Power Weight Training 1 (1501410) 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

Course Name: Power Weight Training 1
Course Number: 1501410

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 grade 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 power weight training related activities and topics. Discussions may include selection of appropriate ideas/behaviors or an exchange of ideas. Topics should be relevant and appropriate for students in grades 9-12.

Stimulus Attributes:

Stimulus should be related to weight training or discussions that might occur while participating in weight training.
Stimulus may include a diverse group of participants.

Response Attributes:

Responses should include statements related to weight training by at least one participant in the discussion.
Responses should not be racially/ethnically or gender offensive.
Responses should reflect communication skills.

Sample Item:

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Task: One of your classmates made the statement, "I don't want to start a power weight training program, because once I start, I have to keep doing it forever. If I stop, all the muscle I have built will turn into fat." Role play a one-on-one discussion with this classmate, using effective communication skills. Build on your classmate's ideas and express your own ideas clearly and persuasively. Utilize active listening, appropriate nonverbal behaviors, turn taking, and "I statements" in your discussion.

Rubric:

4 Points Student demonstrates a thorough understanding of appropriate communication skills in a one-on-one discussion. Student displays active listening skills and is engaged throughout the conversation. The student uses appropriate nonverbal communication skills to convey engagement. The student's participation is balanced, and the student does not monopolize the conversation. Student waits for one's turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student's participation is effective.

3 Points Student demonstrates an understanding of appropriate communication skills in a one-on-one discussion. Student demonstrates some active listening skills and is engaged through most of the conversation. The student uses mostly appropriate nonverbal communication skills to convey engagement. The student's participation is balanced for the most part, and the student does not monopolize the conversation. In most cases, student waits for one's turn, expresses his/her opinions, and uses "I statements." Student's participation is mostly effective.

2 Points Student demonstrates a partial understanding of appropriate communication skills in a one-on-one discussion. Student displays few active listening skills and is engaged at only certain parts of the conversation. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student sometimes monopolizes the conversation or conversely, participates sporadically. Student may interrupt others occasionally. Student expresses his/her opinions with some clarity. Student's participation is somewhat effective.

1 Point Student demonstrates little to no understanding of appropriate communication skills in a one-on-one discussion. Student displays few active listening skills and lacks engagement throughout the conversation. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student monopolizes the conversation or conversely, participates sporadically, if at all. Student may interrupt others when speaking, and ideas may or may not be clearly expressed. Student's participation is minimally effective.

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

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Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical & Quantitative Data

Cluster: Summarize, represent, and interpret data on a single court of 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 may be limited to mean and median or interquartile range and standard deviation as they relate to Power Weight Training.

Stimulus Attributes:

Stimulus should include basic statistics as applied to weight training.
Stimulus may include graphs, tables, charts or diagrams presenting weight lifting related data.
Stimulus may require basic calculations.

Response Attributes:

Responses should include interpretations of mean, median, interquartile range or standard deviation as related to weight lifting.
Responses may include comparisons of data sets.

Sample Item:

Item Specifications

Mr. Weiss has two classes do a bench press test. The highest weight for each student is recorded in the chart:

Class	Weight lifted
First Period	75, 80, 100, 125, 125
Second Period	70, 75, 100, 110, 125

Mr. Weiss then calculates the median and range for each class. Which is an accurate comparison of the data?

A. Both classes have the same median and the same range.
* B. Both classes have the same median, but Second Period has a larger range.
C. The classes have different medians and First Period has a larger range.
D. The classes have different medians but the same range.

Course Name: Power Weight Training 1
Course Number: 1501410

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.2.3 Analyze the movement performance of self and others.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various basic power weight training movements and lifts including, but not limited to the press, curl, squat, raise and lift. Items may require the selection of appropriate analysis or written/spoken analysis.

Stimulus Attributes:

Stimulus may include descriptions of weight lifters performing a variety of lifts.
Stimulus may include movements related to weight lifting.
Stimulus may focus on the movement performed by the weight lifter while performing the lift.
Stimulus may include diagrams related to weight lifting.

Response Attributes:

Responses should address an analysis of weight lifting movements.
Responses may include recommendations for improving performance.

Sample Item:

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Stimulus: Observe a peer complete a bench press. Pay attention to: 1) grip; 2) range of motion; 3) body position (feet and back); and 4) breathing. Analyze his or her performance of the bench press by completing the observation sheet.

Observation Sheet:

	Done Correctly?	Needs Improvement?	Comments
1. Grip			
2. Range of Motion			
3. Body Position			
4. Breathing			

Instructions for observation sheet:
For each part of the bench press, check off whether it is done correctly or if it needs improvement. Write any comments you have about her performance of that component in the last column.

Rubric:

4 Points Student thoroughly analyzes each aspect of the bench press. Student shows a thorough understanding of appropriate technique and form for a bench press, as indicated by their evaluation of peer's performance.

3 Points Student analyzes each aspect of the bench press. Student showsunderstanding of appropriate technique and form for a bench press, as indicated by their evaluation of peer's performance.

2 Points Student partially analyzes each aspect of the bench press, or only analyzes three components of the bench press. Student shows a partial understanding of appropriate technique and form for a bench press, as indicated by their evaluation of peer's performance.

1 Point Student incorrectly analyzes each aspect of the bench press, or only analyzes two or fewer components of the bench press. Student shows limited or no understanding of appropriate technique and form for a bench press, as indicated by their evaluation of peer's performance.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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 are limited to warm-up and cool-down specific activities used in power weight lifting.

