

# Individual and Duals Sports 2 (1502420) 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 2

**Course Number:** 1502420

## **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 clearly and persuasively.

Responses should not be racially, ethnically or gender offensive.

### **Sample Item:**

Task: You are bowling and the bowler in the lane next to you is not following proper bowling etiquette. Talk to this bowler about your concerns, demonstrating appropriate communication skills and techniques.

Rubric:

- 4 Points** Student demonstrates thorough understanding of appropriate communication skills by effectively participating in a discussion about bowling etiquette. Comments are timely and appropriate. Student demonstrates respect for other's opinions, and builds on the ideas of others as appropriate. Body language reflects active listening.
- 3 Points** Student demonstrates understanding of appropriate communication skills by effectively participating in a discussion about bowling etiquette. For the most part, comments are timely and appropriate. Student demonstrates respect for other's opinions, and builds on the ideas of others as appropriate. Body language reflects active listening.
- 2 Points** Student demonstrates partial understanding of appropriate communication skills. Student's participation in a discussion about bowling etiquette is somewhat effective. Comments are infrequent and may or may not be timely and appropriate. Student demonstrates some respect for other's opinions. Body language does not reflect active listening.
- 1 Point** Student demonstrates poor understanding of appropriate communication skills. Student's participation in a discussion about bowling etiquette is not effective.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2  
**Course Number:** 1502420

## 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.  
Stimulus may include data presented in a graph, chart, scenario or table.  
Stimulus may require calculation of mean, median or range.

### Response Attributes:

Responses may summarize the data represented in the stimulus.

### Sample Item:

Stacy, Jill, Judy, and Mary played 9 holes of golf. 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
Stacy	3	3	5	3	4	2	5	3	2
Jill	3	4	4	5	3	3	5	4	3
Judy	4	3	4	5	6	3	5	4	3
Mary	2	3	4	4	2	3	5	3	3

Using the score card, who had the **BEST** average score per hole?

- A. Stacy
- B. Jill
- C. Judy
- \* D. Mary

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**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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.2.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

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

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

**Content Limits:** Items should address exercise precautions taken during extreme weather and/or environmental conditions in individual and dual sports. An explanation may include written ideas or the selection of appropriate ideas.

### **Stimulus Attributes:**

Stimulus may include precautions taken when participating in individual and/or dual sports in extreme weather and/or environmental conditions.

Stimulus should be related to activities in individual and dual sports.

### **Response Attributes:**

Responses may be related to individual and dual sports.

Responses may include precautions taken when exercising.

Responses may include a variety of health conditions.

### **Sample Item:**

Stimulus: Tomorrow you have a tennis tournament and the weather is expected to be 95°F and humid. Explain the precautions you should take before arriving at the tournament, during the tournament, and after the tournament to ensure your safety in these extreme weather conditions.

Rubric:

- 4 Points** Student response shows a thorough understanding of the appropriate precautions one must take when exercising in extreme weather. Student accurately explains at least one precaution he/she would take before, during and after the exercise (total of 3 precautions). Precautions are appropriate. Responses are clear and virtually error free.
- 3 Points** Student response shows understanding of the appropriate precautions one must take when exercising in extreme weather. Student accurately explains two precautions he/she could take before, during, and/or after exercise. Precautions are appropriate. Response is mostly clear but includes a few errors.
- 2 Points** Student response shows partial understanding of the appropriate precautions one must take when exercising in extreme weather. Student accurately explains one precaution he/she could take before, during, or after exercise. Often precautions may be included, but are not appropriate for this situation. Response is somewhat unclear and contains errors.
- 1 Point** Student response shows poor understanding of the appropriate precautions one must take when exercising in extreme weather. Student explains precautions that are inappropriate or response is unclear and vague and does not provide enough evidence of understanding of the precautions.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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

**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.

### **Response Attributes:**

Responses should include conflict resolution strategies.

### **Sample Item:**

Stimulus: Susie and Dot were playing a game of ping pong after school, and Claire was waiting patiently for her turn to play the winner. Unfortunately, Susie and Dot had a disagreement about the score and pushed each other. Write a 1–2 paragraphs explaining how Claire should respond to help resolve the problem. Give at least 3 appropriate ways Claire can respond.

