10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address basketball or basketball related topics.

### Stimulus Attributes:

Stimulus may include scenario related to basketball.

Stimulus may include discussion related to playing or watching basketball. Stimulus may include graphic, chart, or table.

Stimulus should not be racially/ethnically or gender offensive.

### Response Attributes:

Responses may include statements related to basketball by at least one participant in the discussion.

Responses should not be racially/ethnically or gender offensive.

### Sample Item:

Jamal and Randy have been playing basketball together at their playground all summer. Jamal has noticed that Randy rarely passes the ball after he has crossed center court. Jamal wants to explain to Randy that he would like him to be more of a team player and pass the ball. What could Jamal say to effectively share his feelings with Randy concerning teamwork?

- \* A. “Let’s play a game where we have to pass it twice before shooting.”
- B. “Hey man, pass the ball to me more.”
- C. “There is no ‘I’ in team! The rest of us would like to play as well”
- D. “You know that I can dribble well too.”

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**Course Name:** Basketball  
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## Item Specifications

**Subject Area:** CCSS: Mathematics

**Domain:** Reasoning with equations and 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 Limit:** Items should include basic graphing coordinates in the context of basketball related topics.

**Stimulus Attributes:**

Stimulus may include graphs that relate to basketball statistics.

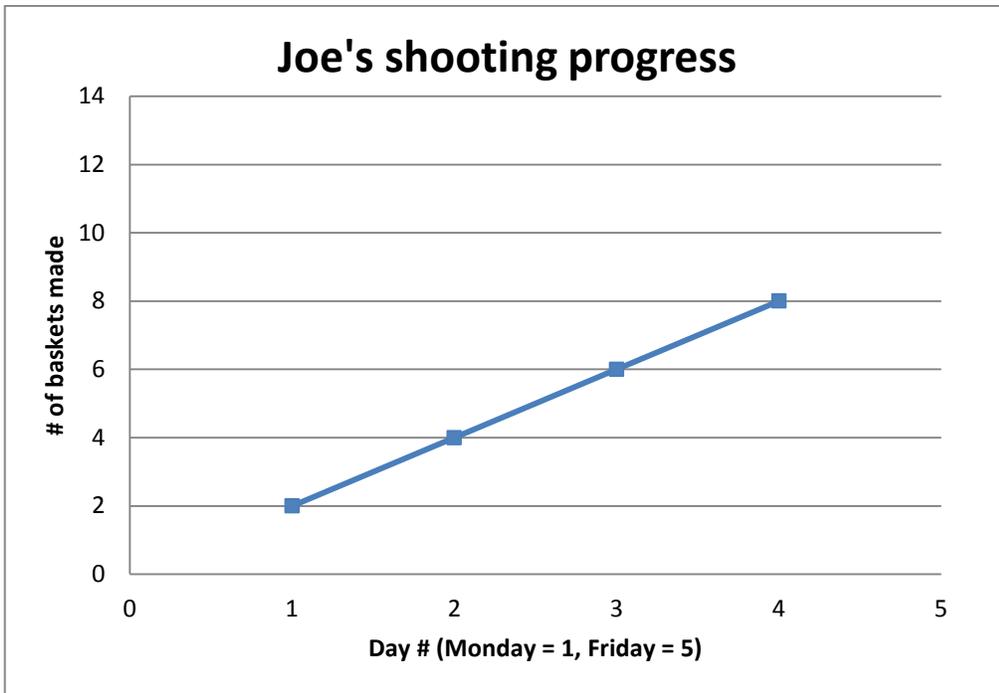
Stimulus may include basketball scores or statistical data for students to compare.

**Response Attributes:**

Responses should be limited to information found in the graph.

**Sample Item:**

Joe has been practicing shooting baskets during physical education class. He plotted the number of baskets he made each day this week (days 1-4) on the graph.



Which equation best models his progress and what you would predict will be the number of baskets he will make on Friday (day 5).

- \* A.  $y=2x$ ; and 10 points predicted
- B.  $y=x+2$ ; and 12 points predicted
- C.  $y=2x$ ; and 12 points predicted
- D.  $y=x+2$ ; and 10 points predicted

**Course Name:** Basketball  
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## 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:** Multiple Choice, Constructed Response

**Content Limits:** Items should address data supported by measurement in the form of graphs, statistics, etc. as related to basketball activities and topics.

