

## Team Sports 2 (1503360) 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 2  
**Course Number:** 1503360

## 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.

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

### 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 gender, racial or regional bias.

### Sample Item:

Task: Choose a partner, select a scenario, and discuss the scenario. Then, role-play the scenario for the class while demonstrating effective communication skills. In your scenario, express your ideas clearly and persuasively. Build on the other individual's ideas while trying to effectively convince your partner that you made the right decision.

2 females - Anna Sophia and Daria have been playing field hockey together in physical education class this semester. During a practice, Anna Sophia had the ball and decided to take the shot and missed the goal. Daria was upset because she felt that she was wide open. Anna Sophia felt like she made the right decision to shoot but Daria disagreed.

2 males - Adam and Darius have been playing lacrosse together in physical education class this semester. During a practice, Adam had the ball and decided to take the shot and missed the goal. Darius was upset because he felt that he was wide open. Adam felt like he made the right decision to shoot but Darius disagreed.

Mixed gender - Alex and Dawn have been playing soccer together in physical education class this semester. During a practice, Alex had the ball and decided to take the shot and missed the goal. Dawn was upset because she felt that she was wide open. Alex felt like he made the right decision to shoot but Dawn disagreed.

Rubric:

**4 Points**

The student demonstrates effective communication skills by clearly expressing his/her ideas and building on his/her partner's ideas. The student has effectively convinced his/her partner of his/her ideas. The student demonstrates mutual respect for the partner by listening without interrupting, using "I" statements, verifying understanding of comments and maintaining a calm and appropriate tone of speaking.

**3 Points**

The student demonstrates partially effective communication skills. The student generally expresses his/her ideas clearly and persuasively, but on a few occasions uses unclear or unpersuasive language. The student generally builds on his/her partner's ideas. The student is somewhat respectful of his or her partner, listens without interrupting, uses some "I" statements. The student may verify understanding of comments, but may not maintain a calm and appropriate tone of speaking.

**2 Points**

The student demonstrates minimally effective communication skills. The student sometimes expresses his/her ideas clearly and persuasively, but on many occasions the student's statements are unclear or unconvincing. On a few occasions the student builds on his/her partner's ideas, but for the most part the student does not. The student is somewhat disrespectful, interrupting the other person, not allowing the other to express his or her opinions. The student does not maintain a calm and appropriate tone.

**1 Point**

The student demonstrates poor communication skills. The student may not express his/her ideas clearly or persuasively throughout the role play. The student makes many unclear and unconvincing statements. The student may not build on his/her partner's ideas. The student is very disrespectful, interrupting his or her partner and refusing to listen to the person's opinions. The student does not maintain a calm or appropriate tone and does not complete the discussion.

**0 Points**

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

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## Item Specifications

**Subject Area:** CCSS: Mathematics

**Domain:** Interpreting Categorical & Quantitative Data

**Cluster:** Summarize, represent, and interpret data on a single count or measurable 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 as they relate to team sports activities and topics.

**Stimulus Attributes:**

Stimulus may include statistics about 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 chart below contains season batting averages for the players on two teams. Determine the median of the batting averages and range for each team.

**Batting Averages**

<b>West All-Stars</b>		<b>East All-Stars</b>	
Player A	0.326	Player J	0.340
Player B	0.315	Player K	0.307
Player C	0.297	Player L	0.265
Player D	0.406	Player M	0.420
Player E	0.322	Player N	0.260
Player F	0.260	Player O	0.295
Player G	0.214	Player P	0.301
Player H	0.305	Player Q	0.235
Player I	0.150	Player R	0.176

Choose the statement which **BEST** summarizes the information in the chart.

- \* A. West All-Stars have a higher median and a larger range than the East All-Stars.
- B. West All-Stars have a lower median and a smaller range than the East All-Stars.
- C. West All-Stars have a higher median and a smaller range than the East All-Stars.
- D. West All-Stars have a lower median and a larger range than the East All-Stars.

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 that 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 hypothermia.

Responses may include a variety of team sports.

**Sample Item:**

Stimulus: The physical education class is going outside to play football. The temperatures have been reaching 85 degrees. Explain in one to two paragraphs, the precautions the students should take when exercising outside.

