

## Weight Training 2 (1501350) 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:** Weight Training 2

**Course Number:** 1501350

## 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 weight training related activities and topics as they relate to diverse cultures, abilities, and gender. Discussions may include selection of appropriate ideas/behaviors or an exchange of ideas. Topics should be relevant and appropriate for students in grades 9-12.

**Stimulus Attributes:**

Stimulus may include scenarios that are related to weight training or discussions that might occur while participating in weight training.

Stimulus may include scenarios that should include a diverse group of participants.

**Response Attributes:**

Responses may include statements related to weight training by at least one participant in the discussion.

Responses may not be racially/ethnically or gender offensive.

**Sample Item:**

## **Item Specifications**

Task: You have a female friend who refuses incorporate weight training into her fitness routine. She firmly believes that weight training will cause her to gain bulk and she'll lose her feminine figure. She claims she only needs to do cardiorespiratory exercises to maintain her healthy physique. How would you respond to her? Role-play this conversation.

Rubric:

- 4 Points** Student provides a comprehensive and convincing explanation as to why the female friend should begin weight training. Student uses facts to support his/her opinions. Student's explanation is effective. Student demonstrates a thorough understanding of appropriate communication skills in a one on one discussion by using active listening, asking clarifying questions, and conveying his/her opinion clearly and persuasively.
- 3 Points** Student provides a complete explanation as to why the female friend should begin weight training. Student's explanation is mostly effective, but may have some inaccuracies. Student uses some facts to support his/her opinions. Student demonstrates understanding of appropriate communication skills in a one on one discussion by using active listening, asking some clarifying questions, and stating his/her opinion clearly and persuasively.
- 2 Points** Student provides a partial explanation as to why the female friend should begin weight training. Student's explanation is somewhat effective, but has inaccuracies. Student's argument is mostly opinion, with few facts to support his/her opinions. Student demonstrates a partial understanding of appropriate communication skills in a one on one discussion, and may interrupt the other student, or fail to ask clarifying questions. The student may not clearly convey his/her opinion, and opinion is not conveyed persuasively.
- 1 Point** Student explanation is vague and weak. Student states an opinion and does not support the opinion with facts. Student demonstrates poor understanding of appropriate communication skills in a one on one discussion, and fails to utilize effective active listening skills and does not ask clarifying questions. The student does not convey his/her opinion clearly or persuasively.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2  
**Course Number:** 1501350

## 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:** Statistics should be limited to mean and median or interquartile range and standard deviation in weight training.

**Stimulus Attributes:**

Stimulus should include basic statistics as applied to weight training.  
Stimulus may include graphs, tables, charts or diagrams presenting weight lifting related data.  
Stimulus may require the computation of basic statistics.

**Response Attributes:**

Responses should include interpretations of mean, median, interquartile range or standard deviation as related to weight training.  
Response may include comparisons of data sets.

**Sample Item:**

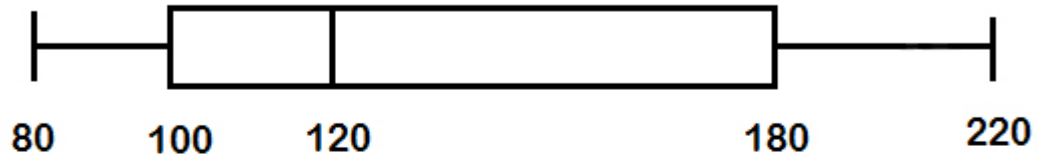
Course Name: Weight Training 2

Course Number: 1501350

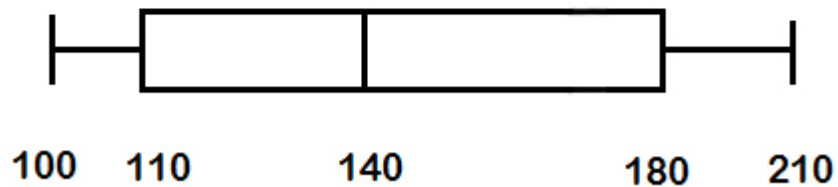
### Item Specifications

Two box and whisker plots are given for two classes' maximum leg press in pounds.

**Period 1:**



**Period 2:**



Which statement regarding the two classes is true?

- A. A greater percentage of students can press over 180 pounds in period 1.
- B. A greater percentage of students can press over 180 pounds in period 2.
- C. A greater percentage of students can press over 100 pounds in period 1.
- \* D. A greater percentage of students can press over 100 pounds in period 2.

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.

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

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

**Content Limits:** Limit content to warm-up and cool-down activities used in weight training.

**Stimulus Attributes:**

Stimulus may include scenarios that include specific warm-up and cool-down activities.

Stimulus may include scenarios that include situations in which a warm-up or cool-down is appropriate.

Stimulus question may evaluate the effectiveness of specific warm-up and cool down activities.

**Response Attributes:**

Responses may include warm-up or cool-down techniques.

Responses may include evaluations of warm-up or cool-down techniques.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

Stimulus: Kabuto has finished weight training routine and has started cooling-down. He decides to do a series of ballistic stretches to cool down. Is this the **BEST** way for him to cool down? Why or Why not? Give examples to support your opinion.

Rubric:

**4 Points** Response is a thorough evaluation of the effectiveness of using ballistic stretches to cool down after a weight training routine. Response includes relevant details and examples to support the evaluation. Response may include minor inaccuracies.