Rubric:

- 4 Points** Response shows a thorough understanding of various ways in which physical conflict can be resolved appropriately. Response includes at least 3 accurate and realistic ways that Claire can respond to the problem. Response includes relevant details and examples. Response is clear and virtually error free.
- 3 Points** Response shows understanding of various ways in which physical conflict can be resolved appropriately. Response includes at least 3 ways that Claire can respond to the problem; however one of these ways may be inappropriate or unrealistic. Response includes some details and examples. Response is mostly clear, but has some errors.
- 2 Points** Response shows a partial understanding of various ways in which physical conflict can be resolved appropriately. Responses include 3 ways that Claire might resolve the problem but there are major errors. At least one of the ways is appropriate. Responses may include limited details. Response is somewhat clear and contains many errors.
- 1 Point** Response shows a poor understanding of various ways in which physical conflict can be resolved appropriately. Response includes 3 ways that Claire might resolve the problem, but the ways suggested are inappropriate. Response is mostly unclear and includes many errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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.2.22 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 address the skill-related components of fitness as they relate to individual and dual sports. An explanation may include written ideas or the selection of appropriate ideas.

### **Stimulus Attributes:**

Stimulus may address how specific skill related components enhance performance levels in individual and dual sports.

Stimulus may include scenarios describing the use of balance, reaction time, agility, coordination, power, and/or speed.

### **Response Attributes:**

Responses may include skill related components as they relate to individual and dual sports.  
Responses may include examples or names of activities that enhance performance levels.

### **Sample Item:**

Stimulus: What does it mean when someone says, “Jesse needs to work on her reaction time?” How does “reaction time” affect one’s performance? Write a paragraph with your answer and give examples.

Rubric:

- 4 Points** Student shows a thorough understanding of “reaction time” by providing an accurate definition and explaining how reaction time affects one’s performance. Response includes relevant examples to support the student’s answer. Response is clear and virtually error-free.
- 3 Points** Student shows understanding of “reaction time” by providing an accurate definition and explaining how reaction time affects one’s performance. Response includes some relevant examples to support the student’s answer, but there may be some minor inaccuracies.
- 2 Points** Student shows partial understanding of “reaction time”. Responses include a definition of reaction time, but the definition contains errors. Response includes an explanation of how reaction time affects one’s performance, but the explanation is unclear and includes inaccuracies.
- 1 Point** Student shows poor understanding of “reaction time” by providing an inaccurate definition and explaining incorrectly how reaction time affects one’s performance.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 data related to individual and dual sports.

Stimulus may include charts, tables, or graphs.

### Response Attributes:

Responses may include various forms of technology.

Responses may list devices used to monitor fitness performance as related to individual and dual sports.

Responses may list ways to analyze data.

### Sample Item:

Stimulus: Use a pedometer for a week. At the end of each day, record the number of steps that you take. At the end of the week, write about how the number of steps you take on the weekend compares to the number of steps you take on school days. Is the number of steps you take similar? Is it different? Explain why you think this is.

Rubric:

- 4 Points** Student provides a thorough comparison of the number of steps he/she takes on the weekend versus the number of steps he/she takes on school days. Student makes accurate statements about why he/she thinks there are differences or similarities. Student explanation is clear and may contain a few minimal errors.
- 3 Points** Student provides a comparison of the number of steps he/she takes on the weekend versus the number of steps he/she takes on school days. Student makes mostly accurate statements about why he/she thinks there are differences or similarities. Student explanation is somewhat clear and may contain a few errors.
- 2 Points** Student provides a partial comparison of the number of steps he/she takes on the weekend versus the number of steps he/she takes on school days. Student makes few accurate statements about why he/she thinks there is a difference or similarities. Student explanation is minimally clear and contains some errors.
- 1 Point** Student provides a poor comparison of the number of steps he/she takes on the weekend versus the number of steps he/she takes on school days. Student does not explain why he/she thinks there is a similarity or difference.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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.2.25 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 relate to risks, safety procedures, rules and equipment for individual and dual sports related activities. An analysis or evaluation may include selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may address knowledge of risks, safety procedures, rules and equipment associated with specific sport activities.

Stimulus should be related to activities related to individual and dual sports.

**Response Attributes:**

Responses may include proper implementation of safety procedures, rules and equipment associated with individual and dual sports.

**Sample Item:**

Stimulus: Casey is training for a half marathon, but it has been too hot to run outside right after school. Therefore, he has decided to run later in the evening, after the sun goes down because it is a little cooler. Analyze the potential risks of running later at night. Identify at least three potential risks and provide suggestions for additional safety precautions he should take to address the potential risks and make his run as safe as possible.

