

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Cluster: Production & Distribution of Writing

Standard: LACC.910.WHST.2.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include commonly used technology such as Web 2.0, word processing, spreadsheets and databases. Items should not address the validation of internet information.

Stimulus Attributes:

Stimulus should address various types of communications technology.

Stimulus should focus on technology to share information.

Scenarios or examples of shared writing may be included.

Response Attributes:

Responses may include proper and improper uses of a specific technology.

Responses should not address a brand name technology.

Responses should be related to weight training.

Sample Item:

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Stimulus: Imagine your weight training class has a class web page. Using a computer program and the website templates provided by the computer program or created by the teacher, design a page describing a weight training workout for a muscle group of your choice. Your page should explain which muscle group the exercises are for, describe the equipment needed, and provide images and/or videos. The web page should also include hyperlinks to relevant pages.

Rubric:

- | | |
|----------|---|
| 4 Points | Student creates a comprehensive web page for the class website which describes and explains a weight training workout for a selected muscle group. The website contains all the necessary components, demonstrating proficiency in using word processing software. The student also demonstrates proficiency in incorporating links and pictures in the webpage. |
| 3 Points | Student creates a web page that describes and explains a weight training workout for a selected muscle group. The website contains most of the necessary components, demonstrating some proficiency in using word processing software. The web page may not be properly formatted and may include links and/or pictures that are correctly incorporated. |
| 2 Points | Student creates a web page that partially describes and explains a weight training workout for a selected muscle group. The page only contains some of the necessary components, demonstrating partial proficiency in using word processing software. The web page may contain multiple word processing errors and may not include pictures and links. |
| 1 Point | Student creates a web page that minimally describes and explains a weight training workout for a selected muscle group. The page contains few of the necessary components, demonstrating minimal proficiency in using word processing software. There may be major word processing errors and the web page may not include pictures and links. The student may not have been able to create the web page. |

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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 scenarios should be related to weight training or discussions that might occur while participating in weight training.

Stimulus scenarios should include a diverse group of participants.

Response Attributes:

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

Responses should not be racially, ethnically or gender offensive.

Sample Item:

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Task: Moses has been going to the weight room before school to utilize the concepts he is learning in his weight training class. He is really focusing on the form and technique of his lifts. Another student has started coming in at the same time as Moses, and Moses notices that he is using incorrect technique. Role-play a discussion between Moses and the other student, in which Moses tries to explain to the other student proper technique for a variety of lifts. In the discussion, express your ideas clearly and persuasively, while avoiding offending or angering the other student.

Rubric:

- | | |
|----------|---|
| 4 Points | Student demonstrates a thorough understanding of appropriate communication skills in a one-on-one discussion. The student clearly communicates his/her ideas to the other student. The student uses appropriate nonverbal communication skills to convey engagement. Student waits for his/her turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student's participation is effective and persuasive. |
| 3 Points | Student demonstrates an understanding of appropriate communication skills in a one-on-one discussion. The student is generally clear in communicating his/her opinions. The student uses mostly appropriate nonverbal communication skills to convey engagement. In most cases, student waits for his/her turn, expresses his/her opinions, and uses "I statements." Student's participation is mostly effective and somewhat persuasive. |
| 2 Points | Student demonstrates a partial understanding of appropriate communication skills in a one-on-one discussion. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student expresses his/her opinions with some clarity. Student's participation is somewhat effective and minimally persuasive. |
| 1 Point | Student demonstrates poor understanding of appropriate communication skills in a one-on-one discussion. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student may interrupt the other student, and ideas may not be clearly expressed. Student's participation is minimally effective and is not persuasive. |

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Item Specifications

Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical & Quantitative Data

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

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

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Statistics should be limited to measures of center such as mean and median, or measures of spread such as range, interquartile range, and/or standard deviation in weight training data.

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 some basic computation of statistics.

Response Attributes:

Responses should include interpretations of mean, median, interquartile range, and/or standard deviation as related to weight lifting.

Responses may include comparisons of data sets.

Sample Item:

Mr. Weiss required each of his four classes to complete a bench press test. Each student did 15 repetitions and recorded the maximum weight lifted. Mr. Weiss recorded each class's data in a chart.

Class	Weight lifted
First Period	75, 80, 100, 125, 125, 150, 200, 200
Second Period	80, 100, 105, 125, 125, 150, 180, 200
Third Period	50, 75, 80, 80, 100, 100, 125, 150, 180
Fourth Period	100, 125, 150, 175, 175, 200, 225, 225

Which class has the greatest interquartile range?

- * A. first period
 B. second period
 C. third period
 D. fourth period

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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.1.3 Analyze through observation the movement performance of self and others.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various basic weight training movements and lifts including but not limited to the press, pull, curl, and extension. Items may require the selection of an appropriate analysis or written/spoken analysis of movement performance.

