

Team Sports 1 (1503350) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised 2013

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

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

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

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

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

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: 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 team sports related activities and topics. Items should be limited to collaboration and/or discussions with diverse partners.

Stimulus Attributes:

Stimulus may be related to team sports and physical activities or discussions which may occur while watching or playing team sports.

Stimulus may relate to a diverse group of students participating in discussions as they relate to team sports topics or issues.

Response Attributes:

Responses may include statements related to team sports made by at least one participant in the discussion.

Responses may be diverse and should not contain racial, regional, or gender bias.

Sample Item:

Task: Simulate a discussion where a diverse group of peers is preparing for a soccer game in class. The student must initiate and participate in a discussion with peers to determine the appropriate position to place all the students for the upcoming game. The student must take into account the ideas and thoughts of the group, student skill attributes, and specific soccer requirements to ensure effective placement of students while listening and building on the ideas of others’.

Rubric:

4 Points The student demonstrates effective listening and collaboration techniques by initiating and participating in a discussion. The student must effectively place all students in a position based on requirements, skill attributes, and feedback from peers. The student must be able to thoroughly explain why specific placements were made. The response expresses ideas clearly and persuasively.

3 Points The student demonstrates effective listening and collaboration techniques by participating in a discussion. The student must effectively place most students in a position based on requirements, skill attributes, and feedback from peers. The student must be able to explain why specific placements were made. The response mostly expresses ideas clearly and persuasively.

2 Points The student demonstrates listening and collaboration techniques by participating in a discussion. The student may place some students in a position based on requirements, skill attributes, and feedback from peers. The student must be able to explain why specific placements were made. The response partially expresses ideas clearly and persuasively.

1 Point The student may not demonstrate listening and/or collaboration techniques during a discussion. The student does not place any students in a position based on requirements, skill attributes, and feedback from peers. The student is not able to explain why specific placements were made. The response does not express ideas clearly and persuasively.

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

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Reasoning with Equations & Inequalities

Cluster: Represent and solve equations and inequalities graphically

Standard: MACC.912.A-REI.4.10 Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address team sports related activities and topics. Items should be limited to data sets pertaining to statistics commonly collected in a team sport activity.

Stimulus Attributes:

Stimulus may include data plotted on a graph for a scenario involving team sports.
Stimulus may include a variety of team sport data.

Response Attributes:

Responses may include the interpretation of data on the graph.
Responses may include a mathematical equation from these data.
Responses may include a variety of team sport data.

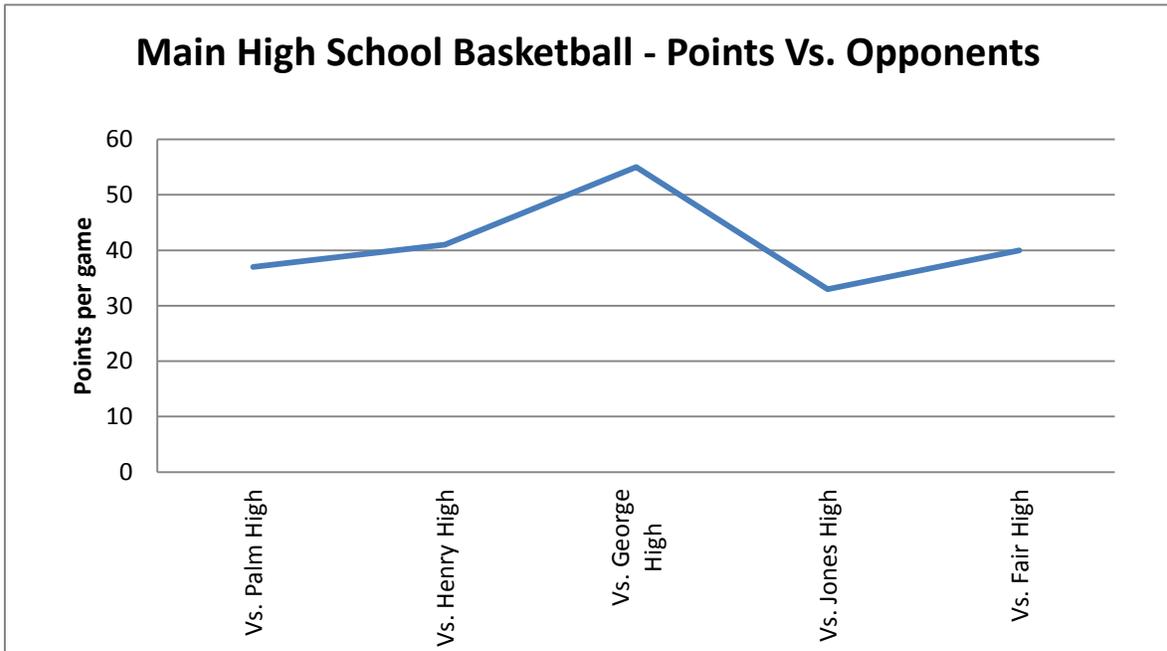
Sample Item:

The Main High School basketball team scores are listed below. Using this table, determine which graph displays their total points per game accurately.

