

# Individual and Duals Sports 1 (1502410) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

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**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:** Individual and Dual Sports 1  
**Course Number:** 1502410

## **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 grades 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 effective sports discussions related to individual and/or dual sports activities. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus should be related to physical activities or discussions connected to playing or watching individual and dual sports.

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

**Response Attributes:**

Responses should include statements related to individual and dual sports by at least one participant in the discussion, building on other's ideas and expressing their own ideas clearly and persuasively.

Responses should not be racially, ethnically, or gender offensive.

**Sample Item:**

Task: You have just completed a unit on racquet sports. The teacher has posed the question “Which racquet sport is the most challenging?” Contribute to a class discussion about this topic. Use appropriate communication skills, building on other’s ideas, and expressing your own ideas clearly and persuasively.

Rubric:

- 4 Points** Student demonstrates a thorough understanding of appropriate communication skills in a group discussion. Student displays active listening skills and is engaged throughout the conversation. The student uses appropriate nonverbal communication skills to convey engagement. The student’s participation is balanced, and the student does not monopolize the conversation. Student waits for his/her turn, clearly expresses his/her opinions with supporting evidence, and uses “I statements.” Student’s participation is effective.
- 3 Points** Student demonstrates an understanding of appropriate communication skills in a group discussion. Student demonstrates some active listening skills and is engaged through most of the conversation. The student uses mostly appropriate nonverbal communication skills to convey engagement. The student’s participation is balanced for the most part, and the student does not monopolize the conversation. In most cases, student waits for his/her turn, expresses his/her opinions, and uses “I statements.” Student’s participation is mostly effective.
- 2 Points** Student demonstrates a partial understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and is engaged at only certain parts of the conversation. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student sometimes monopolizes the conversation or conversely, participates sporadically. Student may interrupt others occasionally. Student expresses his/her opinions with some clarity. Student’s participation is somewhat effective.
- 1 Point** Student demonstrates poor understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and lacks engagement throughout the conversation. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student monopolizes the conversation or conversely, participates sporadically, if at all. Student may interrupt others when speaking, and ideas may or may not be clearly expressed. Student’s participation is minimally effective.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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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 individual and dual sports related activities and topics. Items may require the selection of appropriate ideas or written expression of ideas.

### **Stimulus Attributes:**

Stimulus should be related to individual and dual sports activities. Stimulus may include data presented in a graph, chart, scenario, or table. Stimulus may require basic calculations.

### **Response Attributes:**

Responses may summarize the data represented in the stimulus.  
Responses may interpret or compare data distributions.

### **Sample Item:**

George, Ralph, Herman, and Clyde went golfing. Here is their score card:

Hole	1	2	3	4	5	6	7	8	9
Par	3	4	4	5	3	3	5	4	3
George	3	3	5	3	4	2	5	3	2
Ralph	3	6	4	5	5	5	5	4	3
Herman	4	3	4	5	6	3	5	4	3
Clyde	2	6	3	3	2	3	3	3	3

Who has the **MOST** double bogies on the score card listed above?

- A. Clyde
- B. George
- C. Herman
- \* D. Ralph

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**Course Name:** Individual and Dual Sports 1

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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.912.C.2.20 Identify appropriate methods to resolve physical conflict.

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

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

**Content Limits:** Items are limited to physical conflicts that may occur during activities related to individual and dual sports and should address conflict resolutions. Items may require the selection of appropriate ideas or written expression of ideas.

### **Stimulus Attributes:**

Stimulus may include scenarios related to physical conflict during various individual and dual sports activities.

Stimulus may address examples of conflict resolution strategies and techniques.

Stimulus may include a video demonstrating a conflict or a resolution of conflict.

### **Response Attributes:**

Responses should include conflict resolution strategies.

### **Sample Item:**

Stimulus: Paul and Glen were playing tennis. Paul played one of his best games ever, and only allowed Glen to score during one set. Glen felt humiliated by Paul, and grew very upset. Paul knows that Glen has a short temper, and may react inappropriately to this situation. What are some things that Paul might do or say to Glen to diffuse the situation and avoid physical conflict? Write a short paragraph with your explanation. Include in your paragraph three actions or statements that would be appropriate for diffusing the situation.