Stimulus Attributes:

Stimulus scenarios should include descriptions of weight lifters performing a variety of lifts.

Stimulus scenarios may include movements.

Stimulus may include descriptions of the movement performed by the weight lifter while performing the lift.

Stimulus may include graphs, charts, or diagrams.

Stimulus may include video clips of self or others performing weight lifting movements.

Response Attributes:

Responses should address an analysis of weight lifting movements.

Responses may include mechanical movements.

Sample Item:

Brad is squatting 225 pounds. His max weight is 250 pounds. Brad secures the weight and steps back off the rack. He then brings the weight down to a 90 degree break in his knee while looking down. Brad then successfully lifts the weight back up and re-racks. Analyze Brad's performance. What was the **incorrect** movement Brad made during the lift?

- * A. looking down
- B. lifting the weight up
- C. breaking his knees 90°
- D. taking the weight off the rack

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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.1.6 Compare and contrast the health-related benefits of various physical activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the health-related components of weight training.

Stimulus Attributes:

Stimulus may include one or multiple benefits from a specific weight training activity.

Stimulus may compare benefits from multiple weight training activities.

Stimulus may include graphs, charts, or diagrams.

Response Attributes:

Responses may include activities.

Responses may include health-related benefits.

Responses may include comparisons of benefits.

Sample Item:

What squat lifting routine is **MOST LIKELY** to increase lower body and core strength over a one month period of time?

- A. 3 sets of 20 reps
- B. 3 sets of 10 reps
- C. 5 sets of 15 reps
- * D. 5 sets of 5 reps

Item Specifications

Sample Item 2:

Stimulus: Compare and contrast the benefits of doing a weight training routine that uses high weight and low repetitions versus one that uses low weight and high repetitions.

Rubric:

- | | |
|----------|--|
| 4 Points | Student response shows a thorough understanding of the similarities and differences in benefits from doing a weight training routine that uses high weight and low repetitions versus one that uses low weight and high repetitions. Response includes relevant details and examples. Response correctly discusses gaining muscle mass/size, muscle toning/definition, building muscular endurance, cardiovascular benefits, metabolism benefits, and benefits to the bones. |
| 3 Points | Student response shows an understanding of the similarities and differences in benefits from doing a weight training routine that uses high weight and low repetitions versus one that uses low weight and high repetitions. Response includes some relevant details and examples. Response may discuss gaining muscle mass/size, muscle toning/definition, building muscular endurance, cardiovascular benefits, metabolism benefits, and benefits to the bones. The response may include minor errors in the description. |
| 2 Points | Student response shows a partial understanding of the similarities and differences in benefits from doing a weight training routine that uses high weight and low repetitions versus one that uses low weight and high repetitions. Response includes limited details and examples. Response may discuss gaining muscle mass/size, muscle toning/definition, building muscular endurance, cardiovascular benefits, metabolism benefits, and benefits to the bones. The response may include multiple errors in the description. |
| 1 Point | Student response shows poor understanding of the similarities and differences in benefits from doing a weight training routine that uses high weight and low repetitions versus one that uses low weight and high repetitions. Response is minimal and vague. Response may fail to discuss gaining muscle mass/size, muscle toning/definition, building muscular endurance, cardiovascular benefits, metabolism benefits, and benefits to the bones. The response may include major errors or omissions in the discussion or is generally incorrect. |

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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.1.16 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. Items may include the selection of appropriate explanations or written explanations.

Stimulus Attributes:

Stimulus may include diagrams depicting the monitoring of heart and respiration rates.
Stimulus may include scenarios with descriptions of monitoring methods for heart and respiration 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:

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Item Specifications

Stimulus: Before Sam begins his weight training circuit for the day, he begins with an aerobic warm up. Sam does not have a heart rate monitor to gauge the intensity of his workout. In a paragraph, explain another method he might use to monitor the intensity of his aerobic warm up.

Rubric:

- | | |
|----------|---|
| 4 Points | The response shows a thorough understanding of an alternate method for monitoring workout intensity. The response is an accurate and comprehensive explanation of the method. |
| 3 Points | The response shows an understanding of an alternate method for monitoring workout intensity. The response includes a generally accurate explanation of an alternate method, but the explanation may include a few minor errors. |
| 2 Points | The response shows a partial understanding of an alternate method for monitoring workout intensity. The response includes a somewhat inaccurate explanation of an alternate method. The response may include errors. |
| 1 Point | The response shows a poor understanding of an alternate method for monitoring workout intensity. The response is a generally inaccurate explanation of an alternate method. |

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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.1.23 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 scenarios may be 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:

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Stimulus: Use computer software that allows you to create a spreadsheet and associated graphs to track your weight training performance on a specific weight training routine. Your goal is to increase your strength. Your spreadsheet should list the various lifts you do, the maximum weight lifted and the number of repetitions. It should also include the dates of your workouts. From your spreadsheet, create a graph of your data. Then, write a paragraph analyzing the data and evaluate your weight training performance.

