

Recreational Activities (1502470) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

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

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

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

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

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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Standards for Speaking and Listening

Cluster: Comprehension and Collaboration

Standard: LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address topics related to recreational activities. Items can be one-on-one, small groups, and teacher-led discussions with diverse partners. Participation may include the selection or description of behaviors required to participate or performing the required behaviors.

Stimulus Attributes:

Stimulus should be related to recreational activities or discussions that might occur while playing or watching recreational activities.

Stimulus should include a diverse group of participants.

Response Attributes:

Responses should include statements related to recreational activities by at least one participant in the discussion.

Responses should not be racially/ethnically or gender offensive.

Sample Item:

Terry and Shawn play flag football at the county park. Terry is upset because he doesn't think that Shawn, the quarterback, is being a team player. Shawn rarely passes the ball to his teammates, running the ball more than he throws it. Terry wants to explain to Shawn that he should pass the ball more. What should Terry say to Shawn to share his feelings?

- A. "I'll be the quarterback if you want me to."
- B. "If you are my friend, you will pass me the ball."
- C. "I am way faster than you. I always score more points than you."
- * D. "Our team may be stronger if we involve more players in the plays."

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Course Name: Recreational Activities
Course Number: 1502470

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 Use probability to evaluate outcomes of decisions. 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 include scenarios relating to recreational activities. Items should include probability concepts revolving around decision-making and strategies involved in recreational activities.

Stimulus Attributes:

Stimulus should be related to recreational activities and address how outcomes and decisions are affected by probability.

Stimulus may include graphs, charts, tables, or diagrams.

Response Attributes:

Responses may include statements relating to recreational activities.

Responses may include data from charts, graphs, tables, and diagrams.

Sample Item:

The mayor of Zootown can nominate one team from his town to play the rival town's team in an upcoming flag football tournament. There are four teams in Zootown: the Rabbits, the Turtles, the Yacks, and the Zebras. Using the data in the table below, which team would have the best chance of beating the team from the rival town, given that the rival team has no specific weaknesses in pass defense or rush defense?

Team	Win	Loss	Average Passing Yards Per Game	Average Rushing Yards Per Game	Interceptions Forced Per Game
Rabbits	7	3	53	46	2
Turtles	5	5	35	42	2
Yacks	6	4	61	33	1
Zebras	8	2	72	30	1

- * A. Zebras, because they have the best win-loss record
- B. Yacks, because they played more games than any other team.
- C. Turtles, because they have the highest average rushing yards per game.
- D. Rabbits, because they force the most interceptions.
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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address recreational activities during extreme weather. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should be related to extreme weather and/or environmental conditions when participating in recreational activities.

Response Attributes:

Responses may include precautions related to recreational activities.
Responses may include extreme weather/environmental conditions.

Sample Item:

Amanda is going kayaking with friends on Saturday. The weather station says that it will be a very hot and humid day, with a heat index of 10. Amanda already knows that she needs to put on sunscreen before leaving her house. Which additional precaution should Amanda consider when planning for her kayak trip in extreme heat?

- A. Wear a dark tee shirt to reflect the sun.
- * B. Bring enough fluids to stay hydrated all day.
- C. Eat a big breakfast before going to prevent stomach issues.
- D. Dress in layers so she can remove clothes when she is hot.

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Course Name: Recreational Activities
Course Number: 1502470

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 various long-term benefits of participation in regular physical activity, including recreational activities.

Stimulus Attributes:

Stimulus should be related to recreational activities and address the various long-term benefits of participating in physical activities.

Stimulus may include scenarios describing one's participation in regular physical activities.

Response Attributes:

Responses may include statements about long-term benefits of physical activities.

Responses may list different recreational activities.

Sample Item:

Stimulus: Roy played flag football and ultimate Frisbee while he was in high school. He really enjoyed the physical activity and health benefits. Additionally, he met some of his closest friends while playing on the teams. After college, Roy moved to a new town. Write a paragraph explaining why Roy might seek out adult recreation leagues that offer sports like flag football, kickball, or ultimate Frisbee in his new town. Include examples of long-term benefits Roy might experience if he joins an adult recreation league in his new town to support your explanation.

