

Individual and Duals Sports 3 (1502430) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised 2013

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

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

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

DeSoto  
Duval  
Escambia  
Hendry  
Lake  
Leon  
Manatee  
Polk  
Osceola  
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**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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 limited to physical activities or discussions connected to playing or watching any individual and dual sport.

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:**

Ron and Jamie have been playing badminton in Physical Education class this semester. During a match, Ron hit the birdie to the other side and Jamie called the birdie out. Ron was convinced that the birdie was in. Which statement would be the **BEST** example of how Jamie can explain his rationale that the birdie was out and continue the game?

- A. “I saw the birdie, it hit outside the line. It is my point.”
- B. “I think that I am right. Let’s play paper, rock, scissor to see who is correct.”
- \* C. “You can see the mark on the court where the birdie hit. If you agree we can re-play the point.”
- D. “Maybe you should get some glasses and take some lessons.”

Sample 2:

Task: Recently, there have been some laws proposed that would eliminate Physical Education at the middle school level. Do you think that making Physical Education classes optional is a good idea? Participate in a classroom discussion about the potential consequences of eliminating Physical Education. During the discussion, use appropriate communication skills, by expressing your own ideas clearly and persuasively, while being respectful of your classmates' ideas. Build on other's ideas as appropriate, and demonstrate active listening and engagement in the conversation.

Rubric:

- 4 Points** The student demonstrates thorough understanding of appropriate communication skills by effectively participating in a discussion about the potential consequences of passing a law that makes Physical Education classes optional. Comments are timely and appropriate. The student demonstrates respect for other's opinions, and builds on the ideas of others as appropriate. Body language reflects active listening. The student expresses his or her ideas clearly and persuasively.
- 3 Points** The student demonstrates an understanding of appropriate communication skills by effectively participating in a discussion. The student appears to be involved in the discussion with only a minor instance where the student is disengaged. The student generally shows respect for other's opinions and ideas, waiting for students to complete their discussion before responding. There may be minor lapses in the student's body language reflecting active listening, such as slouching, turning away, or crossing arms. The student communicates his or her ideas but a few ideas may be unclear. The student's communication is generally persuasive.
- 2 Points** The student demonstrates partial understanding of appropriate communication skills. The student's participation in a discussion about the potential consequences of passing a law that makes Physical Education classes optional is somewhat effective. The student makes frequent comments which are sometimes inappropriate. The student demonstrates some respect for other's opinion, but in some cases interrupts or makes hurtful comments, disengages, strays away from the conversation, slouches, or crosses his/her arms. Some of the student's ideas are expressed clearly and persuasively, but many ideas require clarification.
- 1 Point** The student demonstrates poor understanding of appropriate communication skills. The student's participation in a discussion about potential consequences of passing a law that makes Physical Education classes optional is not effective. The student rarely participates in the conversation and comments are generally inappropriate or unnecessary. The student is disengaged throughout the conversation. The student interrupts or is rude and disrespectful. The student's ideas are not clearly expressed and are not persuasive.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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 include written expression of ideas or selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus should be related to data and statistics related to individual and dual sports.  
Stimulus should include data; data may be presented in a graph, chart, scenario, or table.

**Response Attributes:**

Responses may summarize the data represented in the stimulus. Responses may require basic calculations.  
Responses may compare and contrast data sets.

**Sample Item:**

Marcus and Julio bowled three games. Here are their scores from each of the games.

	Game 1	Game 2	Game 3
Marcus	92	115	105
Julio	105	107	103

Using the score card, what is the **BEST** conclusion you can make?

- A. Marcus bowled an average of 105 per game.
- B. Julio bowled an average of 104 per game
- \* C. Julio was a more consistent bowler.
- D. Marcus was a more consistent bowler.

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**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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.2.7 Evaluate the effectiveness of specific warm-up and cool-down activities.