Stimulus Attributes:

Stimulus may include specific warm-up and cool-down activities.
Stimulus may include situations in which a warm-up or cool-down is appropriate.
Stimulus may evaluate the effectiveness of specific warm-up and cool-down activities.

Response Attributes:

Responses may include warm-up or cool-down techniques.
Responses may include evaluations of warm-up or cool-down techniques.
Responses may evaluate effectiveness of warm-up and cool-down activity.

Sample Item:

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Stimulus: Lon is going to do a bench press set. Evaluate the effectiveness of each of the following activities as a warm up for a bench press set:

1. Bicep Curls
2. Lateral Raises
3. Chin ups

Use the chart below to organize your thoughts.

Warm up activity	**How effective is it as a warm up for a bench press set?**	**Why?**
1. Bicep Curls		
2. Lateral Raises		
3. Chin Ups		

Then, decide which of those three exercises is the **BEST** warm up activity for him to do. Explain why you selected that exercise.
My selection of the **BEST** warm up activity: _____
My explanation why I chose it: _____

Rubric:

4 Points Student provides a comprehensive evaluation of the effectiveness of each of the three warm up activities. Student provides accurate explanations of why/why not each exercise might be effective. Student selects the appropriate warm up activity and supports his/her selection with details.

3 Points Student provides an evaluation of the effectiveness of each of the three warm up activities. Student provides somewhat accurate explanations of why/why not each exercise might be effective. Student selects the appropriate warm up activity and supports his/her selection with details.

2 Points Student provides a partial evaluation of the effectiveness of each of the three warm up activities. Student provides a partially accurate explanation of why/why not each exercise might be effective. Student does not select the appropriate warm up activity, and provides little support for the selection.

1 Point Student provides a poor evaluation of the effectiveness of each of the three warm up activities. Student does not select the appropriate warm up activity and provides little or no support for the selection.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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.2.14 Compare and contrast the skill-related components of fitness used in various physical activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the differences and similarities between the skill-related components of fitness with power weight training.

Stimulus Attributes:

Stimulus may address the skill-related fitness components used in various power weight training activities and how they are similar or different.
Stimulus may address the comparison of fitness components within specific exercise.
Stimulus should not include health-related fitness components.

Response Attributes:

Responses may include comparisons of the various skill-related fitness components within a specific power lifting exercise.
Responses may include exercises that share or do not share specific fitness components.

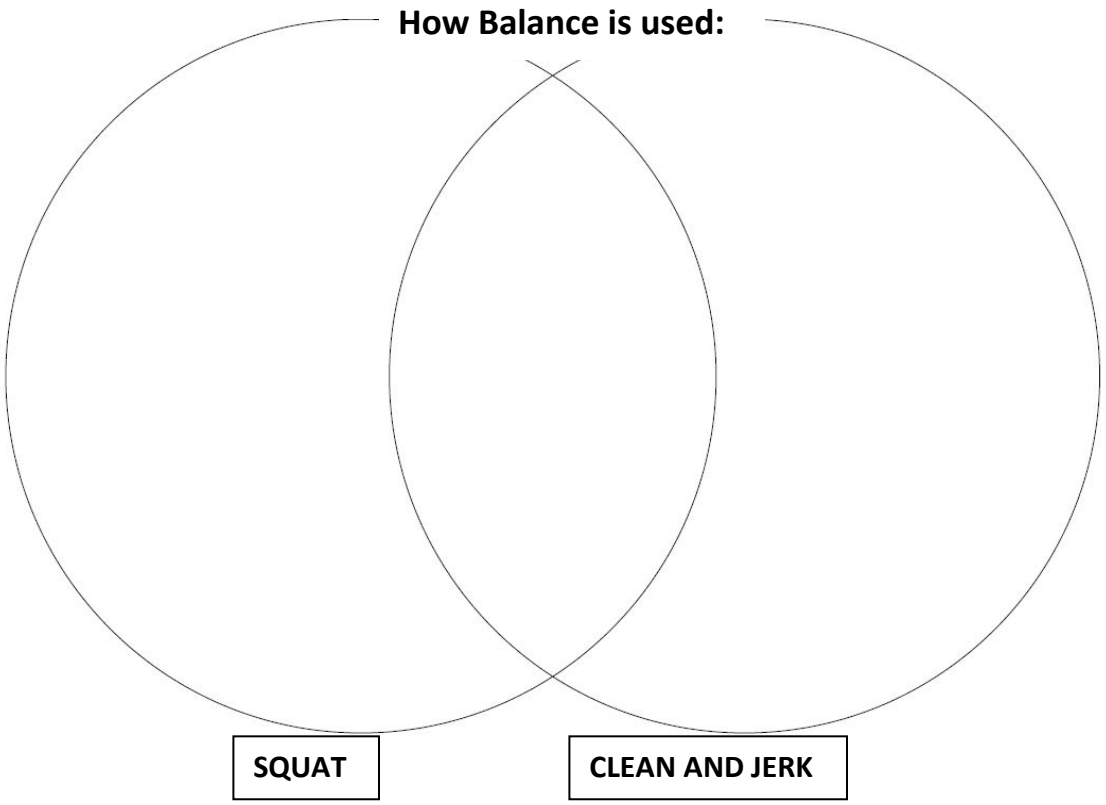
Sample Item:

Balance and power are **BOTH** fitness components shared by what activity?

A. preacher curls
B. seated row
C. crunches
* D. squats

Item Specifications

Sample Item 2:
Stimulus: Compare and contrast how balance is used in **SQUATS** and in the **CLEAN AND JERK**. Use the Venn Diagram below.



