

Volleyball 1 (1505500) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

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

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

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

DeSoto
Duval
Escambia
Hendry
Lake
Leon
Manatee
Polk
Osceola
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Course Name: Volleyball 1
Course Number: 1503360

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Standards for Speaking and Listening

Cluster: Comprehension and Collaboration

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

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address team volleyball and physical fitness related activities and topics. Items may include selection of appropriate ideas or demonstration of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios related to volleyball game play, volleyball in the news or other volleyball related topics.

Stimulus should address comprehension of the fundamentals of volleyball, rules, and game play.

Stimulus may also include conflict resolution and collaboration.

Stimulus may require participation in a collaborative discussion.

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

Response Attributes:

Responses may include statements related to the various volleyball strategies, rules, game play, and other volleyball-related topics.

Responses may include clear and/or persuasive ideas about volleyball game play.

Responses should demonstrate effective communication skills.

Sample Item:

During game play, Susie was serving the ball and after crossing the net, the ball landed on the end line. Johnny yelled out, "The ball was out!" Susie's teammates called the ball in. What would be the **MOST** effective way for the two teams to resolve the difference of opinion?

- * A. The teams discuss the issue and then agree to replay the point.
- B. The teams argue until the teacher resolves the problem.
- C. The captains decide Johnny's team gets a point this time and Susie's will next time.
- D. The captains play rock, paper, scissors to decide who gets the point.

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Course Name: Volleyball 1
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 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 address statistics appropriate to Volleyball 1 (i.e. ace, assist, kills, saves, serving, blocks) and statistics related to the center and spread of a data set. Calculations should not require extensive calculations. Numbers should be rounded to one decimal point. Items may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should address appropriate types of volleyball statistics.
Stimulus may include graphs, charts, tables, and diagrams.
Stimulus may present data or calculated statistical numbers.

Response Attributes:

Responses may include various calculated statistical numbers.
Responses may include graphs, charts, tables, and diagrams.
Responses may include comparisons of data.

Sample Item:

Team A:

Player	Ann	Beth	Judy	Deb	Jessie	Amy
Serving %	45%	60%	67%	20%	85%	90%

Team A: Median: 63.5% Mean: 61.2% Standard Deviation: 23.77

Team B:

Player	Mary	Sue	Carol	Patty	Jessica	Kristen
Serving %	29%	47%	66%	70%	85%	65%

Team B: Median: 65.5% Mean: 60.3% Standard Deviation: 18.87

Based on the data in the charts, how do the teams serving statistics compare?

- * A. Team A has a higher average serving percentage and based on the standard deviation, Team A has fewer players whose serving percentage is close to the team average.
- B. Team A has a higher average serving percentage and based on the standard deviation, has more players than Team B whose serving percentage is close to the team average.
- C. Team A has a lower average serving percentage and based on the standard deviation, Team A has fewer players whose serving percentage is close to the team average.
- D. Team A has a lower average serving percentage and based on the standard deviation, has more players than Team B whose serving percentage is close to the team average.

Course Name: Volleyball 1
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 appropriate technology and analyze data to evaluate, monitor, and/or improve performance for volleyball skills. Items may require selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus should include the various types of technology that can be utilized to analyze and monitor performances.

Stimulus may require application of technology, or analysis of data produced from technology. Stimulus may include charts, graphs, tables, or diagrams.

Response Attributes:

Responses should include but are not limited to the various forms of technology such as heart rate monitors, pedometers, and computer software.

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

Response may include applications of technology. Responses may include analysis of data from technology.

Sample Item:

Stimulus: During Coach Smith's Volleyball 1 class, the students are instructed to use technology to improve movement on the court during game play. The teams used a pedometer to measure the number of steps each player took. The table shows the results. Write at least three suggestions for Team A and how making these changes might improve the team's overall performance.

Team A		Team B	
Name	# of Steps	Name	# of Steps
John	20	Les	36
Mary	30	Joe	44
Sally	35	Gary	50
Joe	25	Deb	38
Chris	40	Lacey	43
Jane	50	Page	49

Rubric:

4 Points Student demonstrates a thorough understanding of how the number of steps relate to movement on the court. Response provides an accurate explanation of why Team B might win more often. Response includes at least three specific and realistic suggestions for Team A and includes examples and details as support. The explanation is clearly written.