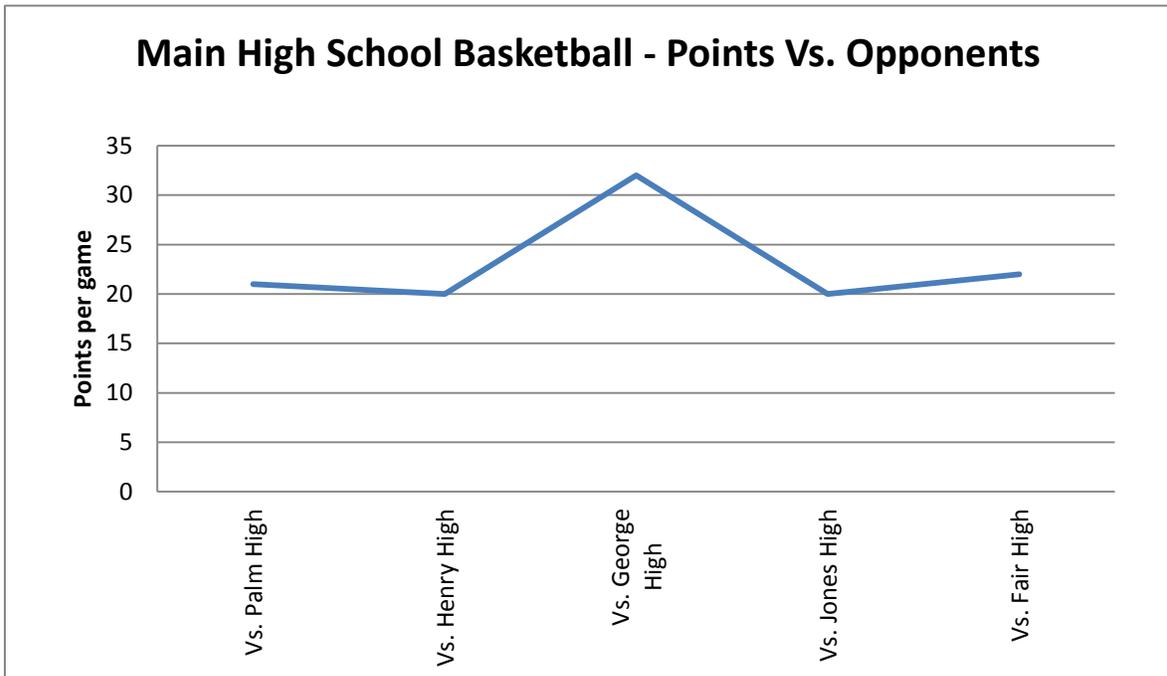
Point scoring for Main High School

	3 point baskets	2 point baskets	Made free throws
Vs. Palm High	3	10	8
Vs. Henry High	5	11	4
Vs. George High	4	15	13
Vs. Jones High	2	9	9
Vs. Fair High	6	6	10

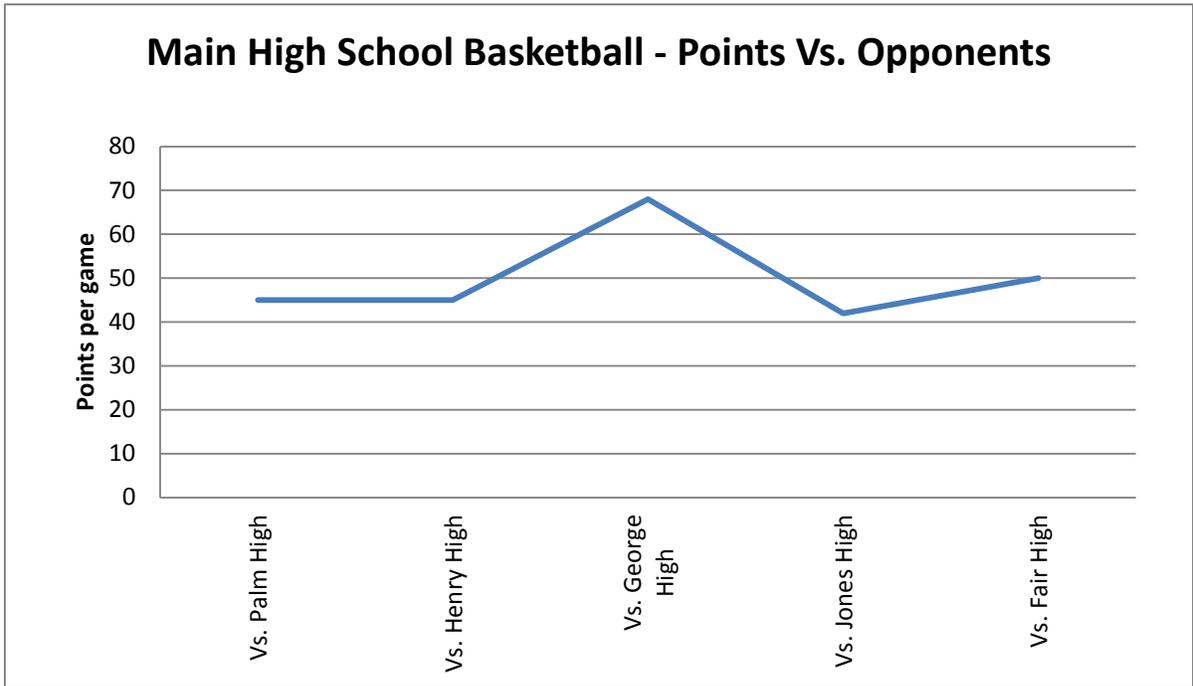
A.