Rubric:

- 4 Points** The response clearly identifies three correct precautions the student take when engaging in exercise during extreme weather conditions. The response includes a detailed explanation of why precautions should be taken.
- 3 Points** The response identifies two correct precautions that should be taken when engaging in exercise during extreme weather conditions. The response includes a somewhat detailed explanation of why precautions should be taken.
- 2 Points** The response identifies at least one correct precaution that should be taken when engaging in exercise during extreme weather conditions. The response may not include an explanation of why precautions should be taken.
- 1 Point** The response may not include any correct precautions that should be taken when engaging in exercise during extreme weather conditions.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.2.20 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 reconciling, cooperation, resolution, mediation, and/or negotiation.  
Responses may include a sample scenario from various sport interaction.

**Sample Item:**

During a class basketball game, players from both teams did not agree with a decision made concerning a rule. Which would be the **BEST** way to resolve the conflict?

- A. penalize both teams
- B. penalize only one team
- \* C. jump ball
- D. flip a coin

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## Item Specifications

**Strand:** Cognitive Abilities

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

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

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

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

**Content Limits:** Items should address 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.

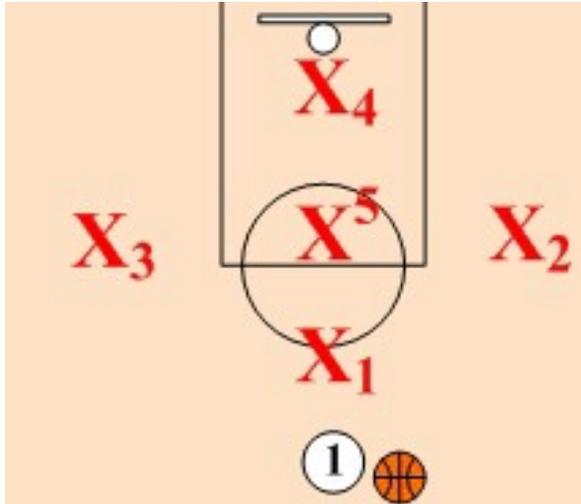
Responses may include samples from a variety of team sports.

Responses may include charts and pictures.

Responses will reflect the specific sport chosen for the item.

### **Sample Item:**

Stimulus: During a physical education class basketball game the opposing team has been utilizing a 1-3-1 defense. The game is down to the final minutes and your team is down by 8 points. As the player/coach, what offensive strategy would you implement to win the game? Discuss and justify what rationale led you to decide the offensive strategy to use.



Rubric:

- 4 Points** Response clearly identifies an offensive strategy. Response utilizes an offensive strategy that is intended to be productive against a 1-3-1 defense. Response is thoroughly articulated and rationale is foundationally solid.
- 3 Points** Response clearly identifies an offensive strategy. Response utilizes an offensive strategy that may not be designed to be effective against a 1-3-1 defense. The rationale is mostly correct.
- 2 Points** Response identifies a basketball strategy. Response does not address the rationale for selecting a particular strategy. The rationale is partially correct.
- 1 Point** Response does not identify a basketball strategy. Response does not address rationale for a particular strategy to be used. The rationale is not correct.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 sport 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, photographic, computer software, pedometers, heart-rate monitors, and others as appropriate.

### Response Attributes:

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

Responses may include video, photographic, computer software, pedometers, heart-rate monitors, and others 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:

A physical education class has been very active this year with fundraising efforts and has purchased a camera, videotape recorder, a set of heart rate monitors, and a video game system for Exergaming. As a result, they received permission for all students in the class to be videotaped and have their pictures taken for an in-class activity. At the end of three weeks of playing softball in class, Mary is still striking out. What can she do to improve her technique so that at the end of the unit, she is able to hit three out of six balls?

- A. Have a friend take pictures of her at bat.
- \* B. Have a classmate videotape her so she can analyze her techniques.
- C. Wear a heart monitor to keep down her stress levels.
- D. Practice Exergaming the night before the skills test.