Rubric:

- 4 Points** The student has demonstrated a thorough understanding of the potential long term benefits Roy might experience if he joins an adult recreation league in his new town. The description includes many correct benefits of joining an adult recreation team and is written with few or minor grammatical errors.
- 3 Points** The student has demonstrated a partial understanding of the potential long term benefits Roy might experience if he joins an adult recreation league in his new town. The description may include some benefits of joining an adult recreation team. Description may be somewhat unclear with several grammatical errors.
- 2 Points** The student has demonstrated a minimal understanding of the potential long term benefits Roy might experience if he joins an adult recreation league in his new town. The description may include few correct benefits. Description may be generally unclear and has many grammatical errors.
- 1 Point** The student has demonstrated a poor understanding of the potential long term benefits Roy might experience if he joins an adult recreation league in his new town. The description may have many errors, grammatical, incorrect or missing benefits, or be generally unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

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 should address recreation-related activities along with the technology available to improve performance in those activities.

Stimulus Attributes:

Stimulus should address the technology that analyzes data related to recreational activities.
Stimulus may address ways to analyze data using technology.

Response Attributes:

Responses may include various forms of technology.
Responses may include results gleaned from the technology.
Responses may include analysis of data.

Sample Item:

Stimulus: Choose an activity that you've learned or practiced in your Recreational Activities class. The activity must be one in which you've utilized technology (such as a heart rate monitor or pedometer) while participating. In a paragraph, explain how you used the technology while participating in the activity. Then, in a second paragraph, explain how you can use the data provided by the technology to evaluate, monitor, and/or improve your performance in the selected activity.

Rubric:

- 4 Points** The student selected an appropriate activity. The response includes a thorough and accurate explanation of how the technology was used in the activity. The response provides a thorough and accurate explanation of how the data can be used to evaluate, monitor, and improve his/her performance in the selected activity. The response includes many relevant details and examples.
- 3 Points** The student selected an appropriate activity. The response includes a mostly accurate explanation of how the technology was used in the activity. The explanation may include a few minor inaccuracies. The response provides an generally accurate explanation of how the data can be used to evaluate, monitor, and improve his/her performance in the selected activity. The response includes some relevant details and examples.
- 2 Points** The student selected an appropriate activity. The response includes a partial explanation of how the technology was used in the activity. The explanation includes some accurate statements, but also includes many inaccurate statements. The response provides a partial explanation of how the data can be used to evaluate, monitor, and improve his/her performance in the selected activity. The explanation includes many inaccuracies. The response may include few relevant details and examples.
- 1 Point** The student may have selected an inappropriate activity. The response may include a poor and inaccurate explanation of how the technology was used in the activity. The response provides a poor and inaccurate explanation of how the data can be used to evaluate, monitor, and improve his/her performance in the selected activity. The response may be incomplete and vague.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

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 the risks, safety procedures, rules and equipment associated with recreational activities.

Stimulus Attributes:

Stimulus should be related to evaluating various risks, safety procedures, rules and equipment related to recreational activities.

Stimulus may include scenarios describing potential risks, safety procedures, rules and/or equipment for recreational activities.

Response Attributes:

Responses may include safety considerations when participating in recreational activities.

Responses may include equipment needed to safely participate in recreational activities.

Sample Item:

Stimulus: Jenny’s Recreational Activities class practices archery. Analyze and evaluate the potential consequences for Jenny if she doesn’t follow all appropriate safety procedures. Write your response in a paragraph, and include at least two consequences.

Rubric:

- 4 Points** Response provides at least two appropriate consequences. Each consequence is accurate and has appropriate supporting details.
- 3 Points** Response may provide one accurate consequence with appropriate supporting details.
- 2 Points** Response may provide one accurate consequence but lacks supporting details.
- 1 Point** Response provides no accurate consequences.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities
Course Number: 1502470

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address detecting and correcting mechanical errors for self or partner in various recreational activities. Items should not address water sports such as kayaking or canoeing.

Stimulus Attributes:

Stimulus should be related to skill patterns of a variety of recreational activities.
Stimulus should relate to proper mechanical principles.

Response Attributes:

Responses should include statements related to mechanical principles of skills found in recreational activities.

Sample Item:

Stimulus: Today in your Recreational Activities course you are focusing on your throwing skills during a practice game of bean bag toss (corn toss/corn hole). The teacher has assigned everyone a partner. During warm up, observe your partner throw the bean bag. Evaluate his/her throwing skills. Identify at least one adjustment your partner needs to make to improve the throw, and write at least 2 suggestions for your partner on how to make that adjustment. You should be looking for the following things: foot placement, arm swing (back, forward, and follow through) and accuracy of the throw.