Rubric:

- 4 Points** Response shows a thorough understanding of appropriate actions to take to resolve conflict. The response includes at least 3 correct actions or statements that would be appropriate for diffusing this situation. The explanation is clearly and correctly written but may contain a few minor errors.
- 3 Points** Response shows an understanding of appropriate actions to take to resolve conflict. The response includes 2 correct actions or statements that would be appropriate for diffusing this situation. Additional actions or statements may be included that are not appropriate. The explanation is generally clear but may contain multiple minor errors.
- 2 Points** Response shows a partial understanding of appropriate actions to take to resolve conflict. The response includes 1 correct action or statement that would be appropriate for diffusing this situation. Additional actions or statements may be included that are not appropriate. The explanation may be somewhat unclear or contains major errors.
- 1 Point** Response shows a poor understanding of appropriate actions to take to resolve conflict. The response includes no correct actions or statements that would be appropriate for diffusing this situation, but the student attempts to respond to the question. The explanation may be unclear or contains multiple major errors.
- 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 physical 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 are limited to technology used to address activities related to individual and dual sports. Items may require the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus should address the use of technology to analyze data related to activities in individual and dual sports.

Stimulus may include a variety of methods to analyze data using technology.

Stimulus may include a scenario.

Stimulus may include charts, data, or graphs.

Stimulus should include commonly available technology.

### Response Attributes:

Responses may include various forms of technology.

Responses may list devices used to monitor physical performances as they relate to individual and dual sports.

Responses may list ways to analyze data.

### Sample Item:

Danielle, Bruce, Nicole, and Roger all used stopwatches to time their mile runs four times during the semester. Here are their data:

	One Mile Run Times (in minutes)			
	Danielle	Bruce	Nicole	Roger
Attempt 1	9:45	8:35	8:35	9:20
Attempt 2	9:40	7:34	8:30	7:45
Attempt 3	9:35	8:50	8:20	8:00
Attempt 4	9:42	7:20	8:15	8:10

Analyze their data to determine who showed the **MOST CONSISTENT** improvement on their mile runs over the last semester.

- A. Bruce
- B. Danielle
- \* C. Nicole
- D. Roger

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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.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 are limited to skill patterns and mechanical errors common in physical activities related to individual and dual sports. An evaluation may include the selection of ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include scenarios addressing skill patterns of physical activities related to individual and dual sports.

Stimulus may include mechanical errors common to individual and dual sports.

Stimulus may include a video demonstrating skill patterns in individual and dual sports. Videos may include correct and incorrect mechanical movements.

Stimulus may include images or diagram.

### Response Attributes:

Responses may include statements related to the mechanical principles of skills in individual and dual sports.

Responses may include examples of skill patterns found in individual and dual sports activities.

Responses may include common mechanical errors found in individual and dual sports activities.

Responses may include proper techniques for skills related to individual and dual sports.

Responses may include images or diagrams.

### Sample Item:

Patty is practicing throwing the hammer before the District Track and Field meet. She notices that the hammer is hooking right. What part of her hammer throw should Patty evaluate to improve her throw?

- A. knee bend
- B. grip on the handle
- C. head position
- \* D. release position

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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.912.C.2.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

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

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

**Content Limits:** Items should address physical activities related to individual and dual sports. Items may require the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include scenarios related to individual and dual sports activities.

Stimulus should include examples of the transfer of movement skills from one physical activity to another as they relate to individual and dual sports.

Stimulus may include a video demonstration of movement skills.

**Response Attributes:**

Responses may include examples of the transfer of movement skills from one physical activity to another.

Responses may list movement skills associated with activities in individual and dual sports.

**Sample Item:**

Mary has been playing beach volleyball over the summer and wants to start playing badminton during the winter time. She knows that some of the movement skills in beach volleyball will transfer to badminton, and others will not. Compare the movement skills in beach volleyball and badminton. How are the movement skills in beach volleyball **DIFFERENT** than in badminton?