Sample Item 2:

Stimulus: In your physical education class, videotape a partner at bat in softball. During a class, watch the video tape and analyze their swing. Identify the strengths and weaknesses in their swing. In a paragraph or two, describe your findings to your partner specifically on the strengths and weaknesses of their swing. [Teacher notation: prior to using an item that involves the videotaping or picture taking of students, please ensure that proper authorization has been obtained from the parents as well as the school and/or school board.]

Rubric:

- |                        |                                                                                                                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>4 Points</u></b> | The response includes both strengths and weaknesses in the swing based on the videotape. The response clearly describes the swing.                                                                                    |
| <b><u>3 Points</u></b> | The response includes both strengths and weaknesses in the swing based on the videotape. The response describes the swing with minor errors.                                                                          |
| <b><u>2 Points</u></b> | The response includes both strengths and weaknesses, but some comments may not be based on the videotape. The response may contain multiple errors in the description.                                                |
| <b><u>1 Point</u></b>  | The response may include strengths or weaknesses, but comments may not be based on the videotape. The comments may not be accurately based on the partner's swing. The description is generally incorrect or missing. |
| <b><u>0 Points</u></b> | The response is off topic and/or the student did not make an attempt.                                                                                                                                                 |

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## Item Specifications

**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.2.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

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

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

**Content Limits:** Items should address risk, safety procedures, rules, and equipment associated with team sports related activities.

**Stimulus Attributes:**

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

Responses may include samples from a variety of team sports.

**Sample Item:**

Stimulus: In the spring, the team sports class is going to play softball, volleyball, and soccer. Choose one of these sports to write about. Analyze and evaluate three or more risks and three safety procedures associated with the sport and discuss potential impacts of not following the safety procedures. Write a one-page essay that describes the risks and safety procedures you have identified. Also include the impact of not following the safety procedures.

Rubric:

- 4 Points** The response clearly analyzes and evaluates three or more accurate risks and three safety practices associated with the chosen sport. The response is comprehensive and thorough. The response is free of grammatical and/or spelling errors and contains extensive supporting details. The response thoroughly discusses the potential impacts of not following the safety procedures.
- 3 Points** The response analyzes and evaluates two or more risks and two or more safety practices associated with the chosen sport. The response may have minor inaccuracies or omissions. The response may have some grammatical and/or spelling errors, but supporting details are present. The response discusses the potential impacts of not following the safety procedures with minor inaccuracies or omissions.
- 2 Points** The response analyzes and evaluates two or more accurate risks and two or more safety practices associated with the chosen sport. The response may have incorrect risks or safety practices or omissions. The response may have some grammatical and/or spelling errors and few supporting details. The response discusses the potential impacts of not following the safety procedures with some incorrect or omitted elements.
- 1 Point** The response analyzes and evaluates one or more correct risks or safety practices associated with the chosen sport. The response may have grammatical and/or spelling errors and few supporting details. The response has major omissions. The response does not discuss the potential impacts of not following the safety procedures.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 team sport-related skills and activities. Items should be limited to skill patterns. Items should be limited to detecting and/or correcting mechanical errors to skill patterns.

**Stimulus Attributes:**

Stimulus may include descriptions of a skill-related mechanical error in team sports.

Stimulus may include scenarios that relate to team sports.

Stimulus may include elements of skill patterns.

Stimulus may include aspects of detecting and/or correcting mechanical errors.

**Response Attributes:**

Responses may include correct or incorrect techniques to detect or correct mechanical errors in team sport skill patterns.

Responses may include skill patterns and/or process for skill pattern development.

**Sample Item:**

Jamie is a pitcher in a softball game in her physical education class. She has walked several batters because she is consistently throwing the ball too high in the strike zone. What is the **BEST** advice that you can give her to evaluate her pitch?

- A. aim the ball lower
- B. adjust grip on the ball
- C. focus on the catcher's mitt
- \* D. release the ball sooner

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**Course Number:** 1503360

## Item Specifications

**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.2.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

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

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

**Content Limits:** Items should address comparing and contrasting movement skills used in team sports with those of other related physical activities.