Rubric:

- 4 Points** Response provides a thorough evaluation of partner's skills. Student provides a thorough and accurate explanation of what they observed and identifies one adjustment necessary in their partner's throw. Response makes two appropriate suggestions for improvement that address the partner's weakness.
- 3 Points** Response provides an evaluation of partner's skills. Student briefly, but accurately describes what they observed and identifies one adjustment necessary in their partner's throw. Response makes one appropriate suggestion for improvement that address the partner's weakness.
- 2 Points** Response provides a partial evaluation of partner's skills. Student may accurately identify one adjustment necessary in their partner's throw. Response makes one appropriate suggestion for improvement that address the partner's weakness.
- 1 Point** Response provides a poor evaluation of partner's skills. Response is minimal and vague. Response may not identify an adjustment necessary in their partner's throw. Student does not provide any suggestions for improvement.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.28 Interpret and apply the rules associated with specific course activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address rules as they relate to recreational activities. Items may include selection of appropriate behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus should address a variety of recreational activities.

Stimulus should be restricted to the rules associated with recreational activities.

Stimulus may include exceptions or examples of rules.

Response Attributes:

Responses should include rules of various recreational activities.

Responses may include demonstrations of recreational activities that show understanding of specific activity rules.

Responses may include interpretations or applications of rules in recreational activities.

Sample Item:

Ally and her brother Steve decided to play tennis at the local public tennis courts. Steve is serving and the score is 40-30. He hits a serve that Ally calls out and does not return. Steve saw the ball on the line. What should happen next?

- A. They flip a coin.
- B. They play a set.
- * C. Ally gets the point.
- D. Steve gets the point.

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Course Name: Recreational Activities
Course Number: 1502470

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: Constructed Response, Performance Task

Content Limits: Items should address health-related physical fitness within recreational activities that includes health-related physical fitness, cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition. Participation may include a written or oral description of behaviors required to participate or performing the required behaviors.

Stimulus Attributes:

Stimulus should be related to recreational activities.
Stimulus should include components of health-related fitness.

Response Attributes:

Responses should include the components of health-related fitness as they apply to recreational activities.
Responses may be a diary, log or observations of students participating in health-related physical fitness activities.

Sample Item:

Stimulus: Identify two recreational activities that you participate in which promote cardiorespiratory fitness; two recreational activities that you participate in which promote muscular endurance or muscular strength; and two recreational activities that you participate in which promote flexibility. For each activity, describe how it promotes cardiorespiratory fitness, muscular strength, muscular endurance, or flexibility.

Rubric:

- 4 Points** Response accurately identifies two recreational activities in which the student participates that promote cardiorespiratory fitness, two that promote muscular endurance or strength, and two that promote flexibility. All six activities are unique, in that there is no overlap. How each activity promotes that particular aspect of fitness is described thoroughly.
- 3 Points** Response accurately identifies four or five unique (not repeated) recreational activities in which the student participates that are appropriate for the categories identified. How each activity promotes that particular aspect of fitness is described well.
- 2 Points** Response accurately identifies two or three unique (not repeated) recreational activities in which the student participates that are appropriate for the categories identified. How each activity promotes that particular aspect of fitness is described partially.
- 1 Point** Response accurately identifies one or no unique (not repeated) recreational activities in which the student participates that are appropriate for the categories identified. How each activity promotes that particular aspect of fitness is described poorly.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities
Course Number: 1502470

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 individual recreational activities.

Stimulus Attributes:

Stimulus should address recreational activities that may be used as coping mechanisms for stress.

Response Attributes:

Responses should include methods of dealing with stress management.

Responses may include names of recreational activities.

Responses may include multiple reasonable answers; however one choice should be more correct than the others.

Sample Item:

Stimulus: Jessica had a really stressful day; she knows that working out often makes her feel better and less stressed. Brainstorm physical activities that might help Jessica feel a little less stressed. Pick three physical activities and explain in a paragraph why these activities might be helpful for her.