**3 Points** Response provides an evaluation of the effectiveness of using ballistic stretches to cool down after a weight training routine. Response includes relevant details and examples to support the evaluation. Response may include some inaccuracies.

**2 Points** Response provides a partial evaluation of the effectiveness of using ballistic stretches to cool down after a weight training routine. Response includes limited details and examples to support the evaluation. Response includes inaccuracies.

**1 Point** Response provides a poor evaluation of the effectiveness of using ballistic stretches to cool down after a weight training routine. Response is partial and vague and includes many inaccuracies.

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



**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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.2.16 Explain the methods of monitoring levels of intensity during aerobic activity.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address various methods to monitor weight training and cardiorespiratory exercise intensity levels including heart and respiration rates.

**Stimulus Attributes:**

Stimulus may include technology used to monitor heart rates.

Stimulus may include diagrams of monitoring heart and respiration rates.

Stimulus may include scenarios or descriptions of monitoring methods of heart and respiration rates.

Stimulus may refer to target heart rates.

**Response Attributes:**

Responses may include heart and respiration rates.

Responses may include equipment and procedures to monitor levels of intensity.

Responses may include procedures to measure heart and respiration rates.

**Sample Item:**

Joe was overweight and wanted to lose some weight. His doctor told him to exercise for a minimum of 20 minutes 3 times a week. He began aerobic activities and was monitoring his heart rate through pulse checks. How can Joe measure his intensity of his aerobic activity?

- A. Count the times he needs to stop and rest during his workout.
- B. Count the pounds lost by weighing in before and after the activity.
- C. Count the number of minutes it takes to reach his maximum heart rate.
- \* D. Count the number of his breaths he takes for one minute while training.

## **Item Specifications**

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**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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.2.17 Assess physiological effects of exercise during and after physical activity.

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

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

**Content Limits:** Content should be limited to physiology of the human body while exercising begins and concludes in weight training.

**Stimulus Attributes:**

Stimulus may include scenarios that include physical activities or exercise commonly performed in weight training exercises.

Stimulus question may require assessment physiological effects of exercise during and after physical activity.

Stimulus may inquire as to methods of assessing physiological changes.

**Response Attributes:**

Responses may include assessments of physiological responses.

Responses may be methods for assessing physiological changes.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Alexander is completed a weight training workout. He alternated sets of heavy weights for his legs with sets of light weights and high repetitions for his arms.

In one or two paragraphs, describe and assess the physiological effects of this workout on Alexander. Explain at least three physiological effects and describe the degree to which the effect would be apparent in Alexander after completing the workout.

Rubric:

- 4 Points** The student response provides an accurate and thorough explanation of at least three physiological effects of this workout on Alexander. The response accurately assesses the degree to which these effects would be apparent in Alexander after completing the workout. The response includes many relevant details and examples.
- 3 Points** The student response provides an accurate explanation of three physiological effects of this workout on Alexander. In general, the response accurately assesses the degree to which these effects would be apparent in Alexander after completing the workout. The response includes some details and examples.
- 2 Points** The student response provides an accurate explanation of two physiological effects of this workout on Alexander. In general, the response accurately assesses the degree to which these effects would be apparent in Alexander after completing the workout. The response includes some details and examples.
- 1 Point** The student response provides an accurate explanation of one physiological effect of this workout on Alexander. The response somewhat accurately assesses the degree to which these effects would be apparent in Alexander after completing the workout. The response includes limited details and examples.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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 physical fitness and/or weight training related activities.

**Stimulus Attributes:**

Stimulus may include a variety of technical devices that can evaluate weight lifting performance.

Stimulus may include graphs, charts, tables, and diagrams to present data.

Stimulus should not require the computation of data.

Stimulus may include the comparison of performance data.

Stimulus may include scenarios that are used to describe settings in which technology may be used in weight training.

**Response Attributes:**

Responses should not include computations.

Responses may include data interpretations.

Responses may include technical devices commonly used in weight training.

**Sample Item:**

Which is the appropriate tool for monitoring weight training progress that takes into consideration height and weight?

- A. fitness journal
- \* B. BMI calculator
- C. skinfold caliper
- D. underwater scale

## **Item Specifications**

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**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.2.24 Analyze the mechanical principles as they apply to specific course activities.

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

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

**Content Limits:** Items should be limited to mechanical principles used to understand weight training mechanics.

**Stimulus Attributes:**

Stimulus may include scenarios that include specific exercises common to the weight room. Stimulus question may analyze the mechanical principles as they apply to specific exercises. Stimulus may require knowledge of lifting weights by applying force and resistance during a workout commonly performed in weight training exercises. Stimulus may include images or video clips.

**Response Attributes:**

Responses may include analysis of the mechanical principles as they apply to specific exercises.

**Sample Item:**

Carol is doing bicep curls. Write a paragraph analyzing the mechanical principles she is using to complete a set of bicep curls with proper technique. You may draw a diagram if you need to.

Rubric:

- |                        |   |
|------------------------|---|
| <b><u>4 Points</u></b> | Response provides a thorough analysis of the mechanical principles Carol is using to complete a set of bicep curls. Response is clear and accurate.                           |
| <b><u>3 Points</u></b> | Response provides an analysis of the mechanical principles Carol is using to complete a set of bicep curls. Response is clear and mostly accurate.                            |
| <b><u>2 Points</u></b> | Response provides a partial analysis of the mechanical principles Carol is using to complete a set of bicep curls. Response is somewhat and partially accurate.               |
| <b><u>1 Point</u></b>  | Response provides a poor analysis of the mechanical principles Carol is using to complete a set of bicep curls. Response is minimal and vague and includes many inaccuracies. |
| <b><u>0 Points</u></b> | The response is off topic and/or the student did not make an attempt.   |

## **Item Specifications**

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**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, 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 risks, safety procedures, rules and equipment typical in a weight training class.

