

# Volleyball 2 (1505510) 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:** Volleyball 2  
**Course Number:** 1505510

## 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 volleyball and physical fitness related activities and topics. Items may include selection 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:

Task: You have been working all summer long to improve your passing skills and you'd like to approach your coach to request that she allows you to play the libero position. Initiate this conversation with your coach and explain to her why you're a good choice for the libero.

Rubric:

**4 Points** Student demonstrates thorough understanding of appropriate communication skills when addressing an adult. Student is aware of his/her audience, and makes appropriate changes to his/her speech. The student uses appropriate nonverbal communication skills to convey active listening. Student waits for one's turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student presents a clear and convincing argument for why he/she should be the libero.

**3 Points** Student demonstrates understanding of appropriate communication skills. Student is aware of his/her audience, and makes appropriate changes to his/her speech, but in some cases uses language that is too casual. The student uses mostly appropriate nonverbal communication skills to convey engagement. In most cases, student waits for one's turn, expresses his/her opinions, and uses "I statements." The student may interrupt occasionally and may use a you statement. Student presents a mostly clear and convincing argument for why he/she should be the libero.

**2 Points** Student demonstrates partial understanding of appropriate communication skills. Student language is mostly casual, failing to adjust language for audience. The student uses few appropriate nonverbal communication skills to convey engagement. Student may interrupt the coach occasionally and may use numerous you statements. Student presents a case for why he/she should be the libero, but provides little support or details.

**1 Point** Student demonstrates poor understanding of appropriate communication skills. Student uses language that is casual throughout the conversation. Student states an opinion but provides little or no support for his/her opinion. Student may interrupt the coach or overact to negative comments. Student does not provide a convincing case for being the libero.

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

**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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.I-D.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 volleyball statistics (i.e. ace, assist, kills, saves, serving, blocks) and 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. 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:**

The chart below shows the number of successful blocks that two players made during a volleyball game.

Number of Blocks Per Game			
	Game 1	Game 2	Game 3
Fernando	4	6	8
Jessica	7	3	5

Calculate each player's average blocks per game. How does the average number of blocks that Fernando made compare to the average number of blocks Jessica made?

- A. Fernando made an average of 5 blocks per game, while Jessica made an average of 6 blocks per game.
- B. Fernando made an average of 6 blocks per game, while Jessica made an average of 4 blocks per game.
- \* C. Fernando made an average of 6 blocks per game, while Jessica made an average of 5 blocks per game.
- D. Fernando made an average of 8 blocks per game, while Jessica made an average of 7 blocks per game.

**Course Name:** Volleyball 2  
**Course Number:** 1505510

## Item Specifications

**Strand:** Cognitive Abilities

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

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

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

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

**Content Limits:** Items should address the precautions to be taken when doing volleyball or other physical activities in extreme weather conditions. An explanation may include written expression of ideas or the selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus may include a scenario describing extreme weather conditions.

Stimulus may include correct and incorrect precautions to be taken when exercising in extreme weather and/or environmental conditions.

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

**Response Attributes:**

Responses may include explanations of precautions to be taken when exercising in extreme weather and/or environmental conditions.

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

**Sample Item:**

In the summer, Claire goes to a volleyball camp with indoor and outdoor facilities. The days are spent playing practice games, developing a variety of skills, and participating in tournaments. On extremely hot days, what should the camp director do to ensure the safety of all participants?

- A. Ask for volunteers to play on the outside courts
- B. Allow everyone to fill their water bottles once per day.
- \* C. Minimize use of outdoor courts between 10:00 a.m. and 2:00 p.m.
- D. Provide black tee shirts to all campers to be worn during tournaments.

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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:** Multiple Choice, Constructed Response

**Content Limits:** Items should address the use of advanced offensive, defensive, and transition strategies and tactics in volleyball. Items may require drawing or completing a diagram (by drawing or selecting the appropriate way to complete the diagram.) Explanations may include the selection of appropriate ideas or written/oral expression of ideas.