Rubric:

- 4 Points** Response provides a thorough explanation of why the three selected physical activities might help Jessica feel less stressed. Response includes many relevant details to support the explanation.
- 3 Points** Response provides an explanation of why the three selected physical activities might help Jessica feel a little less stressed. Response includes some details to support the explanation.
- 2 Points** Response provides a partial explanation of why the three selected activities might help Jessica feel a little less stressed. Response includes few details and examples of how these activities help Jessica feel less stressed. Response may include an explanation of only two selected activities.
- 1 Point** Response is minimal and vague. Response may only lists three or fewer activities, or an explanation is provided for only one activity.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities
Course Number: 1502470

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 recreational activity opportunities in school. Participation may include the selection or description of behaviors required to participate.

Stimulus Attributes:

Stimulus should be related to recreational activities found at school. Stimulus may require a log or diary of activities.

Stimulus may include a scenario describing one's interests, which would require the selection of an appropriate recreational activity.

Response Attributes:

Responses may include names of recreational activities.

Responses may reflect the names and locations of community or school opportunities for participation in physical activities.

Responses may include a log or diary of activities.

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Course Name: Recreational Activities
Course Number: 1502470

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 that help with participation in a variety of recreational activities found in the community.

Stimulus Attributes:

Stimulus should be related to health-enhancing recreational activities.

Stimulus should take place outside of the school environment.

Response Attributes:

Responses should include names of recreational activities.

Responses may reflect the names and locations of community opportunities for participation in physical activities.

Responses may include documentation of engagement in health-enhancing activities.

Sample Item:

Stimulus: Janell would like to improve her cardiovascular health. She loves the water and lives near the community pool, which offers a variety of swimming classes, water aerobics classes, and water safety certification classes. The community pool is also next to a track, which is open to the public before and after school hours. Identify 4 activities that Janell could participate in that are convenient to her proximity to the community pool and track. List each activity and tell how often and for how long she should do each activity. In a paragraph, explain how regular participation in these activities can improve her cardiovascular health.

Rubric:

- 4 Points** Response provides thorough descriptions of 4 activities that are relevant to Janell, including the frequency and duration of each activity. Response includes a comprehensive explanation of how regular participation in these activities can improve her cardiovascular health. Response includes relevant details and examples.
- 3 Points** Response provides descriptions of 4 activities that are relevant to Janell, including the frequency and duration of each activity. At least 3 activities are correct and clearly described. Response includes an explanation of how regular participation in these activities can improve her cardiovascular health. Response includes somewhat detailed explanation.
- 2 Points** Response provides a partial description of activities that are relevant to Janell. Two activities are described correctly and clearly, including the frequency and duration of each activity. Response includes a partial explanation of how regular participation in these activities can improve her cardiovascular health. Response includes limited details.
- 1 Point** Response provides a minimal description of activities that is relevant to Janell. One activity is described correctly and clearly including the frequency and duration of each activity. Response is minimal and unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities
Course Number: 1502470

Item Specifications

Strand: Movement Competency

Standard: Demonstrates competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.1 Demonstrate critical elements of basic skills relating to aquatics.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include critical elements of skills related to aquatics. A demonstration may include the selection of correct behaviors or performance of the required behaviors.

Stimulus Attributes:

Stimulus should address basic aquatics skills.
Stimulus may require performance of basic skills related to aquatics.
Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses could be a description or demonstration of the various swimming strokes or drills.
Responses may include images, graphics, or video clips.

Sample Item:

In the butterfly stroke, how would you describe the kick?

- A. scissor kick
- * B. double kick
- C. frog-like kick
- D. eight-beat kick

Sample Item 2:

Demonstrate the correct stroke, breathing pattern, and kick for the breast stroke. Swim for at least 100 yards in the pool.

Rubric

- 4 Points** The student demonstrates a thorough ability to correctly perform the breast stroke. The arm movements, breathing pattern and kick are correct. The demonstration is correct for at least 100 yards in the pool.
- 3 Points** The student demonstrates a partial ability to perform the breast stroke. The arm movements, breathing pattern and kick are somewhat correct. The demonstration may be correct for part of the 100 yards in the pool.
- 2 Points** The student demonstrates a minimal ability to perform the breast stroke. The arm movements, breathing pattern and kick are somewhat incorrect. The demonstration is incorrect for part of the 100 yards in the pool.
- 1 Point** The student demonstrates a poor ability to perform the breast stroke. The arm movements, breathing pattern and kick are generally incorrect. The demonstration is incorrect for most of the 100 yards in the pool.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities
Course Number: 1502470

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.9 Demonstrate complex skills and advanced rhythmic movements in dance.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address complex skills and advanced rhythmic movements in dance. A demonstration may include written/oral expression of correct behaviors or perform the required behaviors.

