

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Reading Standards for Literature

Cluster: Craft and Structure

Standard: LACC.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address texts related to health, wellness, physical activity, and/or physical fitness. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to health education topics in the course.
Stimulus should contain clear and sufficient context for determining the meaning of the health-related word.
Stimulus may include illustrations with captions, graphics, and charts.

Response Attributes:

Responses may include meanings of the assessed word or phrases that are correct but are not appropriate for the context surrounding the word or phrases.
Responses may include incorrect meanings of the assessed word or phrases.
Responses may include meanings drawn from the text but unrelated to the meaning of the assessed word or test item.
Responses may include an analysis of word choice on meaning and tone.

Sample Item:

Item Specifications

Laura read the following newspaper article about a recent outbreak of cholera in a large urban area:

“Recently an investigation confirmed that there was an outbreak of cholera in Hertown. Last week, several individuals reported feeling ill, and their symptoms indicated they had contracted cholera. After conducting some tests, doctors confirmed the diagnosis. As the week progressed, more residents of Hertown reported similar symptoms, and the hospitals and doctors’ offices became overcrowded with ill patients. Because of the extent of the situation, public health officials were called in to investigate.

Epidemiologists gathered information from the doctors, patients, and other observations to determine how and where the outbreak began. Eventually, the outbreak was controlled, and patients were treated for their symptoms. The Mayor released a statement about the epidemic, reporting that it was under control. He described the steps being taken to prevent another outbreak and ensured the residents of Hertown that it is a clean and healthy place to live.”

According to this passage, what does an epidemiologist do?

- A. treats patients showing signs of the illness
- * B. studies populations who have been exposed to disease
- C. questions individuals about the symptoms they have
- D. examines the germs to predict the cause of the disease

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Subject Area: CCSS: English Language Arts

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

Cluster: Production and 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 should address use of the internet and technology when producing, publishing and updating writing products about health, wellness and fitness topics. Items may require students to use technology to create a written product or may require the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios that require the use of technology.

Stimulus may describe how technology may help produce, publish and update shared writing products.

Stimulus may include sharing health and fitness-related information.

Stimulus should focus on technology to share information.

Stimulus may include examples of shared writing.

Response Attributes:

Responses may include correct and incorrect uses of technology for collaborative writing.

Responses should not address a brand name technology.

Responses should be related to health or fitness.

Responses may be examples of cooperative writing products or technology to produce cooperative writing.

Sample Item:

Item Specifications

Stimulus: Using a spread sheet or word processor, create an exercise chart for a personal workout program. Add to the workout started below. Add rows to include two cardiovascular workouts, two muscular strength workouts, and two muscular endurance workouts to create four total exercises in each category. In each category, select at least one exercise which you will hyperlink to a YouTube video demonstrating that exercise.

Cardiovascular Exercises	Muscular Strength Exercises	Muscular Endurance Exercises
Jogging	Bench Press	Sit ups
Swimming	Squat	Push Ups

Rubric:

- 4 Points** Student response demonstrates thorough understanding of the content knowledge (which exercises to put in which category) and shows proficiency in basic use of spreadsheet/word processor functions. In total, six correct exercises are added to the chart, in the appropriate category. Student is able to use the software with few errors and little coaching to create the exercise chart. Chart includes at least three appropriate hyperlinks that function.
- 3 Points** Student response demonstrates understanding of the content knowledge (which exercises to put in which category) and shows some proficiency in basic use of spreadsheet/word processor functions. Student adds at least four appropriate exercises to the chart; the student may include six exercises, but one of the exercises might be incorrect or inappropriate. Student is able to use the software, but with some coaching. Student may make some mistakes when using the software. The chart may include two hyperlinks which are appropriate and functioning.
- 2 Points** Student response demonstrates limited understanding of the content knowledge (which exercises to put in which category) and shows limited proficiency in basic use of spreadsheet/word processor functions. Student adds exercises to the chart, but three exercises are appropriate and correctly categorized. The student struggles to use the software, and needs significant coaching to complete the chart. The chart may include one functioning and appropriate hyperlink.
- 1 Point** Student response demonstrates poor understanding of the content knowledge (which exercises to put in which category) and shows no proficiency in basic use of spreadsheet/word processor functions. Response adds exercises to the chart, but fewer than three are appropriate and correctly categorized. The student fails to use the software without being coached through the entire process. Student is unable to create hyperlinks.