Rubric:

- 4 Points** Response shows thorough understanding of at least three accurate potential risks of running later at night. Response includes appropriate suggestions for how to address each potential risk and make the run safer.
- 3 Points** Response shows understanding of potential risks of running later at night. Response identifies three accurate potential risks, but only includes appropriate suggestions for how to address some of those risks.
- 2 Points** Response shows partial understanding of potential risks of running later at night. Response only identifies two accurate potential risks, and provides appropriate suggestions for those risks.
- 1 Point** Response shows poor understanding of potential risks of running later at night. Response identifies fewer than two accurate potential risks, and the suggested ways to address the potential risks are not appropriate.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 appropriate ideas or written expression of ideas.

### **Stimulus Attributes:**

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

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

### **Response Attributes:**

Responses may include statements related to the mechanical principles of a skill practiced 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 activities found in individual and dual sports.

### **Sample Item:**

Stimulus: John observes Shana bowling. Shana consistently brings the ball far back behind her body and her follow through crosses her body. Based on the description, evaluate Shana's bowling skills. What would you suggest she does to correct her arm swing? Make at least 3 suggestions.

Suggestions for Improvement:

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Rubric:

- 4 Points** Student shows a thorough understanding of appropriate bowling techniques by offering at least three correct suggestions for improvement. Response is clear and is virtually error free.
- 3 Points** Student shows understanding of appropriate bowling techniques by offering three correct suggestions for improvement. Response is generally clear, but some errors make it hard to understand.
- 2 Points** Student shows a partial understanding of appropriate bowling techniques by offering two correct suggestions for improvement. Response contains errors.
- 1 Point** Student shows a poor understanding of appropriate bowling techniques by offering fewer than two correct suggestions for improvement. Response includes many errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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. An item 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.

### **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 Items:**

Stimulus: Shelly plays badminton in the winter. She is hoping to start playing beach volleyball this summer. Compare and contrast how the following three badminton movement skills might transfer to beach volleyball. Complete the chart below.

Badminton movement skill:	How this transfers to beach volleyball:
1. serve	
2. overhead smash	
3. drop shot	

Rubric:

- 4 Points** Student response shows a thorough understanding of how movement skills from one physical activity can be transferred and used in other physical activities. Response includes specific and accurate examples. Each explanation is clear and virtually error free.
- 3 Points** Student response shows understanding of how movement skills from one physical activity can be transferred and used in other physical activities. There are a few inaccuracies in response. Response is mostly clear. Response addresses each movement skill, but one explanation includes inaccuracies.
- 2 Points** Student response shows a partial understanding of how movement skills from one physical activity can be transferred and used in other physical activities. Response includes some inaccuracies. Response may not accurately address each movement skill.
- 1 Point** Student response shows a poor understanding of how movement skills from one physical activity can be transferred and used in other physical activities. Response includes many inaccuracies. Response does not accurately address any of the movement skills.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 individual and dual sports activities. Items may require performance of appropriate behaviors or selection of appropriate behaviors.

**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.

Stimulus may include selections from a rule book.

**Response Attributes:**

Responses should include rules or possible violations of the rules in individual and dual sports.

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

**Sample Item:**

Jamal is a long jumper. He is on his final jump and has a chance to out-jump his nearest competitor. He completes his jump with the longest jump of the day. He is disqualified and his jump is not counted.

What is the **BEST** explanation for what could have happened?

- A. He jumped short of the take-off board.
- B. His approach was not long enough.
- C. He jumped off the wrong foot.
- \* D. He had a two-footed take off.

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**Course Name:** Individual and Dual Sports 2

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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. Items may include understanding of activities that promote effective stress management.

### **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: For one week, focus on managing your stress levels by exercising regularly. Participate in a variety of physical activities that help YOU relieve stress. Write a one page reflection on how participating in these activities made you feel as it relates to stress. What activities were most helpful? Which were least helpful? What other things could you have done to relieve the stress?