### Stimulus Attributes:

Stimulus may include scenarios that are related to various risks that can occur in the weight room and in specific weight training lifts.

Stimulus may include scenarios that will include safety procedures of various spotting techniques, general weight room rules, and equipment used in specific weight training lifts.

Stimulus may include applications of safety rules in weight training.

Stimulus may include a diagram of safety procedures in weight training.

### Response Attributes:

Responses may include universal weight training safety rules and correct use of equipment in weight training.

Responses may include outcomes of safety violations in weight training.

Responses may include outcomes of lifting techniques in weight training.

### Sample Item:

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Jeremy has started a new weight training routine. One aspect of his routine is to do “core” exercises. He interprets this to mean that he should do sit ups and crunches. Write a paragraph about the potential consequences of Jeremy doing only sit ups and crunches to strengthen his core.

Rubric:

- 4 Points** Response includes a thorough explanation of the potential consequences of only doing sit ups and crunches to strengthen his core. Response includes relevant details and examples. Response should include mention that the back muscles are neglected and these two exercises will address the same muscles each time. Response may include few minor inaccuracies.
- 3 Points** Response includes an explanation of the potential consequences of only doing sit ups and crunches to strengthen his core. Response includes some details and examples. Response should include mention that the back muscles are neglected and these two exercises will address the same muscles each time. Response has a few inaccuracies.
- 2 Points** Response includes a partial explanation of the potential consequences of only doing sit ups and crunches to strengthen his core. Response includes limited details and examples. Response may include only one of these two key facts: the back muscles are neglected and these two exercises will address the same muscles each time. Response has some inaccuracies.
- 1 Point** Response includes a poor explanation of the potential consequences of only doing sit ups and crunches to strengthen his core. Response is minimal and vague. Response has many inaccuracies.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, 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 associated with specific course activities.

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

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

**Content Limits:** Items should address correcting errors in various weight training lifts such as press, curl, squat, raise and lift.

**Stimulus Attributes:**

Stimulus may include scenarios that include evaluating specific weight training movements performed by self and others.

Stimulus may include scenarios that include the detection and correction of mechanical errors in weight training movements.

Stimulus may include diagrams, graphics or video of weight training methods.

**Response Attributes:**

Responses should include weight training movements.

**Sample Item:**

Course Name: Weight Training 2

Course Number: 1501350

## Item Specifications

Examine this image of someone doing an overhead shoulder press.



How should this person's form be corrected?

- A. bend her elbows more
- \* B. relax her shoulders
- C. look down at her feet
- D. lift one arm at a time

**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Lifetime Fitness

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

**Benchmark:** PE.912.L.3.2 Participate in a variety of activities that promote the health-related components of fitness.

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

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

**Content Limits:** Items should address the benefits of weight training on fitness, strength, endurance, flexibility and body composition.

**Stimulus Attributes:**

Stimulus may include demonstrating weight training activities that promote fitness, strength, endurance, flexibility and body composition.

Stimulus may include a comparison of weight training activities.

Stimulus may include scenarios that include examples of different weight training activities or benefits.

**Response Attributes:**

Responses may include weight training activities or benefits of specific activities.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Write four paragraphs describing different activities in your weight training course that you participate in which help to promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Write a paragraph for each category. Your response should demonstrate your participation in at least two activities in each category. (Total of eight activities)

In paragraph 1, describe activities in which you participate that promote cardio respiratory fitness.

In paragraph 2, describe activities in which you participate that promote muscular strength and endurance.

In paragraph 3, describe activities in which you participate that promote flexibility.

In paragraph 4, describe activities in which you participate that promote healthy body composition.

Rubric:

**4 Points** The response provides a thorough explanation of weight training activities in each of the four categories. Response shows participation in a variety of activities (at least two in each category; eight or more activities described).

**3 Points** The response provides an explanation of weight training activities in each of the four categories. Response describes between six or seven different activities.

**2 Points** The response provides a partial explanation of weight training activities in each of the four categories. Response describes four or five different activities.

**1 Point** The response provides a poor explanation of weight training activities in each of the four categories. Response describes fewer than four activities. Each category is not represented.

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

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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 stress management activities as applied to weight training.

**Stimulus Attributes:**

Stimulus may address the effect that weight training has on human emotion and hormonal release.

Stimulus may include scenarios that include a variety of weight training activities or a variety of responses.

Stimulus may include charts or graphs.

Stimulus may compare the stress management benefits of various weight training activities.

**Response Attributes:**

Responses may include weight training activities.

Responses may include benefits of weight training.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

### Item Specifications

Stimulus: Keep a log of the weight training activities that you participate in that promote effective stress management. Write the name of the weight training activity, the duration of the activity, and comment on your stress levels before and after you participate. After one week, write a paragraph summarizing your activities, identifying which activities helped you manage your stress levels the most and which activities were not as beneficial. Explain why you think these activities helped you manage your stress levels.

