

## Outdoor Education (1502480) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised 2013

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

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

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

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

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

**Course Name:** Outdoor Education

**Course Number:** 1502480

## 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 may include aerobic, anaerobic, health-related components, physical fitness activities, safety, and topics related to outdoor education.

### Stimulus Attributes:

Stimulus should be related to physical activities or discussions that might occur while playing or watching an outdoor education activity.

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

Stimulus should not include gender, racial, or regional bias.

### Response Attributes:

Responses should include statements related to an outdoor education component by at least one participant in the discussion.

Responses should not interfere with the acceptance of any individual, regardless of race, ethnicity, and gender.

### Sample Item:

Rashid and Mike are navigating through the woods using a map. Mike has been controlling the compass and pointing the direction arrow the wrong way. Rashid wants to help Mike use the compass the correct way in order to get to the desired location.

Which statement would be the **BEST** example of how Rashid could initiate a discussion with Mike?

- A. “You are not using the compass the right way.”
- \* B. “I think we could be more successful if we reposition the arrow to face the projected area.”
- C. “Why don’t you let me control the compass because I know what I am doing.”
- D. “Don’t you remember what the teacher taught us? Follow his instructions correctly.”

## Sample Item 2:

Task: Your teacher has put you on a team with three other students in your class. Your task is to successfully complete a ropes course as a team. Prior to beginning the ropes course, discuss a team strategy. Utilize proper communication skills, listening to everyone's opinions, building on others' ideas, and working together to come up with a plan. You will be evaluated on the effectiveness of your discussion.

### Rubric:

- 4 Points** Student actively participates in a discussion with classmates about strategies for completing a ropes course. The student demonstrates a thorough understanding of appropriate communication skills and techniques by doing the following: Student displays active listening skills and is engaged throughout the conversation. The student uses appropriate nonverbal communication skills to convey engagement. The student's participation is balanced, and the student does not monopolize the conversation. Student waits for his/her turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student's participation is effective. Student listens to others' opinions, builds on others' ideas, and works well with the other team members.
- 3 Points** Student actively participates in a discussion with classmates about strategies for completing a ropes course. The student demonstrates an understanding of appropriate communication skills and techniques by doing the following: Student demonstrates some active listening skills and is engaged through most of the conversation. The student uses mostly appropriate nonverbal communication skills to convey engagement. The student's participation is balanced for the most part, and the student does not monopolize the conversation. In most cases, student waits for his/her turn, expresses his/her opinions, and uses "I statements." Student's participation is mostly effective. Student usually listens to others' opinions, builds on others' ideas, and works well with the other team members.
- 2 Points** The student shows some active participation in a discussion with classmates about strategies for completing a ropes course. The student demonstrates a partial understanding of appropriate communication skills and techniques by doing the following: Student displays few active listening skills and is engaged at only certain parts of the conversation. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student sometimes monopolizes the conversation or conversely, participates sporadically. Student may interrupt others occasionally. Student expresses his/her opinions with some clarity. Student's participation is somewhat effective. Student sometimes listens to others' opinions, but often disregards ideas of others.

**1 Point**

The student shows poor participation in a discussion with classmates about strategies for completing a ropes course. The student demonstrates poor understanding of appropriate communication skills and techniques by doing the following: Student displays few active listening skills and lacks engagement throughout the conversation. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student monopolizes the conversation or conversely, participates sporadically, if at all. Student may interrupt others when speaking, and ideas may or may not be clearly expressed. Student's participation is minimally effective. Student does not listen to others' opinions, and does not work well with the other team members.

**0 Points**

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

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**Course Name:** Outdoor Education  
**Course Number:** 1502480

## Item Specifications

**Subject Area:** CCSS: Mathematics

**Domain:** Using probability to make decisions.

**Cluster:** Use probability to evaluate outcomes of decisions.

**Standard:** MACC.912.S-MD.2.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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

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

**Content Limits:** Items should address how probability is used to evaluate outcomes of decisions as they relate to outdoor education.

### Stimulus Attributes:

Stimulus should be related to physical activities that might occur while playing or watching an outdoor education activity.

Stimulus should include a scenario that requires a decision be made by considering probability and/or statistics.

Stimulus may include data presented in a graph, chart, or table.

### Response Attributes:

Responses may include statements related to outdoor education.

Responses may include statements regarding probability and/or statistics.