Rubric:

4 Points Student shows thorough understanding of how balance is used in both squats and the clean and jerk. Response correctly identifies differences and similarities in how balance is used in the two lifts.

3 Points Student shows understanding of how balance is used in both squats and the clean and jerk. Response correctly identifies differences and similarities in how balance is used in the two lifts, but there may be some inaccuracies.

2 Points Student shows partial understanding of how balance is used in both squats and the clean and jerk. Response identifies a few correct differences and similarities in how balance is used in the two lifts.

1 Point Student shows poor understanding of how balance is used in both squats and the clean and jerk. Response may only correctly identify one difference or similarity in how balance is used in the two lifts.

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.2.17 Assess physiological effects of exercise during and after physical activity

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to physiology of the human body while powerlifting. Items may include the selection of appropriate methods for assessing physiological effects or conducting an assessment.

Stimulus Attributes:

Stimulus may include a scenario that describes or compares and contrasts physiological effects before and after a power lifting workout.
Stimulus may include physical activities or exercise.
Stimulus may require assessment of the physiological effects of exercise during and after physical activity.
Stimulus may inquire as to methods of assessing physiological changes.

Response Attributes:

Responses may include assessments of physiological response.
Responses may include methods for assessing physiological changes.

Sample Item:

Item Specifications

Stimulus: Complete a set of 12 anaerobic squats. Assess the following physiological effects of doing the squats:

1) Heart Rate
2) Sweat (e.g., barely sweating; moderate amount of sweat; drenched in sweat)
3) Breathing (e.g., very heavy breathing, gasping for air, comfortable breathing)
4) Muscle Feeling (e.g., tight, strong, etc.)

First, take your heart rate before you begin the set of squats. Record it in the chart below.

Next, record the responses for how much you are sweating, how heavy your breathing is, and how your muscles feel before exercise in the chart below.

While you are doing the set, take notes in your head about how much you are sweating, how heavy your breathing is, and how your muscles feel.

When you complete the set, take your heart rate. Record it in the chart below.
Then record your feelings from during the exercise and after the exercise in the other categories.

	Before Exercise	During Exercise	After Exercise
1) What is your heart rate?		Not required	
2) How much are you sweating?			
3) How heavy is your breathing?			
4) How do your muscles feel?			

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Rubric:

4 Points Student provides a thorough assessment of the physiological effects of exercise during and after the set of squats. Response includes relevant details and examples to support the assessment. Response accurately explains how exercise affects one's body.

3 Points Student provides an assessment of the physiological effects of exercise during and after the set of squats. Response includes some details and examples to support the assessment. Response somewhat accurately explains how exercise affects one's body.

2 Points Student provides a partial assessment of the physiological effects of exercise during and after the set of squats. Response includes minimal details and examples to support the assessment. Response contains many inaccuracies.

1 Point Student provides a poor assessment of the physiological effects of exercise during and after the set of squats. Response is minimal and vague, and includes many inaccuracies.

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

Item Specifications

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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 should address power weight training related activities.

Stimulus Attributes:

Stimulus may include a variety of technical devices that can evaluate weight lifting performance.
Stimulus may include graphs, charts, tables, and diagrams to present data.
Stimulus should not require the computation of data.
Stimulus may include the comparison of performance data.
Stimulus may include scenarios in which technology may be used in power weight training.

Response Attributes:

Responses should not include computations.
Responses may include data interpretations.
Responses may include technical devices commonly used in weight training.

Sample Item:

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Stimulus: Keep track of your weight training workouts in a notebook. At the end of each class, input your workout into a computerized spreadsheet (e.g., Google docs, Excel spreadsheet), noting each exercise and the maximum weight you lifted for that exercise. After a month of collecting data, use the technology to generate a graph that shows the amount of weight you lifted for each exercise over time. Using your graph, evaluate your progress. Are you making progress? If so, describe the progress you are making, and identify several factors that may have contributed to this progress. If not, explain why you think you might not have made any progress.

Rubric:

4 Points	Student utilizes appropriate technology to analyze data to evaluate performance. Evaluation of progress shows a thorough analysis of data. Response includes few minor inaccuracies.
3 Points	Student utilizes appropriate technology to analyze data to evaluate performance. Evaluation of progress shows analysis of data. Response may include some inaccuracies.
2 Points	Student utilizes technology to analyze data to evaluate performance. Evaluation of progress shows partial analysis of data. Response includes many inaccuracies.
1 Point	Student does not use technology to analyze data to evaluate performance. Evaluation of progress shows poor analysis of data. Response is inaccurate.
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.2.25 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 are limited to safety risks, procedures, rules and/or equipment addressed in a weight lifting context.

Stimulus Attributes:

Stimulus may be related to various risks that can occur in the weight room and in specific weight training lifts.
Stimulus may include safety procedures of various spotting techniques, general weight room rules, and equipment used in specific weight training lifts.
Stimulus may include applications of safety rules.
Stimulus may include a diagram of safety procedures.
Stimulus may include a description of unsafe equipment or someone not following proper safety procedures.

Response Attributes:

Responses may include universal weight training safety rules and correct use of equipment.
Responses may include outcomes of safety violations.
Responses may include outcomes of lifting techniques.

Sample Item:

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Stimulus: Explain why it is important to use a clip when weight training. How does a clip help to prevent injury?