Example Log:

Day of week	Stress Management Activity	Number of Minutes	Stress level before activity	Stress level after activity
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				



## Item Specifications

Rubric:

**4 Points**

Student response shows a thorough understanding of effective stress management by identifying appropriate weight training activities, recording the duration of the activity, and thoroughly describing their stress levels before and after the activity. The student writes a thorough summary of his/her activities, identifying which activities helped him/her manage stress the most and which activities were not as beneficial. The student provides a thorough and accurate explanation as to why these activities helped manage stress.

**3 Points**

Student response shows a partial understanding of effective stress management by identifying appropriate weight training activities, recording the duration of the activity, and commenting on their stress levels before and after the activity. The student writes a summary of his/her activities, identifying which activities helped him/her manage stress and which activities were not as beneficial. The student provides a partial but generally accurate explanation as to why these activities helped manage stress.

**2 Points**

Student response shows a minimal understanding of effective stress management by identifying few appropriate activities, recording the duration of the activity, and commenting on their stress levels before or after the activity. The student writes a partial summary of his/her activities, identifying which activities helped him/her manage stress or which activities were not as beneficial. The student provides a limited and somewhat accurate explanation as to why these activities helped manage stress.

**1 Point**

Student response shows a poor understanding of the effective stress management by listing only one appropriate weight training activity. Student may comment on the duration of the activity, and comment on their stress levels before or after the activity. The student may not include a summary of his/her activities. The student may not identify which activities helped him/her manage stress or which activities were not as beneficial. The student may not provide an explanation as to why these activities helped manage stress or the explanation may be weak and inaccurate.

**0 Points**

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

## **Item Specifications**

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**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Lifetime Fitness

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

**Benchmark:** PE.912.L.3.6 Identify risks and safety factors that may affect physical activity throughout life.

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

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

**Content Limits:** Items may include but should not be limited to physical fitness and/or weight training related activities and how they apply to various age groups.

**Stimulus Attributes:**

Stimulus may include scenarios that should include various risks and safety factors associated with weight training that may affect physical activity throughout life.

Stimulus may include scenarios that include graphs, charts, and diagrams.

**Response Attributes:**

Responses may include risks and safety factors of specific weight training activities.

Responses may include lifelong risks associated with weight training.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

Stimulus: Jose is 35 years old and has been weight training regularly since he was in high school. He knows that negative outcome of long term weight training may be poor posture. Write a paragraph explaining how Jose can prevent the long term risk of poor posture, while continuing to lift weights throughout his life.

Rubric:

- 4 Points** Response provides a thorough explanation of the steps that Jose can take to prevent the long term risk of poor posture while continuing to lift weights throughout his life. Response provides at least three accurate suggestions for Jose.
- 3 Points** Response provides an explanation of the steps that Jose can take to prevent the long term risk of poor posture while continuing to lift weights throughout his life. Response provides two accurate suggestions for Jose.
- 2 Points** Response provides a partial explanation of the steps that Jose can take to prevent the long term risk of poor posture while continuing to lift weights throughout his life. Response provides one accurate suggestion for Jose.
- 1 Point** Response provides a poor explanation of the steps that Jose can take to prevent the long term risk of poor posture while continuing to lift weights throughout his life. Response contains no accurate suggestions for Jose. The response is incomplete and vague, or is completely wrong.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.2 Identify ways to self-assess and modify a personal fitness program.

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

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

**Content Limits:** Items should be limited to self assessment and modifications of a personal fitness program which includes weight training.

**Stimulus Attributes:**

Stimulus may include a scenario related to self assessment and modification of a weight training program.

Stimulus may modify a current weight training program.

Stimulus may include charts, graphs and data.

**Response Attributes:**

Responses may include examples of self-assessment activities for weight training.

Responses may include modifying a personal weight training program.

Responses may include charts, graphs and data.

## **Item Specifications**

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**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.4 Use available technology to assess, design, and evaluate their personal fitness program.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address assessing and designing weight training plans and any technology used to enhance those plans. Items may include selection of proper resources, including technology. Items may require assessment, design and evaluation of plans, which can be done through the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include scenarios that include a variety of technology devices including low and high tech.

Stimulus should be related to weight training plans.

Stimulus should not require computation.

Stimulus may include charts, graphs, or diagrams.

**Response Attributes:**

Responses may include interpretations of charts or diagrams.

Responses may include student generated responses to a scenario.

Responses may include the selection of alternative activities or plans.

Responses may include outcomes of weight training plans.

Responses may include uses of technology to assess weight training plans.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Jamal incorporated weight training in his personal physical activity plan. One of his goals is to increase his bicep size. In several paragraphs, explain how Jamal could use a variety of resources, including technology, to assess his progress towards his goal and evaluate the effectiveness of his personal activity plan.

Rubric:

- 4 Points** The student explanation shows a thorough understanding of how Jamal could use a variety of resources, including technology, to assess his progress towards his goal and evaluate the effectiveness of his personal activity plan. The student identifies appropriate resources and technology and accurately explains how Jamal might assess his progress and evaluate his plan. The explanation includes many details and examples.
- 3 Points** The student explanation shows a partial understanding of how Jamal could use a variety of resources, including technology, to assess his progress towards his goal and evaluate the effectiveness of his personal activity plan. The student identifies appropriate resources and technology but the explanation includes a few inaccuracies. The explanation includes some details and examples.
- 2 Points** The student explanation shows a minimal understanding of how Jamal could use a variety of resources, including technology, to assess his progress towards his goal and evaluate the effectiveness of his personal activity plan. The student identifies appropriate resources and technology but the explanation is generally inaccurate. The explanation includes few details and examples.
- 1 Point** The student explanation shows a poor understanding of how Jamal could use a variety of resources, including technology, to assess his progress towards his goal and evaluate the effectiveness of his personal activity plan. The student may not identify appropriate resources and technology and does not include an accurate explanation of how Jamal may assess his progress and evaluate his plan.
- 0 Points** The response is off topic and/or the student did not make an attempt.