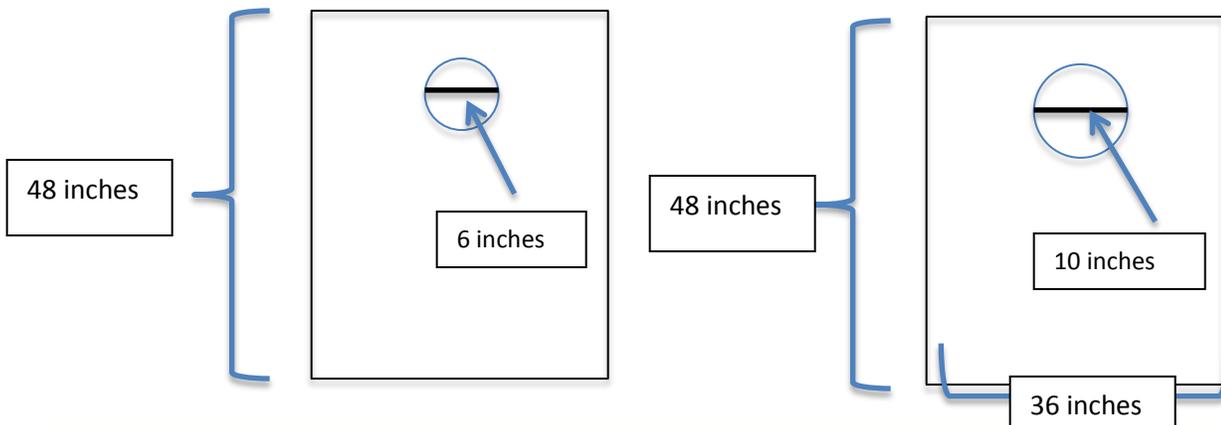
Responses may include decisions made.

### Sample Item:

Stacy just learned how to play corn toss in her Outdoor Education class. She knows that a standard board has a 6 inch hole, but she wants to know what will happen if she increases the size of the hole. She thinks that it will make it easier to get it in the hole.

Standard Board:

Adjusted Board:



Area of Circle to the nearest square inch: 28 in<sup>2</sup>

Area of Circle to the nearest square inch: 79 in<sup>2</sup>

What probabilistic statement supports her thought that it will be easier on the adjusted board?

- A. Increasing the size of the hole increases the geometric probability of getting it in the hole to  $79/1$ .
- \* B. Increasing the size of the hole increases the geometric probability of getting it in the hole to  $51/1728$ .
- C. Increasing the size of the hole increases the geometric probability of getting it in the hole to  $10/36$ .
- D. Increasing the size of the hole increases the geometric probability of getting it in the hole to  $4/36$ .

**Course Name:** Outdoor Education

**Course Number:** 1502480

## 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.2.10 Analyze long-term benefits of regularly participating in physical activity.

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

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

**Content Limits:** Items should address long-term benefits to participation in regular physical activity included in outdoor education.

**Stimulus Attributes:**

Stimulus may be related to physical activities that might occur while playing or watching an outdoor education activity.

Stimulus should relate to the long-term benefits of participating in physical activities.

**Response Attributes:**

Responses should include statements that relate to long-term benefits.

Responses may list physical activities.

**Sample Item:**

Rob and Joe have been reading about the risks associated with obesity. Therefore, they have begun canoeing on a daily basis in order to get into a healthy habit of exercising in order to stay physically fit. Analyze the potential long-term benefits of participating in regular physical activity. Which benefit of canoeing regularly is **most critical** for a long and healthy life?

- A. increased muscle mass
- B. variable blood pressure
- \* C. decreased risk of heart disease
- D. maintenance of body fat percentage

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**Course Name:** Outdoor Education  
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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 outdoor education. Items may include data as it relates to outdoor education.

### **Stimulus Attributes:**

Stimulus should address the use of technology to analyze data related to physical activities in outdoor education.

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

Stimulus may include a scenario.

Stimulus may list ways to analyze data.

### **Response Attributes:**

Responses may include technology devices.

Responses may list devices used to monitor physical fitness performance.

Responses may involve results from data analysis.

### **Sample Item:**

Stimulus: Track your performance in the rope climb over the course of four weeks. Each week, you will work with a peer to time your rope climb using a stopwatch. Record your speed in an electronic spreadsheet for four weeks. At the end of four weeks, analyze your performance: Did you improve?