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

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

**Content Limits:** Items should address the effectiveness on the body of warm-up and/or cool-down activities. Items should address the effectiveness of warm-up and/or cool-down activities for individual and dual sports related activities. An evaluation may include the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include scenarios that address warm-up and/or cool-down movements beneficial for individual and dual sports.

Stimulus may address the effectiveness of specific warm-up and cool-down activities as they relate to individual and dual sports.

Stimulus should relate to physical activity skills related to individual and dual sports.

**Response Attributes:**

Responses may include movements as they relate to individual and dual sports.

Responses may be names of specific warm-up and cool-down activities as they relate to individual and dual sports.

Responses may address the effectiveness on the body of warm-up and/or cool-down activities as they relate to individual and dual sports.

**Sample Item:**

Maria wanted to work on her flexibility to improve her overhead serve, so she uses shoulder stretches as her warm-up activity. What is the **MOST** effective warm up activity for Maria to do **in addition** to her shoulder stretches so that she meets her goal?

- A. push-ups because it builds muscle in the shoulder
- \* B. arm swings because it increases the range of motion
- C. triceps stretch because it is easy to do and takes little time
- D. practice swings because it allows for practice of timing the swing

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**Course Name:** Individual and Dual Sports 3

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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.2.9 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 as they relate to 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 relate to physical activities in individual and dual sports.

Stimulus may include scenarios describing extreme weather conditions.

### Response Attributes:

Responses should relate to individual and dual sports activities.

Responses may include precautions taken when exercising.

Responses may include a variety of health conditions.

Responses may include types of extreme weather and/or environmental conditions.

### Sample Item:

Sean is competing in a cross country meet where the weather is 85 degrees and the humidity is 95%. What should he do when exercising in extreme weather conditions?

- A. drink water when he gets thirsty
- \* B. drink water and sit in the shade if he gets dizzy
- C. drink ice cold water to cool himself off
- D. drink a soda and use plenty of sunscreen

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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

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

**Content Limits:** Items are limited to physical conflicts that may occur during physical fitness activities related to individual and dual sports. Items should address conflict resolution strategies. 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.

Responses may include physical fitness activities.

**Sample Item:**

Larry and Jim have been bowling. Larry took his next turn and rolled a gutter ball. Larry got upset that he wasn't playing well, and started to get angry at Jim. What is the **MOST** appropriate way for Jim to react?

- A. move to another lane
- B. leave the bowling alley
- C. report Larry to the front desk
- \* D. talk to Larry about his behavior

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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.2.21 Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

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

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

**Content Limits:** Items should address advanced offensive, defensive and transition strategies and tactics for individual and dual sports activities. Items may require the written expression of ideas or performing appropriate behaviors.

### **Stimulus Attributes:**

Stimulus may address the use of advanced offensive, defensive, and transition strategies and tactics for individual and dual sports activities.

Stimulus should address specific skills related to individual and dual sports.

Stimulus may include diagrams of advanced offensive, defensive and transition strategies and tactics.

### **Response Attributes:**

Responses should include offensive, defensive, and transitional strategies and tactics as they relate to the individual and dual sports.

Responses may be names of specific offensive, defensive, or transitional tactics and strategies found in individual and dual sports activities.

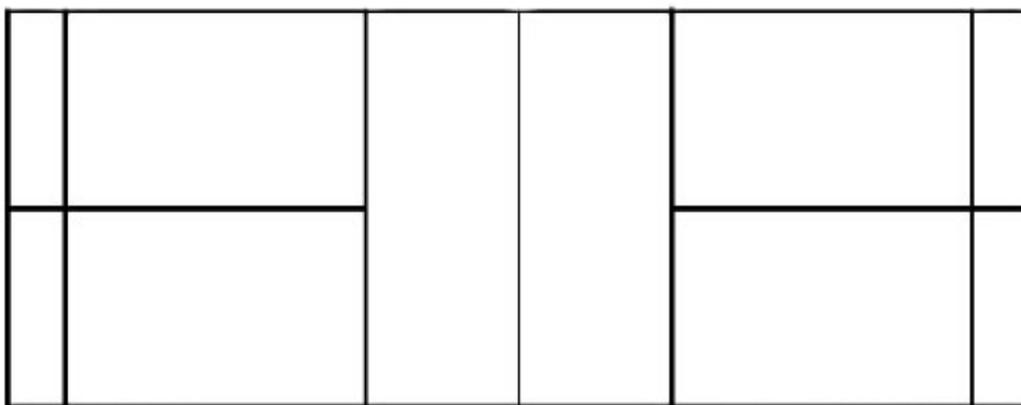
Responses may list individual and dual sports.