**Stimulus Attributes:**

Stimulus may include movements found in team sports, such as striking, kicking, throwing, catching, or other movement skills.

Stimulus may include scenarios that relate to team sports.

**Response Attributes:**

Responses may be movements related to team sports.

Responses may be names of specific skills or positions in team sports.

Responses may be names of team sports.

**Sample Item:**

Stimulus: List two physical activities involving different team sports then compare and contrast the movement skills used in each. Response should include at least 3 clearly and thoroughly articulated similarities or differences for the movement skills selected.

Rubric:

**4 Points** Response should list two team sports-based physical activities. Response must contain at least three similarities or differences for the movement skills used in each. Response must be clearly and thoroughly articulated with no more than minimal grammar errors.

**3 Points** Response should list two team sports-based physical activities. Response may contain two or three similarities or differences for the movement skills selected. Response must be clearly and thoroughly articulated. Some grammar errors may be present.

**2 Points** Response should list two physical activities. Response may contain one or more similarity or difference for the movement skills. Response may not be thoroughly explained and may contain grammar errors.

**1 Point** Response may list only one physical activity without any comparison. Response may be poorly articulated and may contain grammar errors.

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

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 that include interpretation and application of rules associated with team sports.

Stimulus may include various team sports.

Stimulus may include sport-specific 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 may include rules for various team sports.

### Sample Item:

Robbie is playing soccer goalkeeper in his physical education class. The defense kicked the ball back to him and he picked up the ball with his hands while in the goal box. What will happen next?

- A. No penalty will be assessed and Robbie will place the ball back into the field of play.
- B. No penalty will be assessed and Robbie will be given a goal kick.
- \* C. A penalty will be assessed and the opposing team will be given an indirect free kick.
- D. A penalty will be assessed and the opposing team will be given a penalty kick.

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 physical fitness and/or team sports-related activities. Items should reflect team sports activities during the school day and after school in the community.

**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.

**Sample Item:**

Joe learned the skills for soccer in team sports class and found that he really enjoyed the game. What opportunities for him to play might be available outside of the class?

- A. volunteer to be a manager of the school team
- \* B. see if there is a soccer club team at school
- C. play a soccer video game
- D. watch soccer matches

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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.

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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

**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 associated with participating in 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 associated with participating in 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:

Victor and Rico have been practicing soccer skills in their physical education course. In the middle of a dribbling drill, Victor screamed and said that his hamstring was in a lot of pain. He began limping around. What is the **MOST** likely reason Victor injured himself?

- \* A. improper warm-up
- B. improper cool-down
- C. too much warm-up
- D. no cool-down

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 sport-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 that 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 that describe strategies for self-improvement.  
Responses may include health and/or skill-related components of physical fitness.

### **Sample Item:**

Nero is trying to improve his overall soccer skills. He wanted to analyze his skills and decided to videotape practice. Nero created a chart that allowed him to organize information on shooting, passing, speed, and agility.

<b>Level of Performance</b>	<b>Video 1</b>	<b>Video 2</b>	<b>Video 3</b>
Shooting	3 out of 4 shots made	2 out of 5 shots made	4 out of 4 shots made
Passing	6 out of 7 passes successful	8 out of 9 passes successful	7 out of 9 passes successful
Speed	2 seconds behind personal goal	1.6 seconds ahead of personal goal	1.9 seconds behind personal goal
Agility	5 out of 7 cones hit	6 out of 7 cones hit	4 out of 7 cones hit

Which skill area would be **BEST** for Nero to practice?

- A. shooting
- B. passing
- C. speed
- \* D. agility

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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.

### Stimulus Attributes:

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

Stimulus may reflect sample scenarios that 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 showing 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 20 volleyball spikes. The focus should be on making solid contact, avoiding an opposing blocker, and strategically placing the shot near a line. Student should focus on the mechanics of the arm swing ensuring that a fluid motion is attained and the correct angle is achieved when contacting the ball.

Rubric:

**4 Points** Student performs spiking with no more than 3 shots into the net, blocker, or missing outside of the line. Student shot should indicate making solid contact with the volleyball on at least 15 of 20 hits.