Rubric:

- 4 Points** Student response provides a thorough reflection of how participating in a variety of physical activities helped to manage stress levels. The response is one page in length and provides relevant details and examples to support the student's opinions. Student comments on the most and least helpful stress-relieving activities with details. Student provides several suggestions of additional stress relieving activities. Response is clear and virtually error- free.
- 3 Points** Student response provides a reflection of how participating in a variety of physical activities helped to manage stress levels. The response is one page in length and provides some relevant details and examples to support the student's opinions. Student provides brief comments on the most and least helpful stress-relieving activities. Student may not provide suggestions of additional stress relieving activities. Response is mostly clear and includes few errors.
- 2 Points** Student response provides a partial reflection of how participating in a variety of physical activities helped to manage stress levels. The response is less than one page in length and provides limited details and examples to support the student's opinions. Student may not provide comments on the most and least helpful stress-relieving activities. Comments made are brief and mostly unclear. Student does not provide suggestions of additional stress relieving activities. Response contains errors.
- 1 Point** Student response provides a poor reflection of how participating in a variety of physical activities helped to manage stress levels. The response is minimal and vague. Response is less than one page in length. Student does not comment on the most and least helpful stress-relieving activities. Response is unclear and contains many errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 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 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 individual and dual sports activities.

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

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

### Sample Item:

Stimulus: Make a list of at least three long-term consequences for failing to follow safety procedures when participating in archery.

Rubric:

- |                        |  |
|------------------------|--|
| <b><u>4 Points</u></b> | List contains three accurate long-term consequences for failing to follow safety procedures when participating in archery. |
| <b><u>3 Points</u></b> | List contains two accurate long-term consequences for failing to follow safety procedures when participating in archery.   |
| <b><u>2 Points</u></b> | List contains one accurate long-term consequence for failing to follow safety procedures when participating in archery.    |
| <b><u>1 Point</u></b>  | List contains no accurate long-term consequences for failing to follow safety procedures when participating in archery.    |
| <b><u>0 Points</u></b> | The response is off topic and/or the student did not make an attempt.  |

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**Course Name:** Individual and Dual Sports 2

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## Item Specifications

**Strand:** Movement Competency

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

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Item should address self-improvement in activities addressed in Individual and Dual Sports. Items may require the performance of various 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 individual and dual sports activities.

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

Stimulus may include data, graphs or diagrams.

### Response Attributes:

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

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:

Jeff is golfing and practicing his pitch shot. It falls short each time he hits it. What is the **BEST** strategy he can use to improve his shot?

- A. hit it harder
- B. use a different club
- C. watch the impact (keep his head down)
- \* D. follow-through completely

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**Course Name:** Individual and Dual Sports 2

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## **Item Specifications**

**Strand:** Movement Competency

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

**Benchmark:** PE.912.M.1.10 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 require performance of skills or selection of appropriate application of 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 including, but not limited to striking, kicking, throwing, catching or other movement skills.

**Response Attributes:**

Responses may include situations that are simulated or real.

**Sample Item:**

Task: Practice your tennis serve 20 times in both the simulation and in real-life. Focus on foot position, racquet placement, grip, body position, force and follow through. Student should focus on the mechanics of the serve ensuring that the proper motions are followed for a successful serve.

Rubric:

- 4 Points** Student shows thorough understanding of the mechanics of the tennis serve by successfully completing 20 serves in both the simulation and in real life. Service attempts include proper foot position, racquet placement, grip, body position, force and follow through.
- 3 Points** Student shows understanding of the mechanics of the tennis serve by successfully completing 16-19 serves in both the simulation and in real life. Service attempts include proper foot position, racquet placement, grip, body position, force and follow through.
- 2 Points** Student shows understanding of the mechanics of the tennis serve by successfully completing 10-15 serves in both the simulation and in real life. Service attempts include proper foot position, racquet placement, grip, body position, force and follow through.
- 1 Point** Student shows understanding of the mechanics of the tennis serve by successfully completing 9 or fewer serves in both the simulation and in real life. Service attempts include proper foot position, racquet placement, grip, body position, force and follow through.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

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## Item Specifications

**Strand:** Movement Competency

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

**Benchmark:** PE.912.M.1.19 Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address technical movements as it relates to individual and/or dual sports activities. Items may include student demonstration of technical movements, or items may show understanding of technical movements.

### Stimulus Attributes:

Stimulus may include knowledge of proper body alignment, strength, flexibility and coordination in the performance of skills related to individual and dual sports.

### Response Attributes:

Responses may include examples of proper performance of technical movements.

Responses may include reference to correct body alignment, strength, flexibility, and coordination.

Responses could include a demonstration of correct performance of technical movements.

### Sample Item:

Luis is attempting a handstand. He continues to fall over into a bridge and cannot maintain a handstand position. In order to perform the handstand correctly what does he need to do?

- A. straighten his back
- \* B. adjust the force of his kick
- C. move his legs further apart
- D. place his hands together on the floor

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**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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.1.22 Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address individual and/or dual sport activities. A demonstration may include the selection of correct behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus should be related to a variety of individual and/or dual sports.