**Stimulus Attributes:**

Stimulus may include team and individual data related to basketball.

**Response Attributes:**

Responses may be associated to percentages, comparison of means, and/or other mathematical results or steps in calculating.

**Sample Item:**

Stimulus: Using the charts summarize Anita’s high school basketball performance in field goal, 3-point, and free shooting. Be sure to describe the trend in each category.

**Anita Barlow’s High School Basketball Statistics**

Season	Field Goal Shooting Percentage	3 pt. Percentage	Free Throw Percentage
Freshman	73.5	54.5	87.7
Sophomore	63.9	56.4	89.9
Junior	68.8	59.6	86.8
Senior	68.1	53.3	91.4

Summary

Mean	68.6	56.0	89.0
Range	9.6	6.3	4.6

Rubric:

- 4 Points**      The response demonstrates a thorough understanding of summarizing data. The student accurately identifies a trend for each type of shot. The explanation of each trend includes details based on the data. The response is clear and contains few grammatical errors.
- 3 Points**      The response demonstrates a partial understanding of summarizing data. The student identifies a trend for each type of shot but there may be an error in one conclusion. The explanation contains some details for each trend but there may be small errors in the details. The response is somewhat clear but may include minor grammatical errors.
- 2 Points**      The response demonstrates a minimal understanding of summarizing data. The student develops a trend for each shot but the trends may not be correct. The explanation may be missing or is not based correctly on the data. The response is somewhat unclear and may include multiple grammatical errors.
- 1 Point**      The response demonstrates a poor understanding of summarizing data. The student may not develop the trends or each trend is generally incorrect. The explanation may be missing or is generally incorrect. The response is generally unclear and may include major grammatical errors.
- 0 Points**      The response is off topic and/or the student did not make an attempt.

**Course Name:** Basketball  
**Course Number:** 1503310

## 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 activities.

**Benchmark:** PE.912.C.2.20 Identify appropriate methods to resolve physical conflict.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be restricted to physical conflict resolution as it relates to basketball situations.

**Stimulus Attributes:**

Stimulus may include physical conflict between two or more players.

Stimulus may include positive sportsmanship resolutions.

**Response Attributes:**

Responses may include statements related to common physical conflicts found in a basketball game setting.

Responses may be ethical and demonstrate responsible behaviors.

**Sample Item:**

In the first part of a basketball class, two opposing players became upset with one another following a hard foul. The players began to shove one another until the teacher refereeing broke up the confrontation. What should each player do to attempt to avoid further physical conflict in the game?

- A. Shake hands with the other player and ask that no further physical contact happen.
- B. Suggest another player on the team change guarding assignments with them.
- C. Ask the teacher to sit on the bench until they are able to cool off.
- \* D. Play hard, basketball has physical contact but if you act within the rules you will be okay.

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**Course Name:** Basketball  
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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 activities.

**Benchmark:** PE.912.C.2.21 Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to basketball strategy only as it pertains to offense, defense, and transition.

### **Stimulus Attributes:**

Stimulus may include types of offensive patterns used against specific defensive strategies used in a game situation.

Stimulus may include diagrams of advanced offensive/defensive/transition strategies.

Stimulus may require a clarification of the offensive/defensive/transition tactics. Stimulus may ask for justification of specific offensive/defensive/transition tactics.

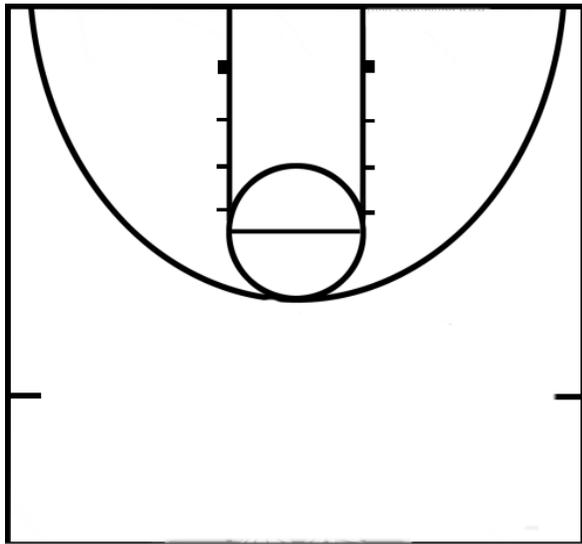
### **Response Attributes:**

Responses may be specific names of strategies used in competitive basketball.