3 Points Student demonstrates understanding of how the number of steps relate to movement on the court. Response provides a mostly accurate explanation of why Team B might win more often. Response includes two specific and realistic suggestions for Team A and includes examples and details as support. The explanation may be slightly unclear.

2 Points Student demonstrates a partial understanding of how the number of steps relate to movement on the court. Response provides a partially accurate explanation of why Team B might win more often. Response includes one specific and realistic suggestion for Team A and includes examples and details as support. The explanation may be unclear in multiple areas.

1 Point Response is minimal and vague. Student demonstrates a poor understanding of how the number of steps relate to movement on the court. Response provides a poor explanation of why Team B might win more often. Response provides no support. The general explanation may be generally unclear.

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

Course Name: Volleyball 1
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.2.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the risks, safety procedures, rules, and equipment associated with specific volleyball and fitness training activities. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that describe risks, safety procedures, rules, and/or equipment associated with volleyball.

Stimulus may include selections of rules from the rule book.

Stimulus may include graphics, images, charts, tables, diagrams, or video clips.

Response Attributes:

Responses may include volleyball vocabulary such as warm- up, cool-down, protective gear, risk, equipment, and rules.

Responses may include elements of risk, safety procedures, rules, and equipment associated with specific volleyball and fitness training activities.

Responses may include analysis or evaluations of volleyball-related scenarios.

Sample Item:

Stimulus: You are watching a volleyball game, and one of the female players has on a baggy sports jersey, stretch pants, and cross trainers. Her hair is down, and she needs to keep pushing her hair out of her eyes so she can see the ball. Write a paragraph evaluating the attire of the volleyball player. Support your opinion with specific comments.

Rubric:

- 4 Points** Student response provides a thorough analysis and evaluation of the female player's attire. Student includes multiple relevant details and examples to support the analysis. Student provides accurate comments on appropriate volleyball attire. The student explanation is clearly written with few errors.
- 3 Points** Student response provides an analysis and evaluation of the female player's attire. Student includes some relevant details and examples to support the analysis but slight errors may be made in the analysis. Student provides some comments on appropriate volleyball attire. The explanation is generally clear but has written a few minor errors.
- 2 Points** Student response provides a partial analysis and evaluation of the female player's attire. Student includes limited details and examples to support the analysis but some problems areas are excluded. Student provides comments on appropriate volleyball attire but the entire problem is not address. The explanation is somewhat unclear and contains major errors.
- 1 Point** Student response is minimal and vague. Student states an opinion with limited support or states that the player is appropriately dressed. Student does not provide suggestions for more appropriate attire, or examples provided are not accurate. The explanation is generally unclear and may contain major errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1
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 the skill patterns of self and/or partner by detecting and correcting mechanical errors for physical fitness and volleyball. Skill patterns should be limited to those practiced and utilized in Volleyball 1. Evaluations may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios describing body mechanics and skill patterns of various volleyball skills.

Stimulus may include video or images of skill patterns of self and/or partner for review. Stimulus may include video, images, or observations of skill patterns of self and/or partner. Stimulus may include descriptions of mechanical errors made while performing various volleyball skills.

Response Attributes:

Responses may include vocabulary related to skill patterns (i.e., follow through, overhead, ready position).

Responses may include descriptions of errors and/or methods and strategies for correcting the errors.

Responses may include evaluations of skill patterns.

Sample Item:

Gina is a right-handed server and she wants to practice her overhead serve. Here is what she does:

First she lines up both her feet about shoulder width apart. She holds the bottom of the ball with the palm of her left hand and the top of the ball with her right hand. She swings her serving arm back next to her head, making sure her elbow is pointing upwards. She tosses the ball up about 4-5 feet in the air, and hits the bottom of the ball with the palm of her right hand as it drops back down to her. Her hand is stiff and open, and her wrist is straight. She sends all her weight from her arm to the ball, but the ball doesn't make it over the net.

What is the **MAJOR** error in Gina's form and how should she correct it?