**Stimulus Attributes:**

Stimulus should include the use of offensive and defensive strategies, and transition strategies and tactics as they relate to volleyball.

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

**Response Attributes:**

Responses should include offensive and defensive strategies, and transition strategies and tactics as they relate to volleyball.

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

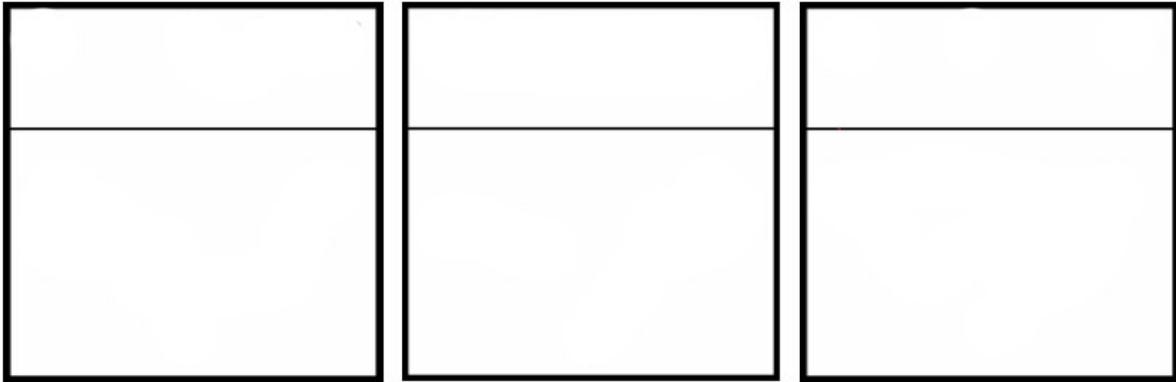
Responses may include explanations or justifications for the use of offensive/defensive/transition strategies.

**Sample Item:**

Stimulus:

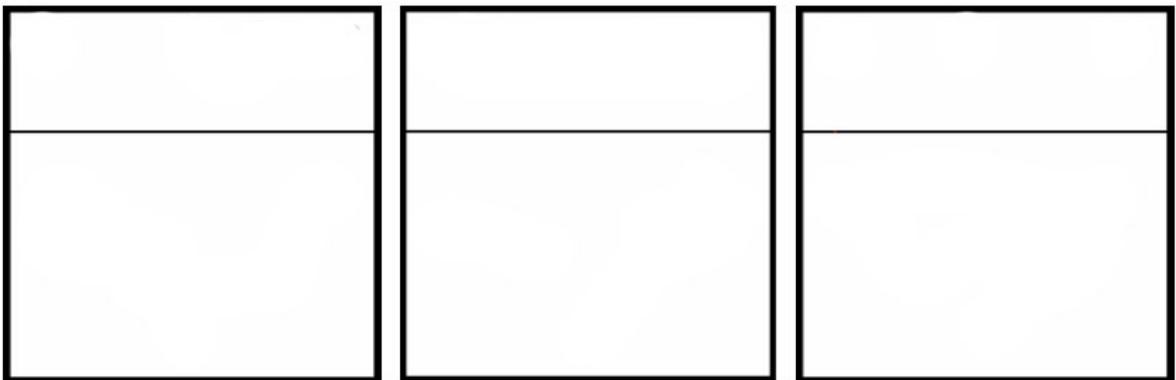
Step 1:

Complete the series of 3 diagrams below demonstrating where your team would stand if they were **receiving** the serve using a 5-1 offense. Show where the team would start in the first diagram, and then show the next two movements that would happen in the next two diagrams. Use "S" to represent the setter, and numbers for the other positions. Use arrows to show movement. Write 1-2 sentences explaining your diagrams.



Step 2:

Complete this series of three diagrams below, demonstrating where your team would stand **during** the serve, if you were on the serving team using a 5-1 offense. Show where the team would start in the first diagram, and then show the next two movements that would happen in the next two diagrams. Use "S" to represent the setter, and numbers for the other positions. Use arrows to show movement. Write 1-2 sentences explaining your diagrams.