**3 Points** Student performs spiking with no more than 5 shots into the net, blocker, or missing outside of the line. Student shot should indicate making solid contact with the volleyball on at least 12 of 20 hits.

**2 Points** Student performs spiking with no more than 10 shots into the net, blocker, or missing outside of the line. Student shot should indicate making solid contact with the volleyball on at least 8 of 20 hits.

**1 Point** Student performs spiking with more than 8 shots into the net, blocker, or missing outside of the line. Student shot should indicate making solid contact with the volleyball on less than 10 of 20 hits.

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

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 that describe strategies about sports and fitness warm-up and cool-down activities.

Stimulus may include scenarios that 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 that describe strategies about sports and fitness warm-up and cool-down activities.

Responses may include scenarios that 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 heat rates.

### **Sample Item:**

Stimulus: You are the captain of your physical education softball team. Describe, in a one page essay, at least four warm up activities that you can lead your team in that can be used to prevent common softball injuries.

Rubric:

- 4 Points** Response correctly indicates at least four warm up activities that are useful for softball players. Response indicates correct rationale for how at least four different warm up activities can help prevent common softball injuries.
- 3 Points** Response correctly indicates at least three warm up activities that are useful for softball players. Response indicates correct rationale for how at least three different warm up activities can help prevent common softball injuries.
- 2 Points** Response correctly indicates at least two warm up activities that are useful for softball players. Response indicates correct rationale for how at least two different warm up activities can help prevent common softball injuries.
- 1 Point** Response correctly indicates at least one warm up activity that is useful for softball layers. Response indicates correct rationale for how at least one different warm up activity can help prevent common softball injuries.
- 0 Points** The response is off topic and/or the student did not make an attempt.

## Item Specifications

**Strand:** Movement Competency

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address body alignment, strength, flexibility and coordination in the performance of technical movements as they relate to team sport activities.

**Stimulus Attributes:**

Stimulus may include requiring the use of correct body alignment, strength, flexibility and coordination in the performance of technical movements during team sport activities.  
Stimulus may include video clips and/or images.

**Response Attributes:**

Responses may include a performance of technical movements in team-based sports. Responses may include essential vocabulary such as, but not limited to, base of support, arm placement, force, power, point of release, follow through, hip rotation, foot placement, dynamic flexibility, eye-hand and eye-foot coordination, transfer of weight, agility, and reaction time, as they relate to team sports.

**Sample Item:**

The correct use of flexibility exercises is important in throwing a football in order to reduce injury to which part of the body?

- A. the wrist
- \* B. the shoulder
- C. the leg
- D. the arm

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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: Practice batting by taking 20 pitches from either a machine or person. The focus of the practice should be on proper stance, mechanics of the swing, and making solid contact with the ball.

Rubric:

**4 Points** The student displays proper positioning during 15 or more of the swings. The student has a swing that is fluid and contains proper movement, speed, and weight shift in at least 12 of the swings. The student makes contact with at least 12 of the pitches. The student puts the ball in play on at least 8 of the pitches.

**3 Points** The student displays proper positioning during 12 or more of the swings. The student has a swing that is fluid and contains proper movement, speed, and weight shift in at least 10 of the swings. The student makes contact with at least 10 of the pitches. The student puts the ball in play on at least 6 of the pitches.

**2 Points** The student displays proper positioning during 10 or more of the swings. The student has a swing that is fluid and contains proper movement, speed, and weight shift in at least 8 of the swings. The student makes contact with at least 7 of the pitches. The student puts the ball in play on at least 4 of the pitches.

**1 Point** The student displays proper positioning during less than 10 of the swings. The student has a swing that is fluid and contains proper movement, speed, and weight shift in less than 8 of the swings. The student makes contact with less than 7 of the pitches. The student puts the ball in play on less than 4 of the pitches.

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

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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-based 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 transition strategies and tactics.

Stimulus may include offensive, defensive, and transition 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 transition strategies and tactics.

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

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

**Sample Item:**

You are playing a basketball game in your physical education class. You have been assigned as the captain/coach of your team. You mention to your team that the opponents have a dominant high post player. What zone defensive strategy would be **BEST** for you to use with your team to counter this situation?