- A. Her feet are too wide apart; she should move them closer together.
- B. Her elbow is pointing upwards; she should point it back.
- * C. She tosses the ball too high; she should only toss it 2 to 3 feet.
- D. Her wrists are straight; they should be flexed in the motion.

Course Name: Volleyball 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 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, Constructed Response

Content Limits: Items should address the rules associated with physical fitness and/or volleyball skills. Items may require the selection of appropriate ideas/behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus should include game play situations that interpret the rules of volleyball.
Stimulus should include game play situations that apply the rules of volleyball.
Stimulus may include video clips of game play situations.
Stimulus may include maps or diagrams.

Response Attributes:

Responses should include rules and application of the rules of volleyball.
Responses may include maps or diagrams.

Sample Item:

Stimulus: Imagine you are in a volleyball game situation. The referee blows a whistle and gives the following hand signal:



In a paragraph, describe at least one volleyball game situation in which the referee would give this signal.

Rubric:

- 4 Points** The response shows a thorough understanding of a situation in which the referee would give the “play over” hand signal. The response accurately describes at least one volleyball game situation clearly and comprehensively.
- 3 Points** The response shows understanding of a situation in which the referee would give the “play over” hand signal. The response describes one volleyball game situation, but the response may include a few minor inaccuracies.
- 2 Points** The response shows partial understanding of a situation in which the referee would give the “play over” hand signal. The response provides a brief description of one volleyball game situation, but the response includes some inaccuracies.
- 1 Point** The response shows poor understanding of a game situation in which the referee would give the “play over” hand signal. The response provides a weak description of one volleyball game situation and the response includes many inaccuracies.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1
Course Number: 1503360

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

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

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address management of stress through various physical activities related to volleyball.

Stimulus Attributes:

Stimulus should address various types of fitness and volleyball activities that promote stress management.
Stimulus may include scenarios related to effective stress management.

Response Attributes:

Responses should include various types of fitness and volleyball activities that promote stress management.
Responses may include examples of areas affected and/or relieved by effective stress management.

Sample Item:

Stimulus: Explain how participation in the volleyball course will help promote stress management for students. Include at least three specific reasons or examples.

Rubric:

- 4 Points** The response shows a thorough understanding of stress management and its relationship to fitness and volleyball. The response includes three specific, detailed reasons and an example supporting the topic.
- 3 Points** The response indicates a basic understanding of stress management and its relationship to relationship to volleyball activities. The response may include three examples or reasons related to the topic. The response has some details, but the relationship between physical activity and stress may not be clearly stated.
- 2 Points** The response indicates a partial understanding of the relationship between volleyball activities and stress management. The response may not include three correct or specific reasons or examples. The response is lacking in details. The relationship between physical activity and stress management is not clearly stated.
- 1 Point** The response indicates a poor understanding of the relationship between volleyball activities and stress management. The response may not include at least two specific reasons or examples related to the topic. The response has few details and may have omissions or inaccuracies. The response may not include the relationship between physical activity and stress management.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1

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 volleyball activities during the school day and after school. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include the various opportunities for in-school and after school physical activities related to volleyball.

Stimulus may include a scenario related to opportunities for participation in physical activities before, during and after school

Response Attributes:

Responses should relate to various opportunities to participate in physical activities in school, before, during and after school hours.

Responses may include examples of opportunities for in school participation in volleyball activities.

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Course Name: Volleyball 1
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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

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

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address opportunities that help with participation in a variety of physical activities found in the community.

Stimulus Attributes:

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

Stimulus may include examples volleyball related activities available in the community.

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

Response Attributes:

Responses may include the names of various opportunities for in-school, after school and community physical activities such as YMCA, interscholastic sports, Club volleyball, Boys and Girls Clubs, Boy Scouts and Girl Scouts, Youth Groups.

Responses should not include activities during physical education classes.

Sample Item:

What community opportunity would allow participants of all skill levels to play team volleyball?

- A. club team
- B. varsity team
- * C. recreational leagues
- D. interscholastic sports

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Course Name: Volleyball 1
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 the application of strategies for self-improvement based on individual strengths and needs in volleyball. Items may include demonstrations of appropriate strategies or selection of appropriate strategies.

Stimulus Attributes:

Stimulus should address strategies for self-improvement based on individual strengths and needs in volleyball.