Rubric:

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|----------|--|
| 4 Points | Student response shows a thorough understanding of how a spreadsheet can help monitor and evaluate weight training performance. The spreadsheet is complete, and the student creates an associated graph that matches the data. The graph contains correct labels and is easy to understand. The data are correctly formatted. The student writes a comprehensive analysis of the data and an accurate evaluation of his/her weight training performance. |
| 3 Points | Student response shows an understanding of how a spreadsheet can help monitor and evaluate weight training performance. Spreadsheet is mostly complete and the student creates an associated graph that matches the data. The graph contains labels but may be somewhat unclear. The data format may contain minor errors. The student writes an analysis of the data and provides a generally accurate evaluation of his/her weight training performance. |
| 2 Points | Student response shows a partial understanding of how a spreadsheet can help monitor and evaluate weight training performance. Spreadsheet is partially complete and the student may not have created an associated graph that matches the data. The graph doesn't contain labels and may be difficult to understand. The data may not be correctly formatted. The student writes a partial analysis of the data and may provide a generally inaccurate evaluation of his/her weight training performance. |
| 1 Points | Student response shows a poor understanding of how a spreadsheet can help monitor and evaluate weight training performance. Response is minimal or vague. The graph may be missing or is generally incorrect. The student may not include an analysis or evaluation of his/her weight training performance. |

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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.1.25 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 associated with weight lifting.

Stimulus Attributes:

Stimulus may address to various risks that can occur in the weight room and in specific weight training lifts.

Stimulus scenarios may 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.

Stimulus may include a diagram of safety procedures.

Stimulus scenarios may address program design.

Response Attributes:

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

Responses may include outcomes of safety violations.

Responses may include outcomes of lifting techniques.

Responses may include outcomes of program design.

Sample Item:

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Stimulus: Joshua and Alfred walk into a gym. They notice a lot of old and rusty equipment, and there is no indication that the equipment has been cleaned.

Analyze and evaluate the potential risks for Joshua and Alfred if they were going to begin lifting at this gym. Write one or two paragraphs describing the potential risks.

Rubric:

- | | |
|----------|---|
| 4 Points | Student shows a thorough understanding of the potential risks of lifting at this gym. Student identifies at least three potential risks of lifting at this gym. Student provides accurate examples and details to support his/her analysis. |
| 3 Points | Student shows an understanding of the potential risks of lifting at this gym. Student identifies potential risks of lifting at this gym. Response provides some examples and details to support his/her analysis but there may be a few inaccuracies. |
| 2 Points | Student shows a partial understanding of the potential risks of lifting at this gym. Student identifies one potential risk of lifting at this gym. Student provides limited examples and details to support his/her analysis but there may be multiple inaccuracies in the risks. |
| 1 Point | Student shows a poor understanding of the potential risks of lifting at this gym. Student does not identify potential risks or the risks are generally incorrect. Student provides few or no examples or details to support his/her analysis. |

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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.1.26 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 exercises including but not limited to presses, pulls, curls, extensions, raises, and lifts.

Stimulus Attributes:

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

Stimulus may include scenarios that describe weight training movements or mechanical errors in weight training movements.

Stimulus may include diagrams, images, video clips, or performance of weight lifting methods.

Stimulus may include graphics, diagrams, or video clips.

Response Attributes:

Responses may include weight training movements.

Response may include explanations of how to correct errors.

Responses may include identifications of errors.

Sample Item:

Jennifer is doing a standing military press. She stands with her feet shoulder width apart and her hands just outside of her shoulders. She brings the weight up to her shoulders by doing a clean and press. Then she moves the bar so it rests behind her head, before pushing it straight above her head until her arms are fully locked out. As the bar clears the head, she leans forward slightly in order to keep balance. As the bar is lowered back to the shoulders and clears the head again, she leans slightly back.

How would you evaluate Jennifer's lift?

- A. She did the entire exercise perfectly and doesn't need to correct anything.
- * B. She did it mostly correct, but she should not put the bar behind her head.
- C. She made a lot of mistakes, including locking her elbows at the top of her lift.
- D. She made some mistakes, especially when she shifted her body weight for balance.

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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address the benefits of weight training in regards to the health-related components of fitness, muscular strength, muscular endurance, cardiorespiratory fitness, flexibility, and body composition.

Stimulus Attributes:

Stimulus may include demonstrating weight lifting activities that promote the health-related components of fitness.

Stimulus may include a comparison of weight training activities.

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

Response Attributes:

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

Responses may include videotaped demonstrations.

Sample Item:

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Task: Activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition contribute to a healthy lifestyle. It is important to include a variety of these activities in your personal fitness plan. Create a log of your activities for one week which demonstrates participation in a variety of activities which promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. List the activity, the duration of the activity and determine which health component is benefited by the activity.