- a) If you did not improve, what could you do to improve?
- b) If you did improve, what do you think contributed to your improvement? Use specific examples.

Rubric:

<b><u>4 Points</u></b>	Response provides an accurate and thorough analysis of his/her performance. Student identifies many specific examples of ways to improve, or specific examples of what contributed to improvement. Student's spreadsheet is accurate.
<b><u>3 Points</u></b>	Response provides an analysis of his/her performance. Student identifies some accurate examples of ways to improve, or some examples of what contributed to improvement. Student's spreadsheet may be somewhat accurate.
<b><u>2 Points</u></b>	Response provides a partial analysis of his/her performance. Student identifies few accurate examples of ways to improve, or few examples of what contributed to improvement. Examples may not clearly link to performance. Student's spreadsheet may include inaccuracies.
<b><u>1 Point</u></b>	Response provides a poor analysis of his/her performance. Student identifies few or no accurate examples of ways to improve, or few or no examples of what contributed to improvement. Examples do not link to performance.
<b><u>0 Points</u></b>	The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education  
**Course Number:** 1502480

## 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 address outdoor pursuits along with the risks, safety procedures, rules and equipment associated with specific course activities.

**Stimulus Attributes:**

Stimulus may address knowledge of risks, safety procedures, rules and equipment associated with outdoor education.

Stimulus may be related to physical activities common in outdoor education.

**Response Attributes:**

Responses may include rules and equipment associated with specific sport activities.

Responses may include safety procedures associated with specific sport activities.

Responses may include essential vocabulary applicable to outdoor education.

**Sample Item:**

Stimulus: You are going to the rock climbing wall today with your class. Write a paragraph describing the equipment you put on and explain the safety procedures that you follow prior to starting your climb. Tell why each safety procedure is important.

Rubric:

- 4 Points** Response shows a thorough understanding of the equipment and safety procedures needed to begin a rock climb. Student provides a clear and accurate explanation of why the safety procedures are important.
- 3 Points** Response shows an understanding of the equipment and safety procedures needed to begin a rock climb. Student provides a mostly accurate explanation of why the safety procedures are important.
- 2 Points** Response shows a partial understanding of the equipment and safety procedures needed to begin a rock climb. Student provides a partially accurate explanation of why the safety procedures are important. Safety procedures may be incorrect.
- 1 Point** Response shows a poor understanding of the equipment and safety procedures needed to begin a rock climb. Student provides an explanation of why the safety procedures are important which contains many inaccuracies or may be unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education

**Course Number:** 1502480

## Item Specifications

**Strand:** Lifetime Fitness

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

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

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

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

**Content Limits:** Items should address management of stress through various outdoor pursuit activities.

**Stimulus Attributes:**

Stimulus may include scenarios related to outdoor pursuit activities.

Stimulus may be related to stress reduction specifically through participation in outdoor education.

**Response Attributes:**

Responses may include statements related to a variety of activities in outdoor education.

Responses may include ways stress can be reduced through participation in outdoor education.

Responses may include examples of areas affected and/or relieved by effective stress management.

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**Course Name:** Outdoor Education  
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## Item Specifications

**Strand:** Lifetime Fitness

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address opportunities for participation in a variety of physical activities available at school. Items should be limited to outdoor education activities. Items may require the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may address in-school opportunities for participating in a physical activity.  
Stimulus include a scenario related to opportunities for participation in outdoor education activities before, during and after school.

**Response Attributes:**

Responses should include types of outdoor education activities available at school.

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**Course Name:** Outdoor Education  
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## Item Specifications

**Strand:** Lifetime Fitness

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address opportunities for participation in a variety of physical activities available at in the community. Items should be limited to outdoor education activities. Items may require the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may address various opportunities available in the community for participation in outdoor education activities.

Stimulus may include examples of outdoor education activities available in the community.

Stimulus may include a scenario related to opportunities for participation in outdoor physical activities in the community.

**Response Attributes:**

Responses may include examples of resources to locate opportunities for physical activities in the community.

Responses may relate to various opportunities to participate in physical activities in the community.

Responses may include descriptions or names of community opportunities.

**Sample Item:**

Stimulus: Participate in outdoor activities opportunities in your community. Keep a log of the activities you participate in, describing each activity and where it took place. Then, identify any suggestions you may have for future opportunities for outdoor activities.