Rubric:

4 Points	Student shows a thorough understanding of how using clips helps to prevent injury. Student provides at least three accurate reasons why it is important to use a clip. Response includes relevant examples and details to support their analysis.
3 Points	Student shows understanding of how using clips helps to prevent injury. Student provides two accurate reasons why it is important to use a clip. Response includes some examples and details to support their analysis.
2 Points	Student shows partial understanding of how using clips helps to prevent injury. Student provides one accurate reason why it is important to use a clip. Response includes limited examples and details to support their analysis.
1 Point	Student shows poor understanding of how using clips helps to prevent injury. Student provides no accurate reasons why it is important to use a clip. Student provides no examples or details to support their analysis.
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.2.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors associated with specific course activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address correcting errors in various power weight training lifts such as press, curl, squat, raise and lift.

Stimulus Attributes:

Stimulus may include evaluating specific weight training movements performed by self and others.
Stimulus may include the detection and correction of mechanical errors in weight training movements.
Stimulus may include diagrams of weight lifting methods.
Stimulus may include video clips of performances of various powerlifts.
Stimulus may include checklists or rubrics for performance.

Response Attributes:

Responses should include mechanics in weight training movements.
Responses may include evaluations of skill patterns.
Responses may include identifications of errors.
Responses may include recommendations or suggestions on way to correct errors.
Response may include checklists.

Sample Item:

Item Specifications

Stimulus: Observe your partner completing a clean and jerk. Take notes on his/her performance, and rate the performance on a scale of 1-5, with 5 being the best. Provide the student with written feedback on how he/she can correct errors (if applicable).

Rubric:

4 Points	Student completes a thorough evaluation of partner's skills. Student accurately identifies errors. Student provides accurate constructive feedback to the partner.
3 Points	Student completes an evaluation of partner's skills. Student identifies errors, with some inaccuracies. Student provides some constructive feedback.
2 Points	Student completes a partial evaluation of partner's skills. Student identifies some errors, but some may not actually be errors. Student provides little constructive feedback.
1 Point	Student completes a poor evaluation of partner's skills. Student identifies few or no errors (even though errors exist). Errors identified are inaccurate. Student does not provide constructive feedback.
0 Points	The response is off topic and/or the student did not make an attempt.

Course Name: Power Weight Training 1
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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.2 Participate in a variety of activities that promote the health-related components of fitness.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address the benefits of weight training on fitness, strength, endurance, flexibility and body composition. Participation may include the selection or description of behaviors required to participate, or a performance of the required behaviors.

Stimulus Attributes:

Stimulus may include demonstrating weight lifting activities that promote fitness, strength, endurance, flexibility and body composition.
Stimulus may include a comparison of weight training activities.
Stimulus may include examples of different weight training activities or benefits.

Response Attributes:

Responses may include weight training activities or benefits of specific activities as they relate to health-related fitness.

Sample Item:

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Task: Prepare a log of the power weight training activities you participate in for one week. Determine what should be included in your log to demonstrate that you are participating in a variety (more than four) of power weight training activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

Rubric:

4 Points The student has participated in a variety of power weight training activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. The description includes the selection of correct and varied activities. There are at least four different power weight training activities included.

3 Points The student has participated in a variety of power weight training activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. The description includes the selection of generally or partially correct and varied activities. There are three different power weight training activities included.

2 Points The student has participated in power weight training activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition, but there are only two different activities. The description includes the selection of partially correct and varied activities.

1 Point The student has participated in only one power weight training activity. The description is missing or includes the selection of generally incorrect and activities that lack variety.

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

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Item Specifications

Strand: Lifetime Fitness

Standard: 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 be limited to stress management activities as applied to weight training. Items should be limited to vocabulary such as hormones, emotions, and endorphins.

Stimulus Attributes:

Stimulus may address the effect that weight training has on human emotion and hormonal release.
Stimulus may include a variety of weight lifting activities.
Stimulus may compare the stress management benefits of various weight lifting activities.

Response Attributes:

Responses may include weight lifting activities.
Responses may include benefits of weight lifting.
Responses may include applicable vocabulary to stress management and exercise.

Sample Item:

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Stimulus: Israel has been feeling very stressed due to his homework and study schedule. He knows that lifting weights generally makes him feel less stressed. Explain why lifting weights make Israel feel **LESS** stressed? What other power weight training activities would effectively reduce stress levels?

Rubric:

4 Points Student response shows a thorough understanding of how weight lifting and other power weight training activities effectively reduce stress. Response includes many examples and relevant details. There are only minor inaccuracies in the response.

3 Points Student response shows understanding of how weight lifting and other power weight training activities effectively reduce stress. Response includes some examples and details. There are a few inaccuracies in the response.

2 Points Student response shows partial understanding of how weight lifting and other power weight training activities effectively reduce stress. Response includes minimal details and examples. There are some inaccuracies in the response.

1 Point Student response shows poor understanding of how weight lifting and other power weight training activities effectively reduce stress. Response is minimal and vague. There are many inaccuracies in the response.

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

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Item Specifications

Strand: Lifetime Fitness

Standard: 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 risk and safety factors as they relate to power weight training activities. Items may address effects of physical activity at various stages in one's life.

Stimulus Attributes:

Stimulus should include various risks and safety factors associated with weight training that may affect physical activity throughout life.
Stimulus may include graphs, charts, and diagrams.

Response Attributes:

Responses may include risks and safety factors of specific weight training activities.
Responses may include lifelong risks associated with weight training.

Sample Item:

Bruce is 45 years old and has been power weight training regularly since he was a collegiate athlete. How might twenty seven years of power weight training have **NEGATIVE** consequences on his health?

* A. He might have poor posture.
B. He might have lower metabolism.
C. He might have high blood pressure.
D. He might have frequent headaches.

Item Specifications

This page is intentionally left blank.