Day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Activity							
Duration of Activity							
Promotes which area of health: <ul style="list-style-type: none">• Cardiorespiratory• Muscular strength and endurance• Flexibility• Body composition							

Rubric:

- 4 Points The response includes at least five days of activities. Response includes a representation of all four health-related fitness categories. The activity was completed for 20 or more minutes and is correctly categorized into a fitness category.
- 3 Points The response includes at least five days of activities. Response includes a representation of three or more of the four health-related fitness categories. The activities were generally completed for 20 or more minutes. There may be errors in the fitness area selected for an activity.
- 2 Points The response includes at least five days of activities. Response includes a representation of two of the four health-related fitness categories. The activities may not have been completed for 20 or more minutes. There may be multiple errors in the fitness area selected for activities.
- 1 Point The response includes less than five days of activities and a representation of only one of the four health-related fitness categories. The activities were frequently completed for less than 20 minutes. There may be frequent errors in the fitness area selected for the activities.

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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to stress management activities as they apply to weight lifting.

Stimulus Attributes:

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

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

Stimulus may include charts or graphs.

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

Stimulus may include demonstrating weight lifting activities that reduce stress.

Response Attributes:

Responses may include correct and incorrect weight lifting activities.

Responses may include correct and incorrect benefits of weight lifting.

Responses may include logs or journals or other evidence of participation in stress management activities.

Sample Item:

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Item Specifications

Stimulus: Write a one page reflection that describes how you use weight training to relieve stress. Provide examples and details to support your ideas.

Rubric:

- | | |
|----------|---|
| 4 Points | The response provides a thorough reflection on how weight training helps to relieve stress. Response includes relevant examples and details to support their ideas. Response accurately describes the physiological effects of exercise (particularly weight training) on stress. |
| 3 Points | The response provides a reflection on how weight training helps to relieve stress. Response includes some details and examples to support his/her ideas. Response may include a few inaccuracies when describing the physiological effects of weight training on stress. |
| 2 Points | The response provides a partial reflection on how weight training helps to relieve stress. Response includes minimal details and examples to support his/her ideas. Response includes many inaccuracies when describing the physiological effects of weight training on stress. |
| 1 Point | The response is minimal and vague. The response merely states opinions with no details or examples as support. Response is inaccurate. |

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Item Specifications

Strand: Lifetime fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.6 Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address weight training related activities as they apply to various age groups.

Stimulus Attributes:

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

Stimulus scenarios may include graphs, charts, and diagrams.

Stimulus may address exercise selection for different age groups.

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:

Jose is 63 years old and has been lifting weights since he was in high school. What benefit does long term weight training have on Jose's skeletal system?

- A. prevention of diabetes
- B. prevention of heart disease
- C. prevention of obesity
- * D. prevention of osteoporosis

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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.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address planning within a weight lifting setting. Items may include the selection of appropriate planning skills or the demonstration of program planning skills.

Stimulus Attributes:

Stimulus may address setting goals, devising strategies, or developing timelines.

Stimulus may include comparisons of different plans.

Stimulus may include diagrams, charts, and graphs.

Response Attributes:

Responses may include goals, strategies, or timelines.

Responses may include correct and incorrect weight lifting plans.

Sample Item:

Joan started lifting weights so she could develop more defined arms. What is the **MOST** effective timeline for Joan to assess the progress of her program?

- A. once a day
- * B. once a week
- C. once a month
- D. once a year

Item Specifications

Sample Item 2:

Joan wants to improve her arm strength. Construct an exercise plan using the chart below. Name three dumbbell exercises that she could do to improve her arm strength, the number of repetitions she should do, what muscles will be impacted by each exercise, and how many days a week she should do each exercise.

Exercise	Repetitions	Muscle Impact	Frequency (days)

Rubric:

- 4 Points** The student answer shows a thorough understanding of exercises to improve arm strength by correctly selecting three exercises, the muscles associated with the exercise, determining an appropriate number of repetitions, and determining how frequently the exercise should be done to achieve improvement. The selected exercises are good activities for the goal.
- 3 Points** The student answer shows a partial understanding by selecting three exercises, identifying the muscles associated with the exercise, determining an appropriate number of repetitions, and determining how frequently the exercise should be done to achieve improvement. One selected exercise may not be a correct activity for the goal. There may be minor errors in the information provided.
- 2 Points** The student answer shows a minimal understanding by selecting three exercises, identifying the muscles associated with the exercise, determining an appropriate or inappropriate number of repetitions, and determining how frequently the exercise should be done to achieve improvement. More than one selected exercise may not be a correct activity for the goal. There may be multiple errors in the information provided.
- 1 Point** The student answer shows a poor understanding by selecting only one or two exercises. Muscles associated with the exercise may not be identified, the number of repetitions may not be appropriate or the frequency may not be appropriate. The information may be generally incorrect. The selected exercises may be incorrect for the goal.