Responses may be descriptive phrases explaining the strategies used in basketball settings.

### **Sample Item:**

Stimulus: After scoring a lay-up, the Jenkins' Jaguars are down by two points with 30 seconds remaining in the game. As the coach, what defensive strategy could be used to try to tie up the game? Using the image below, diagram a defensive strategy to use. In one paragraph explain your defensive strategy.



Rubric:

- 4 Points** Response clearly identifies a defensive strategy. Response utilizes a defensive strategy that is intended to create pressure on the offense. Response is thoroughly described. The writing is clear and contains few grammatical errors.
- 3 Points** Response identifies a defensive strategy but it may not be the most appropriate for the situation. Response describes the strategy but the explanation may be brief or slightly unclear. There may be minor grammatical errors in the explanation.
- 2 Points** Response identifies a basketball strategy but it may not be a defensive strategy. The strategy may not be appropriate for the situation. Response vaguely describes the strategy or the explanation is unclear. There may be multiple grammatical errors in the explanation.
- 1 Point** Response may not identify a basketball strategy or the strategy is not appropriate for the situation. Response fails to describe the strategy or the description is extremely unclear. There may be major grammatical errors in the explanation.
- 0 points** The response is off topic and/or the student did not make an attempt.

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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 activities.

**Benchmark:** PE.912.C.2.22 Explain the skill-related components of fitness and how they enhance performance levels.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to skill-related components used in basketball, not health-related components. An explanation may include written ideas of the selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus may include a scenario involving the skill-related components of balance, reaction time, agility, coordination, power and speed.

Stimulus may include how the skill-related components enhance the performance of a basketball player.

Stimulus should not include health-related components of fitness.

**Response Attributes:**

Responses may include statements related to the skill-related components of balance, reaction time, agility, coordination, power, and speed.

Responses should not include health-related components of fitness.

**Sample Item:**

Stimulus: List the six components of skill-related fitness, and explain how each component can enhance your basketball performance level, in one paragraph per component.

Rubric:

- 4 Points** Response correctly identifies all six components of skill-related fitness. Response thoroughly articulates how each component improves basketball performance. The response contains substantial details and is clearly written. The response contains few errors.
- 3 Points** Response correctly identifies four or more of the six components of skill-related fitness. Response adequately addresses at least four of the components and how each improves basketball performance. The response contains details but may have minor errors. The response is clearly written and may contain minor grammatical errors.
- 2 Points** The response correctly identifies three or more of the six components of skill-related fitness. Response describes the components and how each improves basketball performance but the details are limited and may contain major errors. The response is somewhat unclear and may contain multiple grammatical errors.
- 1 Point** The response correctly identifies less than three components of skill-related fitness. The response may not describe how the component improves basketball performance or is generally correct. The response is 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:** Basketball  
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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 activities.

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

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to appropriate technology (i.e. strength shoes, heart rate monitors, stopwatch, game film) and data related to basketball performance.

**Stimulus Attributes:**

Stimulus may include various training equipment used during practice to improve player skill levels (i.e. strength shoes, heart rate monitors, stop watch, game film).  
Stimulus may include player statistics.  
Stimulus may include graphs or charts to evaluate player performance.  
Stimulus may include data from various sources to improve player performance. Stimulus may assess player performance based on previously mastered skills.  
Stimulus may include revisions to a program that is designed to improve player performance.

**Response Attributes:**

Responses may include descriptive statements related to the improvement of a basketball related skill (i.e. rebounding).  
Responses should not be racially/ethnically or gender offensive.

**Sample Item:**

How can a video recording of a team's recent game **BEST** assist the coach in analyzing how to improve the team?

- A. Video recording displays mistakes the other team made and this permits exploiting those weaknesses in the future.
- B. Video recording identifies the best players so the coach can play them more often and take advantage of their skills.
- \* C. Video recording highlights areas of weakness as a team and allows for focus on those specific skills during practices.
- D. Video recording points out specific players who made mistakes so the coach can have them work on those mistakes.