- A In badminton, you can make a drop shot, but in volleyball, you can't.
- \* B. In badminton, you can utilize a backhand net clear, but in volleyball, you can't.
- C. In volleyball, you can overhead smash, but in badminton, you can't.
- D. In volleyball, you can use an underhand serve, but in badminton, you can't.

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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.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 address rules related to activities in individual and dual sports. Items may require the selection of appropriate behavior or demonstration of appropriate behavior.

**Stimulus Attributes:**

Stimulus may include scenarios related to individual and dual sports activities.

Stimulus may include rules of specific sports taught in individual and dual sports.

**Response Attributes:**

Responses may include rules or interpretations of rules in individual and dual sports activities.

**Sample Item:**

Tonia is competing in a track meet in the high jump event. She has completed two of her three jumps and is the last competitor. On the final jump, her calves brush the bar, but she makes it over, falling hard on the landing pad. Tonia exits the landing pad, and looks back at the bar. She thinks that it might fall, so she goes back and steadies it for the next competitor. Tonia walks off, believing she has completed a fair jump, but the referee calls it an unsuccessful attempt. According to competition rules for the high jump, which rule has Tonia violated?

- A. The bar cannot be displaced during an attempt.
- B. All parts of the body must go over the bar.
- C. The jumper cannot touch the ground beyond the plane of the bar.
- \* D. The competitor cannot touch the bar during or after the jump.

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## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Participates 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 stress management techniques to be used when participating in individual and dual sports.

**Stimulus Attributes:**

Stimulus may include scenarios related to individual and dual sports.

Stimulus may be related to stress reduction techniques used when participating in individual and dual sports.

**Response Attributes:**

Responses should be limited to ways stress can be reduced through participation in individual and dual sports.

Responses may include examples of effective stress management.

**Sample Item:**

Stimulus: Look at the following list of activities:

Martial Arts  
Archery  
Croquet  
Racquet ball  
Fencing  
Table Tennis  
Trampolining

Select 3 activities that you regularly participate in from the list provided. Write two or three sentences describing how **EACH** activity may help to relieve stress. If you don't participate in at least three of these activities, you may describe other activities that you participate in to manage stress.

Rubric:

- 4 Points** Response provides a clear and thorough explanation of how each of the three selected activities may help to relieve stress. The response includes relevant details to support the explanation and it may have minor inaccuracies.
- 3 Points** Response provides an explanation of how each of the three selected activities may help to relieve stress. The response provides only some detail and examples to support the explanation. There may be several small inaccuracies.
- 2 Points** Response provides a partial explanation of how the three selected activities may help to relieve stress. The response provides limited details to support the explanation. There may be many inaccuracies.
- 1 Point** Response provides an explanation for fewer than three activities or response provides a poor explanation of how the three activities relieve stress. The explanation may include major inaccuracies.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participates 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 risks and safety factors involved in activities related to individual and dual sports. Items may include selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include scenarios related to individual and dual sports activities.

Stimulus may include knowledge and information about safety and risk factors specific to individual and dual sports.

### Response Attributes:

Responses may include examples of risks associated with activities in individual and dual sports.

Responses may include examples of safety factors associated with activities in individual and dual sports.

Responses may include lifelong health risks associated with individual and dual sports.

### Sample Item:

Lacey has always been a runner but has developed knee and foot problems. She would like to continue exercising and wants to select a sport that she will be able to participate in as she ages. What would be the best individual sport for Lacey?

- A. karate
- B. bowling
- C. gymnastics
- \* D. swimming

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**Course Name:** Individual and Dual Sports 1

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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, High Complexity

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

**Content Limits:** Items should relate to strategies for self-improvement in activities in individual and dual sports. Items may require demonstration of appropriate strategies or the selection of appropriate strategies.

### Stimulus Attributes:

Stimulus may include scenarios related to individual and dual sports.

Stimulus may include self-improvement strategies related to activities in individual and dual sports.

Stimulus may include identification of individual strengths and weaknesses as related to individual and dual sports activities.

Stimulus may include data, graphs and diagrams, and video analysis.

### Response Attributes:

Responses may include statements related to activities in individual and dual sports. Responses

may include self-improvement strategies related to activities in individual and dual sports.

Responses may include principles of training related to individual and dual sports. Responses

may include common areas of fitness associated with individual and dual sports.