Rubric:

- 4 Points** Student diagrams show thorough understanding of a 5-1 offense. Student correctly identifies all positions and uses arrows to show where players move. Student provides a thorough explanation of the 5-1 offense and how it is used for both teams.
- 3 Points** Student diagrams show understanding of a 5-1 offense. Student identifies all positions and uses arrows to show where players move with minimal errors. Student provides an explanation of the 5-1 offense and how it is used for both teams.
- 2 Points** Student diagrams and explanation shows partial understanding of a 5-1 offense. Student identifies the positions and uses arrows with some inaccuracies. Student explanation is weak.
- 1 Point** Student diagrams and explanation shows poor understanding of the 5-1 offense. Diagrams are sloppy and contain many inaccuracies. Student does not explain the diagrams.
- 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.2.23 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 include the selection of appropriate ideas or written 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:**

How does the use of an audio indicator benefit the game of volleyball?

- \* A. reduces error calls by line judges
- B. eliminates the need for line judges
- C. increases the number of net ball calls
- D. increases arguing between players and judges

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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 the risks, safety procedures, rules, and equipment associated with specific volleyball and fitness training activities. An analysis or evaluation may include 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 elements of risk, safety procedures, rules, and equipment associated with specific volleyball and fitness training activities.

Responses may include interpretation of rules.

Responses may include evaluations of various volleyball situations and/or equipment.

**Sample Item:**

In volleyball, what is the **MOST** important piece of gear a player should wear to lower the risk of injury when diving on the floor?

- A. goggles
- \* B. kneepads
- C. long pants
- D. wristbands

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## Item Specifications

**Strand:** Cognitive Abilities

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

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

**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. An evaluation 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., hip rotation, transfer of weight, point of release, placement of feet, body alignment).

Responses may include evaluations of skill patterns.

Responses may include descriptions of correct and incorrect body alignment, movement, etc. and/or methods and strategies for correcting errors.

### **Sample Item:**

Casey is an experienced volleyball player and she's playing in a community league with some beginners. One of her teammates knows that Casey is a great volleyball player, so she asks Casey to watch her bump a ball, and then tell her how she does it. Casey notices that her teammate bumps the ball off her hands like this:



What could Casey say to her teammate to help her?

- A. "Your bump looks great! Keep up the good work!"
- B. "Clasp your hands together, interlocking your fingers. Then hit the ball."
- C. "You're cupping your hands. Flatten them out when you bump the ball."
- \* D. "Make a fist, wrap your other hand around it. Straighten your arms and hit the ball."

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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, Performance Task

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

**Stimulus Attributes:**

Stimulus may include game play situations that interpret rules and application of the rules of volleyball.

Stimulus may include images or diagrams of line judge or referee actions.

Stimulus may include video clips of game play situations.

**Response Attributes:**

Responses should include rules and application of the rules of volleyball.

Responses may include maps or diagrams.

**Sample Item:**

Jessica's volleyball class is playing a practice game. Jessica is a back row player on Team A. She crosses in front of the attack line to make her attack, and when the ball is completely above the height of the net, she makes contact. Two players on Team B, come up to block the ball. One of the players who came up to block is a front row player, and the other is a back row player. They both contact the ball on the block. What should the call be?

- \* A. It is a double foul and should be replayed.
- B. The procedure is correct and play continues.
- C. Team B's front row player made an illegal block.
- D. Jessica's attack was illegal because she's a back row player.

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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

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

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

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

**Content Limits:** Items should address participation in fitness and volleyball activities, as well as the extent to which these activities address stress management.

**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 and the documenting of such activities.

Responses may include examples of areas affected and/or relieved by effective stress management.

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**Course Name:** Volleyball 2  
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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.3.4 Utilize 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 include the selection of appropriate opportunities, or explanation of the opportunities available.