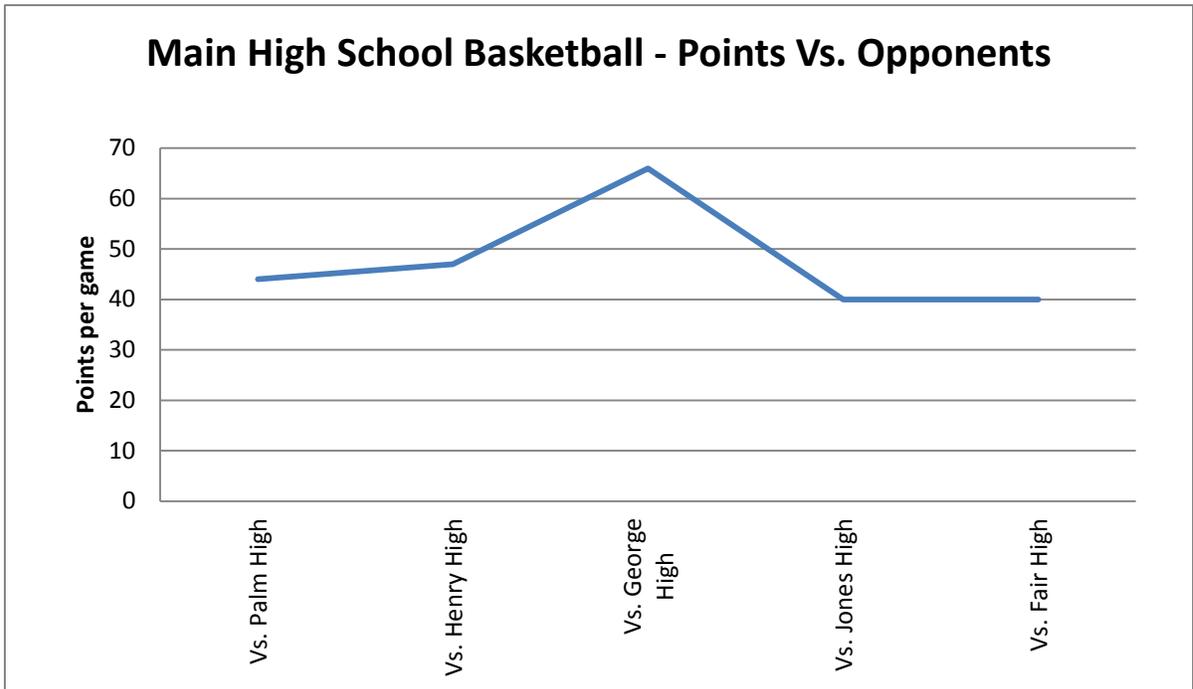
B.



C.



D.



*

- A. Graph A
- B. Graph B
- C. Graph C
- D. Graph D

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Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical & Quantitative Data

Cluster: Summarize, represent, and interpret data on a single count or measurement variable.

Standard: MACC.912.S-ID.1.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include statistics and topics as they relate to sports played as a team.

Stimulus Attributes:

Stimulus may include statistics for two data sets using mean, median, or spread.

Stimulus may include data obtained from team sporting events.

Response Attributes:

Responses may include analysis of the data appropriate for the specific sport.

Responses may include calculations of statistics for two data sets using mean, median, or spread.

Responses may include data obtained from team sporting events.

Sample Item:

The starting line-up heights for the Lido Lions basketball team are 5'6", 5'9", 6'0", 6'0", and 5'11". The starting line-up heights for the Bonn Bears basketball team are 6'2", 5'3", 5'7", 5'10", and 5'11". Using the heights provided, what is the difference in inches between the median heights of both teams?

- A. 2.2
- * B. 1.0
- C. 4.0
- D. 5.1

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Course Name: Team Sports 1
Course Number: 1503350

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 be related to precautions taken during team sports performed in extreme weather environmental conditions.

Stimulus Attributes:

Stimulus may include scenarios which involve team sports played in extreme weather or environmental conditions.

Stimulus may include specific examples of extreme weather and environmental conditions.

Response Attributes:

Responses may include but are not limited to heat stroke, heat exhaustion, dehydration, frostbite, and/or hypothermia.

Responses may include a variety of team sports.

Sample Item:

Stimulus: John is running on a day when the temperature is 88° and the humidity is 80%. He is training for soccer tryouts at his high school. Explain at least four precautions John should consider if he engages in exercise in these weather conditions and how those precautions would help.

Rubric:

- 4 Points** The response includes at least four correct precautions to consider when engaging in exercise in extreme weather/environmental conditions. The response properly explains the reason for the precautions being taken.
- 3 Points** The response includes at least three correct precautions to consider when engaging in exercise in extreme weather/environmental conditions. The response adequately explains the reason for the precautions being taken.
- 2 Points** The response includes at least two correct precautions to consider when engaging in exercise in extreme weather/environmental conditions. The response does not explain the reason for the precautions being taken.
- 1 Point** The response includes less than two correct precautions to consider when engaging in exercise in extreme weather/environmental conditions. The response does not explain the reason for a precaution being taken.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Cognitive Abilities

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

Benchmark: PE.912.C.2.20 Identify appropriate methods to resolve physical conflict.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address conflicts and non-violent resolutions that occur during team sport activities.

Stimulus Attributes:

Stimulus may involve various types of physical conflict and identify appropriate resolutions.

Stimulus may include sample scenarios from various sport interactions.

Response Attributes:

Responses may include non-violent solution to physical conflict including reconciliation, cooperation, resolution, mediation, and/or negotiation.

Responses may include a sample scenario from various sport interactions.

Sample Item:

During a soccer game, Jenny slid into Sarah, resulting in Sarah falling in pain. The teacher called “play on.” A member of Sarah’s team pushed Jenny in retaliation. Which of the following would be the **BEST** way for Jenny react in order to resolve the physical conflict?

- A. Push the person that pushed her first.
- B. Kick Sarah while she is still on the ground.
- * C. Help Sarah to her feet and continue to play in the same manner.
- D. Tell the teacher that she will fight back if the person pushes her again.

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Course Name: Team Sports 1
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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.

Benchmark: PE.912.C.2.21 Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address offensive, defensive, and transition strategies used during team sports.

Stimulus Attributes:

Stimulus may include scenarios and/or diagrams which will reflect probable strategies from team sports.

Stimulus may utilize samples from a variety of team sports.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include scenarios and/or diagrams which will reflect probable strategies from team sports.