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Subject Area: CCSS: English Language Arts

Strand: Writing Standards

Cluster: Research to Build and Present Knowledge

Standard: LACC.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address health and fitness topics and common authoritative print and digital resources in the health and fitness field. Items may require the student to demonstrate gathering information or items may be a written product created as a result of gathering information. Items may be a written expression of ideas.

Stimulus Attributes:

- Stimulus may describe a variety of sources used for research.
- Stimulus may present a research question related to health or fitness topics.
- Stimulus should address a health topic that allows students to evaluate appropriate resources for reliability.
- Stimulus may require evaluation of information or information sources.
- Stimulus may require citation of sources.

Response Attributes:

- Responses may include a written essay or research paper.
- Responses may include information relevant to determining validity and effectiveness of a resource.
- Responses may include health/fitness information or health/fitness information sources.
- Responses may include a variety of authoritative print and digital sources and standard formats for citation.
- Responses may include assessments of the usefulness of each source.

Sample Item:

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Task: Using ChooseMyPlate.gov, develop a one-day diet that meets the required dietary guidelines, including caloric intake, appropriate portions and healthy food choices. Use the template below. It has been started for you.

Breakfast

Lunch

Dinner

Food item #1:		Food item #1:		Food item #1:	Macaroni and Cheese
Amount:		Amount:		Amount:	2 oz. (Grains), 1/4 cup (Dairy)
Food Group:		Food Group:		Food Group:	Grains, Dairy
Calories:		Calories:		Calories:	335

Food item #2:		Food item #2:		Food item #2:	
Amount:		Amount:		Amount:	
Food Group:		Food Group:		Food Group:	
Calories:		Calories:		Calories:	

Food item #3:		Food item #3:		Food item #3:	
Amount:		Amount:		Amount:	
Food Group:		Food Group:		Food Group:	
Calories:		Calories:		Calories:	

Total Calories:		Total Calories:		Total Calories:	
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Item Specifications

Rubric:

- 4 Points Response demonstrates thorough understanding of the components of a healthy meal according to ChooseMyPlate.gov. Diet meets all guidelines outlined by ChooseMyPlate.gov, including portion size and food group. The created diet shows clear evidence of utilizing ChooseMyPlate.gov, by using appropriate calorie counts and food items listed on the website.
- 3 Points Response demonstrates understanding of the components of a healthy meal according to ChooseMyPlate.gov. Diet meets most of the guidelines outlined by ChooseMyPlate.gov, but may include some components that are incorrect. The created diet shows evidence of utilizing ChooseMyPlate.gov by using mostly accurate calorie counts or food items listed on the website.
- 2 Points Response demonstrates partial understanding of the components of a healthy meal according to ChooseMyPlate.gov. Diet meets few of the guidelines outlined by ChooseMyPlate.gov, and may include incorrect portion size or not all of the food groups. The created diet shows limited evidence of utilizing ChooseMyPlate.gov, and only a few of the food items in the diet are listed on the website or the food items have incorrect calorie counts.
- 1 Point Response demonstrates poor understanding of the components of a healthy meal according to ChooseMyPlate.gov. Meal created does not follow the guidelines; meal created is unhealthy. The created diet shows no evidence of utilizing ChooseMyPlate.gov, by using few or no food items or calorie counts listed on the website.

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Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Speaking and Listening

Cluster: Comprehension and Collaboration

Standard: LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, 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 topics related to health, wellness, physical activity and physical fitness. Participation may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario requiring student participation, or one that describes a discussion that may occur in the HOPE course.

Stimulus may address topics related to health, wellness, physical activity and physical fitness as discussed in HOPE.