### **Stimulus Attributes:**

Stimulus items may include the various opportunities for in-school and after school physical activities and 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 2  
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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 that include YMCA, interscholastic sports, Club volleyball, Boys and Girls Clubs, Boy Scouts and Girl Scouts, Youth Groups.

Responses may include documents such as activity logs, journals, or plans for participation in in-school and/or community activities.

**Sample Item:**

Stimulus: Imagine there is a new student in your volleyball class. She just moved into your town, and she doesn't know much about the opportunities that your community offers for her to stay active. Make a list of at least 5 community opportunities she could participate in that would help her stay active. At least one of these activities should be related to volleyball. In your list, include the name of the opportunity, a brief description of what the opportunity is or includes, and a website for the opportunity (if applicable).

Rubric:

- 4 Points** Response is a list of at least 5 community opportunities to stay active. At least one of the opportunities listed is related to volleyball. Each opportunity includes a brief description and a hyperlink to the website. Each opportunity is related to physical activity.
- 3 Points** Response is a list of 4 community opportunities to stay active. At least one of the opportunities listed is related to volleyball. Each opportunity includes a brief description and a hyperlink to the website. Each opportunity is related to physical activity.
- 2 Points** Response is a list of 3 community opportunities to stay active. At least one of the opportunities listed is related to volleyball. Each opportunity includes a brief description and a hyperlink to the website. Each opportunity is related to physical activity.
- 1 Point** Response is a list of 2 or fewer community opportunities to stay active. The list may not include an opportunity related to volleyball. The list may not include descriptions or website links.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Volleyball 2  
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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.1.5 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 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:

Your jumping skills for blocking need to be improved. Which activity will **BEST** help you improve your blocking skills?

- A. curl ups
- \* B. plyometrics
- C. running
- D. stretching

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**Course Name:** Volleyball 2  
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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. Volleyball 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 real-life situations.  
Stimulus may require 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:**

Your volleyball team is playing a team that has extremely talented blockers. Which offensive move should the front row setter use to catch the blockers off guard?

- \* A. dump
- B. spike
- C. short serve
- D. normal set

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**Course Name:** Volleyball 2  
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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 that require appropriate speed and generation of force when 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:**

In a game, your spikes are all traveling out of bounds. What should you do to improve your spiking accuracy?

- A. contact the ball sooner
- B. use a dink instead of a spike
- \* C. snap your wrist more upon contact
- D. take a longer approach before contact

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**Course Name:** Volleyball 2  
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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.1.26 Analyze and apply offensive, defensive, and transition strategies and tactics to reflect a higher order of thinking.

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

**Item Types:** Constructed Response

**Content Limits:** Items are limited to the offensive, defensive, and transition strategies and tactics to reflect a higher order of thinking in volleyball. An analysis may include written expression of ideas.

### **Stimulus Attributes:**

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

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

Stimulus may include a scenario related to volleyball game play. Scenario would describe a game play situation, or describe offensive, defensive, and/or transition strategies used.

### **Response Attributes:**

Responses should address offensive, defensive, and/or transition strategies, and tactics in volleyball.

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

Responses may include an analysis or application of offensive, defensive, and/or transition strategies in volleyball.

### **Sample Item:**

Stimulus: You are a front row defensive player who is not blocking. Write one paragraph explaining where you would position yourself for a ball that is tipped over the block, and why you would position yourself there.

Rubric:

- 4 Points** Student response provides a thorough explanation of where one should be positioned for a ball that is tipped over the block and why that is the most appropriate position. Response includes relevant details to support the explanation. Response may contain minor inaccuracies.
- 3 Points** Student response provides an explanation of where one should be positioned for a ball that is tipped over the block and why that is the most appropriate position. Response includes some details to support the explanation. Response may include some inaccuracies.
- 2 Points** Student response provides a partial explanation of where one should be positioned for a ball that is tipped over the block and why that is the most appropriate position. Response includes limited details to support the explanation. Response includes many inaccuracies.
- 1 Point** Student response is minimal and vague. Student only states where he/she would be positioned with no details related to why the position is the best. Response contains many inaccuracies.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Volleyball 2  
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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.1.30 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 from simple to complex in volleyball skills. Items may include demonstrations of movement patterns or the selection of movement patterns.