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**Course Name:** Basketball  
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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 activities.

**Benchmark:** PE.912.C.2.24 Analyze the mechanical principles as they apply to specific course activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address mechanical principles used in basketball.

**Stimulus Attributes:**

Stimulus may include specific movements found in basketball related skills.

Stimulus may include a photo, diagram, chart, or graph related to basketball strategies or actions.

Stimulus may include descriptions about specific movements found while playing basketball.

Stimulus may include components of mechanical principals shooting or playing basketball.

**Response Attributes:**

Responses may be related to movements as they relate to basketball.

Responses may be the names of specific skills used in basketball.

**Sample Item:**

Which is the **BEST** ready stance for a defensive player in order to be in good position to steal the ball?

- A. arms down, feet shoulder width apart, and knees straight
- B. arms down, feet slightly apart, and knees straight
- \* C. arms up, feet shoulder width apart, and knees bent
- D. arms up, feet slightly apart, and knees bent

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**Course Name:** Basketball  
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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 activities.

**Benchmark:** PE.912.C.2.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address basketball safety procedures, rules, equipment, and risks.

**Stimulus Attributes:**

Stimulus may be related to specific risks present when participating in basketball.  
Stimulus may include specific rules associated with basketball and used for safety (i.e. over the back rebounding violation, charging).

**Response Attributes:**

Responses may include responsible and ethical behavior.  
Responses may include interpretations of safety procedures used in basketball games.  
Responses may include the integration of rules and the risks associated with the game of basketball.

**Sample Item:**

Stimulus: In a two paragraph essay, analyze the foul of “over the back” in basketball. Evaluate and describe why this is considered to be a foul in the sport. Your response should include a description of a scenario in which an “over the back” call would be made.

Rubric:

- 4 Points** Response provides a thorough description outlining the rationale of calling an “over the back” foul in basketball. Response includes a correct and thorough description of a scenario involving an “over the back call”. The description is clear and contains few grammatical errors.
- 3 Points** Response provides a description outlining the rationale of calling an “over the back” foul in basketball. Response includes a correct description of a scenario involving an “over the back” call. The description may be brief or contain minor errors. The description is somewhat clear and may contain minor grammatical errors.
- 2 Points** Response provides a partially correct description of an “over the back” foul in basketball. Response includes a description of a scenario involving an “over the back” call that may be an incorrect scenario. The description may be somewhat unclear and may contain multiple grammatical errors.
- 1 Point** Response provides an incorrect description of an “over the back” foul in basketball. Response includes an incorrect or missing description of a scenario involving an “over the back” call.
- 0 Point** The response is off topic and/or the student did not make an attempt.

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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 activities.

**Benchmark:** PE.912.C.2.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to mechanical errors found in basketball skill patterns.

**Stimulus Attributes:**

Stimulus may include self-evaluation at the practice level.  
Stimulus should involve complex motor skills associated with basketball (i.e. lay-up, jump shot, cross-over dribble).

**Response Attributes:**

Responses should include proper technique when performing specific skills.  
Responses should not be racially/ethnically or gender offensive.

**Sample Item:**

You notice that Maria's shot constantly hits the right side of the rim. What suggestion can you give Maria to help her correct the mechanical motion of her shot?

- A. Tell Maria to extend her follow through.
- B. Tell Maria to shoot for the other side of the rim.
- C. Tell Maria to increase the amount of push with her legs.
- \* D. Tell Maria to position her shot from the center of her forehead.

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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 activities.

**Benchmark:** PE.912.C.2.28 Interpret and apply the rules associated with specific course activities.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to rules that apply to the game of basketball.

**Stimulus Attributes:**

Stimulus may include basic rules of basketball.  
Stimulus may include specific rules and consequences of a violation.

**Response Attributes:**

Responses may include statements that demonstrate appropriate application in game-like situations.

**Sample Item:**

During a basketball game an offensive player runs into a defensive player in the process of taking a shot. The referee makes the following gesture.



What is the correct interpretation of the call and what would be the resulting action?

- \* A. blocking foul; basket counts and free throws awarded
- B. charging foul; basket counts and free throws awarded
- C. blocking foul; basket does not count and ball awarded out of bounds
- D. charging foul; basket does not count and ball awarded out of bounds

**Course Name:** Basketball  
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## Item Specifications

**Strand:** Lifetime 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 be limited to participation in basketball activities at school.