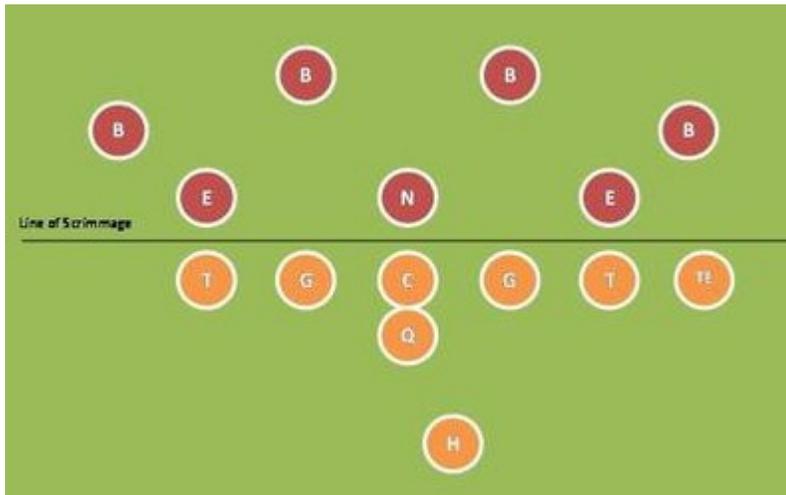
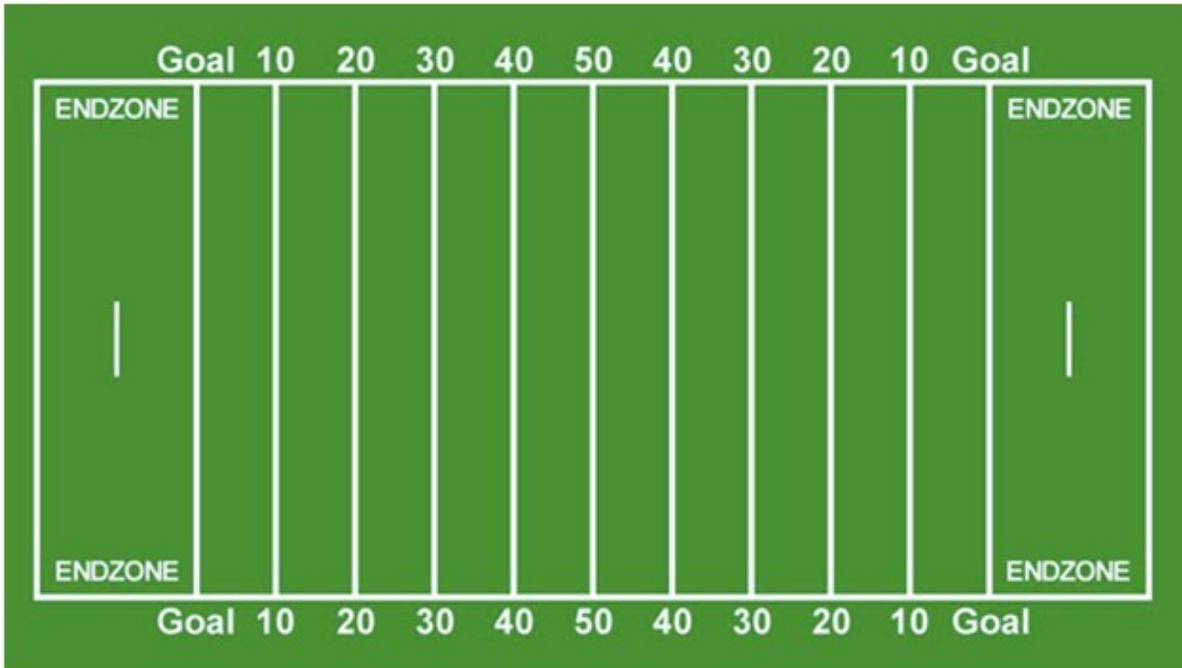
Responses may include samples from a variety of team sports.

Responses may include charts and pictures.

Responses may reflect the specific sport chosen for the item.

Sample Item:

Stimulus: During a flag football game in class, a student on the defense realized the offense was taking advantage of a weak middle of the field. The student's goal was to place more players in coverage to counteract this offensive approach. Identify the defensive strategy that the team should use and justify why you feel that the selected strategy would benefit the defense. Explain your reasoning and then diagram the set-up on the field.



Rubric

4 Points The response identifies one advanced defensive strategy that can be applied to the given scenario. The response explains and justifies why the defensive strategy should be used. The response accurately illustrates the proper placement of individuals on the diagram.

3 Points The response identifies one advanced defensive strategy that may be applied to the given scenario. The response explains and justifies why the defensive strategy should be used, but may not apply it to the given situation. The response attempts to illustrate the placement of individuals on the diagram.

2 Points The response identifies one defensive strategy that may not be applied to the given scenario. The response explains and justifies why the defensive strategy should be used, but the explanation may be incomplete. The diagram on the field may not match the defensive strategy explained.

1 Point The response does not identify any defensive strategy or describes an inappropriate strategy. The response does not explain or properly justify why the defensive strategy should be used. There may be no explanation or no diagram.

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

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Course Name: Team Sports 1
Course Number: 1503350

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 team sports related activities. Items should be limited to the use of technology to analyze data. Items should focus on analyzing, evaluating, monitoring, and/or improving performance within a team sport activity.

Stimulus Attributes:

Stimulus may include various types of technology used to evaluate and analyze performance in team sports.

Stimulus may include video, photos, computer software, pedometers, heart-rate monitors, and other technology as appropriate.

Response Attributes:

Responses may include various types of technology used to evaluate and analyze performance in team sports.

Responses may include video, photos, computer software, pedometers, heart-rate monitors, and other technology as appropriate.

Responses may include possible improvements based on the analysis of data obtained from the fitness and/or team sports related technological device.

Sample Item:

Stimulus: Juan has been struggling with by hitting almost all pop flies during softball games in class. One student suggested that Juan use a video game simulation to improve his swing. Another student suggested that Juan go to a batting cage to improve his swing. A third student suggested that Juan take some swings while he records his swing on a camera. Determine and discuss in a one paragraph response, choose one technological suggestion that would help Juan with his hitting. Describe how this technology would help reduce the number of pop flies Juan hits.

Rubric:

- 4 Points** The response would indicate a proper selection of technology. The response includes a viable and comprehensive rationale as to why that technology would benefit Juan.
- 3 Points** The response would indicate a proper selection of technology. The response includes a rationale as to why that technology would benefit Juan.
- 2 Points** The response does not indicate a proper selection of technology. The response includes a rationale as to why that technology would benefit Juan.
- 1 Point** The response does not indicate a proper selection of technology. The response may not include a rationale as to why that technology would benefit Juan.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

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 risk, safety procedures, rules, and equipment associated with team sports related activities.