Course Name: Power Weight Training 1
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Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.4.2 Identify ways to self-assess and modify a personal fitness program.

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

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to self assessment and modifications of a personal fitness program which includes weight training.

Stimulus Attributes:

Stimulus may include a scenario related to self assessment and modification of a weight training program.
Stimulus may modify a current weight training program.
Stimulus may include charts, graphs and data.

Response Attributes:

Responses may include examples of self-assessment activities for weight training.
Responses may include modifying a personal weight training program.
Responses may include charts, graphs and data.

Item Specifications

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Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.4.3 Identify strategies for setting goals when developing a personal fitness program.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address planning within a power weight training setting.

Stimulus Attributes:

Stimulus may address setting goals, devising strategies or developing timelines.
Stimulus may include comparisons of different plans.
Stimulus may include diagrams, charts, and graphs.

Response Attributes:

Responses may include goals, strategies or timelines.
Responses may include weight training plans.
Responses may include the use of charts or graphs.

Sample Item:

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Stimulus: Archie wants to decrease his body fat percentage. Devise a specific and measurable goal for Archie, and explain how you will assess progress towards meeting this goal. Then, explain the strategies for Archie to help him meet his goal. Finally, create a realistic timeline for Archie to meet his goal.
Rubric:

4 Points The student answer shows a thorough understanding of weight training program planning skills by completing the following three things accurately: 1) Student identifies a concrete and measurable goal for Archie, and explains how progress towards the goal will be assessed. 2) Student explains at least four accurate and specific strategies for achieving that goal. 3) Student sets a realistic timeline for achieving the goal.

3 Points The student answer shows understanding of weight training program planning skills. Student completes two of the following accurately: 1) Student identifies a concrete and measurable goal for Archie, and explains how progress towards the goal will be assessed. 2) Student explains at least four accurate and specific strategies for achieving that goal. 3) Student sets a realistic timeline for achieving the goal.

2 Points The student answer shows partial understanding of weight training program planning skills. Student completes one of the following accurately: 1) Student identifies a concrete and measurable goal for Archie, and explains how progress towards the goal will be assessed. 2) Student explains at least four accurate and specific strategies for achieving that goal. 3) Student sets a realistic timeline for achieving the goal.

1 Point The student answer shows little to no understanding of weight training program planning skills. Student is unable to accurately do any of the following: 1) Student identifies a concrete and measurable goal for Archie, and explains how progress toward that goal will be assessed. 2) Student explains at least four accurate and specific strategies for achieving that goal. 3) Student sets a realistic timeline for achieving the goal.

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

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness

Benchmark: PE.912.L.4.4 Use available technology to assess, design, and evaluate a personal fitness program.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address assessing and designing weight training plans and any technology used to enhance those plans. Items may include selection of proper resources, including technology. Items may require assessment, design and evaluation of plans, which can be done through the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a variety of technology devices including low and high technology.
Stimulus should be related to weight training plans.
Stimulus may include computation.
Stimulus may include charts, graphs or diagrams.
Stimulus may include an activity plan.

Response Attributes:

Responses may include interpretations of charts or diagrams as they relate to weight training.
Responses may include student generated responses to a weight training scenario.
Responses may include the selection of alternative weight training activities or plans.
Responses may include outcomes of weight training plans.
Responses may include uses of technology to assess weight training plans.
Responses may include an activity plan.
Responses may include an assessment or evaluation of an activity plan.

Item Specifications

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Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.4.5 Apply the principles of training to personal fitness goals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the principals of power weight training and how they apply to personal weight training and conditioning goals. Items may include selection of the correct behavior or performing the required behavior.

Stimulus Attributes:

Stimulus may include the principles of training and how they are applied within a personal goal in a weight training program.
Stimulus may compare the principles of weight training.
Stimulus may address the benefits of each principle.
Stimulus may include graphs and charts.

Response Attributes:

Responses may include principles of weight training.
Responses may include non-examples of the weight training principles.
Responses may include how the principles apply to personal weight training goals.
Responses may include how an individual can apply the weight training principles of training to achieve a goal.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Stimulus: Perry has a goal to bench press his own weight by the end of the semester. Explain in one to two paragraphs how he could apply the principles of training to help him meet his goal. Give specific examples of what he should do each week in order to accomplish this goal.

Rubric:

4 Points The response shows a thorough understanding of how to apply the principles of training to help Perry reach his bench press goal. The response includes the FITT principles of training, and they are applied appropriately. The response includes accurate examples of what Perry should do each week to meet his goal.

3 Points The response shows understanding of how to apply the principles of training to help Perry reach his bench press goal. The response includes the FITT principles of training, but they may not all be applied appropriately. The response includes accurate examples of what Perry should do each week to meet his goal, but there are a few examples that would not help him meet his goal.

2 Points The response shows partial understanding of how to apply the principles of training to help Perry reach his bench press goal. The response may include the FITT principles of training, but they may not all be applied appropriately. The response includes a few accurate examples of what Perry should do each week to meet his goal.

1 Point The response shows little or no understanding of how to apply the principles of training to help Perry reach his bench press goal. The response does not include the FITT principles of training. The response includes few, if any accurate examples of what Perry should do each week to meet his goal.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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 physical fitness and/or power weight training related activities. Items should address self-improvement strategies. Items may include selection of the correct behavior or performing the required behavior.

Stimulus Attributes:

Stimulus may include specific weight training strategies that will improve various health-related fitness needs of the individual.
Stimulus may compare the benefits of weight training strategies, and individual's fitness needs and strengths.
Stimulus may address how strategies address specific fitness needs.