Stimulus Attributes:

Stimulus should be related to rhythmic and dance movements as related to recreational activities.

Stimulus may include a diagram or descriptions of dance steps.

Response Attributes:

Responses should include complex, rhythmic movements in dance.

Responses may list or demonstrate complex movements of dance.

Sample Item:

Task: Perform the Rumba to music. During a 1-minute sample, student will demonstrate complex dance skills and rhythmic movements.

Rubric:

- 4 Points** Student dance shows a thorough understanding of the complex dance skills. Student shows fluidity of movements; dance is rhythmic and in sequence with the music. Student should maintain a 6-step box-like complex movement sequence.
- 3 Points** Student dance shows a reasonable understanding of the complex dance skills. Student shows reasonable fluidity of movements; dance is rhythmic and in sequence with the music. Student should maintain a 6-step box-like complex movement sequence.
- 2 Points** Student dance shows an understanding of the complex dance skills. Student shows at least some fluidity of movements; dance is rhythmic and in sequence with the music. Student may not maintain a 6-step box-like complex movement sequence.
- 1 Point** Student dance shows a poor understanding of complex dance skills. Student makes numerous mistakes and lacks coordination. Student may only demonstrate basic rhythmic movement.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include proper warm-up and cool-down techniques for recreational activities. Items may require selection of appropriate behavior or written/oral expression of ideas.

Stimulus Attributes:

Stimulus should describe specific methods for warm-ups and cool-downs for recreational activities.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses should include warm-ups and cool-downs associated with recreational activities.

Responses may include names of physical activities.

Responses may include graphics, images, or video clips.

Sample Item:

Which combination of dynamic exercises would be the **MOST** appropriate running warm-up activities?

- A. walking and hamstring stretch
- * B. butt kicks and walking lunges
- C. toe touches and jumping jacks
- D. calf raises and quadriceps stretch

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Course Name: Recreational Activities
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Item Specifications

Strand: Movement Competency

Standard: Demonstrates 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, Constructed Response

Content Limits: Items should include a variety of outdoor pursuit activities with their strategies and tactics. Items may require selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus should be related to strategies and tactics of recreational activities found in outdoor pursuits.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses should include tactics that can transfer across various outdoor pursuit activities.

Responses may include names of the outdoor activities.

Responses may include images or graphics.

Sample Item:

Stimulus: Choose three outdoor pursuits that you've been taught in your Recreational Activities course. For each activity, write a paragraph describing the activity-specific strategies and tactics. Each paragraph should include at least three activity-specific strategies or tactics.

Rubric:

- 4 Points** Response provides a thorough explanation of the strategies and tactics for each selected outdoor pursuit. Each paragraph clearly and accurately explains at least three strategies or tactics for the outdoor pursuit.
- 3 Points** Response provides an explanation of the strategies and tactics for each selected outdoor pursuit. Each paragraph explains strategies or tactics for the activity; however, one to three of the strategies or tactics may be inaccurate or not appropriate for that activity.
- 2 Points** Response provides a partial explanation of the strategies and tactics for each selected outdoor pursuit. Each paragraph explains strategies or tactics for the activity; however, four to six of the strategies or tactics may be inaccurate or not appropriate for the activity.
- 1 Point** Response provides a poor explanation of the strategies and tactics for each selected outdoor pursuit. The response may not address three outdoor pursuit activities. The response may include paragraphs for each activity, but the paragraphs are incomplete and vague. The response may only include one to three accurate strategies or tactics.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.31 Demonstrate advanced offensive, defensive, and transition strategies and tactics.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address advanced offensive, defensive, and transition strategies and tactics used in various recreational activities. A demonstration may include the selection of correct behaviors or performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to advanced offensive, defensive, and transition strategies and tactics including advanced strategies/tactics for recreational sport activities.

Stimulus may include graphics, diagrams, or video clips.

Response Attributes:

Responses may include tactics that can transfer across various recreational activities.

Responses may include demonstrations or descriptions of offensive, defensive and transition strategies.