Stimulus should include combinations of motor skills used in individual and dual sports.

**Response Attributes:**

Responses should include statements related to combinations of motor skills used in individual and dual sports.

Responses may include demonstrations of motor skills found in individual and dual sports.

**Sample Item:**

Task: Student will shoot a round of 3 arrows at a target and demonstrate the six components (stance, grip, nock, draw, anchor, and aim and release) of shooting.

Rubric:

**4 Points** The student demonstrates a thorough understanding of all six components (stance, grip, nock, draw, anchor, and aim and release) every time they shoot.

**3 Points** The student demonstrates understanding of all six components (stance, grip, nock, draw, anchor, and aim and release) every time they shoot. However, student may not perform each component correctly each time he/she shoots.

**2 Points** The student demonstrates partial understanding of the six components (stance, grip, nock, draw, anchor, and aim and release) of shooting. The student does not perform all components appropriately.

**1 Point** The student demonstrates very little understanding of how to shoot an arrow. The student makes many errors every time they shoot, and does not follow appropriate shooting procedures.

**0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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.1.23 Demonstrate proficiency of critical elements when striking with objects, implements or body parts.

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

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

**Content Limits:** Items should address elements of striking as it relates to individual and/or dual sports. Items may include demonstrations of proper striking techniques, or selection of critical elements of striking with an object/implement.

### **Stimulus Attributes:**

Stimulus may address proficiency of critical elements when striking with an object/implement.  
Stimulus may address the skill-related components of fitness as they affect the critical elements of individual and dual sports.

### **Response Attributes:**

Responses may include statements related to the critical elements when striking with an implement/object for proficiency in individual and dual sports.  
Responses may include demonstration of critical elements of striking skills.

### **Sample Item:**

Task: Demonstrate 20 tennis serves. Show mastery of the toss, contact, stroking action, and follow-through.

Rubric:

- 4 Points** Student demonstrates 20 tennis serves that show mastery of the toss, contact, stroking action, and follow through. The ball is held in finger pads, and begins down at the student's side. The ball is gently tossed high into the air, and arm is straight on the way up. The arm stays up until the ball contacts the racket. The ball is contacted high and in front of the body. The arm comes across the body for a follow through.
- 3 Points** Student demonstrates 16–19 serves that show mastery of the toss, contact, stroking action, and follow through.
- 2 Points** Student demonstrates 10–15 serves that show mastery of the toss, contact, stroking action, and follow through.
- 1 Point** Student demonstrates 9 or fewer serves that show mastery of the toss, contact, stroking action, and follow through.
- 0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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:** Item should address complex movement patterns related to individual and/or dual sports. Items may include demonstrations of combinations, of complex movement patterns, or an understanding of complex movement patterns.

### **Stimulus Attributes:**

Stimulus may address movement terminology associated with individual and dual sports.  
Stimulus may address incorporating complex movement patterns into individual and dual sports.

### **Response Attributes:**

Responses may include actual complex movement patterns as they pertain to individual and/or dual sports.  
Responses may use terminology associated with individual and dual sports.  
Responses may list sports.

### **Sample Item:**

Task: Participate in a game of ping pong. During the game, demonstrate a variety of offensive and defensive strokes, including but not limited to: the speed drive, loop, smash, push, chop, and block.

Rubric:

- 4 Points** Student uses a variety of offensive and defensive strokes. Student demonstrates proficiency in at least four different strokes.
- 3 Points** Student uses a variety of offensive and defensive strokes. Student demonstrates proficiency in three different strokes.
- 2 Points** Student shows minimal variety in offensive and defensive strokes. Student demonstrates only one offensive and one defensive stroke.
- 1 Point** Student only demonstrates one stroke.
- 0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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, sprinting, throwing, jumping, striking or kicking.

**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 distance running, sprints, throwing, jumping and striking. Items may require the selection of appropriate ideas or performing required behaviors.

### Stimulus Attributes:

Stimulus may indicate proper force and speed while running, throwing, jumping, or striking in individual and dual sports.

Stimulus may include scenarios related to running, jumping, striking, or throwing in individual and dual sports.

### 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 demonstrations or executions of force and speed while running, throwing, jumping, or striking.

### Sample Item:

Task: Run a set of 5 x 100 meter sprints with a one-minute rest interval. Use the appropriate speed and pace for this set. Each one should be approximately the same speed. Do not save up for the last one.