**Stimulus Attributes:**

Stimulus should address the movement patterns from simple to complex in volleyball skills.  
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 of volleyball.  
Stimulus may request demonstrations of movement patterns from simple to complex of volleyball skills.

**Response Attributes:**

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

**Sample Item:**

To deceive opposite blockers, which set of skills would be the most difficult to execute?

- A. set and spike
- \* B. double quick hit
- C. quick set and spike
- D. slide hit from middle hitter

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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 should be limited to advanced offensive, defensive, and transition strategies and tactics in volleyball. 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 or transition strategies.

**Sample Item:**

Which offensive strategy has **ALL** of the following?

- I. Three front row hitters available during every rotation
  - II. Two skilled setters
  - III. The setter comes off the back row to play offense
- 
- A. 4-2
  - B. 5-1
  - C. 6-1
  - \* D. 6-2

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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 that include but are not limited to the serve, dig, set, block, spike, or pass.

Stimulus may require logs, checklists, or videos of volleyball related activities.

Stimulus may include a scenario describing a game setting.

**Response Attributes:**

Responses should address volleyball skills but not limited to the serve, dig, set, block, spike, or pass.

Responses may include logs, checklists, or videos of volleyball related activities.

Responses may include demonstration of sport specific skills.

**Sample Item:**

The left side of the opponent's court has an open space. The ball is headed your way. Which is the **BEST** technique you should use to hit the ball into the open space?

- A. Spike the ball yourself, across the court to the open area.
- \* B. Pass the ball to a teammate who has a clear shot to the area.
- C. Bump the ball quickly to your teammate so they can dink the ball.
- D. Set the ball high for your teammate to take a shot to the opponent's right sideline.

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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, spiking, serving, and footwork.

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

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

### Sample Item:

Kevin is practicing his over hand serve. He tosses the ball high in the air, waits for it to drop, jumps up with a cupped hand and slams the ball with a slightly opened hand. However, he is consistently hitting the ball into the net. How could Kevin adjust his movements in order to get his serve over the net?

- A. Contact the ball further in front of his body.
- \* B. Make contact with the ball at a higher level.
- C. Strike the ball on the upper half.
- D. Strike the ball with less force.

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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, but should not be limited to: lever, generation of force, speed, agility, center of gravity, reaction time, mass, inertia, or momentum. Demonstrations may include the selection of appropriate behaviors or performing appropriate behaviors.

### Stimulus Attributes:

Stimulus should address mechanical principles as they apply to volleyball activities.

Stimulus may include checklists or logs of performance of mechanical principles as they apply to volleyball activities.

Stimulus may require demonstrations of mechanical principles as they apply to volleyball activities.

Stimulus may include vocabulary such as lever, generation of force, speed, agility, center of gravity, reaction time, mass, inertia, momentum.

### Response Attributes:

Responses may include checklists or logs of performance of mechanical principles as they apply to volleyball activities.

Responses may include demonstrations of mechanical principles as they apply to volleyball activities.

Response may include explanations of mechanical principles.

### Sample Item:

How should your legs be positioned when making a forearm pass?

- \* A. knees bent
- B. locked straight
- C. feet side by side
- D. right foot in front of the left

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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.1.35 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/behaviors or performing required behaviors.

**Stimulus Attributes:**

Stimulus should address the selection of proper equipment for volleyball activities. Stimulus should address the application of all appropriate safety procedures necessary for participation in volleyball.

Stimulus may include a scenario that requires the selection of proper equipment.

Stimulus may describe safety procedures.

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 a demonstration of a volleyball activity that applies appropriate equipment and safety procedures.

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

**Sample Item:**

Ms. Robinson asked Oyin to go into the equipment closet and grab the women's volleyball net. Oyin walks into the closet and sees several nets to choose from. Which one should she pick?