Responses may include graphics or diagrams related to recreational activities.

Sample Item:

During a flag-football game, your coach has called for a Hook and Go play. As the offense lines up on the ball, the defensive formation is not conducive for a successful play. The quarterback recognizes the defensive formation and calls an audible.

If the defense is set in a prevent defense, what is the **BEST** option for the quarterback?

- A. a corner pattern because the defense will not be expecting a long pass to the end zone
- * B. a crossing route because this has a good chance of picking up 15 yards
- C. a pitch right run because the defense will not be expecting a run
- D. a long pass to the end zone because a field goal will not be sufficient

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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.32 Apply sport specific skills in a variety of game settings.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be an application of sport-specific skills in a variety of recreational activities. A performance may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to sport-specific skills in a variety of recreational games or activities.

Stimulus may include descriptions of various game situations in recreational activities.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses should include an application of sport-specific skills that transfer to numerous recreational activities.

Responses may include names of recreational activities.

Responses may include images or graphics.

Sample Item:

Ben and his friends have just finished their baseball season and decided that they would like to take part in their city's recreation league. Which sport or activity would **BEST** transfer skills from baseball?

- * A. golf
- B. kickball
- C. flag football
- D. ultimate Frisbee

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Course Name: Recreational Activities

Course Number: 1502470

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.5.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address strategies for including persons of diverse backgrounds and abilities while participating in a variety of recreational activities. A performance may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to developing strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

Stimulus may include names of recreational activities.

Response Attributes:

Responses should include strategies for including all individuals in recreational activities.

Responses should not include gender, race, and/or ethnic bias.

Sample Item:

Every Saturday Carly and her neighborhood friends play a game of flag football. Last weekend, Carly noticed that a new family moved in next door, with a daughter about the same age as Carly. This girl watched them play all afternoon. Carly introduced herself to the new neighbor, Haley, and invited her to play with them. Haley said she was interested, but she had never played flag football before. She was only familiar with soccer. What is the **BEST** way for Carly to include Haley in the flag football game?

- A. Tell Haley to watch for the remainder of the day, since they are almost done.
- * B. Explain the basics of the game and tell Haley to join her team.
- C. Ask Haley if she'd like to stand on the sidelines and cheer for them.
- D. Give Haley the ball and tell her, "Just follow my lead!"

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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.912.R.5.3 Demonstrate sportsmanship during game situations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should focus on responsible personal and/or social behaviors related to sportsmanship in recreational activities. A demonstration may include the selection of correct behaviors or performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to responsible behaviors during recreational activities.
Stimulus may address conflict resolution.

Response Attributes:

Responses may include responsible behaviors during recreational activities.
Responses may address conflict resolution.
Responses may reflect demonstrations of responsible behaviors during physical activities.

Sample Item:

Johnny and his friends are playing golf. They just started their third hole and there is a two-some that is moving quickly behind them. While Johnny and his friends are putting, the two-some hit their ball on the green. Unfortunately Johnny and his friends are held up waiting for the next hole so they want to speak to the two-some. When they meet, the two-some tells Johnny's group that they are slow. What should Johnny's group do next?

- A. continue playing, but extra slow, make them wait
- B. leave the golf course because they are frustrated
- C. tell the two-some that they can wait for them to finish
- * D. ask the two-some if they would like to play through

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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.912.R.5.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address appropriate personal, social, and ethical behaviors while participating in a variety of recreational activities. Participation may include the selection or description of behaviors required to participate or performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to appropriate behaviors with participation in recreational activities.

Stimulus may include scenarios of personal, social, and ethical behaviors.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses should include appropriate personal, social and ethical behaviors in specific recreational activities.

Sample Item:

On Saturdays, a group of teenagers gets together to play a game without an official. What kind of officiating is this known as?

- A. conflict resolution
- B. peer assessment
- C. rock-paper-scissors
- * D. spirit of the game

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Course Name: Recreational Activities

Course Number: 1502470

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 demonstrations of appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of recreational activities. A demonstration may include the selection of correct behaviors or performance of the required behaviors.

Stimulus Attributes:

Stimulus should be related to appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of recreational activities.

Stimulus may include scenarios describing recreational activities and appropriate/inappropriate etiquette, equipment, facilities, and behaviors.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may reflect attitudes of respect for facilities.