Response Attributes:

Responses may include various strategies for improvement that may be applied to weight training.
Responses may include outcomes of weight training strategies.
Responses may be fitness needs.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Task: Mr. Green wants to know that the students in his Power Weight Training class are improving the power in their legs. He decides to assess his students using the vertical jump test to measure their power. As a student in the class, you will complete the vertical jump test at the beginning of the semester and at the end of the semester. After the pretest, devise and apply strategies throughout the semester which will help you improve your vertical jump. You will be assessed on the improvement you have made over the course of the semester.

Rating scale:

Rating Category	Males (inches)	Females (inches)
Excellent	>28	>24
Very Good	24–28	20–24
Above Average	20–24	16–20
Average	16-20	12–16
Below Average	12–16	8–12
Poor	8–12	4–8
Very Poor	<8	<4

Rubric:

4 Points Student showed significant improvement, moving up at least two rating categories. The student applied strategies for self-improvement throughout the semester in order to be successful on the end of the semester test of the vertical jump.

3 Points Student shows good improvement, increasing the jump height into the next rating category. The student applied strategies for self-improvement throughout the semester in order to be successful on the end of the semester test of the vertical jump.

2 Points Student showed little improvement, increasing the jump height but not progressing to the next rating category. The student may have applied some strategies for self-improvement throughout the semester, but the strategies were not applied consistently enough to make significant or good improvement.

1 Point Student showed no improvement, or performance declined. The student did not apply strategies for self-improvement over the course of the semester.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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.1.12 Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include but should not be limited to the health-related fitness components of muscular strength and endurance and the various equipment used in basic weight training and specific exercise. Items may require a description of complex movements and equipment or the performance of complex movements.

Stimulus Attributes:

Stimulus may include specific weight training exercises that will improve or maintain the health-related fitness components of muscular strength and endurance.
Stimulus may include various weight training equipment or techniques
Stimulus may include diagrams.
Stimulus may compare techniques or equipment in relation to strength and endurance outcomes.

Response Attributes:

Responses may include the health-related fitness components of weight training.
Responses may include exercises or techniques related to question stimulus.
Responses may include muscular strength or endurance outcomes.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Task: Demonstrate the two Olympic weight lifting events. Select the correct equipment and amount of weight, and use proper form.

Rubric:

4 Points Student shows thorough understanding of the two Olympic weight lifting events (Clean and Jerk and the Snatch) by identifying these two lifts, selecting proper equipment and amount of weight, and using proper form to perform the lift.

3 Points Student shows understanding of the two Olympic weight lifting events (Clean and Jerk and the Snatch) by identifying these two lifts, selecting proper equipment and amount of weight, and using proper form to perform the lift.

2 Points Student shows partial understanding of the two Olympic weight lifting events (Clean and Jerk and the Snatch) by identifying only one of these two lifts, but selecting proper equipment and amount of weight, and using proper form to perform the lift.

1 Point Student shows poor understanding of the two Olympic weight lifting events (Clean and Jerk and the Snatch) by incorrectly identifying the events.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.

Depth of Knowledge: Moderate Complexity

Item types: Multiple Choice, Constructed Response

Content Limits: Items may address the principles of training and conditioning as they apply to weight training exercises. Items may include selection of appropriate principles or demonstrations of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios describing individual needs or strengths of an individual.
Stimulus may include classifying principles of training or aspects of the principle of training to meet fitness goals of an individual.

Response Attributes:

Responses may include principles of training
Responses may include aspects of training principles.
Responses may include characteristics of strengths and needs.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Stimulus: Conduct a self-evaluation of your current weight training routine to identify your needs and strengths. Based on what you've identified as your needs and strengths, develop a plan for addressing them. Your plan should include how you will use the principles of overload, specificity, and progression (if applicable). Discuss frequency, intensity, and recovery in your response.

Rubric:

4 Points	Student plan shows thorough understanding of the principles of training and conditioning. Student provides many examples and details related to overload, specificity, and progression, as well as frequency, intensity, and recovery.
3 Points	Student plan shows understanding of the principles of training and conditioning. Student provides some examples and details related to overload, specificity, and progression, as well as frequency, intensity and recovery.
2 Points	Student plan shows partial understanding of the principles of training and conditioning. Student provides few examples and details related to overload, specificity, and progression, as well as frequency, intensity and recovery.
1 Point	Student plan shows poor understanding of the principles of training and conditioning. Student provides no examples or details related to overload, specificity, and progression, as well as frequency, intensity and recovery.
0 Points	The response is off topic and/or the student did not make an attempt.

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Strand: Movement Competency

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

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

Depth of Knowledge: Low Complexity

Item types: Performance Task

Content Limits: Items should be related to Power Lifting. Items may address various basic strength building movements' specific to each of nine large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrate knowledge of intermediate level training. Choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency are all to be considered. Additionally, an understanding of dynamic, ballistic movement and body posture are essential in weight training. Items should address technical weight lifting movements and techniques/body alignment, strength/flexibility and coordination needed to perform the movements. Items may require a demonstration of technical movements or selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include target muscle groups or specific exercises.
Stimulus may require an explanation or analysis of the starting and ending position of a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.
Stimulus may require an explanation or analysis of dynamic, ballistic movement and body posture during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.
Stimulus may ask to identify specific movements, or body postures performed during an exercise.

Response Attributes:

Responses may be description of movements used when adducting and abducting during weight training.
Responses may be dynamics, ballistic movements or body postures during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Task: Do a set of ten deadlifts with a barbell, demonstrating the correct body alignment, strength, flexibility, and coordination.