Responses may include diagrams of offensive, defensive and transition strategies and tactics.

Responses may include explanations or justifications of offensive, defensive and transition strategies and tactics.

### **Sample Item:**

Stimulus: Joe and Steve are playing badminton singles. Steve is continually hitting drop shots. On the court below, mark where Joe should play to best defend Steve's shot. Explain why he should play in this position.



Rubric:

- 4 Points** The student correctly identifies where Joe should play, and the explanation shows a thorough understanding of the strategy to be used. The explanation is visually supported.
- 3 Points** The student correctly identifies where Joe should play and the explanation shows partial understanding of the strategy to be used. The explanation is generally correct but may be somewhat unclear or vague.
- 2 Points** The student correctly identifies where Joe should play and the explanation shows a minimal understanding of the strategy to be used. The explanation contains multiple errors and is generally unclear and vague.
- 1 Point** The student may incorrectly identify where Joe should play and the explanation is generally incorrect or unclear.
- 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 physical fitness 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 physical activities in individual and dual sports.

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

Stimulus may include a scenario describing a situation requiring or using technology.

Stimulus may list ways to analyze data.

Stimulus may include data from participating in an individual or dual sport.

Stimulus may include graphs, tables, or charts.

### **Response Attributes:**

Responses may include various forms of technology devices.

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

Responses may list ways to analyze data.

Responses may be analyses of data.

Responses may be applications of technology.

### **Sample Item:**

Stimulus: Debbie wants to keep track of her scores on the different fitness tests she does in her Individual and Dual Sports course. The fitness assessments that her class does are the mile run and sit ups in one minute. The students also measure their Body Mass Index (BMI). The class does these assessments three times a semester. Using software, design a tracking sheet for Debbie to record her data from these assessments. The tracking sheet should help Debbie evaluate and monitor her performance on these tasks over the course of the semester. The tracking sheet utilizes functions or formulas which will help Debbie see progress once the data is entered.

Rubric:

- 4 Points** Response shows a thorough understanding of how to use the spreadsheet creation software and how to create a tracking sheet for fitness data. Response is an organized tracking sheet, which could assist Debbie in evaluating and monitoring her progress on fitness assessments. Tracking sheet includes a section for recording results from the mile run, the sit up test, and BMI. There are sections for the beginning of the semester, middle of the semester, and the end of the semester. Tracking sheet utilizes functions or formulas to assist Debbie in monitoring her progress. The tracking sheet includes labels to identify data and time.
- 3 Points** Response shows understanding of how to use software and how to create a tracking sheet for fitness data. The response includes all the required data elements but the organization makes tracking over time less than clear. The tracking sheet may not present change over time or incorporate functions or formulas to monitor progress. The tracking sheet has labels to identify data and time.
- 2 Points** Response shows partial understanding of how to use software and how to create a tracking sheet for fitness data. Response is a partially organized tracking sheet that could assist Debbie in evaluating and monitoring her progress on fitness assessments. The response leaves out one or two of the required data elements. Response does not show progress over time and fails to use functions and labels.
- 1 Point** Response shows poor understanding of how to use the spreadsheet creation software and how to create a tracking sheet for fitness data. Response is a poorly organized tracking sheet. Response leaves out most of the data elements. The tracking sheet is unusable for the purpose of tracking fitness data.
- 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.2.24 Analyze the mechanical principles as they apply to specific course activities.