Stimulus Attributes:

Stimulus may include sample scenarios which evaluate risks, safety procedures, rules, and equipment associated with team sports.

Stimulus may include samples from a variety of team sports.

Response Attributes:

Responses may reflect specific rules, equipment, or procedures associated with team sports.

Responses may include sample scenarios which evaluate risks, safety procedures, rules, and equipment associated with team sports.

Responses may include samples from a variety of team sports.

Sample Item:

Stimulus: For today's volleyball game in class, Trevor was assigned to referee the game because he was unable to play; but knows the rules of volleyball well. During the second set, Lisa spiked the ball when she came to the ground and rolled her ankle. Lisa fell to the ground in the court of play. The point was not complete and action was continuing. As Trevor, analyze the potential risk associated with letting play continue as well as the potential impact to stopping play. Determine whether or not play should continue based on the potential safety risk as well as what rule would be invoked on the play.

Rubric:

- 4 Points** The response indicates a proper decision as to whether or not play should be allowed to continue. The response includes a viable and comprehensive rationale as to why that particular decision was made. The response includes a description of the potential safety risk involved in letting play continue.
- 3 Points** The response indicates a proper decision as to whether or not play should be allowed to continue. The response includes a reasonable rationale as to why that particular decision was made. The response includes a description of the potential safety risk involved in letting play continue.
- 2 Points** The response indicates a decision as to whether or not play should be allowed to continue. The response includes a rationale as to why that particular decision was made. The response may not include a description of the potential safety risk involved in letting play continue.
- 1 Point** The response may not indicate a decision as to whether or not play should be allowed to continue. The response may not include a rationale as to why that particular decision was made. The response may not include a description of the potential safety risk involved in letting play continue.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

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 team sport related activities. Items should be limited to rules associated with team sports. Items should be limited to the interpretation of rules compared to the rule itself.

Stimulus Attributes:

Stimulus may include scenarios which include interpretation and application of rules associated with team sports.

Stimulus may include various team sports.

Stimulus may include sample sports rules.

Response Attributes:

Responses may include scenarios which include interpretation and application of rules associated with team sports.

Responses may include various team sports.

Response should include rules for various team sports.

Sample Item:

During a field hockey game the ball goes out of bounds at the sideline and the game stops. What is the correct interpretation and application of the rule for the ball to be put back into play?

- * A. Place the ball on the line and hit it back into play.
- B. Place the ball behind the line and dribble it into play.
- C. Stand on the line and throw the ball into play.
- D. Stand behind the line and wait for the official to whistle it into play.

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Course Name: Team Sports 1
Course Number: 1503350

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 team sports-related activities. Items should reflect only team sports activities at school.

Stimulus Attributes:

Stimulus may include team sports-related activities at school.

Stimulus can include team sports activities before, during or after school.

Response Attributes:

Responses may be lists of team sports-related opportunities found at school.

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Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

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

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address opportunities for participation in Team Sports related activities found in the community.

Stimulus Attributes:

Stimulus may include listings of community physical activities.
Stimulus may include information from local, county, and state organizations regarding opportunities to participate in physical activities including YMCA, PAL, AAU, and others.
Stimulus may include community organization brochures about available physical activities.

Response Attributes:

Responses may include listings of community physical activities.
Responses may include information from local, county, and state organizations regarding opportunities to participate in physical activities including YMCA, PAL, AAU, and others.
Responses may include community organization brochures about available physical activities.

Sample Item:

Stimulus: Bobby is a high school student that has a desire to play some competitive soccer. He has just moved to a new town and is trying to find a community-based opportunity to achieve this goal. In a two paragraph response, discuss what opportunities could exist for Bobby in his community and describe at least three benefits that Bobby could receive from participating in a community activity.

Rubric:

4 Points The response indicates a community-based organization that provides an opportunity for him to play competitive soccer. The response includes at least three well-conceived benefits Bobby could receive by participating in this opportunity.

3 Points The response indicates a community-based organization that provides an opportunity for him to play soccer. The response includes at least two appropriate benefits Bobby could receive by participating in this opportunity.

2 Points The response indicates an organization that provides an opportunity for him to play soccer. The response includes at least two benefits Bobby could receive by participating in this opportunity.

1 Point The response does not indicate an organization that provides an opportunity for him to play soccer. The response includes fewer than two benefits Bobby could receive by playing soccer.

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

Course Name: Team Sports 1
Course Number: 1503350

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 risks and safety factors involved in team sports-related activities that can affect physical activity throughout life.

Stimulus Attributes:

Stimulus may include risks and benefits of physical fitness activities and team sports. Stimulus may include information from medical and non-medical local, county, and state organizations regarding safety factors to practice in association with physical activity. Stimulus may include community organization brochures about safety when participating in physical activities.

Response Attributes:

Responses may include risks and benefits of physical fitness activities and team sports.
Responses may include information from medical and non-medical local, county, and state organizations regarding safety factors to practice in association with physical activity.
Responses may include sample risk and safety factors including stretching, hydration, personal safety equipment, use of facilities.
Responses may include community organization brochures about safety when participating in physical activities.

Sample Item:

While playing soccer in class, Tammy's shoe got stuck in a rut when planting to turn and shoot. Tammy felt that her knee was hurting. Tammy continued to play. After several months of lingering pain, Tammy saw a doctor who said her knee would need to be fixed surgically. What would be a potential long-term effect from her lack of seeking immediate medical advice?

- A. swelling at the point of injury
- * B. susceptibility to further injury
- C. not being able to play in class for a few weeks
- D. needing to sign a waiver to participate in sports

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Course Name: Team Sports 1
Course Number: 1503350

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 team sports-related activities. Items should be limited to strategies for self-improvement.