Rubric:

4 Points Student demonstrates the set of ten deadlifts with appropriate body alignment, strength, flexibility, and coordination. The student stands with legs between hip and shoulder width apart. The student's body weight is in his/her heels. The student's back is arched and his/her head is neutral position. The student has his/her shoulders positioned over the bar and the bar is in contact with his/her shins. The student's arms are locked straight, gripping just outside of his/her knees. The student selects the appropriate weight for his/her abilities. The student moves through the lift with coordination, and his/her flexibility allows him/her to move through the full range of motion.

3 Points Student demonstrates the set of ten deadlifts with mostly appropriate body alignment, strength, flexibility, and coordination. Student does seventy five percent of the following: The student stands with legs between hip and shoulder width apart. The student's body weight is in his/her heels. The student's back is arched and his/her head is neutral position. The student has his/her shoulders positioned over the bar and the bar is in contact with his/her shins. The student's arms are locked straight, gripping just outside of his/her knees. The student selects the appropriate weight for his/her abilities. The student moves through the lift with coordination, and his/her flexibility allows him/her to move through the full range of motion.

2 Points Student demonstrates the set of ten deadlifts with partially appropriate body alignment, strength, flexibility, and coordination. Student does fifty percent of the following: The student stands with legs between hip and shoulder width apart. The student's body weight is in his/her heels. The student's back is arched and his/her head is neutral position. The student has his/her shoulders positioned over the bar and the bar is in contact with his/her shins. The student's arms are locked straight, gripping just outside of his/her knees. The student selects the appropriate weight for his/her abilities. The student moves through the lift with coordination, and his/her flexibility allows him/her to move through the full range of motion.

1 Point Student demonstrates the set of ten deadlifts with incorrect body alignment, strength, flexibility, and coordination. Student does less than half of the following: The student stands with legs between hip and shoulder width apart. The student's body weight is in his/her heels. The student's back is arched and his/her head is neutral position. The student has his/her shoulders positioned over the bar and the bar is in contact with his/her shins. The student's arms are locked straight, gripping just outside of his/her knees. The student selects the appropriate weight for his/her abilities. The student moves through the lift with coordination, and his/her flexibility allows him/her to move through the full range of motion.

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

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.30 Combine and apply movement patterns from simple to complex.

Depth of Knowledge: Moderate Complexity

Item types: Multiple Choice, Constructed Response

Content Limits: Items may address muscular strength or endurance building movements specific to each of large muscle groups, demonstrating knowledge of intermediate level training. Items may include selection of appropriate movement patterns or descriptions of movement patterns. Items are limited to power weight lifting movement patterns.

Stimulus Response:

Stimulus may require explanation or analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.
Stimulus may require explanation of muscle movement (eccentric, concentric, isometric, and passive) during a specific activity or exercise.

Response Attributes:

Responses may include muscle movements.
Responses may include explanation or analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.
Responses may include vocabulary related to muscle movements.

Sample Item:
What resistance weight training system is used when you are allowed to “break good form” in the concentric phase to raise the weight, but you still adhere to strict form on the eccentric phase?

* A. cheat set
B. super set
C. circuit training
D. forced repetition

Item Specifications

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Course Name: Power Weight Training 1
Course Number: 1501410

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 may include mechanical principles as they relate to power weight training. Demonstrations may include performance of appropriate behaviors or selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include mechanical principles as they relate to power weight training exercises.
Stimulus may include diagrams, charts and graphs.
Stimulus may include images or video clips.

Response Attributes:

Responses may include explanations or performance of mechanical principles for specific exercises.
Responses may include explanations of specific exercises.
Responses may include explanations of safety for specific weight training exercises.
Responses may include weight training exercises.
Responses may include images, graphics, or video clips.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Task: Demonstrate a set of squats using a bar with no weights. Use proper mechanics while preforming your squats.

Rubric:

4 Points The student demonstrates thorough understanding of the proper mechanics squatting by performing a set of squats which include the following: The student keeps his/her spine and neck in alignment throughout the set. The student maintains his/her head in a neutral position over the shoulders. The student maintains a lumbar curve. The student keeps the barbell balanced close to the student's center of gravity. The student's knees track over the toes.

3 Points The student demonstrates understanding of the proper mechanics of squatting by performing a set of squats which includes most of the following: The student keeps his/her spine and neck in alignment throughout the set. The student maintains his/her head in a neutral position over the shoulders. The student maintains a lumbar curve. The student keeps the barbell balanced close to the student's center of gravity. The student's knees track over the toes.

2 Points The student demonstrates some understanding of the proper mechanics of squatting by performing a set of squats which includes doing fifty percent of the following: The student keeps his/her spine and neck in alignment throughout the set. The student maintains his/her head in a neutral position over the shoulders. The student maintains a lumbar curve. The student keeps the barbell balanced close to the student's center of gravity. The student's knees track over the toes.

1 Point The student demonstrates little or no understanding of the proper mechanics of squatting by performing a set of squats. The student does less than half of the following: The student keeps his/her spine and neck in alignment throughout the set. The student maintains his/her head in a neutral position over the shoulders. The student maintains a lumbar curve. The student keeps the barbell balanced close to the student's center of gravity. The student's knees track over the toes.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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 may include pairing resistance training exercises with their proper muscle group(s). Items may include proper safety procedures in the weight room. Items may include selection of appropriate equipment or application of safety procedures. Items may include performance of appropriate safety procedures.

Stimulus Attributes:

Stimulus may include selection of proper equipment to perform exercises for targeted muscle groups.
Stimulus may include identification of proper safety measures when using equipment in the weight room.
Stimulus may include images, graphics or video clips.
Stimulus may include explanation or examples of safety procedures.