### Sample Item:

Paula is having trouble moving from one side of the badminton court to the other quickly enough to return her opponent's serves. Which drill would help Paula improve her agility?

- \* A. shuttle run
- B. stick balance
- C. juggling
- D. long jump

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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 address specific activities in individual and dual sports. Items may include demonstration of sport specific skills or selection of appropriate skills.

**Stimulus Attributes:**

Stimulus should be related to individual or dual sports skills.

Stimulus may include technology.

Stimulus should include simulated or real-life applications of skills.

**Response Attributes:**

Responses should include simulated or real-life situations.

Responses may describe application of sport specific skills.

Responses may be performance of sport specific skills.

**Sample Item:**

Task: Complete the Hand Eye Coordination test to improve your hand-eye coordination skills. These skills are important in a variety of individual and dual sports.

General Directions: For 30 seconds, catch and throw a tennis ball off a wall.

- 1) Stand six feet away from a smooth wall.
- 2) Begin at the command go.
- 3) Throw a tennis ball with your right hand against the wall and catch it with your left hand. Throw the ball with your left hand and catch it with your right hand. This cycle of throwing and catching is repeated for 30 seconds.
- 4) Count the number of catches and stop the test after 30 seconds.
- 5) Record the number of catches.

Rubric:

4 Points	Student makes more than 35 catches in 30 seconds.
3 Points	Student makes 30–35 catches in 30 seconds.
2 Points	Student makes 25–29 catches in 30 seconds.
1 Point	Student makes less than 25 catches in 30 seconds.
0 Points	Student did not make an attempt.

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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 include proper warm-up and cool-down techniques specific to individual and dual sports. Items may require the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include scenarios relating to physical activities in individual and dual sports.

Stimulus may include proper warm-up and cool-down techniques specific to individual and dual sports.

**Response Attributes:**

Responses should include various warm-up and cool-down techniques.

**Sample Item:**

Miguel is preparing for his 800 meter run in the Track and Field State Championships. Which warm-up activities would be **MOST** suitable to prepare him to race?

- A. arm circles, quadriceps stretch and jumping jacks
- \* B. jumping jacks, hamstrings stretch and quadriceps stretch
- C. lunges, arm circles and calf raises
- D. squats, hamstrings stretch and push ups

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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 distance running sprints, throwing, jumping or striking.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include concepts dealing with speed and force as related to individual and dual sports. Items may include an actual performance or the selection of appropriate performance.

**Stimulus Attributes:**

Stimulus may relate to proper force and speed while running, throwing, jumping, or striking.  
Stimulus may include scenarios related to running, jumping, striking, or throwing.

**Response Attributes:**

Responses should include the proper execution of force and speed while running, throwing, jumping, or striking.  
Responses may include factors affecting performance while running, throwing, jumping, and/or striking.  
Responses may include examples of executions of force and speed while running, throwing, jumping, or striking.

**Sample Item:**

When doing the long jump, it is important to generate enough speed during the approach and generate enough force during the take-off to carry you through to the landing. How should you apply speed and force to increase the length of you jump?

- A. During the approach, run as fast as you can in as few steps as possible.
- B. During take-off, keep your arms as still as possible.
- \* C. During flight, maintain the takeoff position and then kick the free leg forward for landing.
- D. During the landing, keep your head aligned vertically with your hips.

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include advanced strategies/tactics in individual and dual sports activities. A demonstration may include the selection of correct behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may include a scenario reflecting advanced strategies and tactics related to individual and dual sports.

**Response Attributes:**

Responses should include a variety of offensive, defensive, and/or transitional strategies or tactics.

**Sample Item:**

While playing tennis, you notice that your opponent has a weak second serve. What strategy could be utilized to take advantage of this weakness?

- \* A. Move up to receive the serve.
- B. Move back to receive the serve.
- C. Return the serve to their forehand.
- D. Return the serve to their backhand.

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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.1.32 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 include basic sport specific skills for individual and dual sports. Items may require the application of skills in a demonstration or the selection of the appropriate skills.

**Stimulus Attributes:**

Stimulus may include scenarios related to specific individual and dual sports activities.  
Stimulus may include knowledge of specific skills as related to individual and dual sports.