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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.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.

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 scenarios may include a variety of technology devices including low and high tech.
- Stimulus should be related to weight lifting plans.
- Stimulus should not require the computation.
- Stimulus may include charts, graphs, or diagrams.

Response Attributes:

- Responses may include correct and incorrect 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 correct and incorrect outcomes of weight lifting plans.
- Responses may include correct and incorrect uses of technology to assess weight lifting plans.

Sample Item:

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Stimulus: Design a 10-week personal weight training plan using spreadsheet creation software (e.g. Microsoft Excel, GoogleDocs). Identify your weight training goal and then design your plan to meet that goal. Be sure to include a variety of exercises. Include a section in your plan for tracking your progress.

At the end of your plan, write 1–2 paragraphs explaining the purpose of each exercise and why it was included in the plan. After implementing your plan, evaluate your plan and whether or not it was able to help you meet your weight training goal.

Rubric:

- | | |
|----------|---|
| 4 Points | Student weight training plan identifies a goal, and the plan shows a thorough understanding of the exercises and methods necessary to meet the goal. The explanation about the purpose of each activity is accurate and comprehensive. Plan includes a variety of correct exercises and a section for tracking progress. The student provides a thorough and accurate evaluation of his/her plan after implementing the plan. |
| 3 Points | Student weight training plan identifies a goal, and the plan shows an understanding of the exercises and methods necessary to meet the goal. The plan may contain minor errors in the selection of exercises or in the explanation as to why the exercises were selected. Plan includes some variety in exercises. Plan includes a section for tracking progress. The student provides a mostly accurate evaluation of his/her plan after implementing the plan. |
| 2 Points | Student weight training plan identifies a goal, and the plan shows a partial understanding of the exercises and methods necessary to meet the goal. The plan may contain multiple errors in the selection of exercises. The plan may not accurately explain the purpose of the exercises or why they were selected. Plan includes little variety in exercises. Plan may not include a section for tracking progress. The plan may include a somewhat inaccurate evaluation of his/her plan after implementing the plan. |
| 1 Point | Student weight training plan does not identify a goal. The plan is haphazard and is not designed with a goal in mind. The plan may contain major errors in the selection of exercises. The plan may not include an evaluation of the plan. |

Course Name: Weight Training 1

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.2.4 Apply the principles of training and conditioning in accordance with personal 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 and conditioning goals.

Stimulus Attributes:

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

Stimulus scenario may compare the principles of weight training.

Stimulus scenario may address the benefits of each principle.

Stimulus may include graphs and charts.

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 1

Course Number: 1501350

Item Specifications

Stimulus: Create a weight training plan that addresses a specific weight training goal you have. In your plan, address how you will apply specificity, overload, and progression.

Rubric:

- | | |
|----------|--|
| 4 Points | Student's plan shows a thorough understanding of how the training principles of specificity, overload and progression will help him/her meet the weight training goal. Student plan identifies a weight training goal, and accurately uses the principles of training and conditioning in the plan to address the weight training goal. |
| 3 Points | Student's plan shows an understanding of how the training principles of specificity, overload and progression will help him/her meet the weight training goal. Student plan identifies a weight training goal, and somewhat accurately uses the principles of training and conditioning in the plan to address the weight training goal. Plan has some inaccuracies. |
| 2 Points | Student's plan shows a partial understanding of how the training principles of specificity, overload and progression will help him/her meet the weight training goal. Student plan identifies a weight training goal, and uses the principles of training and conditioning mostly incorrectly. |
| 1 Point | Student's plan shows a poor understanding of how the training principles of specificity, overload and progression will help him/her meet the weight training goal. Student response is minimal and vague, and has many errors and inaccuracies. |

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Strand: Movement Competencies

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 goal setting and self-assessment in weight training related activities.

Stimulus Attributes:

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

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

Stimulus may use graphs or charts.

Stimulus question 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 be fitness needs.

Sample Item:

Gavin wants to increase his muscle strength. Which weight training strategy should he use to increase muscular strength?

- A. high weight, high repetitions
- * B. high weight, low repetitions
- C. low weight, low repetitions
- D. low weight, high repetitions

Course Name: Weight Training 1

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 (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 scenarios may 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 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 fitness.

Responses may include correct or incorrect exercises or techniques related to question stimulus.

Responses may include correct or incorrect muscular strength or endurance outcomes.

Sample Item:

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Task: Demonstrate antagonist supersetting. Complete 12 reps of bicep curls immediately followed by 12 reps of cable pushdowns. Rest no longer than 15-20 seconds between each exercise. Do this superset three times. Use proper form and rest one minute between each set. Then, demonstrate supersetting for your choice of leg muscles. Do 12 reps and of each exercise and repeat the superset 3 times.