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

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

**Content Limits:** Items should address mechanical principles found in individual and dual sports activities. An analysis may include the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include mechanical principles found in individual and dual sports.  
Stimulus should relate to physical activities and skills commonly related to individual and dual sports activities.

**Response Attributes:**

Responses may be movements as they relate to individual and dual sports.  
Responses may be names of mechanical principles as they are used in individual and dual sports.  
Responses may include descriptions or explanations of how mechanical principles are related to skills used in individual and dual sports

**Sample Item:**

Why is a flip easier in this position?



- A. This body position counteracts the effects of inertia.
- \* B. This body position minimizes drag and increases acceleration.
- C. This body position assists with balance and stability.
- D. This body position works with gravity instead of against it.

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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.2.25 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 individual and dual sports related activities, skills, rules, equipment, and safety procedures. An analysis or evaluation may include the 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 individual and dual sports activities.

Stimulus should relate to physical activities commonly associated with individual and dual sports.

### Response Attributes:

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

Responses may evaluate the risks associated with individual and dual sports.

### Sample Item:

Pamela and Jessica are playing tennis. During the first set, Pamela serves the ball. Jessica returns the ball and scores. Pamela continues service, but commits a foot fault. She serves again and hits it into the net. On the next serve, Pamela hits an ace. What is the score of this game?

- A. 30 - 40
- B. love - 30
- \* C. 15 - 15
- D. 15 - 30

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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 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 in individual and dual sports.

Stimulus may include mechanical errors in individual and dual sports.

Stimulus may include pictures, diagrams, charts, or video related the evaluation of skill patterns in individual and dual sports.

Stimulus may require observations of a peer.

### 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 mechanical errors found in individual and dual sports activities.

Responses may include proper techniques for skills related to physical activities common in individual and dual sports.

### Sample Item:

During his golf game Jimmy notices that when he is putting, the ball is consistently going to the left of the hole. What will help him be more successful?

- A. hitting the ball with more force
- \* B. checking the angle of the club face
- C. choking up on his grip on the club
- D. opening his stance toward the hole

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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 fitness activities related to individual and dual sports. Items may include 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 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 common in individual and dual sports.

Responses may include comparisons of movement skills.

**Sample Item:**

Mary has been completing in the track events over the summer and wants to start doing gymnastics during the wintertime. Which event in track is **MOST** likely to relate to gymnastics?

- \* A. long jump
- B. relays
- C. sprints
- D. shot put

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**Course Name:** Individual and Dual Sports 3

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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. A performance may include the selection of appropriate behaviors or demonstration 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.

**Response Attributes:**

Responses should include rules in individual and dual sports.

Responses may include interpretation of rules based on scenarios related to individual and dual sports.

**Sample Item:**

Tommy, Larry, Jake, and Rob are bowling and are keeping track of their score using the score sheet. According to the rules for scoring bowling, who has the highest score at the end of the fifth frame?

Player 1	1		2		3		4		5		6	
Tommy	5	/	x		x		5	2	3	/	6	3
	20		45		62		69					

Player 2	1		2		3		4		5		6	
Larry	x		x		7	0	5	3	4	/	6	1
	27		44		51		59					

Player 3	1		2		3		4		5		6	
Jake	5	/	7	2	8	/	9	/	x		8	1
	17		26		45		65					

Player 4	1		2		3		4		5		6	
Rob	x		x		6	1	2	/	9	0	0	8
	26		43		50		69					

- \* A. Tommy  
 B. Larry  
 C. Jake  
 D. Rob

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## Item Specifications

**Strand:** Lifetime Fitness

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

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

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

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

**Content Limits:** Items should address how participation in individual and dual sports is effective in promoting stress management. Items may require the selection of appropriate activities or demonstration of appropriate activities/behaviors.