**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.5 Apply the principles of training to personal fitness goals.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address the principals of training and how they apply to personal weight training goals.

**Stimulus Attributes:**

Stimulus may include scenarios that include the principles of training and how they are applied within a personal goal in a weight training program.

Stimulus may include scenario that compares the principles of weight training.

Stimulus may include scenario that addresses the benefits of each principle.

Stimulus may include graphs, charts, or diagrams.

**Response Attributes:**

Responses may include principles of weight training.

Responses may include non-examples of the weight training principles.

Responses may include how the principles apply to personal weight training goals.

Responses may include how an individual can apply the weight training principles of training to achieve a goal.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Jin-Do wants to focus on gaining muscular strength in her pectoral muscles. What principal of training should be applied and how should it be applied? Write a short paragraph.

Rubric:

- 4 Points** Student response shows thorough understanding of the principle of specificity. Student provides specific details and examples of how the principle of specificity should be applied. Student may include examples of other principles as well.
- 3 Points** Student response shows understanding of the principle of specificity. Student provides some details and examples of how the principle of specificity should be applied. Student may include examples of other principles as well.
- 2 Points** Student response shows partial understanding of the principle of specificity. Student provides limited details and examples of how the principle of specificity should be applied. Student may include examples of other principles as well.
- 1 Point** Student response shows poor understanding of the principle of specificity. Student may include examples of other principles as well, but fails to provide much detail about specificity.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2  
**Course Number:** 1501350

## 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 physical fitness and/or weight training related activities.

### **Stimulus Attributes:**

Stimulus may include scenarios that include specific weight training strategies that will improve various fitness needs of the individual.

Stimulus may include scenario that compare the benefits of weight training strategies, and individual's fitness needs and strengths.

Stimulus may use graphs or charts.

Stimulus may address how strategies address specific fitness needs.

### **Response Attributes:**

Responses may include various strategies for improvement that can be applied to weight training.

Responses may include outcomes of weight training strategies.

Responses may include examples of fitness needs.

### **Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

Task: Self-assess your weight training skills, identifying your strengths and weaknesses. Select one weakness and conduct an appropriate test to determine the measure of your starting ability. Set a goal that addresses your need. Then, over the course of the next month, apply strategies for self-improvement that address that need. Keep track of the strategies you use and how often you apply these strategies. At the end of the month, reassess that same skill.

Skill: \_\_\_\_\_

Starting Ability: \_\_\_\_\_

Strategies for Self Improvement: \_\_\_\_\_

Frequency you applied strategies: \_\_\_\_\_

Ending Ability: \_\_\_\_\_

Rubric:

**4 points** Student identifies a need. Student assesses ability before applying strategies. Student identifies accurate strategies for improving the skill. Student applies these strategies regularly. Student shows improvement after a month.

**3 points** Student identifies a need and assesses his/her ability before applying strategies. Student identifies mostly accurate strategies and applies the strategies with some regularity. Student shows improvement after a month.

**2 points** Student identifies a need and assesses his/her ability before applying strategies. Student identifies some accurate strategies and irregularly applies these strategies. Student does not show improvement after a month.

**1 Point** Student identifies a need but does not assess his/her starting ability. Student identifies few (if any) accurate strategies for improvement. Student does not apply strategies with any regularity. Student does not show improvement.

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

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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.1.12 Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include but are not limited to the fitness components of muscular strength and endurance and the various equipment used in basic weight training and specific exercise.

### Stimulus Attributes:

Stimulus may include scenarios that include specific weight training exercises that will improve or maintain the health-related fitness components of muscular strength and endurance.

Stimulus may include various weight training equipment or techniques.

Stimulus may include graphs, charts, or diagrams.

Stimulus may compare techniques or equipment in relation to strength and endurance outcomes.

### Response Attributes:

Responses may include the health-related fitness components of weight training.

Responses may include exercises or techniques related to question stimulus.

Responses may include muscular strength or endurance outcomes.

### Sample Item:

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Task: Demonstrate antagonistic supersets for your chest and back. Complete incline bench presses using a bar or dumbbells for your chest, and then seated rows, using the universal machine, for your back exercise. Perform five sets of ten repetitions for each exercise. Use proper form and take one minute between each set.

Rubric:

- 4 Points** Student demonstrates five supersets properly by using appropriate form for all exercises, using the appropriate equipment, and taking minimal rest between the exercises in a set.
- 3 Points** Student demonstrates four supersets. Each of the four supersets uses appropriate form, appropriate equipment, and includes minimal rest between the exercises in a set.
- 2 Points** Student demonstrates three supersets. Each of the three supersets uses appropriate form, appropriate equipment, and includes minimal rest between the exercises in a set.
- 1 Point** Student performs the supersets incorrectly. The student does not use appropriate form for either exercise.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address various basic strength building movements specific to each of the nine large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrate a knowledge of intermediate level progression and or workout design in weight training. Choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency are all to be considered.