- A. 1-2-2
- \* B. 1-3-1
- C. 2-1-2
- D. 2-3

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 for varied sports including but not limited to kicking, running, striking, etc.

**Sample Item:**

Task: In the position of a soccer goalie, the student faces five free kicks, five penalty kicks, and five regular shots. The student should focus on waiting for initial contact of the ball before reacting and initial position based on the location from which the ball is being kicked.

Rubric:

**4 Points** The student waits for initial contact on at least 13 of the 15 shots taken. The student has proper initial positioning on at least 13 of 15 shots. The student makes a save on at least 10 of 15 shots.

**3 Points** The student waits for initial contact on at least 11 of the 15 shots taken. The student has proper initial positioning on at least 11 of 15 shots. The student makes a save on at least 8 of 15 shots.

**2 Points** The student waits for initial contact on at least 8 of the 15 shots taken. The student has proper initial positioning on at least 5 of 15 shots. The student makes a save on at least 4 of 15 shots.

**1 Point** The student waits for initial contact on less than 8 of the 15 shots taken. The student has proper initial positioning on less than 5 of 15 shots. The student makes a save on less than 4 of 15 shots.

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

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 a team-based sport.

### 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 varied sports-specific motor skills.
- 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:

Task: Practice kicking a soccer ball into a net. The student will receive a pass through the air from 20 feet, properly receive the pass, dribble past a stationary defender (or cone), and kick the ball with speed and accuracy into the net from outside the goalkeeper box. The student will take 5 kicks.

Rubric:

**4 Points** The student displays proper receiving of the pass during at least 4 of the 5 of the passes. The student effectively dribbles past the stationary defender (cone) using both feet and keeping the ball within a reasonable distance at least 4 of the 5 attempts. The student transitions to a kicking position, kicks the ball with speed and accuracy, and shoots on net at least 4 of the 5 kicks.

**3 Points** The student displays proper receiving of the pass during 3 of the 5 passes. The student effectively dribbles past the stationary defender (cone) using both feet and keeping the ball within a reasonable distance at least 3 of the 5 attempts. The student transitions to a kicking position, kicks the ball with speed and accuracy, and the shoots on net at least 3 of the 5 kicks.

**2 Points** The student displays proper receiving of the pass during 2 of the 5 passes. The student effectively dribbles past the stationary defender (cone) using both feet and keeping the ball within a reasonable distance at least 2 of the 5 attempts. The student transitions to a kicking position, kicks the ball with speed and accuracy, and shoots on net at least once.

**1 Point** The student is generally unable to receive the pass. The student dribbles past the stationary defender (cone) with one or both feet, but the ball may be far ahead of the student. The student may kick the ball unsuccessfully at the net.

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

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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:

Task: From a selection of 10 items, select five pieces of equipment that are required to play softball. Demonstrate how to use each piece of equipment. Make certain to apply all appropriate safety procedures associated with each piece of equipment while demonstrating use of the equipment.

Rubric:

- 4 Points** The student properly selects five items appropriate for softball. The student applies all appropriate safety procedures associated with each of the five items of equipment for a game scenario.
- 3 Points** The student properly selects four items appropriate for softball. The student applies all appropriate safety procedures associated with four items of equipment for a game scenario.
- 2 Points** The student properly selects three items appropriate for softball. The student applies all appropriate safety procedures associated with two items of equipment for a game scenario.
- 1 Point** The student properly selects less than three items appropriate for softball. The student applies all appropriate safety procedures associated with fewer than two items of equipment for a game scenario.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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-based activities.

### Stimulus Attributes:

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

Stimulus may reference a variety of adaptations and modifications which 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 adaptation and modification which 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:

Beth is a big volleyball fan. She knows all the rules and strategies of the game and loves to play while in physical education class. Beth loves to serve and is one of the best servers in the class. However, Beth is fearful of the ball and usually avoids the ball while playing offense. As her classmate and captain of the team, what is the **BEST** strategy to use so Beth participates in the volleyball game during class?