### Stimulus Attributes:

Stimulus may include scenarios related to individual and dual sports.  
Stimulus may relate to how participation in individual and dual sports is effective in promoting stress management.

### Response Attributes:

Responses may include statements related to a variety of activities in individual and dual sports.  
Responses may include examples of areas affected and or relieved by effective stress management.  
Responses may include logs or journals or evidence of participation in stress relieving activities.

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## Item Specifications

**Strand:** Lifetime Fitness

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

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

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

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

**Content Limits:** Items should address the risks and safety factors involved in physical 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 physical activities common in individual and dual sports.

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

Responses may include proper and improper techniques associated with activities in individual and dual sports.

Responses may include lifelong risks and safety factors in individual and dual sports.

**Sample Item:**

When playing tennis on a hot humid summer day, Trevor noticed he was thirsty, had a slight headache and was more fatigued than he normally would be after one game of tennis. Which might be the reason for Trevor's symptoms?

- \* A. dehydration
- B. improper warm-up
- C. muscle atrophy
- D. skill related fitness

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## Item Specifications

**Strand:** Movement Competency

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

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address self-improvement in activities based on individual strengths and needs in individual and dual sports. A performance may include the selection of appropriate behaviors or the demonstration of appropriate behaviors.

### 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.

### 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 components of fitness associated with individual and dual sports.

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

Responses may include application of self-improvement strategies.

### Sample Item:

Paula is having trouble moving from one side of the tennis court to the other quick enough to return her opponent's serves. Paula could improve her tennis game by working on which skill-related component of fitness?

- \* A. agility
- B. balance
- C. flexibility
- D. power

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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 skills in individual and dual sports. Items may require demonstration of appropriate skills or selection of appropriate skills.

### **Stimulus Attributes:**

Stimulus should relate to individual and 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 should be simulated or real-life applications of skills related to individual and dual sports.

Responses may include performance of skills.

### **Sample Item:**

Task: Practice your tennis forehand stroke with a partner. Both players start in the center of the court on the baseline. Feed the ball to the other person's forehand. Rally the ball back and forth, cross-court. Practice this drill for 5 minutes, then play a simulated game. The game is played cross-court and doubles alleys do not count. The first player to reach eleven wins the game. During the game, utilize the forehand stroke for the majority of your strokes. Focus on your forehand technique as well, including proper body position, swing, and follow through.

Rubric:

- 4 Points** The student practices the forehand drill with a partner for five minutes. The student then plays the game with the other student, incorporating proper forehand technique into the game. The student consistently uses the forehand during the simulated game, utilizing the forehand for 90–100% of the shots.
- 3 Points** The student practices the forehand drill with a partner for five minutes. The student then plays the game with the other student, incorporating proper forehand technique into the game. The student uses the forehand during the simulated game, utilizing the forehand for 75–89% of the shots.
- 2 Points** The student practices the forehand drill with a partner for fewer than five minutes. The student then plays the game with the other student, using some forehand strokes. The student uses the forehand for 60–74% of the shots.
- 1 Point** The student practices the forehand drill with a partner for fewer than five minutes. The student then plays the game with the other student, using some forehand strokes. The student uses the forehand for less than 60% of the shots.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Sample Item 2:

Task: Demonstrate 20 full golf swings, with proper technique and form. You will be evaluated on the following:

Grip:

- Club more in fingers than in palm
- Thumb and forefinger create a “V”
- “V” on lead hand and trailing hand are parallel
- Hands overlap

Stance:

- Knees bent slightly
- Back is flat
- Head is down
- Arms straight
- Shoulders relaxed
- Ball is off the front inside heel

Back Swing:

- Knees bent
- Back is flat
- Front knee collapses
- Maintains straight front arm
- Back arm bent at elbow
- Hips turned away from target

Swing:

- Knees bent
- Back is flat, Head stays down
- As clubs fall arms straighten
- Upper and lower body work at same speed
- Clean contact is made with the ball

Follow through:

- Knees bent slightly
- Back flat, head up
- Weight stays over the front foot
- Arms past front shoulder
- Hips pointed at target

Rubric:

- 4 Points** Student demonstrates mastery of each of the five components of a golf swing more than 50% of the time.
- 3 Points** Student demonstrates mastery of four components of a golf swing more than 50% of the time.
- 2 Points** Student demonstrates mastery of three components of a golf swing more than 50% of the time.
- 1 Point** Student demonstrates mastery of less than three components of a golf swing less than 50% of the time.
- 0 Points** The student did not make an attempt.

**Course Name:** Individual and Dual Sports 3  
**Course Number:** 1502430

## 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.1.20 Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner, or in a small group.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should address combinations, sequences, and transitions related to individual and dual sports activities. Items should be a performance of appropriate behaviors.

### Stimulus Attributes:

Stimulus may address sequences and transitions of movements as they relate to individual and dual sports performed alone, or with a partner.  
Stimulus may address transitions that can be done individually or with a partner.  
Stimulus should relate to physical activities common in individual and dual sports.

### Response Attributes:

Responses may include types of combinations and sequences.  
Responses may include types of movements used.  
Responses may be done individually or with a partner.  
Responses may include a video of performance.

### Sample Item:

Task: Students will demonstrate a tumbling skills sequence which includes a roll, balance, jump, and turn using smooth transitions and proper technique.

**4 Points** Student demonstrates the four skills with smooth transitions and proper technique.

**3 Points** Student demonstrates the four skills but there are minor errors in the transitions. The techniques are generally correct but there may be small technique errors.

**2 Points** Student demonstrates the four skills but the transitions are generally not smooth and there are many technique errors.

**1 Point** Student does not demonstrate the four skills and the transitions and techniques are generally incorrect.

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

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**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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:** Low Complexity, Moderate Complexity

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

**Content Limits:** Items should address individual and dual sports activities. Items may require student demonstrations of advanced combinations of motor skills, or items may require a selection of advanced combinations of motor skills.

**Stimulus Attributes:**

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

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

**Response Attributes:**

Responses may 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:**

Which is an example of a motor skill combination?

- \* A. a tumbling pass in gymnastics
- B. a golf swing
- C. shooting an arrow
- D. skating in a straight line

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**Course Name:** Individual and Dual Sports 3

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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.1.23 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 dual sports activities. Items may require student demonstration of the critical elements of striking, or items may require the selection of the critical elements of striking.

### 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.

Stimulus should relate to physical activities common in individual and dual sports.

### Response Attributes:

Responses may include statements related to the critical elements when striking with an implement/object for proficiency.

Responses may include demonstration of striking with an object/implement.

### Sample Item:

Jerome is working on his golf swing from the tee. Which consideration is given the **LEAST** importance when practicing his tee shot?

- A. pick the best club for the shot
- B. concentrate on hitting the ball squarely
- C. determine where you want the ball to land
- \* D. keep your body facing sideways to the fairway

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**Course Name:** Individual and Dual Sports 3

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## Item Specifications

**Strand:** Movement Competency

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

**Benchmark:** PE.912.M.1.24 Apply a combination of complex movement patterns in a game setting.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address complex movement patterns related to individual and dual sports. Items may require demonstrations of complex movements or the selection of complex movements.

### **Stimulus Attributes:**

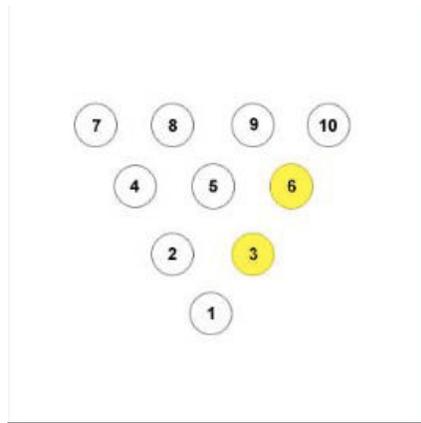
Stimulus may address movement terminology associated with individual and dual sports.  
Stimulus may address incorporating complex movement patterns into individual and dual sports.