- A. the nylon net that is 42 feet long, 3 feet tall, and has a two inch strap around the edges
- \* B. the nylon net that is 33 feet across, 3 ⅛ feet tall and has a white band around the edges
- C. the net that is 32 feet across, 2 ½ feet tall, and has a few cords coming loose
- D. the net that is 5 feet across , 6 inches tall, made of sturdy vinyl cord

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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. Topics may include cooperation, sportsmanship and teamwork. Items may require a demonstration of appropriate behaviors or the selection of appropriate behaviors.

### Stimulus Attributes:

Stimulus may require a demonstration of responsible behaviors during volleyball related activities.

Stimulus may include a realistic volleyball scenario.

Stimulus may describe responsible and irresponsible volleyball behaviors related to sportsmanship.

### Response Attributes:

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

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

Responses may include descriptions of responsible and irresponsible behaviors.

### Sample Item:

Which is the **BEST** example of responsible behaviors in volleyball?

- A. hitting a serve before the opponent is ready to play
- B. yelling as the opponent prepares to serve the volleyball
- \* C. making sure the court is clear of any debris or perspiration
- D. making unsportsmanlike remarks to the opposing teammates

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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/behaviors or performing required 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:

Annie did not agree with the referee's call during the game; however she demonstrated good sportsmanship and continued to play to the best of her ability. What is the most appropriate way for her to react to her objection **after** the game?

- A. Annie should approach the referee and expresses her objection to the call.
- B. Annie should talk to her own teammates and express her objection to the call.
- \* C. Annie should use good sportsmanship on and off of the court and do nothing further.
- D. Annie should confront members of the other team and express her objection to the call.

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## 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 a variety of physical activities related to volleyball activities. Items may require a demonstration of appropriate behaviors or the selection of appropriate behaviors. Topics may include: libero, red card, yellow card, respect, sportsmanship.

### 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/or safe behaviors while participating in volleyball activities.

Responses may describe proper and improper etiquette, care of equipment, respect for facilities, and safe behaviors.

Responses may include consequences of inappropriate behaviors.

### Sample Item:

Many of the calls that the referees make during volleyball games are subjective. As a team member, how can you promote etiquette and sportsmanship in a game situation?

- A. Confront the referee when you don't agree with a call.
- B. Learn the rules and show the rule book to the referee.
- C. Encourage your coach to challenge the calls you think are unfair.
- \* D. Accept the calls and allow your coach to discuss the calls with the referee.

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**Course Name:** Volleyball 2  
**Course Number:** 1505510

## Item Specifications

**Strand:** Responsible Behaviors and Values

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

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

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

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

**Content Limits:** Items should address the role of volleyball related activities in other cultures. An exploration may include 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.

### **Response Attributes:**

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

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

### **Sample Item:**

Stimulus: Volleyball is the national sport of Sri Lanka. Research how this came about, and write an essay describing the importance of volleyball in Sri Lanka.

Rubric:

- 4 Points** Response shows a thorough understanding of volleyball's importance in Sri Lanka. Response includes accurate relevant details and examples. Response identifies how volleyball became the national sport of Sri Lanka and explains this in detail. Response may contain minimal errors.
- 3 Points** Response shows a partial understanding of volleyball's importance in Sri Lanka. Response includes some accurate details and examples. Response identifies how volleyball became the national sport of Sri Lanka and includes some detail. Response may include some errors.
- 2 Points** Response shows minimal understanding of volleyball's importance in Sri Lanka. Response includes limited details and examples. Some of the details may be inaccurate. Response explains how volleyball became the national sport of Sri Lanka but provides few details. Response may include multiple errors.
- 1 Point** Response is minimal and vague. Response briefly mentions how volleyball became the national sport of Sri Lanka. Response includes only a few facts, but does not relate these facts to the importance of volleyball in Sri Lanka.
- 0 Points** The response is off topic and/or the student did not make an attempt.