Stimulus may require role-play.

Stimulus may include video clips.

Response Attributes:

Responses may include role-play of a collaborative discussion.

Responses should include student participation.

Responses may include collaborative discussions about a health-related topic.

Sample Item:

Item Specifications

Task: Participate in a classroom discussion about healthy and unhealthy relationships. Discuss the following questions:

- What are some characteristics of healthy relationships?
- What are some characteristics of unhealthy relationships?
- How do you know if you're in a healthy relationship?
- If you suspect one of your friends is in an unhealthy relationship, what should you do?
- Why is it important to talk about healthy and unhealthy relationships in this class?

Rubric:

4 Points	Student demonstrates a thorough understanding of appropriate communication skills in a group discussion. Student displays active listening skills and is engaged throughout the conversation. The student uses appropriate nonverbal communication skills to convey engagement. The student's participation is balanced, and the student does not monopolize the conversation. Student waits for his/her turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student's participation is effective.
3 Points	Student demonstrates an understanding of appropriate communication skills in a group discussion. Student demonstrates some active listening skills and is engaged through most of the conversation. The student uses mostly appropriate nonverbal communication skills to convey engagement. The student's participation is balanced for the most part, and the student does not monopolize the conversation. In most cases, student waits for his/her turn, expresses his/her opinions, and uses "I statements." Student's participation is mostly effective.
2 Points	Student demonstrates a partial understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and is engaged at only certain parts of the conversation. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student sometimes monopolizes the conversation or conversely, participates sporadically. Student may interrupt others occasionally. Student expresses his/her opinions with some clarity. Student's participation is somewhat effective.
1 Point	Student demonstrates poor understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and lacks engagement throughout the conversation. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student monopolizes the conversation or conversely, participates sporadically, if at all. Student may interrupt others when speaking, and ideas may or may not be clearly expressed. Student's participation is minimally effective.

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Subject Area: CCSS: English Language Arts

Strand: Language Standards

Cluster: Vocabulary Acquisition and Use

Standard: LACC.910.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address topics related to health and physical fitness activities. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to HOPE topics.

Stimulus should contain clear and sufficient context for determining the use and meaning of the assessed word.

Stimulus may include examples of domain-specific words and phrases.

Stimulus may include illustrations with captions, graphics, and charts.

Response Attributes:

Responses may include examples of sources for vocabulary acquisition.

Responses may include meanings of the assessed word or phrases that are correct but are not appropriate for the context surrounding the word or phrases.

Responses may include incorrect meanings of the assessed word or phrases.

Responses may include statements using similar uses of a health vocabulary word.

Responses may include details drawn from the text but unrelated to the assessed phrases or test item.

Responses may include the appropriate use of general academic and domain-specific words.

Sample Item:

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Read the following sentence:

Brianna exercises daily; she is very **fit**.

Which sentence uses the word **fit** in the same way?

- A. Pedro threw a fit when he struck out.
- B. Jesse loves the water, so swimming is a perfect fit.
- * C. Carey was fit when she played high school sports.
- D. George's body type made him fit to be a defensive blocker.

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Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical and Quantitative Data

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

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

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address health, wellness, physical activity and physical fitness as discussed in Health and Physical Education class. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address topics related to health, wellness, physical activity and physical fitness as discussed in Health and Physical Education.
Stimulus should include data presented in a graph, chart, or table.
Stimulus may include two or more different data sets.

Response Attributes:

Responses may include answers that can be found in the data provided.
Responses may summarize the data represented in the stimulus.
Responses may include comparisons of data sets.

Sample Item:

Item Specifications

Number of Cases of Chlamydia in Florida in 2009			
Age	Male	Female	Total
10-14	1,414	12,520	13,934
15-19	81,110	349,145	430,255
20-24	121,536	334,382	455,918
25-29	62,721	128,249	190,970
30-34	28,481	49,325	77,806
35-39	14,930	21,450	36,380
40-44	8,796	9,514	18,311
45-54	7,856	7,216	15,072
55-64	1,795	1,579	3,374
Total	329,490	914,690	1,244,180

Examine the chart of the number of cases of chlamydia in Florida in 2009. Compare the distribution of cases across the different age groups. How does the number of cases of males with chlamydia in Florida in 2009 compare to the number of cases of females with chlamydia in Florida in 2009?