Rubric:

- | | |
|----------|--|
| 4 Points | Student demonstrates three supersets properly. Student uses appropriate form for the bicep curls and cable pushdowns. Student does the exercises in each set with little rest between exercises. Student takes one minute between each set. Student demonstrates proper supersetting for leg muscles. Student selects the appropriate exercises and equipment to complete the superset. The student performs the exercises with proper form and with the appropriate amount of rest. |
| 3 Points | Student demonstrates three supersets. Student uses appropriate form for most of the bicep curls and cable pushdowns. Student does the exercises in each set with little rest between exercises. Student takes one minute between each set. Student demonstrates supersetting for leg muscles. Student selects the appropriate exercises and equipment to complete the superset, but the student may perform the exercises with somewhat improper form or the student may not take appropriate amounts of rest. |
| 2 Points | Student demonstrates three supersets. Student uses appropriate form for some or few of the bicep curls and cable pushdowns. Student does the exercises in each set with little rest between exercises. Student takes one minute between each set. Student demonstrates supersetting for leg muscles. Student selects the appropriate exercises and equipment to complete the superset, but the student performs the exercises with improper form and with the inappropriate amounts of rest. |
| 1 Point | Student was generally unable to perform the supersets using correct form. Student is unable to perform either the supersets for arm muscles or supersets for leg muscles. |

Course Name: Weight Training 1

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 (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

Benchmark: PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address activities for warming up and cooling down specific to weight training related activities. Items may include the selection of appropriate behaviors/ideas or written/spoken expression of behaviors/ideas.

Stimulus Attributes:

Stimulus may include activities requiring warm-up or cool-down.

Stimulus may ask responder to select a warm-up or cool-down technique.

Stimulus may ask for characteristics of warm-up or cool-down routines.

Response Attributes:

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

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

Responses may include incorrect or correct characteristics of warm-up or cool-down routines.

Sample Item:

Which is a good cool-down activity after weight lifting?

- A. gradually reduce the amount of weight lifted
- * B. stretch your muscles for 10 minutes
- C. slowly put the weights away
- D. increase the time between sets

Course Name: Weight Training 1

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 (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 individual needs in training and conditioning in weight training activities.

Stimulus Attributes:

Stimulus scenarios may include an individual with a specific need or strength to be accommodated.

Stimulus scenarios may ask how a student might use three principles (overload, progression, specificity) to accommodate a specific need or strength.

Response Attributes:

Responses may include incorrect or correct descriptions of the three principles (overload, progression, specificity) and how they are applied in weight training.

Responses may include how an individual can apply the principles of training.

Sample Item:

Emma's muscular endurance is very weak. How can she apply the principles of training to increase her muscular endurance?

- A. do two of the same workouts a day
- * B. include shorter rest intervals when she lifts
- C. focus on her arm strength then her leg strength
- D. exclusively use light weights in her weight routine

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Strand: Movement Competencies

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 lifting movements and techniques or body alignment, strength and flexibility, and coordination needed to perform the movements. Items may require a demonstration of technical movements or the selection of appropriate behaviors.

Stimulus Attributes:

Stimulus scenarios may include the various attributes of strength, flexibility, coordination, and body alignment in a variety of technical training exercises.

Stimulus may ask to perform a technical movement.

Stimulus may include diagrams or pictures of correct and incorrect movements.

Response Attributes:

Responses may include using strength, flexibility, coordination, and body alignment in various weight training movements.

Responses could include the performance of a technical movement with correct body alignment and coordination.

Sample Item:

Which is **MOST** important to consider when performing a squat?

- A. the flexibility of your arms
- * B. proper body alignment
- C. the strength of your pectoral muscles
- D. coordination of your arms and legs

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Sample Item 2:

Use correct body alignment, strength, flexibility, and coordination in the demonstration of a bench press set. Do eight repetitions with the appropriate weight and proper form. The components that will be examined include: selection of appropriate weight, body contact with bench, eccentric movement, breathing, control of weight, extension or concentric movement, and racking of weight.

Rubric:

- | | |
|----------|---|
| 4 Points | Student demonstrates proficiency in performing the bench press. Student selects the appropriate weight amount for his/her level of strength. Each component is completed properly. The student completes the bench press without any teacher assistance. |
| 3 Points | Student approaches proficiency in performing the bench press. Student selects the appropriate weight amount for his/her level of strength. Five of the components are completed properly. The student may have minor errors in the components. The student may have required minor instructions from the teacher. |
| 2 Points | Student shows beginning proficiency in performing the bench press. Student may not select the appropriate weight amount for his/her level of strength. Three to four of the components are completed properly. The student may have multiple errors in the components and may have required multiple instructions from the teacher. |
| 1 Point | Student shows little to no proficiency in performing the bench press. Student may not select the appropriate weight amount for his/her level of strength. One to two of the components are completed properly. The student may have major errors in the components and may have required major assistance from the teacher. |

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Strand: Movement Competencies

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

Benchmark: PE.912.M.1.30 Combine and apply movement patterns from simple to complex.