Day	Description of outdoor activity
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Suggestions for future opportunities:

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Rubric:

- 4 Points** Student log demonstrates regular participation in a variety of community opportunities to participate in outdoor activities. Student provides at least two innovative suggestions for future opportunities.
- 3 Points** Student log demonstrates participation in a variety of community opportunities to participate in outdoor activities. Student may provide one suggestion for future opportunities.
- 2 Points** Student log demonstrates some participation in outdoor activities. Student may not provide suggestions for future opportunities.
- 1 Point** Student log demonstrates poor participation in outdoor activities. Student does not provide suggestions for future opportunities.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education

**Course Number:** 1502480

## 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.1.11 Demonstrate competency in two or more extreme sport activities.

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

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

**Content Limits:** Items should include extreme sport activities in Outdoor Education classes. Items may include written expression of behaviors or performance of appropriate behaviors.

**Stimulus Attributes:**

Stimulus should address performing appropriate outdoor education skills and activities.

Stimulus may include scenarios involving extreme sports.

Stimulus may include demonstration of extreme sport activities.

**Response Attributes:**

Responses may include skills that relate to the activities selected.

Responses may include proficiency of skill and activity performed.

Response may include a peer evaluation and/or rubric identifying level of competency.

**Sample Item:**

Task: Demonstrate proficiency on the ropes course and the rock wall. Use proper equipment, commands, and techniques. Complete the climbs to the best of your ability, utilizing the least amount of assistance.

Rubric:

- 4 Points** The student demonstrates a full proficiency by ascending to the top of the rock wall without assistance and navigating the ropes course smoothly.
- 3 Points** The student demonstrates near proficiency by ascending to the top of the rock wall with some assistance and navigating the ropes course with difficulty or by navigating the ropes course smoothly and ascending to the top of the rock wall with assistance.
- 2 Points** The student demonstrates minimal proficiency by partially ascending the rock wall with some assistance and not completing the ropes course or by completing the rope course with difficulty and not completing the rock climb.
- 1 Point** The student demonstrates no proficiency by attempting but not advancing on the rock wall and ropes course.
- 0 Points** The student did not make an attempt.

**Course Name:** Outdoor Education  
**Course Number:** 1502480

## 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.1.27 Demonstrate proficiency in a variety of outdoor pursuit activities.

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

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

**Content Limits:** Items should include outdoor pursuit activities. A demonstration may include selection of appropriate ideas or performance of appropriate ideas.

### **Stimulus Attributes:**

Stimulus may address performing appropriate outdoor pursuit activities.  
Stimulus may address the skills needed to be proficient in outdoor activities.  
Stimulus may describe appropriate behaviors, rules, techniques, etc. for a variety of outdoor pursuit activities.  
Stimulus may include a checklist of a variety of outdoor pursuit activities.

### **Response Attributes:**

Responses may include skills that relate to activity selected.  
Responses may include proficiency of skill and activity selected.  
Responses may include appropriate cues or techniques.  
Responses may include descriptions of appropriate behaviors, rules, techniques, etc. for a variety of outdoor pursuit activities.  
Responses may require differentiation between two similar sports.  
Responses may include performance of outdoor pursuit activities.

### **Sample Item:**

Task: Participate in at least three of the following outdoor activities during your Outdoor Education Class.

Outdoor Activities:

- Horseshoes
- Croquet
- Archery
- Bocce
- Lawn Bowling
- Corn Toss

Demonstrate your proficiency in these activities by using activity-specific skills, appropriate strategies and techniques, following all rules, keeping score, using appropriate terminology, and demonstrating appropriate etiquette.

While participating in each activity, your teacher will observe your behaviors using the following checklist:

Outdoor Activity:	(insert activity name from list here)
Observations:	<p><input type="checkbox"/> Student demonstrates competency in activity-specific skills.</p> <p><input type="checkbox"/> Student utilizes strategies and techniques appropriate for the activity/situation.</p> <p><input type="checkbox"/> Student follows rules of play throughout the activity.</p> <p><input type="checkbox"/> Student keeps score accurately.</p> <p><input type="checkbox"/> Student uses activity-specific terminology in an appropriate manner.</p>
Number of Checkmarks	

Number of Checkmarks	Description
6	Advanced
4-5	Basic
<3	Below Basic

Rubric:

- 4 Points** Student demonstrates proficiency in three outdoor pursuit activities. Student is “Advanced” in three activities.
- 3 Points** Student demonstrates proficiency in two outdoor pursuit activities. Student is “Advanced” in one activity, and at least “Basic” in the other two activities.
- 2 Points** Student demonstrates proficiency in one outdoor pursuit activity. Student is “Basic” in one activity and “Below Basic” in the other two.
- 1 Point** Student demonstrates minimal proficiency in outdoor pursuit activities. Student is “Below Basic” in all activities.
- 0 Points** The student did not make an attempt.