- * A. The median number of cases of males with chlamydia is in the same age group as the median number of cases of females.
- B. The median number of cases of females with chlamydia is in an older age group than the median number of cases of males with chlamydia.
- C. The median number of cases of males with chlamydia is 14,930 cases, while the median number of cases of females with chlamydia is 49,325 cases.
- D. The median number of cases of females with chlamydia is 21,450 cases, while the median number of cases of males with chlamydia is 28,481.

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.912.B.2.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address various communication skills based on negotiation, refusal, and collaboration. An assessment may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may involve a scenario in which a judgment must be made regarding communication in the form of negotiation, refusal, or collaboration that involves the health of an individual.
Stimulus may describe refusal, negotiation, or collaboration skills.

Response Attributes:

Responses may include statements that show effective or ineffective communication skills.
Responses may include assessments of communication skills.

Sample Item:

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Stimulus: John and Dave are best friends. John asked Dave to participate in illegal drug use. Dave does not want to participate, so he refuses, screaming, "What are you, crazy? We could get into serious trouble!" John responds by telling him to calm down, so Dave anxiously stands around for a few minutes before excusing himself and avoiding any further confrontation. John says to Dave as he leaves, "Maybe you'll change your mind in a few days."

In a paragraph, write an assessment of Dave's refusal skills. Include in your assessment at least one example of something that Dave did or said that was appropriate, at least one example of something that he did or said that was not appropriate, and at least one suggestion for improving his communication.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response shows a thorough understanding of refusal skills to avoid health risks. The response includes at least one accurate example of something Dave did or said that was appropriate, at least one accurate example of something that he did or said that was not appropriate, and at least one accurate suggestion for improving his communication. |
| 3 Points | The response shows understanding of refusal skills to avoid health risks. The response includes two of the following: and accurate example of something Dave did or said that was appropriate, an accurate example of something that he did or said that was not appropriate, and an accurate suggestion for improving his communication. |
| 2 Points | The response shows partial understanding of refusal skills to avoid health risks. The response includes one of the following: and accurate example of something Dave did or said that was appropriate, an accurate example of something that he did or said that was not appropriate, and an accurate suggestion for improving his communication. |
| 1 Point | The response shows poor understanding of refusal skills to avoid health risks. The response includes none of the following: and accurate example of something Dave did or said that was appropriate, an accurate example of something that he did or said that was not appropriate, or an accurate suggestion for improving his communication. |

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.912.B.2.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address strategies to prevent, manage, and/or resolve interpersonal conflicts safely. Content should be realistic and age-appropriate. A demonstration may include selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

- Stimulus may include real world scenarios that describe interpersonal conflicts.
- Stimulus may include scenarios that include types of healthy communication.
- Stimulus may ask for an identification of strategies to prevent, manage, or resolve interpersonal conflicts.
- Stimulus may require a demonstration of healthy communication strategies.

Response Attributes:

- Responses should include statements that show effective or ineffective communication skills.
- Responses may be correct or incorrect strategies to diffuse a conflict.

Sample Item:

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Stimulus: Joanna wants help with her homework from her classmate Joe. She pesters him and shouts at him when he doesn't help her. Explain how Joe should respond to Joanna. Describe the strategies for resolving this conflict.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student response displays a thorough understanding of assertive communication skills. Responses include relevant statements and details. |
| 3 Points | Student response displays a partial understanding of assertive communication skills. Responses include some relevant statements and some details. |
| 2 Points | Student response displays a limited understanding of assertive communication skills. Responses include limited relevant statements and limited details. |
| 1 Point | Student response displays a poor understanding of assertive communication skills. Response includes no relevant statements. |

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark: HE.912.B.2.4 Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address various communication skills to enhance the health of self and others. Content should be limited to real world and age-appropriate situations. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that show individuals asking and offering assistance.