Depth of Knowledge: Moderate Complexity

Item types: Constructed Response, Performance Task

Content Limits: Items should address the general movement patterns found in weight training activities. Items may address any of the following: 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 Attributes:

Stimulus scenarios may include specific weight training movements that are combined from simple to complex.

Stimulus may include the process of making a weight training movement simple or complex.

Response Attributes:

Responses may include combination exercises used in weight training.

Responses may include specific weight training movements that are simple and complex.

Sample Item:

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Stimulus: Carl wants to create a weight training routine for a few of his friends. He is unsure of his friends' fitness levels, so he wants to make sure that he includes simple, intermediate, and complex variations of the exercises and activities he includes in the weight training routine. Design a weight training routine for Carl's friends. In the routine, include at least five exercises. For at least three of the exercises, describe a simple, moderate, and complex variation of the exercise. Use the chart below.

Exercise Number	Name of Exercise/Activity	Basic Variation	Intermediate Variation	Complex Variation
1				
2				
3				
4				
5				

Rubric:

- 4 Points** Response includes 5 appropriate weight training activities. At least three of the exercises/activities have basic, intermediate, and complex variations. The variations are appropriate for the designated level of complexity and are described clearly.
- 3 Points** Response includes 5 appropriate weight training activities. Basic, intermediate, and complex variations are accurately described for two of the exercises/activities.
- 2 Points** Response includes 5 appropriate weight training activities. Basic, intermediate, and complex variations are accurately described for one of the exercises/activities.
- 1 Point** Response may include fewer than 5 appropriate weight training activities. The student may not include any appropriate variations for the activities/exercises.

Course Name: Weight Training 1

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 (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 in weight training. Demonstrations may include performing appropriate behaviors or selecting appropriate behaviors.

Stimulus Attributes:

Stimulus scenarios may include specific mechanical movement for various weight training activities.

Stimulus may include a weight training activity.

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

Response Attributes:

Responses may include correct and incorrect mechanical movements, such as exercise form and technique, in specific weight training activities.

Responses may include correct and incorrect mechanical techniques in specific weight training activities.

Responses may include pictures or video.

Sample Item:

Which is **NOT** an important mechanical principle to follow when lifting weight from the floor?

- A. keeping the weight close to the body
- B. aligning hips below the shoulders
- * C. utilizing a full range of motion in your arms
- D. using leg strength more than back strength

Course Name: Weight Training 1

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 (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sport).

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 include proper equipment in weight training activities.

Stimulus Attributes:

Stimulus may include specific weight training equipment.

Stimulus may include a weight training activity and a correct or incorrect use of the necessary equipment.

Response Attributes:

Responses may include the correct or incorrect selection of proper equipment in specific weight training activities.

Responses may include correct or incorrect safety procedures for the weight training equipment.

Sample Item:

Gregory is about to use the leg extension machine. He changes the weight, and proceeds to do his exercise. Which is **NOT** an important safety procedure for using the leg extension machine?

- A. changing the bench for his size
- B. making sure the pin is secure
- C. ensuring the bar is tightly in place
- * D. using chalk to make the weight less slippery

Course Name: Weight Training 1

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.1.3 Demonstrate responsible behaviors during physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item types: Multiple Choice, Performance Task

Content Limits: Items should include specific safety considerations and responsible behaviors during weight training activities. Demonstrations may include a selection of appropriate behaviors or a performance of appropriate behavior.

Stimulus Attributes:

Stimulus may include correct or incorrect safety considerations (weather conditions, warm-up, cool-down, health needs, etc.) in weight training activities.

Stimulus may include weight training activities.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may include correct or incorrect safety considerations.

Responses may include weight training activities.

Sample Item:

Which is **NOT** a responsible behavior for a weight training activity?

- A. drinking water before, during, and after the activity
- B. wearing the proper footwear
- * C. exercising while you have the flu
- D. planning a warm-up and cool-down

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Sample Item:

Task: Demonstrate appropriate spotting procedures while acting as a spotter for a classmate doing a bench press.