Stimulus Attributes:

Stimulus may include strategies for self-improvement based on individual strengths and needs.
Stimulus may reflect sample scenarios which describe strategies for self-improvement.

Response Attributes:

Responses may include strategies for self-improvement based on individual strengths and needs.
Responses may reflect sample scenarios which describe strategies for self-improvement.
Responses may include health and/or skill-related components of physical fitness.

Sample Item:

Task: Ricardo has been noticing that he has been feeling pain in his muscles after playing soccer and believes that it is from a lack of stretching. As Ricardo, create and perform a pre-game warm-up and post-game cool-down soccer routine. Select three specific warm-up activities and three specific cool-down activities to incorporate into your routine to help you reduce or eliminate sore muscles after playing. After performing the activities describe how each one is designed to help with muscle soreness based on Ricardo's individual needs.

Rubric:

- 4 Points** The student demonstration clearly identifies at least three warm-up and at least three cool-down activities that are soccer related. The student thoroughly explains the benefits of at least six of the activities by focusing on how each is designed to reduce muscle soreness.
- 3 Points** The student demonstration clearly identifies at least two warm-up and at least two cool-down activities that are soccer related. The student explains the benefits of at least four of the activities by focusing on how each is designed to reduce muscle soreness.
- 2 Points** The student demonstration clearly identifies at least one warm-up and at least one cool-down activity that is soccer related. The student explains the benefits of at least two of the activities by focusing on how each is designed to reduce muscle soreness.
- 1 Point** The student demonstration clearly identifies less than two activities that are soccer related. The student explains the benefits of less than two of the activities that are designed to reduce muscle soreness.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.10 Apply sport specific skills in simulation and in real-life applications.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address sport specific skills in team sports activities. Items may address a simulation or a real-life application.

Stimulus Attributes:

Stimulus may include strategies for self-improvement based on specific skill applications. Stimulus may reflect sample scenarios which describe strategies for utilizing team sports-related skills in real-life situations.

Stimulus may include scenarios that an individual will apply sport skills used in game situations and real-life situations. These skills can include but are not limited to striking, kicking, throwing, catching, or other movement skills.

Response Attributes:

Responses may include strategies for self-improvement based on specific skill applications.

Responses may include scenarios that an individual will apply sport skills used in game situations and real-life situations.

Responses may include skills including but are not limited to: striking, kicking, throwing, catching, and/or other movement skills.

Sample Item:

Task: Perform a softball swing by receiving 20 pitches in a practice situation focusing on making solid contact, avoiding pop flies, and putting the ball into play. The student should focus on the mechanics of the swing ensuring that a level motion is attained. Following the practice the student performs swings in a game situation by employing the modified swing focus.

Rubric:

- 4 Points** The demonstration indicates a performance of hitting no more than one pop fly in 20 swings. The demonstration indicates a performance of making solid contact and putting the ball into play on at least 16 of 20 swings.
- 3 Points** The demonstration indicates a performance of hitting no more than three pop flies in 20 swings. The demonstration indicates a performance of making solid contact and putting the ball into play on at least 12 of 20 swings.
- 2 Points** The demonstration indicates a performance of hitting no more than 10 pop flies in 20 swings. The demonstration indicates a performance of making solid contact and putting the ball into play on at least 7 of 20 swings.
- 1 Point** The demonstration indicates a performance of hitting 11 or more pop flies in 20 swings. The demonstration indicates a performance of making solid contact and putting the ball into play on 6 or fewer of the 20 swings.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

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.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address warm-up and/or cool-down techniques used in team sports activities.

Stimulus Attributes:

Stimulus may include strategies for sports and fitness warm-up and cool-down activities. Stimulus may reflect sample scenarios which describe strategies about sports and fitness warm-up and cool-down activities.

Stimulus may include scenarios in which an individual will apply specific and related team sports and fitness warm-up and cool-down activities.

Response Attributes:

Responses may include strategies for sports and fitness warm-up and cool-down activities. Responses may reflect sample scenarios which describe strategies about sports and fitness warm-up and cool-down activities.

Responses may include scenarios in which an individual will apply specific and related team sports and fitness warm-up and cool-down activities including but not limited to stretching and target heart rates.

Sample Item:

In preparation for a basketball game in class, the teacher asked Joey to ensure that the other students are properly warmed up to play in order to prevent injuries. What sequence of warm-up activities should Joey utilize?

- A. drills, stretching, plyometrics
- B. stretching, plyometrics, drills
- * C. jog, stretching, plyometrics
- D. plyometrics, jog, drills

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Course Name: Team Sports 1
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Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.23 Demonstrate proficiency of critical elements when striking with objects, implements or body parts.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address team sports activities. Items should be limited to striking with an object during a team sport activity.

Stimulus Attributes:

Stimulus may provide a situation to demonstrate proficiency of critical elements when striking with an object/implement in a team sport.

Stimulus may include opportunities to highlight striking skills in various sports.

Stimulus may include scenarios that relate to team sports.

Response Attributes:

Responses may provide a situation to demonstrate proficiency of critical elements when striking with an object/implement in a team sport.

Responses may include opportunities to highlight striking skills in various sports.

Sample Item:

Task: Demonstrate your batting proficiency. Receive 10 pitches (strikes) and focus on making solid contact with the pitches by hitting the pitch back in the direction of the initial pitch.

Rubric:

- 4 Points** The student demonstrates batting proficiency by successfully hitting at least five of the strikes back in the direction of the pitch.
- 3 Points** The student demonstrates batting proficiency by successfully hitting between three or four of the strikes back in the direction of the pitch.
- 2 Points** The student demonstrates minimal batting proficiency by successfully hitting three of the strikes back in the direction of the pitch.
- 1 Point** The student demonstrates a lack of batting proficiency by successfully hitting less than three of the strikes back in the direction of the pitch.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Movement Competency

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

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

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to advanced strategies/tactics for team sports activities. Items should be limited to offensive, defensive, and/or transitional strategies and tactics.