Stimulus may request logs or records of personal performance based on individual strengths and needs in volleyball.

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

Stimulus may request demonstrations of self-improvement based on individual strengths and needs in volleyball.

Stimulus may include video clips, graphics, or diagrams of individuals participating in volleyball.

Stimulus may include charts, graphs, or tables.

Response Attributes:

Responses should address strategies for self-improvement based on individual strengths and needs in volleyball.

Responses may include logs or records of personal performance.

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

Responses may present demonstrations of self-improvement based on individual strengths and needs in volleyball.

Sample Item:

Karey wants to be a libero. How should she improve her skills so that she can be successful in that position?

- A. She should focus on better setting.
- B. She should add power to her attack.
- C. She should practice her overhand serve.
- * D. She should work on her passing accuracy.

Course Name: Volleyball 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.1.10 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 volleyball skills in simulation and in real-life applications. Skills may include spiking, digging, passing, serving, striking, or other movement skills. Items may require performance of specific skills or selection of appropriate skills.

Stimulus Attributes:

Stimulus should address volleyball skills in simulation and in real-life applications.
Stimulus may include video of volleyball skills in game situations and/or real-life situations.
Stimulus may include video game simulation of sport specific skills or exergaming.

Response Attributes:

Responses may include various skills involved in game situations such as spiking, digging, passing, serving, striking, or other movement skills.
Responses may include demonstrations of volleyball skills or selection of appropriate behaviors.

Sample Item:

In a game, the volleyball is coming towards Jessie at chest level. What type of hit should she use?

- A. dig
- B. spike
- * C. forearm pass
- D. overhead pass

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Course Name: Volleyball 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.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address physical fitness and/or volleyball-related activities. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that address warm-up and cool-down techniques specific to volleyball.

Stimulus may describe a variety of warm up and/or cool down techniques.

Response Attributes:

Responses will include various techniques and can include the following words: static and dynamic stretching, PNF, importance of warm-up and cool-down, target heart rate, carotid vs. brachial.

Responses may include names or descriptions of specific warm up and cool down activities.

Sample Item:

What is the **LEAST** effective flexibility exercise for volleyball warm-up?

- * A. static stretching
- B. ballistic stretching
- C. dynamic stretching
- D. proprioceptive neuromuscular facilitation stretching

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Course Name: Volleyball 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.1.25 Apply the appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address volleyball skills which require speed and force, including jumping and/or striking. Items may require demonstrations of appropriate behavior or selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario describing various volleyball skills.

Stimulus may include video of the appropriate speed and generation of force when jumping and/or striking.

Stimulus may require the performance of various volleyball skills.

Response Attributes:

Responses can include the vocabulary of striking in volleyball (i.e., serve, spiking, settings, forearm pass, block, dink, dig).

Responses may include video of the appropriate speed and generation of force when jumping and/or striking.

Responses may include a performance of various volleyball skills.

Sample Item:

Task: Demonstrate 10 spikes in a row with proper form, speed, power, and force. A successful spike has the following:

1) Approach: Three steps in the approach and strong vertical jump. Spiking arm is clearly drawn backwards into a bent arm position.

2) Strike: Ball is clearly struck with full extension and with arm close to the head. Clearly uses an open hand with spread fingers and wrist snap to contact the ball.

3) Follow through: Follow through with a full arm swing, wrist snap, and recoil the hand back away from the net.

Rubric:

4 Points Student performs exemplary spikes 90-100% of the time, executing the 3 important steps to a successful spike: approach, spike, and follow through.

3 Points Student performs good spikes 75-90% of the time, executing the 3 important steps to a successful spike: approach, spike, and follow through.

2 Points Student performs good spikes 60-75% of the time, executing the 3 important steps to a successful spike: approach, spike, and follow through.

1 Point Student performs good spikes less than 60% of the time.

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

Course Name: Volleyball 1
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.1.30 Combine and apply movement patterns from simple to complex.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address the movement patterns in volleyball. Items may include demonstrations of movement patterns or the selection of movement patterns.

Stimulus Attributes:

Stimulus should address movement patterns from simple to complex in volleyball.
Stimulus may include scenarios that combine movement patterns from simple to complex and apply movement patterns from simple to complex.
Stimulus should address volleyball skills and strategies.
Stimulus may request demonstrations of movement patterns from simple to complex of volleyball skills.