Response Attributes:

Responses may include weight training techniques.
Responses may include safety measures for weight training.
Responses may include images or graphics.

Sample Item:

What is an item used by Olympic weight lifters to make the free weight less slippery?

A. bar pad
* B. chalk
C. clips
D. belt

Item Specifications

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Course Name: Power Weight Training 1
Course Number: 1501410

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 be limited to behaviors and etiquette appropriate for a weight room or gym. Demonstrations may include selection of appropriate behaviors or the performing the required behaviors.

Stimulus Attributes:

Stimulus may include matching responsible behaviors with desired outcomes in relationship to physical activity in a variety of settings.
Stimulus may include identifying behaviors when caring for and/or using equipment in the weight room.
Stimulus may include identifying etiquette in regards to equipment or others.
Stimulus may include weight room rules.
Stimulus may include graphics or video clips

Response Attributes:

Responses may include safety procedures and etiquette at a gym.
Responses may include reasonable care for weight training equipment.

Sample Item:

Item Specifications

Who is demonstrating appropriate etiquette, care of equipment, and respect for facilities?

A. Larry puts on a lot of cologne before coming to the gym because he sweats a lot. He makes sure that he spits out his gum before he starts to work out and he throws away the wrapper too.

B. Joe comes to the weight room every Monday and Wednesday morning. He is the first one to arrive, so he turns on all of the lights. He knows that other students will come to the weight room later in the day, so he leaves some free weights on the floor and heavy weights on the squat bar.

* C. Pacey does a workout on the leg curl machine. He makes sure that he doesn't slam the plates when he extends his legs. Between sets, lets his friend use the machine, and he cleans the machine when he is done.

D. Chuck drinks a sports drink during his workout. He accidentally spills it all on the carpet. A classmate walks near the spill, and Chuck kindly tells him to be careful. Chuck wipes up the spill himself, but notices it has stained the carpet.

Course Name: Power Weight Training 1
Course Number: 1501410

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.6.2 Analyze physical activities from which benefits can be derived.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to physical activities common to power weight lifting. Discussions and analysis may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include health-related components of physical fitness.
Stimulus may include benefits related to weight training exercises.
Stimulus may include a comparison of benefits of various physical activities.
Stimulus may include charts, graphs or diagrams.

Response attributes:

Responses may include the health-related components of fitness as they relate to exercise.
Responses may include comparisons of benefits of physical activities.
Responses may include charts, graphs or diagrams.

Sample Item:

Course Name: Power Weight Training 1
Course Number: 1501410

Item Specifications

Stimulus: Compare Powerlifting and Olympic Weightlifting. Write an essay analyzing the benefits of each. Include a paragraph in your essay that identifies which type of weight lifting you prefer. Explain why you selected that program.

Rubric:

4 Points Student discussion shows a thorough understanding of potential benefits of Powerlifting and Olympic Weightlifting. Student accurately describes the benefits of each program. Student selects which he/she prefers and supports selection with many examples.

3 Points Student discussion shows understanding of potential benefits of Powerlifting and Olympic Weightlifting. Student produces a mostly accurate description of the benefits of each program. Student selects which he/she prefers and supports selection with some examples.

2 Points Student discussion shows partial understanding of potential benefits of Powerlifting and Olympic Weightlifting. Student produces a somewhat accurate description of the benefits of each program. Student selects which he/she prefers and supports selection with few examples.

1 Point Student discussion shows poor understanding of potential benefits of Powerlifting and Olympic Weightlifting. Student produces and inaccurate description of the benefits of each program. Student may not select a program he/she prefers.

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

Course Name: Power Weight Training 1
Course Number: 1501410

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.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 be limited to power weight training activities that are present in other cultures.

Stimulus Attributes:

Stimulus may include weight training as it relates to other cultures.
Stimulus may include identifying the origin of games, sports, and /or physical activities in other cultures.
Stimulus may include comparisons of weight training to activities in other cultures.

Response Attributes:

Responses may include weight training activities.
Responses may identify weight training activities as they relate to other cultures.
Responses may include comparing and categorizing the activities of other cultures with weight training activities.

Sample Item:

Which power lifts are performed in modern Summer Olympics?

A. bench press, snatch
B. clean and jerk, squat
C. squat, bench press
* D. snatch, clean and jerk

Item Specifications

Sample Item 2:

Stimulus: Investigate the history of Powerlifting. Write an essay that describes the origin of the sport, how the sport has changed over time, and how the sport has played a role in athletics in a variety of cultures. Essay may include important dates and individuals.

Rubric:

4 Points Essay shows a thorough understanding of the history of powerlifting. The response includes a description of the sport's origin, an accurate explanation of how the sport has changed over time, and at least three examples of how the sport has played a role in a variety of other cultures. The essay includes important dates and names of individuals.

3 Points Essay shows understanding of the history of powerlifting. The response includes most of the following: a description of sport's origin, an accurate explanation of how the sport has changed over time, and two examples of how the sport has played a role in a variety of cultures. The essay may not include important dates and names of individuals.

2 Points Essay shows partial understanding of the history of powerlifting. The response includes some of the following: a description of sport's origin, an accurate explanation of how the sport has changed over time, and one example of how the sport has played a role in a variety of cultures. The essay may not include important dates and names of individuals.

1 Point Essay shows limited or no understanding of the history of powerlifting. The response includes none of the following: a description of sport's origin, an accurate explanation of how the sport has changed over time, and examples of how the sport has played a role in a variety of cultures.

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