Rubric:

- | | |
|----------|--|
| 4 Points | Student talks to the weight lifter prior to the start of the lift to see how he/she wants to be spotted. Spotter learns the number of repetitions the lifter is working on. The student doesn't take away the bar unless the other student is struggling and needs help. Student does not lean over the lifter and does not distract the lifter. |
| 3 Points | Student correctly does most of the following: Student talks to the weight lifter prior to the start of the lift to see how he/she wants to be spotted. Spotter learns the number of repetitions the lifter is working on. The student doesn't take away the bar unless the other student is struggling and needs help. Student does not lean over the lifter and does not distract the lifter. |
| 2 Points | Student correctly does some of the following: Student talks to the weight lifter prior to the start of the lift to see how he/she wants to be spotted. Spotter learns the number of repetitions the lifter is working on. The student doesn't take away the bar unless the other student is struggling and needs help. Student does not lean over the lifter and does not distract the lifter. |
| 1 Point | Student uses unsafe and irresponsible behaviors. Student distracts the weight lifter or doesn't spot at all. Student interrupts the weight lifter's exercise. |

Course Name: Weight Training 1

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.1.5 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 will be limited to safety procedures, maintenance procedures, and cleanliness procedures. A demonstration may include the selection of appropriate behaviors or a performance of appropriate behaviors.

Stimulus Attributes:

Stimulus scenarios may include the proper or improper maintenance of weight training equipment and facilities.

Stimulus scenarios may include appropriate or inappropriate etiquette in a weight training facility.

Response Attributes:

Responses may include correct or incorrect maintenance or etiquette actions.

Responses may include specific weight room etiquette and safety procedures.

Sample Item:

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Task: You will be observed and evaluated during weight training class on your ability to demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors in the weight room.

Category	Criteria	Check Mark if observed
Etiquette	Student shares the equipment.	
	Student is courteous to classmates.	
Care of Equipment	Student does not slam the weights.	
	Student returns free weights to their appropriate place.	
Respect for Facilities	Student wipes down machines after use.	
Safe behaviors	Student does not run around the weight room.	
	Student wears appropriate footwear	

Rubric:

- 4 Points Student demonstrates responsible behaviors in the weight room. The student receives 7 checkmarks.
- 3 Points Student generally demonstrates responsible behaviors in the weight room. The student receives five or six checkmarks.
- 2 Points Student demonstrates some responsible behaviors in the weight room. The student receives three or four checkmarks.
- 1 Point Student demonstrates few responsible behaviors in the weight room. The student receives fewer than three checkmarks.

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Strand: Responsible Behaviors

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

Benchmark: PE.912.R.2.2 Discuss physical activities from which benefits can be derived.

Depth of Knowledge: Low Complexity

Item types: Multiple Choice, Constructed Response

Content Limits: Items are limited to physical activities common to weightlifting. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should ask about the benefits of weight training activities.

Response Attributes:

Responses should include various benefits from a weight training program.

Responses may include written or oral exchange of ideas.

Responses may include descriptions of activities.

Sample Item:

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Stimulus: Write a paragraph describing at least three benefits of regularly participating in weight training.

Rubric:

- | | |
|----------|---|
| 4 Points | The response shows a thorough understanding of how regularly participating in weight training can benefit one's health. Response includes at least three accurate benefits. Response includes relevant details and examples. |
| 3 Points | The response shows an understanding of how regularly participating in weight training can benefit one's health. Response includes three benefits. Response includes some details and examples. There may be minor errors in the explanation. |
| 2 Points | The response shows partial understanding of how regularly participating in weight training can benefit one's health. Response includes three benefits. Response includes minimal details and examples. There may be multiple errors in the explanation. |
| 1 Point | Response is vague or minimal and may not address correct benefits of regularly participating in weight training. There may be major errors in the explanation. |

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Strand: Responsible Behaviors

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

Benchmark: PE.912.R.2.3 Explore the role of games, sports, and /or physical activities in other cultures.

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

Item types: Multiple Choice, Constructed Response

Content Limits: Items should address weight training and its role in games, sports, and/or physical activities in other cultures.

Stimulus Attributes:

Stimulus scenarios should include roles of various activities involving weight training in other cultures.

Response Attributes:

Responses should include specific activities in weight training that are present in other cultures and/or how they play a significant role in the culture.

Sample Item:

Which diverse civilization did **NOT** contribute to the early history and development of progressive weight training?

- A. China
- B. Egypt
- C. Greece
- * D. Japan

Course Name: Weight Training 1

Course Number: 1501350

Item Specifications

Sample Item 2:

Write an essay describing the history of weight training in China. Include important dates, individuals and weight training feats.

Rubric:

- | | |
|----------|---|
| 4 Points | Essay shows a thorough understanding of the history of weight training in China. Response includes details related to important dates, individuals, and weight training feats. |
| 3 Points | Essay shows an understanding of the history of weight training in China. Response includes some details related to important dates, individuals, and weight training feats. There may be minor errors or omissions in the description. |
| 2 Points | Essay shows a partial understanding of the history of weight training in China. Response includes limited details related to important dates, individuals, and weight training feats. There may be multiple errors or omissions in the description. |
| 1 Point | Essay shows poor understanding of the history of weight training in China. Response is minimal and vague. There may be major errors or omissions in the description. |