**Stimulus Attributes:**

Stimulus may include scenarios that include individual needs or strengths of an individual.  
Stimulus question may include classifying principles of training or aspects of the principle of training to meet fitness goals of an individual.

**Response Attributes:**

Responses may include principles of training  
Responses may include aspects of the training principles.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

**Stimulus:** Marcus has reached a plateau in increasing his muscle strength with his current routine. How can he use the principle of overload to overcome this plateau? Write a short paragraph with your explanation.

Rubric:

- 4 Points** Response provides a thorough explanation of how Marcus can use overload to overcome his plateau. Response defines overload and accurately explains how it applies to Marcus's situation. Response includes details and examples. Response mentions frequency, intensity, and time. Response may have few inaccuracies.
- 3 Points** Response provides an explanation of how Marcus can use overload to overcome his plateau. Response defines overload and accurately explains how it applies to Marcus's situation. Response includes some details and examples. Response mentions some of the following: frequency, intensity, and time. Response may have some inaccuracies.
- 2 Points** Response provides a partial explanation of how Marcus can use overload to overcome his plateau. Response defines overload and somewhat accurately applies it to Marcus's situation. Response includes minimal details and examples. Response may mention one of the following: frequency, intensity, and time. Response has inaccuracies.
- 1 Point** Response provides a poor explanation of how Marcus can use overload to overcome his plateau. Response is minimal and vague and contains many inaccuracies.
- 0 Points** The response is off topic and/or the student did not make an attempt.



**Course Name:** Weight Training 2  
**Course Number:** 1501350

## Item Specifications

**Strand:** Movement Competency

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items may address various basic strength building movements' specific to each of nine large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrate knowledge of intermediate level training. Choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency are all to be considered. Additionally, an understanding of dynamic, ballistic movement and body posture are essential in weight training. Items should address technical weight training movements and techniques/body alignment, strength/flexibility and coordination needed to perform the movements. Items may require a demonstration of technical movements or selection of appropriate behaviors.

### **Stimulus Attributes:**

Stimulus may include scenarios that include target muscle groups or specific exercises.  
Stimulus may require to explanation or analysis of the starting and ending position of a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.  
Stimulus may require explanation or analysis of dynamic, ballistic movement, and body posture during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.  
Stimulus may ask to identify specific movements, or body postures performed during an exercise.

### **Response Attributes:**

Responses will be description of movements used when adducting and abducting during weight training.  
Responses will be dynamics, ballistic movements, or body postures during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.

### **Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Task: Perform a set of fifteen side lateral raises. Select the appropriate weight, and demonstrate the exercise with correct body alignment, flexibility, strength, and coordination.

Rubric:

- 4 Points** Student demonstrates a set of 15 side lateral raises. Student selects the appropriate weight of dumbbells for him/herself. The student stands with a straight torso and the dumbbells by his/her side with the palms of the hand facing towards his/her body. The student's torso remains stationary while lifting the dumbbells to the side with a slight bend on the elbow and the hands slightly tilted forward. Arms are raised until they are parallel to the floor. The student pauses for a second at the top of the motion, before bringing his/her arms back down. The student exhales as the arms raise and inhales as he/she brings the dumbbells back down to the starting position.
- 3 Points** Student demonstrates a set of 15 side lateral raises. In general, student demonstrates the exercises with appropriate body alignment, flexibility, strength and coordination. However, the student may make one of the following faults: student may select the inappropriate weight (too heavy or too light), student may not pause at the top of the motion, student may not breath appropriately, student may move through the motions too quickly, or the student may have minor breaks in form.
- 2 Points** Student demonstrates a set of 15 side lateral raises. The student demonstrates the exercises, but the student makes errors in body alignment, flexibility, strength or coordination. The student may make several of the following faults: student may select the inappropriate weight (too heavy or too light), student may not pause at the top of the motion, student may not breath appropriately, student may move through the motions too quickly, or the student may have minor breaks in form.
- 1 Point** The student may demonstrate a set of exercises that are not side lateral raises. The student may demonstrate a set of fewer than 15 side lateral raises. The student may demonstrate the set of side lateral raises with poor form, body alignment, flexibility, strength and coordination. The student makes many errors, some of which may include: student may select the inappropriate weight (too heavy or too light), student may not pause at the top of the motion, student may not breath appropriately, student may move through the motions too quickly, or the student may have minor breaks in form.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 2  
**Course Number:** 1501350

## 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, Constructed Response

**Content Limits:** Items should address strength or endurance building movements specific to each of large muscle groups, demonstrating a knowledge of intermediate level training. Choice of exercise, order of exercise, resistance used, and velocity are all to be considered. Understanding of dynamic, ballistic movement, and body posture are essential. Patterns considered range from easy to perform to progressively more difficult in weight training. Example: wall pushups (simple) to knees down push up, to regular pushups to TRX pushups while suspended (difficult), or body weight squats (simple) to single leg squats (difficult). Other movement patterns include: flies, curl, hamstring curl, heel raiser, knee push-ups, leg extension, negative pull-up, lateral raise, posterior raise, front raise, pull up, reverse curl, wrist curl, reverse wrist curl, triceps extension, triceps overhead extension, dip, up-right row, seated row, bent over row, lateral pull, shoulder shrug, chest press, squat, leg press, leg extension, two-arm press, side leg lifts, and single arm concentration curl.

### Stimulus Responses:

Stimulus may require explanation or analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained in weight training.