Rubric:

- 4 Points** Student uses appropriate speed and pace for all five sprints. Pace on each sprint is approximately the same.
- 3 Points** Student uses mostly appropriate speed and pace for the sprints. There is some variability in the pace. The student runs four sprints at the appropriate speed and comparable pace.
- 2 Points** Student uses somewhat appropriate speed and pace for the sprints. The student runs two or three sprints at the appropriate speed and comparable pace.
- 1 Point** Student does not use appropriate speed and pace for all five sprints. The student may go out too hard, and perform slower on the latter sets. Or, the student may perform the last sprint at a much faster rate than the other four. There is extreme variability in the pace and speed of the sprints.
- 0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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:** Item should address higher order thinking skills in relation to offensive, defensive and transition strategies as it relates to individual and dual sports. Items may require written expression of ideas.

### **Stimulus Attributes:**

Stimulus may address analyzing offensive, defensive and transition strategies and tactics to be used in individual and dual sports.

Stimulus may address application of offensive, defensive and transition strategies and tactics.

Stimulus may include a video clip.

### **Response Attributes:**

Responses may include a variety of offensive, defensive, and/or transitional strategies used in individual and dual sports.

Responses may include diagrams showing various offensive or defensive strategies.

### **Sample Item:**

Stimulus: Imagine you are playing table tennis against a strong chopper. Analyze your opponent's behavior and explain the offensive and defensive strategies you will use to defeat this player. Write your explanation in paragraph form.

Rubric:

- 4 Points** Student provides a comprehensive and accurate explanation of the offensive and defensive strategies he/she would use to defeat this player. Responses should include: having patience; playing in the middle; hitting deep and short, not side to side; playing deep loops; hitting drop shots to forehand. Response is clear and virtually error free.
- 3 Points** Student provides an accurate explanation of the offensive and defensive strategies he/she would use to defeat this player. Responses may include some of the following: having patience; playing in the middle; hitting deep and short, not side to side; playing deep loops; hitting drop shots to forehand. Response is generally clear, but may include some errors.
- 2 Points** Student provides a partial explanation of the offensive and defensive strategies he/she would use to defeat this player. Responses may include only a few of the following: having patience; playing in the middle; hitting deep and short, not side to side; playing deep loops; hitting drop shots to forehand. Response contains many errors and is somewhat unclear.
- 1 Point** Student provides a poor explanation of the offensive and defensive strategies that he/she would use to defeat this player. Response is minimal and vague. Response contains many errors and is unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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:** Constructed Response, Performance Task

**Content Limits:** Items should address movement patterns used in individual and dual sports.

**Stimulus Attributes:**

Stimulus may include various movement patterns used in individual and dual sports.

Stimulus may include a scenario that requires the combination of movement patterns from simple to complex.

**Response Attributes:**

Responses may be limited to movements and movement patterns occurring during individual and dual sport activities.

Responses may be a description of movement and movement patterns.

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**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 for individual and dual sports activities. Items may include demonstrations of advanced strategies and tactics, or items may require selection of advanced strategies and tactics.

### **Stimulus Attributes:**

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

Stimulus may include a variety of transition strategies and tactics used in individual and dual sports.

Stimulus may include a diagram of strategies used in individual and dual sports.

### **Response Attributes:**

Responses should include a variety of offensive, defensive, and/or transitional strategies or tactics as related to individual and dual sports.

### **Sample Item:**

Task: You are playing table tennis against a strong chopper. Demonstrate advanced offensive and defensive strategies to defeat this player.

Rubric:

**4 Points** Student demonstrates a variety of advanced offensive and defensive strategies that allow the student to defeat the other player. Strategies are executed consistently and accurately.

**3 Points** Student demonstrates some advanced offensive and defensive strategies that allow the student to defeat the other player. Strategies are executed accurately but not consistently.

**2 Points** Student demonstrates few advanced offensive and defensive strategies. Strategies are executed with some accuracy.

**1 Point** Student demonstrates no advanced offensive and defensive strategies.

**0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 sports skills used in individual and dual sports. Items may include demonstrations of sport-specific skills or show understanding of sport specific skills.

### Stimulus Attributes:

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

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

### Response Attributes:

Responses may include sport specific skills that could apply to a variety of individual and dual sports.

Responses may include names of specific individual and dual sports.

Responses may include a demonstration of sport specific skills.

### Sample Item:

The underhand toss motion used in horseshoes may also be used in which other sport?