Responses may include demonstrations of appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

Responses may include images or graphics.

Sample Item:

When playing flag football, your flag gets stuck under your shirt so it is hard to pull by the opposing team. What is the appropriate action to take?

- A. Call a time out so you can fix the flag.
- * B. Quickly readjust your flag so it lays properly.
- C. Keep playing the game in hopes no one will try to pull your flag.
- D. Tell your friend that your flag is not correct to see if he can help you fix it.

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Course Name: Recreational Activities

Course Number: 1502470

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark: PE.912.R.6.1 Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address selection and participation in a variety of recreational activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. Participation may include the selection or description of behaviors required to participate or perform the required behaviors.

Stimulus Attributes:

Stimulus should be related to a variety of recreational activities found in the community. Stimulus should include recreational activities that contribute to personal enjoyment or a healthy lifestyle.

Response Attributes:

Responses should include names of recreational activities that lead to a healthy lifestyle. Responses may include documentation of participation (i.e., logs) Responses may include images or graphics.

Sample Item:

Task: For one month, keep a log of your out of school activities that contribute to a healthy lifestyle. At the end of the month, write a reflection on your participation. Explain how these activities contribute to a healthy lifestyle.

Rubric:

- 4 Points** Response demonstrates a thorough understanding of the benefits of participating in physical activities outside of school. The student participated in a variety of activities, and includes a clear explanation of how the activities relate to their overall health. The benefits of the activities are clearly written and supported by details.
- 3 Points** Response demonstrates a partial understanding of benefits of participating in physical activities outside of school. The student described few activities with a somewhat clear explanation of how the activity was related to their overall health. The student participated in some out of school activities. The benefits of the activities have some supporting details.
- 2 Points** Response demonstrates a minimal understanding of the benefits of participating in physical activities outside of school. The student described few activities with a somewhat unclear explanation of how the activity was related to their overall health. The student participated in few activities.
- 1 Point** Response demonstrates a poor understanding of the benefits of participating in physical activities outside of school. The student described few activities with an unclear explanation of how the activity was related to their overall health. The student participated in little to no activities.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Recreational Activities

Course Number: 1502470

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.6.2 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 address physical activities from which health-related benefits can be derived. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should address recreational activities from which benefits can be derived.

Stimulus may include scenarios that describe participation in physical activities.

Stimulus may include a comparison of benefits of various physical activities.

Stimulus may include charts, graphs or diagrams.

Response Attributes:

Responses should include health benefits of recreational activities.

Responses may include written expression of ideas.

Responses may include comparisons of benefits of physical activities.

Responses may include charts, graphs or diagrams.

Sample Item:

Which health-related components of physical fitness are predominant in an adventure race that includes trail running and rock climbing?

- A. cardiovascular endurance and flexibility
- B. muscular strength and body composition
- C. muscular strength and muscular endurance
- * D. cardiovascular endurance and muscular endurance

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Course Name: Recreational Activities
Course Number: 1502470

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 activities that are popularized in other cultures.

Stimulus Attributes:

Stimulus should be related to the role of games, sports, and/or recreational physical activities in other cultures.

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

Response Attributes:

Responses should be related to the role of games, sports, and/or physical activities in other cultures.

Responses may include categorizing, classifying and comparing the physical activities from other cultures.

Responses may be names and descriptions of sports in other cultures and the role they play.

Sample Item:

Stimulus: Select a recreational activity or sport that is commonly played in another culture. Write a paragraph analyzing the activity or sport and how it is important to that culture.

Rubric:

- 4 Points** Response shows a thorough understanding of the sport/activity by describing it and how it is embedded in the culture. The student's writing may be clear and presents a logical explanation supported by details. There may be few errors in grammar.
- 3 Points** Response shows a partial understanding of the sport/activity by describing it and how it is embedded in the culture. The writing may be somewhat clear and presents a basic explanation with some supporting details. There are some errors in grammar.
- 2 Points** Response shows a minimal understanding of the sport/activity by describing it and how it is embedded in the culture. The writing may be somewhat unclear and there are few supporting details. There are many errors in grammar.
- 1 Point** Response shows a poor understanding of the sport/activity by describing it and how it is embedded in the culture. The student's writing may be unclear with no supporting details. There are substantial errors in grammar.
- 0 Points** The response is off topic and/or the student did not make an attempt.