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**Course Name:** Outdoor Education  
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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.1.28 Apply strategies and tactics in a variety of outdoor pursuits.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include strategies and tactics in outdoor pursuit activities. Items may require selection of appropriate behaviors or demonstration of appropriate behavior.

### Stimulus Attributes:

Stimulus may address strategies used in outdoor pursuits.

Stimulus may address the comparison of outdoor education tactics to other physical activities.

### Response Attributes:

Responses may include strategies and tactics as they relate to outdoor education.

Responses do not need to include health-related fitness components.

### Sample Item:

Task: Lead a climb. Apply proper tactics and strategies for leading a climb, including placing extenders and protection for the climbers after you.

Rubric:

- |                        |  |
|------------------------|--|
| <b><u>4 Points</u></b> | Student successfully and safely leads a climb, appropriately placing extenders and protection for the other climbers.                          |
| <b><u>3 Points</u></b> | Student successfully and safely leads a climb, placing extenders and protection for the other climbers in mostly appropriate places.           |
| <b><u>2 Points</u></b> | Student successfully and safely leads a climb. However, the student struggles in placement of extenders and protection for the other climbers. |
| <b><u>1 Point</u></b>  | Student is unsuccessful in leading the climb. Someone else may take over the lead.   |
| <b><u>0 Points</u></b> | The student did not make an attempt.   |

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**Course Name:** Outdoor Education  
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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 outdoor education. Items may require selection of appropriate behaviors or demonstration of behaviors.

**Stimulus Attributes:**

Stimulus may include performance of a motor activity specific to outdoor education activities.  
Stimulus may include performance enhancers for outdoor education activities.

**Response Attributes:**

Response may address performance of a motor skill in outdoor education.  
Response may include ways to improve performance in outdoor education activities.

**Sample Item:**

Task: Practice proper rowing technique on an ergometer. Complete the following workout, demonstrating proper coordination and technique. Your practice of the technique on the catch, drive, finish, and recovery will be assessed.

**Workout:**

Warm up: 7–10 minute warm-up of your choice

Main Set:

3 x 3000 meters

Note: 5 minutes active recovery between each set, maintain a stroke rate of 26, set the resistance to 5.

Cool down: 5-10 minute cool-down of your choice, then stretch

Observation Checklist for the teacher:

Stroke Component	Observations (Check each that is observed)
The Catch	<input type="checkbox"/> Student sits on the seat, close to the flywheel, with shins almost vertical.  <input type="checkbox"/> Student holds the rowing handle with hands shoulder width apart.  <input type="checkbox"/> Student leans slightly forward with straight arms.
The Drive	<input type="checkbox"/> Student presses down with his/her legs, while keeping his/her arms straight, until the student is almost at full extension.  <input type="checkbox"/> Student gradually leans back and finishes the pull with his/her arms bent at the elbows, as if he/she is trying to touch the elbows behind his/her back.
The Finish	<input type="checkbox"/> Student finishes with legs straight and arms bent.  <input type="checkbox"/> Student's upper arms are by his/her torso and the rowing handle at his/her abdomen.
The Recovery	<input type="checkbox"/> Student's arms straighten as he/she leans forward from the hips.  <input type="checkbox"/> Student bends his/her knees to slide forward.

Rubric:

- 4 Points** Student completes practice in its entirety, demonstrating exemplary technique throughout the entire practice. The student receives nine checkmarks.
- 3 Points** Student completes practice in its entirety, demonstrating good technique throughout the entire practice. The student receives seven or eight checkmarks.
- 2 Points** Student completes the practice, but demonstrates satisfactory technique. The student receives five or six checkmarks.
- 1 Point** Student may not complete the entire practice. The student may demonstrate poor technique throughout the practice. The student receives fewer than five checkmarks.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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**Course Name:** Outdoor Education

**Course Number:** 1502480

## Item Specifications

**Strand:** Movement Competency

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

**Benchmark:** PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.

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

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

**Content Limits:** Items should address mechanical principles specific to outdoor pursuit activities. Demonstration may include a selection of appropriate behaviors or performance of appropriate behaviors.