Stimulus may describe types of healthy communication.

Stimulus may ask responder to differentiate between healthy and unhealthy ways to communicate a need or offer of assistance.

Stimulus may ask responder to analyze a scenario as to whether or not it is a valid method of asking for or offering assistance.

Response Attributes:

Responses may include statements that show effective or ineffective communication skills.

Responses may be an analysis of ways to ask for and offer assistance.

Sample Item:

Penny noticed that her friend Jessica has been losing a lot of weight. When they eat lunch together, Jessica doesn't eat a lot of food, and after school, Jessica works out for several hours. Penny is concerned that Jessica might have an eating disorder. Analyze the different ways Penny could offer assistance to Jessica. What is the **BEST** thing for Penny to say to Jessica?

- A. Jessica, you need to go see the nurse now.
- B. Jessica, you're acting weird. What's your problem?
- C. Jessica, I'm going to tell your parents about your behavior.
- * D. Jessica, I'm worried about you. Can I talk to you about my concerns?

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.1 Determine the value of applying a thoughtful decision-making process in health-related situations.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address decision-making processes related to an age-appropriate, realistic, health-related situation. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a description of a decision-making process.
Stimulus may ask to identify effective or ineffective decision-making techniques in a health-related situation.

Response Attributes:

Responses may be effective or ineffective methods for decision-making.
Responses may be judgments or analyses of decision-making processes.

Sample Item:

Which statement **BEST** describes the value of applying a thoughtful decision-making model?

- A. You allow someone else to answer for you.
- B. You are considering the benefits of your decision.
- C. You will always make the right decision.
- * D. You are able to evaluate the consequences.

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Sample Item 2:

Joe is 18. He and his friends like to ride in their cars together to hang out. Two of Joe's friends smoke and encourage him to try it. Joe has been trying to avoid the habit because his uncle who smokes was just diagnosed with lung cancer. However, it is getting increasingly more difficult for Joe to avoid the peer pressure. Why is it important for Joe to apply a thoughtful decision-making process before taking action?

- * A. so that Joe will consider all potential consequences
- B. so that Joe's uncle does not get upset
- C. because Joe doesn't want to lose his driving privileges
- D. because Joe thinks smoking is foolish

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Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.2 Examine barriers that can hinder healthy decision-making.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items should address obstacles that may deter a healthy decision. Content should address health decisions regarding any aspect of wellness, which are age-appropriate. An examination may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe or provide examples of barriers to making healthy decisions, such as income, diet, or education.

Response Attributes:

Responses may include limitations that may or may not affect the individual's decision.
Responses may be barriers that can or cannot be overcome.

Sample Item:

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Stimulus: Think about the barriers in your life that hinder you from making healthy decisions. In a one-page reflection, identify one barrier in your life that you think you can overcome. Describe the barrier, and then identify three potential realistic strategies for overcoming this barrier. Include details in your response.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response identifies and describes a barrier in the student's life. The response includes three potential realistic strategies for overcoming the barrier. The response includes many relevant details. |
| 3 Points | The response identifies and describes a barrier in the student's life. The response includes two potential realistic strategies for overcoming the barrier. The response includes some relevant details. |
| 2 Points | The response identifies and describes a barrier in the student's life. The response includes one potential realistic strategy for overcoming the barrier. The response includes few relevant details. |
| 1 Point | The response identifies a barrier in the student's life, but does not describe it. The response may not include any strategies for overcoming the barrier. The response may be incomplete. |

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.3 Assess whether individual or collaborative decision-making is needed to make a healthy decision.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address a health-related decision being made by an individual or multiple parties. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to individual or collaborative decision-making.
Stimulus may include health-related scenarios that require a decision or action on the part of an individual or group.
Stimulus may be related to evaluating facts to make healthy decisions.
Collaboration may include experts such as a doctor, nutritionist or trainer.