- \* A. You can continually substitute her in so she only plays as the server.
- B. You can make her play all the positions so she can learn to play them all well.
- C. You could give her the option of playing like everyone else or not playing at all.
- D. You can tell her to ask the teacher if she can be the referee since she knows the rules.

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 responsible behaviors related to sportsmanship in 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, and related behaviors in 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 for team sports.

### Sample Item:

During the basketball game in your physical education class, you are called for a blocking foul that you are convinced you did not do. You want clarification about the referee's call. What would be the responsible action for you to take?

- A. tell the referee that he made a bad call
- \* B. ask the captain to get clarification from the referee
- C. tell the captain that you want another opinion of the call
- D. ask the other referee his opinion

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 activities as they relate to personal, social, and/or ethical behavior.

### Stimulus Attributes:

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

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

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

### Response Attributes:

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

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

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

### Sample Item:

Task: In simulating the ending of a volleyball game, the student must demonstrate at least 3 behaviors that would display positive personal, social, and/or ethical behavior. Student must describe what behavior they are attempting to demonstrate prior to the physical demonstration.

Rubric:

- |                        |                                                                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>4 Points</u></b> | Student is able to state, describe, and correctly demonstrate at least 3 corresponding behaviors representing positive personal, social, and/or ethical behavior. |
| <b><u>3 Points</u></b> | Student is able to state, describe, and correctly demonstrate at least 2 corresponding behaviors representing positive personal, social, and/or ethical behavior. |
| <b><u>2 Points</u></b> | Student is able to state, describe, and correctly demonstrate at least 1 corresponding behavior representing positive personal, social, and/or ethical behavior.  |
| <b><u>1 Point</u></b>  | Student is not able to state, describe, and correctly demonstrate at least 1 behavior representing positive personal, social, and/or ethical behavior.            |
| <b><u>0 Points</u></b> | The response is off topic and/or the student did not make an attempt.                                                                                             |

**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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:

Which is an ethical and appropriate behavior during a softball game in physical education class?

- A. tossing the bat after a hit
- B. only playing your best players
- \* C. moving out of the way of base runners
- D. shaking hands with the other team

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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 the 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, resting and target heart rate, principles of training, personal fitness plans, personal trainers, health clubs, boot camps, running clubs, and/or 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, resting and target heart rate, principles of training, personal fitness plans, personal trainers, health clubs, boot camps, running clubs, and/or biking clubs.

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

### Sample Item:

Which of these activities will have the greatest impact on maintaining a healthy lifestyle?

- A. playing on the local soccer team, 1 time a week
- \* B. playing basketball for 30 minutes, 3 times a week
- C. playing one inning in the neighborhood softball game, 4 times a week
- D. going to baseball batting practice, 1 time a week

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**Course Name:** Team Sports 2  
**Course Number:** 1503360

## 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:

Stimulus: Select a team sport that started in another culture, but is now played in a modified version in the United States. In a three paragraph response, name the sport, describe where the sport originated, state the name of the sport as it is played in the United States, and provide at least three differences between the original team sport and the modified version that is now played in the United States.

Rubric:

**4 Points** The response indicates the identification of a team sport that began in another culture. Response indicates a description of the origin of the team sport selected. Response includes the identification of the name of the sport as it is played in the United States. Response indicates at least 3 correct differences between the initial sport and the modified version that is played in the United States.

**3 Points** The response indicates the identification of a team sport that began in another culture. Response may not correctly indicate the origin of the team sport selected. Response includes the identification of the name of the sport as it is played in the United States. Response indicates at least 2 correct differences between the initial sport and the modified version that is played in the United States. Minor errors may be present.

**2 Points** The response indicates the identification of a team sport that may not have begun in another culture. Response may not correctly indicate the origin of the team sport selected. Response includes the identification of the name of the sport as it is played in the United States. Response indicates at least 1 correct difference between the initial sport and the modified version that is played in the United States. Errors may be present.

**1 Point** The response may not indicate the identification of a sport that began in another culture. Response may not correctly indicate the origin of the sport selected. Response may not include the correct identification of the name of the sport as it is played in the United States. Response may not indicate a correct difference between the initial sport and the modified version that is played in the United States. Major errors are present.

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