- A. golf
- B. tennis
- \* C. bowling
- D. handball

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**Course Name:** Individual and Dual Sports 2

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## Item Specifications

**Strand:** Movement Competency

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

**Benchmark:** PE.912.M.1.33 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. Items may include demonstrations of complex motor activities or require the selection of complex motor activities.

**Stimulus Attributes:**

Stimulus may require performance of a motor activity specific to individual and dual sports.  
Stimulus may include knowledge of complex motor activities specific to individual and dual sports.

**Response Attributes:**

Responses may include knowledge used to improve performance of motor activities in individual and dual sports.  
Responses may require actual physical performance of a motor skill.

**Sample Item:**

What is the proper way to draw the bowstring in archery?

- A. hook two or three fingers onto the string at fingertips
- \* B. hook two or three fingers onto the string at first knuckle
- C. hook three fingers onto the strings at second knuckle
- D. hook the strings in fingers and hand

Sample Item 2:

Task: You want to improve your table tennis play, specifically focusing on the backspin. Every day for a week, practice hitting the ping pong ball at least 50 times to a partner focusing on the backspin. Keep a log of your practice, and have your partner sign off that you completed all 50 repetitions and comment on your performance.

Example log:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Initials of Peer							
Comments about performance							

Rubric:

- 4 Points** Student has completed a log that indicates he/she practiced every day for the appropriate amount of time. Student performance of the backspin shows improvement, indicating that he/she has completed the practice.
- 3 Points** Student has completed a log that indicates he/she practiced 5–6 days for the appropriate amount of time. Student performance of the backspin shows some improvement.
- 2 Points** Student has completed a log that indicates that he/she practiced for 3–4 days for the appropriate amount of time. Student performance of the backspin shows little improvement.
- 1 Point** Student has completed the log for two or fewer days.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## **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:** Constructed Response, Performance Task

**Content Limits:** Items should include mechanical principles related to individual and dual sports activities. Items may be student demonstrations of the use of mechanical principles or items may include the selection of mechanical principles.

### **Stimulus Attributes:**

Stimulus may address use of mechanical principles as they apply to individual and dual sports.  
Stimulus may address knowledge of how mechanical principles apply to individual and/or dual sports.

### **Response Attributes:**

Responses should include mechanical principles that apply to specific activities.  
Responses may include performance to demonstrate use of mechanical principles.

### **Sample Item:**

Task: Perform a beginning headstand with proper technique and balance. Hold the handstand for at least 15 seconds.

Rubric:

- 4 Points** Student executes an exemplary headstand. Headstand is done with proper technique, and is balanced for at least fifteen seconds. The head and hands should form an equilateral triangle. The legs should extend with the lower leg perpendicular to the floor. Back and pelvis should be in line.
- 3 Points** Student executes a good headstand. Headstand has proper technique, including hand/head placement and the leg extension. However, student is unable to hold the headstand for fifteen seconds.
- 2 Points** Student executes a satisfactory headstand. There are some errors in technique, but student may be able to hold the headstand for fifteen seconds or more.
- 1 Point** Student executes a poor headstand. Headstand has poor technique, and is held for less than fifteen seconds.
- 0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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. Items may require selection of appropriate behaviors or performance of appropriate behaviors.

### Stimulus Attributes:

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

Stimulus should 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 in individual and dual sports.

### Response Attributes:

Responses may include examples of safety procedures for participating in individual and dual sports.

Responses may include examples of proper equipment and procedures used in individual and dual sports.

### Sample Item:

Jessie takes gymnastics class with Kaley. They just learned how to do a back handspring in class, and they want to show their friend Stacy their new skills. How can Jessie and Kaley show Stacy their skills while practicing sport safety?

- A. First, find a mat. Then have Kaley or Stacy be a spotter, placing their hands at the shoulder and back.
- \* B. First, find a mat. Then Kaley should take off her shoes and allow Jessie to spot her, placing her hands at the back of the knees and back.
- C. First, everyone should take off their shoes. Then, Kaley can spot Jessie, putting her hands at the back of the head and back.
- D. First, Jessie and Kaley can tell Stacy the procedures. Then, Jessie will spot Stacy, placing her hands behind Stacy's knees and back.

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**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

## 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 behaviors related to individual and dual sports. Items should be restricted to game situations. Items may include student demonstrations of responsible behaviors or items may require the selection of responsible behaviors.

### Stimulus Attributes:

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

Stimulus may include examples of responsible behaviors relating to sportsmanship for specific individual and dual sports.