Response Attributes:

Responses may be situations that either require or do not require collaboration with a health expert.
Responses may be assessments of situations.
Responses may describe or name who should make the decision.

Sample Item:

Which is **NOT** a reason why someone would engage in a collaborative decision?

- A. others may offer multiple alternatives
- B. to get help talking through the problem
- * C. it is easier for others to make your decision
- D. to gain support and boost morale

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Sample Item 2:

Cassandra is a senior in high school. She has a personal goal to improve her speed on the mile-run test that she does in her Physical Education class. Every year, she has done the mile run, and run about the same speed. This year, she would like to drop at least 15 seconds off of her time. She has limited experience and knowledge about how to improve her speed, but she knows she needs a training plan. What is the **BEST** way for her construct a training plan?

- * A. Research running plans and consult with an experienced Physical Education teacher.
- B. Talk to a student on the cross country team and do what he says.
- C. Discuss her ideas with friends and family members to come up with a training program.
- D. Read a fitness magazine and follow their workout plans.

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.4 Generate alternatives to health-related issues or problems.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address alternatives to un-healthy issues or problems. Alternatives may be selected or generated by the student.

Stimulus Attributes:

Stimulus may describe health-related issues or problems.

Stimulus may describe responses to health-related issues or problems such as unhealthy eating habits, substance abuse or physical inactivity.

Response Attributes:

Responses may include healthy or unhealthy alternatives to the issue presented in the stimulus.

Sample Item:

Grace is 20 and has been smoking cigarettes for a few years. She wishes to break the habit, but has many friends who also smoke, and is fighting withdrawal symptoms from the nicotine. What alternative is **BEST** to help Grace break her habit?

- A. do not speak to her friends who smoke
- B. only smoke when she is with her friends
- * C. get support from others who don't smoke
- D. switch to smoking herbal cigarettes

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Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.5 Appraise the potential short-term and long-term outcomes of each alternative on self and others.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address short-term and/or long-term outcomes from each alternative in the decision-making process. Content should be realistic and age-appropriate. An appraisal may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe a health-related situation (such as eating disorders or substance abuse) which has a variety of ways to respond to it.

Stimulus may describe potential alternatives to health-related issues.

Stimulus may describe short and long-term consequences of making certain health decisions.

Stimulus question may ask to evaluate long- or short-term effects of the given scenario.

Stimulus may include a table or chart.

Response Attributes:

Responses can include a range of outcomes based on specific health-related alternatives.

Responses may be evaluations of short and long-term outcomes of health-related decisions.

Sample Item:

Item Specifications

Stimulus: Alicia has noticed that several of her friends have lost weight recently. She would like to lose 10 pounds for the prom, which is in 3 weeks. When she asked her friends how they lost weight so quickly, they told her about a diet pill they found on-line and how she can lose 10 pounds in just two weeks. Alicia knows that if she exercises and watches her diet she can lose weight for the prom, but the pill sounds so easy. What should she do?

Consider her two options. In the chart below, brainstorm short and long-term outcomes of dieting using the diet pill or exercising and eating healthy. Then, select the best choice for Alicia and explain why you selected this choice. Use your chart to help support your selection.

	Diet pills	Exercise and healthy eating
Potential short term outcomes:		
Potential long-term outcomes		

Rubric:

- 4 Points Student response shows a thorough analysis of the potential short-term and long-term outcomes of dieting using diet pills versus exercise and healthy eating. Response makes a selection of a diet option and includes a comprehensive explanation as to why that option was selected. Response uses support from his/her chart. Response includes many relevant details and examples.
- 3 Points Student response shows an understanding of the potential short-term and long-term outcomes of dieting using diet pills versus exercise and healthy eating. Response selects a diet option and includes an explanation as to why the option was selected. Response includes support from the chart, but not all selected support is relevant.
- 2 Points Student response shows a partial understanding of the potential short-term and long-term outcomes of dieting using diet pills versus exercise and healthy eating. Response selects a diet option, but provides a brief explanation as to why the option was selected. The explanation includes many errors, and includes minimal support. Response may not reference the consequences developed in the chart. Some of the consequences may not be accurate.
- 1 Point Student response shows a minimal understanding of the potential short-term and long-term outcomes of dieting using diet pills versus exercise and healthy eating. Response selects a diet option, but the explanation as to why the option was selected is weak. The explanation states opinions and gives minimal examples or reasons to support the selection.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use decision-making skills to enhance health.