**Response Attributes:**

Responses should include sport specific skills that are used in a variety of game settings.

**Sample Item:**

During a game of badminton, in which game situation is it **BEST** to use a slow drop shot?

- \* A. when you wish to move your opponent to the frontcourt
- B. when your opponent is standing in the frontcourt
- C. when your opponent has a backcourt weakness
- D. when you want the shuttlecock to land in the midcourt

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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.1.33 Practice complex motor activities in order to improve performance.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include motor activities specific to individual and dual sports. A demonstration may include the selection of complex motor activities or performing the correct complex motor activities.

**Stimulus Attributes:**

Stimulus may include techniques for practicing activities specific to individual and dual sports.

Stimulus may require performance of a motor activity specific to individual and dual sports.

**Response Attributes:**

Responses may require actual physical performance of a motor skill.

Responses may include selection of best practices or behaviors.

**Sample Item:**

Alice is practicing bocce and the ball is consistently going out of bounds. Which of the following could she practice to **BEST** help her improve her throw?

- A. throw the ball higher and with more back spin
- B. roll the ball with less force to improve accuracy
- \* C. change the angle of her body position and arm swing on her approach
- D. adjust her foot position and ensure her left foot is pointed directly at the target

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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.1.35 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 include equipment and safety procedures specific to individual and dual sports activities. Items may require demonstration of appropriate safety procedures or the selection of appropriate safety procedures.

### Stimulus Attributes:

Stimulus may include knowledge of proper safety procedures for participating in activities related to individual and dual sports.

Stimulus may include knowledge of proper equipment for activities specific to individual and dual sports.

Stimulus may include scenarios related to selecting proper equipment and following safety procedures.

### Response Attributes:

Responses may include examples of safety procedures for participating in physical activities.

Responses may include examples of sports equipment.

### Sample Item:

Four students are practicing their archery skills. Which student is following the correct safety procedures for archers?

- A. Juliette shoots all her arrows and walks immediately to the target to retrieve her arrows.
- B. Alicia shoots when she is told and then runs to retrieve her arrows from the target.
- \* C. Jack checks for a clear path, straddles the shooting line, and waits for the signal to shoot.
- D. Joe checks that his arrows reach the target and then carries the bow to retrieve his arrows.

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## 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 address responsible behaviors related to sportsmanship during game situation in individual and dual sports. A demonstration may include the selection of correct behaviors or performing the required behaviors.

### Stimulus Attributes:

Stimulus may include scenarios describing behaviors while participating in activities related to individual and dual sports.

### Response Attributes:

Responses may include examples of responsible behaviors related to individual and dual sports activities.

### Sample Item:

Johnny and Sally are golfing. On Sally's last shot, she creates a divot on the course. What is the **MOST** responsible thing for her to do?

- \* A. Place the turf back into the hole.
- B. Put the piece of grass in the garbage.
- C. Leave the piece of grass where it landed.
- D. Place mulch in the hole and tell someone in the golf shop.

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**Course Name:** Individual and Dual Sports 1

**Course Number:** 1502410

## 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 behaviors related to activities in individual and dual sports. Items may require the selection of appropriate behavior or performance of appropriate behavior.

### Stimulus Attributes:

Stimulus may include descriptions of expected behaviors during physical activities in individual and dual sports.

Stimulus may include a scenario that requires appropriate personal, social, or ethical behavior.

### Response Attributes:

Responses may include behaviors associated with physical activities.

Responses may include selection of appropriate behavior or demonstrations of appropriate behaviors.

### Sample Item:

At the conclusion of tennis match, what should the winner do?

- A. Buy the loser lunch.
- B. Tell everyone you won.
- \* C. Shake the opponent's hand.
- D. Critique the other player's performance.

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**Course Name:** Individual and Dual Sports 1

**Course Number:** 1502410

## 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 appropriate etiquette, care of equipment, respect for facilities, or safe behaviors while participating in individual and dual sports. A demonstration may include the selection of correct behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may include scenarios related to appropriate etiquette, care of equipment, respect for facilities or safe behaviors while participating in physical activities.