**Stimulus Attributes:**

Stimulus may address the use of mechanical principles as they apply to outdoor pursuit activities.

Stimulus may address knowledge of how mechanical principles apply to outdoor pursuit activities.

Stimulus should be related to physical activities common in outdoor pursuit activities.

**Response Attributes:**

Responses should include mechanical principles that could benefit outdoor education activities.

Responses should not address health-related or skill-related fitness components.

**Sample Item:**

Which example of an outdoor activity demonstrates the generation of force?

- \* A. paddling a kayak
- B. rappelling off a mountain
- C. orienteering
- D. skydiving

Sample Item 2:

Task: Demonstrate the proper mechanical principles of throwing during a game of horseshoes. You should focus on the following things: foot placement, arm swing (back, forward, and follow through), and accuracy of the throw.

Rubric:

- 4 Points** Student demonstrates proficiency in using the mechanical principles of an underhand throw. Student has appropriate: foot placement, arm swing (back, forward, and follow through), and throws the horseshoe accurately most of the time.
- 3 Points** Student demonstrates some proficiency in using the mechanical principles of an underhand throw. Student has mostly appropriate: foot placement, arm swing (back, forward, and follow through), and throws the horseshoe accurately some of the time.
- 2 Points** Student approaches proficiency in using the mechanical principles of an underhand throw. Student demonstrates some of the following accurately: foot placement, arm swing (back, forward, and follow through). Most of the time, the horseshoe is thrown inaccurately.
- 1 Point** Student demonstrates minimal or no proficiency in using the mechanical principles of an underhand throw. Student demonstrates a few of the following accurately: foot placement, arm swing (back, forward, and follow through). Most or all of the time, the horseshoe is thrown inaccurately.
- 0 Points** The student did not make an attempt.

**Course Name:** Outdoor Education  
**Course Number:** 1502480

## 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 Outdoor Education activities. Items may require the selection of appropriate ideas or performing required behaviors.

**Stimulus Attributes:**

Stimulus should include knowledge of proper safety procedures for participating in outdoor education activities.

Stimulus should include knowledge of proper equipment for activities specific to outdoor education.

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

**Response Attributes:**

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

Responses may include examples of outdoor education equipment.

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**Course Name:** Outdoor Education

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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.5.1 Describe ways to act independently of peer pressure during physical activities.

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

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

**Content Limits:** Items should address peer pressure. Item may address strategies for refusal skills. Item may include alternative activity choices independent of peer pressure. Item may require the selection of appropriate actions.

**Stimulus Attributes:**

Stimulus may address the potential pressures involved with working with peers in an outdoor education activity.

Stimulus may address the potential pressures involved with peers outside of school.

**Response Attributes:**

Responses should include pressuring situations.

Responses should include steps to avoid pressuring situations.

Responses may include alternatives which act independent of peer pressure.

**Sample Item:**

Which situation portrays an avoidance of giving in to peer pressure in an outdoor education activity?

- A. Jeff has a fear of heights but chooses to go rock climbing because his friends were calling him names.
- \* B. Mary and her friends play croquet. Her friends think it would be fun for everyone to hit the balls as hard as they can to see how far they go. Mary doesn't participate.
- C. Randy decides to go fishing off a bridge that has a "No Fishing" sign because his friends say they've caught big fish there.
- D. Lori's friends want her to explore the woods with them. They tell Lori that she needs to leave her things because they know their way around. Lori hurries, leaving her compass behind.

Sample Item 2:

Stimulus: Imagine your friends are organizing a rock climbing event. You're fairly new to rock climbing but your friends have much more experience. They encourage you to join them on a difficult climb that is outside your experience level. They threaten to make fun of you for the rest of the school year for being scared if you don't do the climb with them. How do you respond to this situation? Write a short answer that describes your behavior.

Rubric:

- 4 Points** Response provides a thorough explanation of his/her behaviors, which demonstrate a clear ability to act independently of peer pressure.
- 3 Points** Response provides an explanation of his/her behaviors, which demonstrate some ability to act independently of peer pressure.
- 2 Points** Response provides a partial explanation of his/her behaviors, which demonstrate minimal ability to act independently of peer pressure.
- 1 Point** Response provides a poor explanation of his/her behaviors and explanation does not demonstrate ability to act independently of peer pressure.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education

**Course Number:** 1502480

## 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/or outdoor pursuit activities. Items should address responsibility including safety and equipment care.