**Stimulus Attributes:**

Stimulus may include various opportunities for participation in basketball activities at school.  
Stimulus may include basketball activities before school, during the school day, and after school.  
Stimulus may be related to basketball or discussions that might occur while playing or watching basketball.

**Response Attributes:**

Responses may list the various basketball program opportunities found at school

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**Course Name:** Basketball  
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## 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

**Content Limits:** Items should address opportunities for participation in basketball activities found in the community.

**Stimulus Attributes:**

Stimulus may include common community youth basketball programs (i.e. AAU, YMCA, Boys and Girls Clubs).

**Response Attributes:**

Responses may list the various basketball program opportunities found in the community.

**Sample Item:**

School age children have opportunities to participate in a variety of extracurricular athletics within their communities. What program would likely offer a youth basketball program in most Florida communities?

- \* A. Young Men's Christian Association
- B. Florida Sports Foundation
- C. National Collegiate Athletic Association
- D. National Basketball Association

**Course Name:** Basketball  
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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 be limited to basketball related safety factors.

**Stimulus Attributes:**

Stimulus may address risk and safety factors of basketball. Stimulus should be restricted to risks and safety factors of basketball. Stimulus should address proper response to injury.

**Response Attributes:**

Responses may be limited to risks and safety factors of basketball.

**Sample Item:**

Stacey caught a hard pass during a basketball game and jammed her finger. What should Stacey do immediately?

- \* A. inform the teacher/coach
- B. pull the finger to remove the jam
- C. stick her hand in ice water
- D. wrap athletic tape around that finger

**Course Name:** Basketball  
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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.1.5 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 be limited to basketball self-improvement strategies.

**Stimulus Attributes:**

Stimulus should be related to movements and skills associated with basketball improvement.  
Stimulus may include diagrams.

**Response Attributes:**

Responses should be limited to the movements and skills of basketball.  
Responses may include strategies for improvement.

**Sample Item:**

A student playing basketball in a physical education class is continually missing his shots during warm up. How can the student quickly and easily evaluate his own shot?

- \* A. check his follow-through after shooting
- B. check how other students shoot
- C. check the arc on each shot
- D. check the angle of rebound from missed shots

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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.1.10 Apply sport specific skills in simulation and in real-life applications.

**Depth of Knowledge:** Moderate Complexity, High Complexity

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

**Content Limits:** Items should be limited to basic basketball skills.

**Stimulus Attributes:**

Stimulus may address the sport specific skills of basketball.  
Stimulus may be limited to the application of skills used in basketball.  
Stimulus may include the demonstration of knowledge regarding the competency and/or proficiency in movement.

**Response Attributes:**

Responses may be related to the application of skills needed to play basketball.

**Sample Item:**

There are 20 seconds remaining in the game and the score is tied. Your team is in possession of the ball and playing for the last shot. In order to protect the ball, evade the defense, and get in position for the final shot, what skill would be **MOST** effective?

- \* A. quick passing
- B. cross-over dribble
- C. head fake
- D. pick and roll

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**Course Name:** Basketball  
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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.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to warm-up and cool-down activities as they apply to basketball skills.

**Stimulus Attributes:**

Stimulus may address appropriate warm-up and cool-down activities.  
Stimulus may be limited to techniques used in basketball.

**Response Attributes:**

Responses may demonstrate an understanding of proper warm-up and cool-down activities.

**Sample Item:**

Stimulus: Create a pre-game warm-up and post-game cool-down basketball routine. Select three specific warm-up activities and three specific cool-down activities to incorporate into your routine. Apply all activities to the routine and explain how the routine impacts physiological performance.

Rubric:

- 4 Points** Response clearly identifies three warm-up and three cool-down activities that are basketball related. Response creates a routine incorporating the six activities. Response thoroughly explains the physiological benefits of the routine to the body through physiological performance.
- 3 Points** Response identifies three warm-up and three cool-down activities that are basketball related. Response creates a routine incorporating the six activities. Response does not fully explain the physiological benefits of the routine to the body through physiological performance or the explanation contains minor errors.
- 2 Points** Response identifies at least two warm-up and at least two cool-down activities that are basketball related. Response creates a routine incorporating the four or more activities. Response does not fully explain the physiological benefits of the routine to the body through physiological performance or the explanation contains multiple or major errors.
- 1 Point** Response identifies less than two warm-up and/or less than two cool-down activities that may not be basketball related. Response does not create a routine incorporating the four or more activities. Response does not fully explain the physiological benefits of the routine to the body through physiological performance.
- 0 Point** The response is off topic and/or the student did not make an attempt.