### Response Attributes:

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

### Sample Item:

When hitting the tee shot in golf, the ball is sliced and goes into another fairway where other people are playing. Which is the **MOST** responsible action to take immediately?

- \* A. Call "fore".
- B. Retrieve the ball.
- C. Play the ball as it lies.
- D. Drive the cart to the ball.

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**Course Name:** Individual and Dual Sports 2

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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.5.4 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 behaviors related to Individual and dual sports. Items may require performance of appropriate behaviors or selection of appropriate behaviors.

**Stimulus Attributes:**

Stimulus may include an understanding of expected behaviors during participation in individual and dual sports.

Stimulus may include a scenario related to activities in individual and dual sports.

**Response Attributes:**

Responses may include behaviors associated with individual and dual sports.

**Sample Item:**

It is John's turn to bowl. The bowler on the next lane has begun his approach. What is the appropriate way for John to behave?

- A. start his approach because it is his turn
- B. coach the other bowler on how to improve his play
- C. take practice swings until the other bowler is done
- \* D. wait for the other bowler to finish his follow through

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**Course Name:** Individual and Dual Sports 2

**Course Number:** 1502420

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

### Stimulus Attributes:

Stimulus may include scenarios related to appropriate etiquette and behavior while participating in individual and dual sports activities.

Stimulus may include procedures for care of equipment used in individual and dual sports.

### Response Attributes:

Responses may include proper care of equipment, respect for facilities and how those are accomplished.

Responses may include safe behaviors and etiquette while participating in individual and dual sports.

### Sample Item:

Gary was shooting archery outdoors with his friend. He nocked his arrow, and stood behind the shooting line, waiting for the signal to shoot. Just then, the teacher yelled, "Let down!" Gary shot his arrow.

In the scenario above, how could Gary have practiced safer behaviors?

- \* A. Gary should have returned to an undrawn position when his teacher yelled.
- B. Gary should have retrieved his arrows when he heard the teacher.
- C. Gary should have nocked his arrow while pointing at the target.
- D. Gary should have moved in front of the shooting line to improve his shot.

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**Course Name:** Individual and Dual Sports 2

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## **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 individual and dual sport 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 individual and dual sport-related activities. Participation may include selection of required behaviors or demonstration of required behaviors.

### **Stimulus Attributes:**

Stimulus should be related to a variety of individual and dual sports.

Stimulus should address individual and dual sport activities outside of the school setting.

Stimulus may address individual and dual sport activities that lead to lifetime physical fitness.

### **Response Attributes:**

Responses should include individual and dual sports that lead to a healthy lifestyle.

Responses may be a log to record activities participated in outside of the school setting.

### **Sample Item:**

Task: Keep a log of the individual and dual sports you participate in outside of school. The log should demonstrate participation in a variety individual and dual sports you enjoy. For each entry, comment on how the activity contributes to a healthy lifestyle.

Rubric:

- 4 Points** Student regularly participates in a variety of individual and dual sports outside of the school setting, as evidenced by the student's log. Activities contribute to a healthy lifestyle.
- 3 Points** Student participates in a variety of individual and dual sports outside of the school setting, as evidenced by the student's log. Most activities contribute to a healthy lifestyle.
- 2 Points** Student irregularly participates in individual and dual sports outside of the school setting, as evidenced by the student's log. Activities may not show variety.
- 1 Point** Student rarely participates in individual and dual sports outside of the school setting, as evidenced by the student's log. Activities may not show variety.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 2

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## **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. Exploration may include the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include scenarios related to games or individual and dual sports from other cultures and the role they play.

**Response Attributes:**

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

**Sample Item:**

Stimulus: Select an individual or dual sport that is commonly played in an Asian country. Explore how the sport is important to that culture. Write an essay describing its role in that culture.

Rubric:

**4 Points** The student description shows a thorough understanding of the sport by describing the sport and how it is embedded in the culture. The student writing is clear and presents a logical explanation. There may be few errors in the student's writing.

**3 Points** The student description shows a partial understanding of the sport by describing the sport and how it is embedded in the culture. The writing is somewhat clear and presents a basic explanation. There are some errors in the student's writing.

**2 Points** The student description shows a minimal understanding of the sport by describing the sport and how it is embedded in the culture. The writing is poor quality, unclear with breaks in logic. There are many errors in the student's writing.

**1 Point** The student description shows a poor understanding of the sport by describing the sport and how it is embedded in the culture. The student's writing is unclear with major breaks in logic. There are substantial errors in the student writing.

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