Response Attributes:

Responses may include volleyball skills and the various types of volleyball scenarios. Responses may include videos of volleyball skills and the various types of volleyball schemes.

Sample Item:

Which is a complex version of a simple skill in volleyball?

- A. dink
- * B. back set
- C. double block
- D. overhead serve

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Course Name: Volleyball 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.1.31 Demonstrate advanced offensive, defensive, and transition strategies and tactics.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to advanced offensive, defensive, and transition strategies and tactics taught in Volleyball 1. Items may include demonstrations of appropriate strategies or selection of the best strategy.

Stimulus Attributes:

Stimulus should address advanced offensive, defensive, and transition strategies and tactics in volleyball.

Stimulus may request a demonstration of advanced offensive, defensive, and transition strategies and tactics in volleyball.

Stimulus may include a video of advanced offensive, defensive, and transition strategies and tactics in volleyball.

Response Attributes:

Responses should address advanced offensive, defensive, and transition strategies and tactics.

Responses may address blocking formations, offensive formations.

Responses may be presentations of advanced offensive, defensive, and transition strategies and tactics.

Responses may require a selection of appropriate offensive, defensive, and transition strategies and tactics.

Sample Item:

Task: In a game setting, you are to play the libero position. You will be observed and rated on your performance as the libero.

Rubric:

- 4 Points** Student does an exemplary job as libero. Student demonstrates keen awareness of the game, and makes appropriate decisions based on game situations. Student moves frequently, and makes great passes 95-100% of the time. Student makes minimal errors in this position.
- 3 Points** Student does a good job as libero. Student demonstrates awareness of the game, and makes mostly appropriate decisions based on game situations. Student moves frequently, and completes passes 80-95% of the time. Student makes few errors in this position.
- 2 Points** Student does a satisfactory job as libero. Student demonstrates some awareness of the game, and makes some appropriate decisions based on game situations. Student makes some movement around the court, and completes passes 70-80% of the time. Student makes some errors.
- 1 Point** Student does a poor job as libero. Student fails to demonstrate solid awareness of the game, and makes poor decisions regularly. Student may show some movement around the court. Student completes less than 70% of the passes and makes many errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1
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 are limited to volleyball game settings. Items may include skills such as the serve, dig, set, block, spike, and passing. Items may require the performance of skills or the selection of appropriate skills.

Stimulus Attributes:

Stimulus should address volleyball related activities such as the serve, dig, set, block, spike, and passing.
Stimulus may require address logs, checklists or videos of volleyball related activities.

Response Attributes:

Responses may include logs, checklists or videos of volleyball related activities.
Responses may include demonstrations of various volleyball skills.
Responses may include names or descriptions of various volleyball skills.
Responses may include applications of volleyball skills.

Sample Item:

Which list of volleyball skills includes **ONLY** offensive skills?

- * A. serve, spike, dink, and set
- B. serve, spike, block, and dink
- C. serve, dink, dig, and forearm pass
- D. serve, dig, spike, and forearm pass

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Course Name: Volleyball 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.1.33 Practice complex motor activities in order to improve performance.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address volleyball activities that reflect complex motor activities in order to improve performance. Items may require selection of appropriate behavior or demonstration of appropriate behavior.

Stimulus Attributes:

Stimulus should address complex motor skill activities in order to improve performance in volleyball.

Stimulus may include checklists or logs of performance of activities in volleyball complex motor skill activities.

Stimulus may include videos of complex motor skill activities in order to improve performance in volleyball.

Response Attributes:

Responses should address complex motor skill activities in order to improve performance in volleyball. Activities may include ball handling skills, body and hand eye coordination, and volleyball techniques of hitting, setting, spike, serving, and footwork.

Responses may include evidence of practice of complex motor skill activities such as checklists, logs, videos, or journals.

Responses may include videos of complex motor skill activities in order to improve performance in volleyball.

Sample Item:

Task: Practice plyometric exercises to increase your power. First, create a plyometric workout that incorporates at least 4 different exercises. Practice these exercises 3–4 times per week, over the course of four weeks. Keep a journal of which exercises you complete on which days. Your vertical jump will be assessed before beginning the plyometrics and after four weeks of regularly practicing the plyometrics.