**Course Name:** Basketball  
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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.1.24 Apply a combination of complex movement patterns in a game setting.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to the sport of basketball movements and/or movement patterns.

**Stimulus Attributes:**

Stimulus may describe offensive, defensive or transition movements used in basketball.  
Stimulus may be limited to regulation moves in a game setting.  
Stimulus may address knowledge of the application of complex movements.

**Response Attributes:**

Responses may be related to offensive, defensive, and/or transition movements used in a game of basketball.

**Sample Item:**

Stimulus: You are the coach of a high school basketball team. In the preparation for the upcoming game, you have been told the opposing team has only one good ball handler. Based on this information, you have decided to practice a “box and one” defensive strategy. Describe the formation and movement patterns of the defense in this strategy?

Rubric:

- 4 Points** Response clearly identifies knowledge of a box and one strategy. Response correctly describes the formation and movement patterns associated with a box and one strategy. The description includes details and examples.
- 3 Points** Response clearly identifies knowledge of a box and one strategy. Response describes the formation and/or movement patterns associated with a box and one strategy. There may be slight errors in the description. Limited details and examples are provided.
- 2 Points** Response identifies a basketball strategy. The response may describe the formation and/or movement patterns associated with a box and one strategy but the information is generally incorrect.
- 1 Point** Response identifies a strategy that may not be a basketball strategy. Response may not include formation and movement patterns or the description is generally incorrect.
- 0 points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Basketball  
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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.1.25 Apply the appropriate speed and generation of force when running sprints, throwing, jumping, or striking.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to speed and generation of force when running sprints or distance running, throwing, and jumping in basketball.

**Stimulus Attributes:**

Stimulus may address the differences in speed as related to game play, and techniques for various jumps and throws in basketball.

Stimulus may include knowledge of the application of appropriate speed and generation of force.

**Response Attributes:**

Responses may describe the differences in tempo when jogging or sprinting.

Responses may explain the various types of jumps used to shoot and rebound a basketball.

Responses may include integration of speed, force, jumping and/or throwing.

**Sample Item:**

When shooting a free-throw, lower body movement is very important in generating the force necessary for shooting successfully. Sam has been practicing his free throws but his shot is consistently hitting the front of the rim. What modification will **BEST** help Sam make more baskets?

- A. use a greater arc on the shot and jump with the shot
- \* B. push up with his legs, ending on the tips of toes
- C. keep his legs shoulder width apart, and extend his legs
- D. focus on keeping his feet firmly on the ground

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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.1.26 Analyze and apply offensive, defensive, and transition strategies and tactics to reflect a higher order of thinking.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Constructed Response

**Content Limits:** Items should be limited to only basketball strategies and tactics.

**Stimulus Attributes:**

Stimulus should address the various offensive, defensive, and transition strategies and tactics of playing basketball.

Stimulus may include a video clip to observe offensive and defensive strategies and tactics.

**Response Attributes:**

Responses should describe the various offensive, defensive, and transition strategies and tactics of playing basketball.

**Sample Item:**

Stimulus: Your team has control of the ball. There are 20 seconds left on the clock until the end of the game and your team is up by two points. Name an offensive tactic that works to use up the time on the clock and describe the principles of how the strategy works.

Rubric:

- 4 Points** Response clearly identifies an offensive tactic. Response utilizes an offensive strategy that is intended to use up time on the game clock. The description includes details and examples.
- 3 Points** Response clearly identifies an offensive tactic. Response utilizes an offensive strategy that may not be designed to use up time on the game clock. There may be slight inaccuracies in the description. Limited details and examples are provided.
- 2 Points** Response identifies a basketball tactic. The response may describe the tactic incorrectly or fail to include details.
- 1 Point** Response identifies a tactic that may not be a basketball tactic. Response may include a description that is generally incorrect.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Basketball  
**Course Number:** 1503310

## 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 the movement patterns from simple to complex used in basketball.