Stimulus may require explanation of muscle movement (eccentric, concentric, isometric, and passive) during a specific activity or exercise.

### Response Attributes:

Responses may include muscle movements.

Responses may include explanation or analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.

### Sample Item:

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Stimulus:** Describe one simple, one moderate, and one complex version of the push up. In a paragraph for each version, explain in detail the movement patterns and the body position required. If there is additional equipment required that is relevant to the movement patterns of the push up, include it in your explanation as well.

Rubric:

**4 Points** Student accurately describes a simple, moderate, and complex version of the push up. Response is thorough and detailed. Response may include only minor inaccuracies.

**3 Points** Student accurately describes a simple, moderate, and complex version of the push up. The descriptions of each are accurate but basic. The response may include a few inaccuracies.

**2 Points** Response accurately describes two of the three versions of the pushup. Response includes few details and has some inaccuracies.

**1 Point** Response accurately describes only one of the three versions of the pushup. Response includes no details and has many inaccuracies.

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

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Strand:** Movement Competency

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

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include sequential knowledge of intermediate level resistance training including warm-up to cool-down as well as understanding of progress training. Choices of exercise, order of exercise, cardiovascular activity, and flexibility also to be considered in weight training. Items may require the selection of appropriate practices/behaviors or demonstrations of appropriate practices/behaviors.

**Stimulus Attributes:**

Stimulus may require explanation of interval training required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.

Stimulus may require performance of complex motor activities or artifacts such as exercise logs detailing practice of complex motor activities to improve performance.

**Response Attributes:**

Responses may be recorded artifacts of complex motor activities.

Responses may be explanations of complex motor activities and their relation to improved performance.

Responses may be demonstrations or performances of complex motor activities.

**Sample Item:**

## Item Specifications

Task: At the beginning of the semester, you will be assessed on your one repetition maximum for squats. Then, for four weeks, practice your squats. Focus on your technique as well as improving your strength. Record in a chart the dates of each practice, the amount of weight lifted, the number of sets, and the number of repetitions performed. Each time you practice, have someone observe your practice and initial your chart, indicating that you have performed the practice. At the end of four weeks, you will be reassessed on your one repetition maximum for squats.

Example Log:

Date	Amount of Weight	Sets x Repetitions	Initials of Witness

Rubric:

**4 Points** The student's log demonstrates regular practice (three to four days per week) of the squat. The student practice includes appropriate amount of weight, sets, and repetitions to help the student improve his/her performance of the squat. During the post- assessment, the student has demonstrated growth.

**3 Points** The student's log demonstrates somewhat regular practice (two to three days per week) of the squat. The student practice includes appropriate amount of weight, sets, and repetitions to help the student improve his/her performance of the squat. During the post-assessment, the student has demonstrated growth.

**2 Points** The student's log demonstrates irregular practice (one to two days per week) of the squat. The student practice includes some inappropriate amount of weight, sets, and repetitions to help the student improve his/her performance of the squat. During the post-assessment, the student may not have demonstrated growth.

**1 Point** The student's log demonstrates rare practice (fewer than four practices total) of the squat. The student practice may include inappropriate amount of weight, sets, and repetitions to help the student improve his/her performance of the squat. During the post-assessment, the student may not have demonstrated growth.

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

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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

**Item types:** Performance Task

**Content Limits:** Items may include sequential knowledge of intermediate level resistance training, form, and safety protocols in the weight room.

### **Stimulus Attributes:**

Stimulus may require explanation of proper form, resistance, or safety required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained in weight training.

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

### **Response Attributes:**

Responses may include explanations or performances of movement patterns and/or mechanical principles for specific exercises in weight training.

Responses may include explanations of resistance for specific exercises.

Responses may include explanations of safety for specific exercises.

Responses may include pictures or video.

### **Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Task: Demonstrate a set of 10 incline bench presses with a barbell, using proper body mechanics and alignment.

Rubric:

**4 Points** The student demonstrates a set of 10 incline bench presses with a barbell, using proper body mechanics and alignment. The bench is set to the appropriate height, the student's thighs are parallel to the floor and his/her head is lower than the racked bar. The student's body is contacting the bench in five points. The student has the appropriate grip, and it is slightly wider than shoulder-width. The student's movement is controlled as he/she lowers and raises the bar. The student keeps his/her wrists stiff and his/her forearms parallel.

**3 Points** The student demonstrates a set of 10 incline bench presses with a barbell, using mostly correct body mechanics and alignment. The student demonstrates most of the following: The bench is set to the appropriate height, the student's thighs are parallel to the floor and his/her head is lower than the racked bar. The student's body is contacting the bench in five points. The student has the appropriate grip, and it is slightly wider than shoulder-width. The student's movement is controlled as he/she lowers and raises the bar. The student keeps his/her wrists stiff and his/her forearms parallel.

**2 Points** The student demonstrates a set of 10 incline bench presses with a barbell, but uses some incorrect mechanics and alignment. The student demonstrates some of the following: The bench is set to the appropriate height, the student's thighs are parallel to the floor and his/her head is lower than the racked bar. The student's body is contacting the bench in five points. The student has the appropriate grip, and it is slightly wider than shoulder-width. The student's movement is controlled as he/she lowers and raises the bar. The student keeps his/her wrists stiff and his/her forearms parallel.