Stimulus Attributes:

Stimulus may include description and scenario related to offensive, defensive, and transitional strategies and tactics.

Stimulus may include offensive, defensive, and transitional strategies for a specific sport activity.

Stimulus may include graphics or diagrams related to sports activities.

Stimulus may include a demonstration of knowledge pertaining to strategies and/or tactics.

Response Attributes:

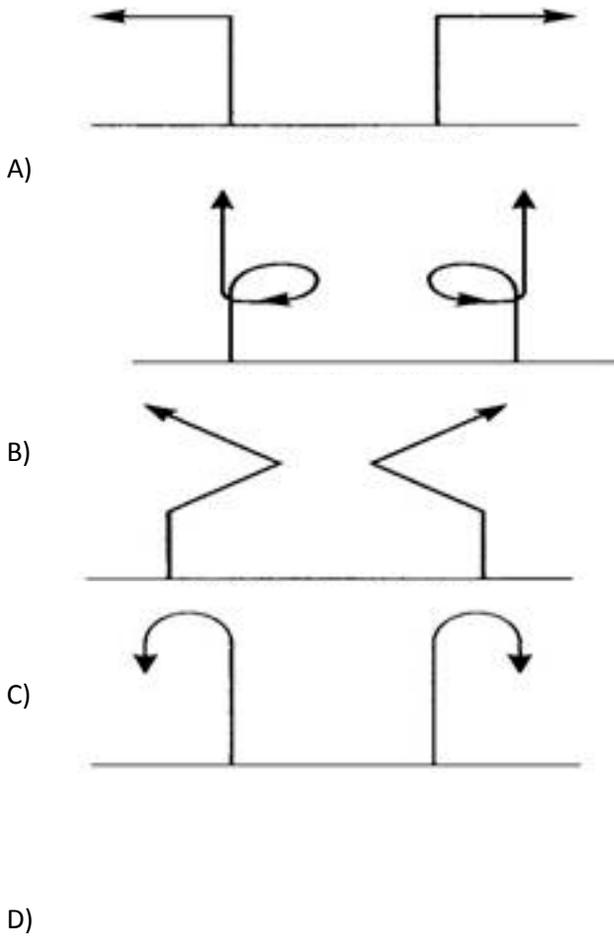
Responses may include description and scenarios related to offensive, defensive, and transitional strategies and tactics.

Responses may include offensive, defensive, and transitional strategies for a specific sport activity.

Responses may include a demonstration of an offensive, defensive, and/or transitional tactic used in designated sports activities.

Sample Item:

In a football game, the defense is in man-to-man coverage and is bringing a lot of blitzes. Which receiver pattern represents the **BEST** advanced offensive strategy to get open for a quick pass?



- A. A
- B. B
- C. C
- * D. D

Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Movement Competency

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

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

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address team sports-related activities. Items should be limited to skills associated with team sporting activities.

Stimulus Attributes:

Stimulus may include scenarios regarding sport specific skills in a variety of game settings.
Stimulus may include various sport skills for varied sports.

Response Attributes:

Responses may include scenarios regarding sport specific skills in a variety of game settings.
Responses may include various sport skills including but not limited to kicking, running, striking, etc.

Sample Item:

During a soccer game a goalie had to face several shots including free kicks, penalty kicks, and regular shots on net. If the goalie blocked all of the shots, at what point did the goalie likely decide how to make each save?

- A. prior to the shot based on the situation
- B. on the approach and footwork of the shooter
- C. based on knowledge of the shooters' tendencies
- * D. on initial contact of the shot

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Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.33 Practice complex motor activities in order to improve performance.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include complex motor activities specific to team sports.

Stimulus Attributes:

Stimulus may reflect descriptions of specific complex motor skills.
Stimulus may include strategies to improve complex motor skills.
Stimulus may incorporate strategies for specific motor skills associated with varied sports.
Stimulus may involve knowledge of concepts associated with practicing skills.

Response Attributes:

Responses may reflect descriptions of specific complex motor skills.
Responses may include demonstration of strategies and techniques to improve complex motor skills.
Responses may incorporate strategies used in various sports.
Responses may include charts and drawings.

Sample Item:

Barbara wants to improve her underhand serve for volleyball. What alternative activity provides a complex motor skill that would help her improve?

- A. throwing sidearm in football
- * B. pitching in softball
- C. shooting lay-ups in basketball
- D. throwing in ultimate Frisbee

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Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Movement Competency

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

Benchmark: PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address team sports-related activities. Items should be limited to the selection of equipment, and/or safety procedures within a team sport.

Stimulus Attributes:

Stimulus may include descriptions of appropriate and safe use athletic equipment.
Stimulus may include equipment related to various sports activities.
Stimulus may include charts, diagrams, or pictures.

Response Attributes:

Responses may include identification of appropriate and safe use of athletic equipment.
Responses may include names of equipment related to various sports activities.
Responses may include charts, diagrams, or pictures of sports equipment.

Sample Item:

Kim is getting ready to bat in a softball game in class. She notices two bats available for her to use. Which bat is **NOT** safe for her to use and for what reason?



- A. Bat A, because aluminum bats frequently break
- B. Bat A, because aluminum bats vibrate upon contact
- * C. Bat B, because the bat does not have a hand grip
- D. Bat B, because wooden bats are lighter than aluminum bats

Course Name: Team Sports 1

Course Number: 1503350

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 the inclusion of individuals into team sports activities.

Stimulus Attributes:

Stimulus may include correct or incorrect strategies to include people with diverse abilities and backgrounds in physical sports activities.

Stimulus may include a variety of adaptations and modifications that will allow all students to participate in physical activities in varying sports.

Stimulus may include scenarios that address strategies to include people with diverse abilities and backgrounds in physical sports activities.

Response Attributes:

Responses may include correct or incorrect strategies to include people with diverse abilities and backgrounds in physical sports activities.

Responses may include a variety of adaptations and modifications that will allow all students to participate in physical activities in varying sports.