	Pre test	Post Test
Vertical Jump:		

Rubric:

- 4 Points** Student demonstrated regular (3-4 times/week for all 4 weeks) practice of the plyometrics and has improved their vertical jump.
- 3 Points** Student demonstrated somewhat regular (2-3 times/week for 3-4 weeks) practice of the plyometrics. Student may not have improved their vertical jump.
- 2 Points** Student demonstrated irregular (2 or fewer times/week for 2-3 weeks) practice of the plyometrics. Student may not have improved their vertical jump.
- 1 Point** Student demonstrated rare (1 time/week for 1-2 weeks) practice of the plyometrics. Student did not improve their vertical jump.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1
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.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address mechanical principles of volleyball activities. Items may include principles such as the lever, generation of force, speed, agility, center of gravity, reaction time, mass, inertia, momentum. Demonstrations may include the selection of appropriate behaviors or performing appropriate behaviors.

Stimulus Attributes:

Stimulus should address the mechanical principles as they apply to volleyball activities.
Stimulus may include checklists or logs of performance of the mechanical principles as they apply to volleyball activities.
Stimulus may require demonstrations of or selection of the mechanical principles as they apply to volleyball activities.

Response Attributes:

Responses may include checklists or logs of performance of the mechanical principles as they apply to volleyball activities.
Responses may include demonstrations of the mechanical principles as they apply to volleyball activities.
Responses may include selection of appropriate principle.
Responses may include description or application of mechanical principles.

Sample Item:

Task: Practice the overhand serve. Complete 20 overhand serves with proper form, appropriate application of force and correct contact with the ball. Criteria for a proper overhand serve is as follows:

- 1) Foot position: Student stands behind the endline, facing the net. The feet are staggered, pointing to the target.
- 2) Toss: The toss is consistent, and allows for same contact every time. The striking arm forms a bow and arrow and smoothly transitions to reach the head.
- 3) Contact: The contact occurs above and in front of the head with an open palm.
- 4) Follow Through: Follow through is complete, and the ball consistently goes over the net and towards the target.

Rubric:

<u>4 Points</u>	Student performs exemplary overhand serves 90–100% of the time, executing the 4 important components of a successful serve: foot position, toss, contact and follow through.
<u>3 Points</u>	Student performs good overhand serves 75–90% of the time, executing the 4 important components of a successful serve: foot position, toss, contact and follow through.
<u>2 Points</u>	Student performs good overhand serves 60–75% of the time, executing the 4 important components of a successful serve: foot position, toss, contact and follow through.
<u>1 Point</u>	Student performs good overhand serves less than 60% of the time.
<u>0 Points</u>	The response is off topic and/or the student did not make an attempt.

Course Name: Volleyball 1
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 the selection of proper equipment and application of all appropriate safety procedures necessary for participation in volleyball. Items may require the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus should address the selection of proper equipment for volleyball activities.
Stimulus may include scenarios describing the application of all appropriate safety procedures necessary for participation in volleyball.
Stimulus may include charts, graphs, tables, diagrams, images, or video clips.

Response Attributes:

Responses may include names of the proper equipment for volleyball.
Responses may include applications of all appropriate safety procedures necessary for participation in volleyball.
Responses may include images, charts, graphs, tables, or diagrams.
Responses may include demonstrations or selections of appropriate behaviors.

Sample Item:

Which is the **BEST** choice of safety equipment for volleyball to avoid injury in a collision?

- * A. mouth guard
- B. knee pads
- C. ankle brace
- D. wrist guards

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Course Name: Volleyball 1

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 relating to sportsmanship during volleyball activities. Items may include a demonstration of appropriate behaviors or the selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario related to volleyball, which requires the student to take an action.

Stimulus may require a demonstration of responsible behaviors relating to sportsmanship.

Stimulus may include graphics, video clips, charts, graphs, tables, or diagrams.

Response Attributes:

Responses may include a demonstration of responsible behaviors relating to sportsmanship during volleyball related activities.

Responses may include descriptions of responsible and irresponsible behaviors.