**Stimulus Attributes:**

Stimulus may address the movement patterns that are associated with basketball.  
Stimulus may include movements that transition from simple to complex.

**Response Attributes:**

Responses may be related to movement patterns associated with playing basketball.  
Responses may demonstrate an understanding of basic skills that lead to more complex movements.

**Sample Item:**

Which combination of movements demonstrate skills that transition from simple to the **MOST** complex?

- \* A. right hand dribble to behind the back dribble
- B. right hand dribble to between the legs dribble
- C. right hand dribble to cross-over dribble
- D. right hand dribble to left hand dribble

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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.1.31 Demonstrate advanced offensive, defensive, and transition strategies and tactics.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to advanced offensive, defensive, and transition strategies and tactics for basketball. A demonstration may include the selection of appropriate behaviors or the completion of the required behaviors.

**Stimulus Attributes:**

Stimulus may address the advanced strategies and tactics used in basketball.  
Stimulus may include a demonstration of knowledge pertaining to strategies and tactics.  
Stimulus may include the demonstration of knowledge pertaining to strategies and/or tactics.

**Response Attributes:**

Responses may describe various offensive, defensive, and transition strategies and tactics used when playing basketball.

**Sample Item:**

Team A is on offense and has a 10 point lead over Team B. In order to change the tempo of the game, Team B has decided to change its defensive tactic. Which is the **BEST** defensive strategy/tactic for Team B to run?

- A. 1-2-2 zone defense
- B. 2-3 zone defense
- \* C. full court press defense
- D. half court man defense

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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.1.32 Apply sport specific skills in a variety of game settings.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

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

**Content Limits:** Items should be limited to specific basketball skills used in a variety of game settings.

**Stimulus Attributes:**

Stimulus should address movements used to play basketball.  
Stimulus may include shooting, dribbling, passing and catching skills.  
Stimulus may include scenarios including a variety of basketball game settings.  
Stimulus may include knowledge of the application of skills in various game settings.

**Response Attributes:**

Responses may include games that use specific basketball skills.

**Sample Item:**

During the 4<sup>th</sup> quarter of a basketball game, Brittany received a pass at the top of the key. Brittany is now in a triple threat position. What are the three parts of a “triple threat”?

- \* A. shoot, pass, or dribble
- B. head fake, dribble, or pass
- C. pass, cut, or rebound
- D. pick, block, or pass

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**Course Name:** Basketball  
**Course Number:** 1503310

## Item Specifications

**Strand:** Movement Competency

**Standard:** PE.912.M.1.33 Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.33 Practice complex motor activities in order to improve performance.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address mechanical principles used to improve performance.

**Stimulus Attributes:**

Stimulus may address the complex motor activities used to improve performance associated with basketball.

**Response Attributes:**

Responses may be related to complex motor activities used to improve performance associated with playing basketball.

**Sample Item:**

Gerri would like to improve her shooting skills. She has been told one of the things she can focus on is the generation of force behind her shot. Which is the **BEST** way for Gerri to practice this skill?

- A. shoot from behind the 3-point line
- B. shoot more lay-ups
- \* C. shoot from incrementally further distances
- D. shoot more free throws

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

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

**Content Limits:** Items should be limited to basketball mechanical principles. A demonstration may include the selection of appropriate behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may address the mechanical principles associated with basketball.

Stimulus may address the demonstration of knowledge pertaining to mechanical principles.

**Response Attributes:**

Responses may be related to mechanical principles associated with playing basketball.

**Sample Item:**

When shooting the basketball, Marvin continuously hits the back of the rim. What mechanical principal should he change to correct this problem?

- A. the amount of force of the shot
- B. the direction of the shot
- C. the hand he is shooting with
- \* D. the trajectory of the shot

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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 proper equipment and safety practices associated with basketball.

**Stimulus Attributes:**

Stimulus may include basketball specific safety practices for players and/or court conditions.  
Stimulus may include selecting proper equipment.

**Response Attributes:**

Responses may demonstrate an understanding of safety procedures.  
Responses may include description of proper equipment.