### **Response Attributes:**

Responses may include demonstrations of complex movement patterns as they pertain to individual and dual sports.  
Responses may list terminology associated with individual and dual sports.  
Responses may include applications of complex movement patterns in a game setting.

### **Sample Item:**

Johnny is a left-handed bowler. On his first bowl he knocked down all but the 3 and 6 pin.



If he wants to pick up the spare, what should Johnny do?

- A. He should move one step to the right.
- \* B. He should move one step to the left.
- C. He should move one step forward.
- D. He should move one step backward.

**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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 found in individual and dual sports. Items may require the selection of appropriate behaviors or demonstration of appropriate behaviors.

**Stimulus Attributes:**

Stimulus may indicate proper force and speed while running, throwing, jumping, or striking as it relates to individual and dual sports.

Stimulus may include scenarios related to running, jumping, striking, or throwing as it relates to 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 demonstration of executions of force and speed while running, throwing, jumping, or striking.

**Sample Item:**

Jill runs the 800 meters for her track team. She is a fast runner; however she has been losing momentum near the end of the event. Which will help her improve her race?

- A. a less aggressive start to her race
- B. getting a bigger head-start in the beginning of the race
- C. slowing her pace during the first lap
- \* D. adjusting her pace so she has a stronger finish

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**Course Name:** Individual and Dual Sports 3

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

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

**Item Types:** Constructed Response

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

**Stimulus Attributes:**

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

Stimulus may address application of offensive, defensive and transition strategies and tactics in individual and dual sports.

**Response Attributes:**

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

Responses may include diagrams of strategies and tactics.

**Sample Item:**

Stimulus: While playing tennis, Jim notices that his opponent is right-handed and has a powerful accurate shot down the sideline. Write one or two paragraphs to explain Jim's best strategy to return his opponent's shot.

Rubric:

- 4 Points** Student response provides a thorough explanation of the strategies Jim should use to counteract his opponent's shot. Explanation provides relevant details and examples. Response is accurate and clear.
- 3 Points** Student response provides an explanation of the strategies Jim should use to counteract his opponent's shot. Explanation provides some details and examples. Response is mostly accurate and is generally clear. There may be slight errors in the explanations or it is slightly unclear.
- 2 Points** Student response provides a partial explanation of the strategies Jim should use to counteract his opponent's shot. Explanation provides limited details and examples. Response has multiple errors and may be somewhat unclear.
- 1 Point** Student response provides a poor explanation of the strategies Jim should use to counteract his opponent's shot. Response is vague and minimal. Response is generally inaccurate and unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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 sports activities in individual and dual sports. A performance may include the selection of appropriate behaviors or the demonstration of appropriate behaviors.

### 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.  
Stimulus may describe a game setting.

### Response Attributes:

Responses should include sport specific skills used in individual and dual sports.  
Responses may include demonstrations of sport specific skills.  
Responses may include names of sports or game settings.

### Sample Item:

In which sport is the forehand motion used?

- A. archery
- \* B. frisbee
- C. gymnastics
- D. skating

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**Course Name:** Individual and Dual Sports 3

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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 performance of complex motor activities or selections of appropriate 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 related to individual and dual sports.

Stimulus may include descriptions of complex motor activities.

### Response Attributes:

Responses may require actual physical performance of a motor skill.

Responses may describe complex motor activities.

Responses may include a log or journal or other evidence of practice.

### Sample Item:

While bowling, Alice's ball is consistently going to the left side of the lane. What would help Alice improve her bowling game?