Responses may include videos demonstrating responsible behaviors during volleyball related activities that includes but is not limited to cooperation, sportsmanship or teamwork.

Sample Item:

Who is demonstrating responsible behavior?

- A. after a controversial play, the coach yells at the referee for several minutes
- * B. between plays, the team captain tells the referee their team would like a time out
- C. the player closest to the referee asks him a question about a rule during game play
- D. while waiting to enter the game, the libero starts a conversation with the referee

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Course Name: Volleyball 1
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 appropriate personal, social, and ethical behavior while participating in a variety of volleyball activities. Items may require the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus should address appropriate personal, social and ethical behaviors in volleyball. Stimulus may include scenarios that require a student to respond in the most appropriate way. Stimulus may require demonstration of appropriate behaviors or the selection of the most appropriate behavior.

Stimulus may include graphics, diagrams, or video clips.

Response Attributes:

Responses should include appropriate personal, social and ethical behaviors in volleyball.

Responses may include demonstrations of appropriate behaviors.

Responses may include consequences of inappropriate behaviors.

Sample Item:

In a high school volleyball game, a player slammed the ball down on her side of the net instead of rolling it under the net. What penalty can be assessed for the first offense?

- A. red card
- * B. yellow card
- C. point awarded to the other team
- D. serve awarded to the other team

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Course Name: Volleyball 1

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 address appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in activities related to volleyball. Topics may include: libero, red card, yellow card, respect, sportsmanship. Items may require selection of appropriate behavior or demonstration of appropriate behavior.

Stimulus Attributes:

Stimulus should include appropriate etiquette, care of equipment, respect for facilities, and/or safe behaviors while participating in volleyball activities.

Stimulus may request a demonstration of appropriate etiquette, care of equipment, respect for facilities, and/or safe behaviors while participating in volleyball activities.

Stimulus may include a scenario related to etiquette, care of equipment, respect for facilities or safe behaviors, which requires the student to select or demonstrate the most appropriate behavior.

Stimulus may include graphics or video clips.

Response Attributes:

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

Responses may include consequences of inappropriate behaviors.

Responses may include selection of appropriate behaviors.

Sample Item:

What should a volleyball player do during a game to prevent injury?

- A. run
- B. hydrate
- C. static stretch
- * D. dynamic stretch

Sample Item 2:

During a volleyball game a ball is coming towards both Janet and Paige. What is the safest thing for them to do?

- A. Wear knee pads in case they accidentally collide.
- * B. Communicate who will hit the ball. Say, "I got it."
- C. Pre-determine who is going to take those hits.
- D. Put on wrist guards to lessen the impact of the fall.

Course Name: Volleyball 1
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 the role of volleyball related activities in other cultures. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should address the role of volleyball related activities in other cultures.

Stimulus may include the history of volleyball.

Stimulus may include comparisons of volleyball related activities from other cultures.

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

Response Attributes:

Responses should include the role of volleyball related activities in other cultures.

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

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

Sample Item:

Stimulus: Identify 3 important events in the history of volleyball that have occurred outside of the United States. Write an essay explaining why each event is important to the history and development of volleyball.

Rubric:

- 4 Points** Response provides a thorough explanation of important events in the history of volleyball that have occurred outside of the United States. Response accurately explains three events clearly and comprehensively. Essay includes relevant details and examples to support the explanation. Response includes minimal errors.
- 3 Points** Response provides an explanation of important events in the history of volleyball that have occurred outside of the United States. Response accurately explains two events clearly and comprehensively. Response may attempt explaining a third event. Essay includes some details and examples to support the explanation. Response includes some errors.
- 2 Points** Response provides a partial explanation of important events in the history of volleyball that have occurred outside of the United States. Response only explains one event accurately, clearly, and comprehensively, but may attempt explanations of other events. Essay includes some details and examples to support the explanation. Response includes errors.
- 1 Point** Response provides a poor explanation of important events in the history of volleyball that have occurred outside of the United States. Response does not correctly explain any events accurately, clearly, or comprehensively, but may attempt explanations of events. Essay includes few (if any) details or examples to support the explanation. Response includes major errors.
- 0 Points** The response is off topic and/or the student did not make an attempt.