**Response Attributes:**

Responses should include proper care and respect for equipment or facilities.  
Responses may include procedures for appropriate etiquette or safe behaviors.

**Sample Item:**

How can you demonstrate appropriate etiquette before, during, or after a game of tennis?

- \* A. Announce the score before each serve.
- B. Leave extra balls on the court until your set is finished.
- C. Make line calls for your own shots.
- D. Return balls to other courts by throwing them.

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**Course Name:** Individual and Dual Sports 1

**Course Number:** 1502410

## **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.6.1 Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

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

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

**Content Limits:** Items should address activities pertaining to individual and dual sport. Items may require the selection of appropriate activities or evidence of participation in appropriate activities.

### **Stimulus Attributes:**

Stimulus should address physical activities outside of the school setting that contribute to a healthy lifestyle as they relate to individual and dual sports.

### **Response Attributes:**

Responses may include individual and dual sports outside of the school setting that lead to a healthy lifestyle.

Responses may address examples of physical activities that contribute to the maintenance of a healthy lifestyle.

Responses may address contributions of physical activities.

### **Sample Item:**

Task: Keep a log of the physical activities you participate in outside of school. The log should demonstrate participation in a variety of physical activities, which you enjoy. For each entry, comment on how the activity contributes to your healthy lifestyle.

Rubric:

- 4 Points** Student participates in a variety of physical activities outside of the school setting at least four times per week, as evidenced by the student's log. The activities contribute to a healthy lifestyle.
- 3 Points** Student participates in a variety of physical activities outside of the school setting two to three times per week, as evidenced by the student's log. Most of the activities contribute to a healthy lifestyle.
- 2 Points** Student participates in physical activities outside of the school setting two to three times per week, as evidenced by the student's log. Activities show little variety, or the student only participates in one type of activity. The activities may not contribute to a healthy lifestyle.
- 1 Point** Student rarely participates in physical activities outside of the school setting less than twice per week, as evidenced by the student's log. The activities may not contribute to a healthy lifestyle.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 1

**Course Number:** 1502410

## 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 individual and dual sport activities relating to different cultures. Items may require selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include scenarios addressing individual and dual sports and games from other countries.

Stimulus may include comparisons of individual and dual games from other cultures.

Stimulus may address the role of individual and dual sports and games in other cultures.

### Response Attributes:

Responses should include games, sports, and/or physical activities from other countries.

Responses may include categorizing, classifying and comparing the individual and dual games from other cultures.

### Sample Item:

Stimulus: Select an individual/dual sport that is played in multiple cultures. Complete the compare and contrast graphic organizer for the sport and cultures you have chosen, identify characteristics about the sport that are the same or differ in both cultures. Characteristics for the chart may include the following:

Origin of sport

Governing body of the sport

Equipment used

Popularity of the sport

Seasons played

Environment

Modifications

Age/gender of participants

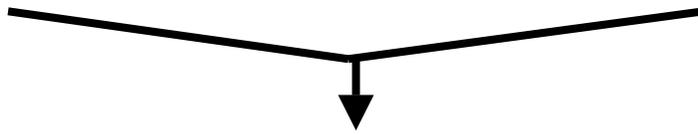
Sport

[Empty box for Culture #1]

Culture #1

[Empty box for Culture #2]

Culture #2



How is the sport alike in both cultures?

[Four horizontal lines for writing similarities]



How is the sport different in each culture?

[Five horizontal lines for writing differences for Culture #1]

[Five horizontal lines for writing differences for Culture #2]

Rubric:

- 4 Points** The comparisons show a thorough understanding of how the sport is embedded in each culture. Multiple similarities and differences are correctly identified and clearly explained.
- 3 Points** The comparisons show a partial understanding of how the sport is embedded in each culture. Some similarities and differences are identified but there may be minor errors. The explanation is generally clear.
- 2 Points** The comparisons show a minimal understanding of how the sport is embedded in each culture. Few similarities and differences are identified and there may be major errors. The explanation is somewhat unclear.
- 1 Point** The comparisons show a poor understanding of how the sport is embedded in each culture. Few similarities and differences are identified or they are generally incorrect. The explanation is generally unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