- A. use a heavier bowling ball to increase accuracy
- B. move her starting position for her approach to the left
- \* C. align her approach with the intended pathway of the ball
- D. move her starting place for her approach closer to the foul line

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**Course Name:** Individual and Dual Sports 3

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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 the selection of appropriate behaviors or the demonstration of appropriate behaviors.

### Stimulus Attributes:

Stimulus should 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.

Stimulus may include graphics, images, or diagrams.

Stimulus may include explanations of safety procedures.

Stimulus may include descriptions of equipment.

### 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.

Responses may include graphics, images or diagrams.

Responses may include applications of appropriate safety procedures.

### Sample Item:

Which is the **BEST** choice of safety devices for racquetball and handball?

- A. knee pads
- \* B. safety glasses
- C. sweat bands
- D. wrist guards

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**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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 physical activities related to individual and dual sports. Items may include student demonstrations of responsible behaviors relating to sportsmanship during individual and dual sports.

**Stimulus Attributes:**

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

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

Stimulus may include video clips.

**Response Attributes:**

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

Responses may include logs, journals, or other evidence of responsible behaviors.

**Sample Item:**

Which is the **BEST** example of demonstrating responsible behaviors in a sport?

- A. Hit a serve before the opponent is ready to play.
- B. Move into the golfer's line of sight while they are hitting the ball.
- \* C. Allow the bowler in the neighboring lane to complete his delivery.
- D. Enter into other's playing area before asking permission to do so.

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**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

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

### Stimulus Attributes:

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

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

### Response Attributes:

Responses may include behaviors related to individual and dual sports.

Responses may include a list of individual and dual sports.

### Sample Item:

At the conclusion of a table tennis match, which behavior is the **MOST** appropriate?

- A. bragging about winning to the fans
- \* B. shaking the other competitor's hand
- C. criticizing your opponent's skills
- D. buying the winner lunch at your favorite restaurant

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**Course Name:** Individual and Dual Sports 3

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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.5.5 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 physical fitness and individual and dual sports activities. A demonstration may include the selection of appropriate behaviors or performing required behaviors.

**Stimulus Attributes:**

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

Stimulus may include procedures for care of equipment related to individual and dual sports.

Stimulus may include images, graphics, diagrams, or video clips.

**Response Attributes:**

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

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

**Sample Item:**

What is the proper etiquette to follow when another golfer is preparing to hit the ball?

- \* A. Remain silent so the other golfer can concentrate.
- B. Give the other golfer advice on proper stance.
- C. Prepare to watch where the other golfer's ball goes.
- D. Practice your swing for your next shot.

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**Course Name:** Individual and Dual Sports 3

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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 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 individual and dual sports-related activities. Participation may include the selection of appropriate behavior or performance of appropriate behavior.

**Stimulus Attributes:**

Stimulus may include scenarios related to a variety of individual and dual sports.

Stimulus should address participating in individual and dual sports outside of the school setting that contribute to a healthy lifestyle.

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

Stimulus may require logs, journals, or other evidence of participation.

**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 be a log of activities related to individual and dual sports.

**Sample Item:**

Which recreational activity is generally **NOT** considered to be a lifetime sport?

- \* A. basketball
- B. golf
- C. swimming
- D. tennis

Sample Item 2:

Casey has just moved to a new neighborhood. Casey's parents would like her to socialize and meet new friends outside of school. Casey likes to be active and play sports, but she prefers individual sports over team sports. Which activity would best allow Casey to be active, meet new friends, and is best suited to her interests?

- A. She should join the local artist's group.
- \* B. She should join her community's diving club.
- C. She should participate in pickup basketball games.
- D. She should participate in the community theatre production.

**Course Name:** Individual and Dual Sports 3

**Course Number:** 1502430

## 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. An exploration may include the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

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

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

Stimulus may address the role of games, sports, and/or physical activities 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: Research the history of modern fencing. Describe the origins of the sport and explain how that sport is important to the culture where it originated.

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.