**1 Point** The student demonstrates a set of fewer than 10 incline bench presses with a barbell. The student uses some incorrect mechanics and alignment. The student demonstrates few, if any of the following: The bench is set to the appropriate height, the student's thighs are parallel to the floor and his/her head is lower than the racked bar. The student's body is contacting the bench in five points. The student has the appropriate grip, and it is slightly wider than shoulder-width. The student's movement is controlled as he/she lowers and raises the bar. The student keeps his/her wrists stiff and his/her forearms parallel.

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



**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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 may include but are not limited to matching resistance training choices with proper muscle group. Items should address proper safety procedures in the weight room.

**Stimulus Attributes:**

Stimulus may require selection of proper equipment and exercise required to perform exercise for targeted muscle group in the weight room.

Stimulus may require identification of proper safety measures when using equipment in the weight room.

**Response Attributes:**

Responses may include lifting techniques in weight training.

Responses may include safety measures in weight training.

**Sample Item:**

Robert is attempting to perform a rope pull-down in order to focus on his triceps. Which is **NOT** proper form for a cable pull?

- \* A. pull quickly and fast
- B. extend completely
- C. keep your elbows tucked
- D. apply resistance

## **Item Specifications**

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**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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:** Limit behaviors and etiquette to those appropriate for a weight room or gym. A demonstration may include selection of appropriate behaviors or performance of appropriate behaviors.

**Stimulus Attributes:**

Stimulus may involve matching responsible behaviors with desired outcomes in relationship to physical activity in a variety of settings.

Stimulus may require identifying appropriate or inappropriate behaviors when using equipment in the weight room.

Stimulus may require identifying appropriate or inappropriate etiquette in regards to weight training equipment or others.

**Response Attributes:**

Responses may include safety procedures and etiquette at a gym or in a weight lifting facility.

Responses may include images or video of safe or unsafe behaviors.

Responses may include statements related to responsible personal and social behavior in a weight training class.

**Sample Item:**

Casey is doing three sets of leg extensions. As she nears the end of her first set, another student stands near her. What is the proper etiquette for this situation?

- A. Tell the other student she'll be done soon.
- B. Ignore the other student until she's done her sets.
- \* C. Allow the other student to use the machine between her sets.
- D. Stop in the middle of her set and let the other student use the machine.

## **Item Specifications**

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**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

**Strand:** Responsible Behaviors and Values

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

**Benchmark:** PE.912.R.6.2 Analyze physical activities from which benefits can be derived.

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

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

**Content Limits:** Limit to physical activities common to weightlifting. A discussion and analysis may include an exchange of written ideas or selections of appropriate ideas.

### **Stimulus Attributes:**

Stimulus may require matching physical activities with benefits such as; strength, endurance, cardio-respiratory, muscular endurance, immune system, and stress management in weight training.

Stimulus may describe physical activities.

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

Stimulus may include charts, graphs or diagrams.

### **Response Attributes:**

Responses may include benefits of exercise in weight training.

Responses may include descriptions of activities.

Responses may include written ideas or the selection of appropriate ideas.

Responses may include comparisons of benefits of physical activities.

Responses may include charts, graphs or diagrams.

### **Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## Item Specifications

Tony and Jamal are discussing the benefits of doing abdominal exercises.

*Jamal:* "I just started doing 50 sit ups a night. I'm going to have defined abdominals in two weeks."

*Tony:* "That's great; I started doing some abdominal exercises so I could strengthen my core and prevent injury."

*Jamal:* "It's too bad that sit ups are the only exercise I can do to get solid abdominal muscles. I get bored with them."

*Tony:* "I know; I have to do extra cardiovascular exercises to try and get a flat stomach!"

Which of the statements from this conversation is an accurate statement about the benefits of doing abdominal exercises?

- A. "I'm going to have defined abdominals in two weeks."
- \* B. "I started doing some abdominal exercises so I could strengthen my core and prevent injury."
- C. "It's too bad that sit ups are the only exercise I can do to get solid abdominal muscles."
- D. "I have to do extra cardiovascular exercises to try and get a flat stomach."

**Course Name:** Weight Training 2

**Course Number:** 1501350

## 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:** Limit to activities that are popularized in other cultures.

**Stimulus Attributes:**

Stimulus may require identifying the origin of games, sports, and /or physical activities in other cultures.

Stimulus may include comparisons of weight training to activities in other cultures.

**Response Attributes:**

Responses may include descriptions of cultures or sports.

Responses may include comparisons of sports in various cultures.

Responses may include comparing and categorizing the activities of other cultures with weight training activities.

**Sample Item:**

**Course Name:** Weight Training 2

**Course Number:** 1501350

## **Item Specifications**

Stimulus: Create a timeline of important events in the history of weight training in Russia. Include at least five events. Identify the date, event, important individuals, and the weight training feats.

Rubric:

- 4 Points** Timeline shows thorough understanding of the history of weight training in Russia. Response identifies five important events, and for each event, identifies the date, the event, any important individuals and the weight training feat.
- 3 Points** Timeline shows understanding of the history of weight training in Russia. Response identifies four important events, and for each event, identifies the date, the events, any important individuals and the weight training feat.
- 2 Points** Timeline shows partial understanding of the history of weight training in Russia. Response identifies three important events, and for each event, identifies the date, the event, any important individuals and the weight training feat.
- 1 Point** Timeline shows poor understanding of the history of weight training in Russia. Response is incomplete and vague.
- 0 Points** The response is off topic and/or the student did not make an attempt.