**Sample Item:**

A student is preparing for the high school basketball team tryouts at her local school. She has gone to the store to buy a basketball to practice with, but noticed that basketballs come in various sizes. The sizes range from size 3 to size 9, based on the diameter of the ball. What size basketball will she need to select to have a ball that is the same size as a women's high school game ball?

- A. size 5
- \* B. size 6
- C. size 7
- D. size 9

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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 be limited to modifications and/or inclusion methods used to participate in a basketball game.

**Stimulus Attributes:**

Stimulus may include modified equipment and safety precautions planned for modified basketball games.

Stimulus may include scenarios that include a diverse group of participants.

**Response Attributes:**

Responses may include statements allowing for equity of persons with a wide range of physical and/or mental disabilities.

**Sample Item:**

Bill is a new student at your school and uses a wheelchair. In physical education class, they are playing basketball. John is Bill's classmate and would like to make him feel welcome. What could John do to make Bill feel fully included in the basketball game?

- \* A. pass the ball to Bill and let him establish some plays
- B. tell Bill to slam dunk the ball when close to the basket
- C. use Bill to create screens and make others go around
- D. give the ball to Bill because he doesn't need to dribble

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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.5.3 Demonstrate sportsmanship during game situations.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

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

**Content Limits:** Items should include behavior related to sportsmanship. A demonstration may include the selection of appropriate behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may include examples of positive peer pressure and good sportsmanship.  
Stimulus may include a diverse group of participants.  
Stimulus may include demonstration of knowledge of responsible behaviors.

**Response Attributes:**

Responses may demonstrate independent thinking skills.

**Sample Item:**

During a basketball game, one team is committing many hard fouls. What would be the **BEST** behavior for the opposing team to take?

- \* A. let the referee call the game as they see fit
- B. inform the referee that the other team is playing too physical
- C. attempt to avoid physical contact with the other team
- D. increase physical play to prevent injuries

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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 behavior while participating in basketball or basketball related activities.

**Stimulus Attributes:**

Stimulus may include actions and/or behavior characteristics.  
Stimulus may include scenarios that depict positive or negative behaviors.

**Response Attributes:**

Responses may include behaviors to be avoided during participation in basketball.  
Responses may include ethical behaviors demonstrated in participating in basketball.

**Sample Item:**

Which action would **NOT** maintain appropriate social behavior when participating in a basketball game?

- \* A. taking a shot after the buzzer has already gone off
- B. intentional fouling at the end of the game to slow the clock
- C. holding the ball for the final seconds of the game
- D. continuing a shot after a foul has been called

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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 include proper etiquette, care of equipment, respect for facilities, and safe behaviors while participating in basketball or basketball related activities. A demonstration may include the selection of appropriate behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may address the official's pre-game routines.

Stimulus may include standard team pre-game warm-up routines.

Stimulus may include the demonstration of knowledge pertaining to etiquette, care of equipment, respect for facilities, and/or safe behaviors.

**Response Attributes:**

Responses may demonstrate an understanding of chronological order for routines.

Responses may describe appropriate behavior that demonstrates proper care of equipment, respect for facilities.

**Sample Item:**

During a high school basketball game, a player was hit in the nose and his nose began bleeding slightly. What should the player do?

- \* A. sit on the bench until the bleeding stops completely
- B. continue playing unless the bleeding becomes consistent
- C. put tissues in the nostril until the bleeding stops
- D. play until the referee makes the player leave the court

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**Course Name:** Basketball  
**Course Number:** 1503310

## 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 basketball as it relates to games in other cultures.

**Stimulus Attributes:**

Stimulus may include comparisons of the numerous levels of basketball played around the world (i.e. NCAA, the Olympics, NBA).

Stimulus may include scenarios of a diverse group of participants.

**Response Attributes:**

Responses may include names of other cultures who have embraced the American made sport of basketball.

Responses may include comparing and categorizing the activities of other cultures with the sport of basketball.

**Sample Item:**

Basketball has become an international sport; however, some countries have adopted variations of the traditional game of basketball. In the Netherlands, a variation called Korfbal was created. What is the main difference between basketball and Korfbal?

- A. Korfbal is played using trampolines.
- \* B. Korfbal is played with 8 players, 4 male and 4 female.
- C. Korfbal requires passing every 3 seconds.
- D. Korfbal combines baseball and basketball.