**Stimulus Attributes:**

Stimulus may include scenarios related to appropriate etiquette and behavior while participating in outdoor activities.

Stimulus may include procedures for care of equipment.

**Response Attributes:**

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

**Sample Item:**

Ivan and Larry are going on a short rock climb. In terms of safety, which is **LEAST** important for them to consider prior to rock climbing?

- A. the difficulty of the climb
- B. the quality and condition of the climbing rope
- C. the weight bearing capacity of their carabineer
- \* D. the number of others who will be at the mountain already

Task: You will be observed playing a game of croquet. During the game, demonstrate appropriate etiquette, care of equipment, and safe behaviors.

Rubric:

- 4 Points** The student demonstrates etiquette, proper care of equipment, and safe behaviors throughout the course of the croquet game. The student returns all of the equipment to the teacher after the game. Student treats the equipment with respect and uses the equipment appropriately.
- 3 Points** The student demonstrates some understanding of etiquette, proper care of equipment, and safe behaviors throughout most of the croquet game. The student returns the equipment to the teacher after the game, but it may be a little disorganized. For the most part, the student treats the equipment with respect.
- 2 Points** The student demonstrates etiquette, proper care of equipment, and safe behaviors throughout some of the croquet game. The student haphazardly returns the equipment to the teacher after the game. The student may not treat the equipment with respect.
- 1 Point** The student acts inappropriately throughout the entirety of the game. The student does not follow the rules of the game. The student has poor etiquette, does not take care of the equipment, and acts in unsafe ways.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education

**Course Number:** 1502480

## 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 are limited to physical fitness activities related to outdoor education outside of school. Participation may include a selection of appropriate behaviors or performance of appropriate behaviors.

### Stimulus Attributes:

Stimulus may include scenarios related to a variety of outdoor pursuit activities.

Stimulus should address physical activities outside of the school setting that contribute to a healthy lifestyle.

Stimulus may address contributions of physical activities.

### Response Attributes:

Responses may include outdoor pursuit activities outside of the school setting that lead to a healthy lifestyle.

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

Responses may address contributions of physical activities.

Response may include health-related fitness components.

### Sample Item:

Which is considered a lifelong outdoor physical activity?

- A. bowling
- B. aerobics
- \* C. fishing
- D. volleyball

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

Rubric:

- 4 Points** The student's log clearly shows participation in a variety of outdoor activities outside the school setting. The activities are conducive to living a healthy lifestyle. The description of how the activity contributes to a healthy lifestyle is correct.
- 3 Points** The student's log shows participation in some outdoor activities. The activities are somewhat conducive to living a healthy lifestyle. The student's comments on how the activity contributes to a healthy lifestyle are somewhat accurate.
- 2 Points** The student's log may show minimal participation in a variety of outdoor activities or may be somewhat unclear. The activities may not be conducive to a healthy lifestyle or the student's comments on how the activity contributes to a healthy lifestyle are incorrect.
- 1 Point** The student's log shows a lack of participation in a variety of activities. The student's comments are vague or unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Outdoor Education  
**Course Number:** 1502480

## 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 outdoor pursuit activities relating to different cultures.

**Stimulus Attributes:**

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

Stimulus may include comparisons of games, sports or activities 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 physical activities from other cultures.

**Sample Item:**

Stimulus: Write an essay about how the role of archery changed over time in a culture outside of the United States. Be sure to identify the time period and the cultural context for using archery. Describe important events that caused changes in the role of archery in that society.

Rubric:

- 4 Points** Student essay shows a thorough understanding of how the role of archery changed over time in the society. Student identifies the time period, cultural context, and important events in the history of archery within the selected culture.
- 3 Points** Student essay shows understanding of how the role of archery changed over time in the society. Student somewhat correctly identifies the time period, cultural context, and important events in the history of archery within the selected culture.
- 2 Points** Student essay shows partial understanding of how the role of archery changed over time in the society. Student may incorrectly identify the time period, cultural context, and important events in the history of archery within the selected culture.
- 1 Point** Student essay shows poor understanding of how the role of archery changed over time in the society. Student does not identify a time period, cultural context, or important events in the history of archery within the selected culture.
- 0 Points** The response is off topic and/or the student did not make an attempt.