Responses may include scenarios that address strategies to include people with diverse abilities and backgrounds in physical sports activities.

Sample Item:

John is in a wheelchair. Softball is the team sport that he likes the most. He loves to wheel to each base. As a team captain in class, which is the **BEST** approach that you should ask the teacher for, that would accommodate John's unique needs and fully include him on your team?

- A. allow John to use a lacrosse stick to field the ball
- * B. ensure that the playing field allows for his chair to roll safely
- C. tell the first baseman to drop the ball
- D. shorten the distance from home to first for John

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Course Name: Team Sports 1
Course Number: 1503350

Item Specifications

Strand: Responsible Behaviors and Values

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

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

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address sportsmanship and responsible behaviors associated with team sport activities.

Stimulus Attributes:

Stimulus may include a variety of physical activities in team sports.
Stimulus may include scenarios including proper etiquette and sportsmanship related behaviors for team sports.

Response Attributes:

Responses may include a variety of physical activities in varying sports.
Responses may include scenarios regarding proper etiquette and sportsmanship related behaviors found in team sports.

Sample Item:

During a soccer game in class, George is given a yellow card by the teacher for a hard slide tackle knocking the other student to the ground. Which action demonstrates a responsible behavior for George following the call?

- A. tell the teacher that he made a bad call
- * B. help the student up and apologize for the hard slide
- C. play hard and don't worry about the yellow card
- D. tell the other player that they dove and that diving is not appropriate

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Course Name: Team Sports 1

Course Number: 1503350

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 team sports related activities as they relate to personal, social, and/or ethical behavior.

Stimulus Attributes:

Stimulus may include correct or incorrect personal, social, and ethical behaviors in physical sports activities.

Stimulus may include a variety of physical activities in varying sports.

Stimulus may include scenarios with proper etiquette, sportsmanship, and rules application for team sports.

Response Attributes:

Responses may include correct or incorrect personal, social, and ethical behaviors in physical sports activities.

Responses may include a variety of physical activities in varying sports.

Responses may include scenarios with proper etiquette, sportsmanship, and appropriate behavior for team sports.

Sample Item:

During a softball game in class, Johnny's team is up to bat. Carlos is the next batter, and he struck out three times already in the game. It is the last inning and there are two outs. What is the appropriate social behavior for Johnny?

- A. begin packing up the equipment
- * B. encourage his teammate by cheering him on
- C. ask the teacher to change batters
- D. congratulate the other team on their win

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Course Name: Team Sports 1

Course Number: 1503350

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 etiquette in team sports, care of equipment, respect, and/or safe behaviors while participating in team sports.

Stimulus Attributes:

Stimulus may include correct or incorrect personal, social, and ethical behaviors, care of equipment and respect for the facility during team sports activities.

Stimulus may include a variety of physical activities in varying sports.

Stimulus may include scenarios describing proper etiquette, sportsmanship, care of equipment, respect for the facility, and safe behavior during team sports activities.

Response Attributes:

Responses may include correct or incorrect personal, social, and ethical behaviors, care of equipment, and respect for the facility during team sports activities.

Responses may include a variety of physical activities in varying sports.

Responses may include scenarios describing proper etiquette, sportsmanship, care of equipment, respect for the facility, and safe behavior during team sports activities.

Sample Item:

During a softball game in class, you hit a single, leaving your bat at home plate. What is the appropriate etiquette to remove the bat?

- * A. The next batter should pick up the bat.
- B. The hitter should pick up the bat when he returns to home base.
- C. The catcher should take the bat to the dugout.
- D. The teacher, acting as batboy for both teams, removes the bat.

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Course Name: Team Sports 1

Course Number: 1503350

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 team sports related activities. Items should be limited to healthy lifestyle activities. Items should be limited to activities commonly occurring outside of a school setting.

Stimulus Attributes:

Stimulus may describe scenarios that demonstrate personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Stimulus may include health-related components of fitness such as resting and target heart rate, principles of training, personal fitness plans, personal trainers, health clubs, boot camps, running clubs, biking clubs.

Stimulus may include listing of public and private fitness facilities and sports clubs offering a variety of physical activities.

Response Attributes:

Responses may describe scenarios that demonstrate personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Responses may include health-related components of fitness such as resting and target heart rate, principles of training, personal fitness plans, personal trainers, health clubs, boot camps, running clubs, biking clubs.

Responses may include types of public and private fitness facilities and sports clubs that offer a variety of physical activities.

Sample Item:

Pedro has just moved to a new neighborhood. His parents would like Pedro to socialize and meet new friends. Pedro likes to play team sports. Which of the following options would likely give Pedro a chance to have personal enjoyment and maintain a healthy lifestyle outside of school?

- A. community's tennis club
- B. local community theatre production
- C. intramurals
- * D. local recreational center

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Course Name: Team Sports 1

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Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.6.3 Analyze the role of games, sports, and/or physical activities in other cultures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address team sport activities as they relate to different cultures.

Stimulus Attributes:

Stimulus may describe scenarios that demonstrate sporting events from different cultures and countries.

Stimulus may include scenarios and stories of sporting events in other cultures.

Stimulus may include internet research about sports in other cultures.

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

Response Attributes:

Responses may describe scenarios that demonstrate sporting events from different cultures and countries.

Responses may include scenarios and stories of sporting events in other cultures.

Responses may include internet research about sports in other cultures.

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

Sample Item:

Item Specifications

Stimulus: Select a team sport that is commonly played in another culture. In a paragraph name the sport and describe how it is important to that specific culture.

Rubric:

- 4 Points** The student description shows a thorough understanding of the sport by describing the sport and how it is embedded into the culture.
- 3 points** The student description shows a partial understanding of the sport by describing the sport and how it is embedded into the culture.
- 2 points** The student description shows a minimal understanding of the sport by describing the sport and how it is embedded into the culture.
- 1 point** The student description shows a poor understanding of the sport and how it is embedded into the culture.
- 0 Points** The response is off topic and/or the student did not make an attempt.