Benchmark: HE.912.B.3.6 Employ the healthiest choice when considering all factors in making a decision.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address healthy decision-making across all components of wellness. Content should be realistic and age-appropriate. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

- Stimulus may describe a variety of factors that may influence a health-related decision.
- Stimulus may include diagrams, images, video clips, graphs, or charts.
- Stimulus may include decisions related but not limited to diet, exercise and substance abuse based on healthy decision-making.
- Stimulus may include scenarios related to healthy decision-making.

Response Attributes:

- Responses may include descriptions or examples of healthy choices.
- Responses may include evidence of consideration of all factors.
- Responses may include descriptions of factors that influenced a decision.

Sample Item:

Jordan is at a local breakfast diner. Which of the following is the most balanced and complete breakfast choice?

- * A. half a cup of oatmeal with banana and a glass of low fat milk
- B. two eggs, one slice of turkey bacon, and a large cup of coffee
- C. one piece of whole wheat toast with jelly, and a cup of orange juice
- D. two whole grain pancakes, maple syrup, and a cup of whole milk

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.912.B.4.1 Evaluate personal health practices and overall health status to include all dimensions of health.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address assessing personal health or fitness goals and overall health status. An evaluation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to health practices that influence overall health status.
Stimulus may describe one's overall health status.
Stimulus may ask for an evaluation of health choices based off an individual's needs.
Stimulus may ask for a health decision to be made given an individual's current health status.

Response Attributes:

Responses may include health-related components of fitness and/or other health-related aspects.
Responses may be evaluations of health choices/practices, and/or overall health status.

Sample Item:

Item Specifications

Stimulus: Reflect on your current behaviors as they relate to your overall health and wellbeing. What do you do to promote physical health, social health, emotional/mental health, and intellectual health? What do you do that hinders physical health, social health, emotional/mental health, and intellectual health? In the chart below, identify positive and negative health practices that you have for each dimension of your overall health (physical, social, emotional/mental, intellectual).

Then, in one to two paragraphs, evaluate your personal health practices. Use your chart to provide support for your evaluation. Include examples of your strengths as they relate to personal health practices, and examples of aspects of your overall health where your health practices need improvement.

Dimension of Health:	Positive Personal Health Practices	Negative Personal Health Practices
Physical		
Social		
Emotional/Mental		
Intellectual		

Rubric:

- 4 Points** The response includes a thorough evaluation of the student’s personal health practices. The student addresses each dimension of health in his/her evaluation. The student identifies areas of strength and areas of weakness in his/her personal health practices. The student supports his/her response with examples from the chart.
- 3 Points** The response includes an evaluation of the student’s personal health practices. The student addresses at least three of the dimensions of health in his/her evaluation. The student may identify areas of strength and areas of weakness in his/her personal health practices. The student supports his/her response with examples from the chart.
- 2 Points** The response includes a partial evaluation of the student’s personal health practices. The student addresses at least two of the dimensions of health in his/her evaluation. The student may identify areas of strength or areas of weakness in his/her personal health practices. The student supports his/her response with a few examples from the chart.
- 1 Point** The response includes an incomplete evaluation of the student’s personal health practices. The student addresses at least one of the dimensions of health in his/her evaluation. The student omits areas of strength or areas of weakness in his/her personal health practices. The student supports his/her response with few examples from the chart.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.912.B.4.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Content should address various health aspects to meet personal health goals. Formulation of plan may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

- Stimulus may be a list of desired personal health goals.
- Stimulus may ask for a plan to achieve said goals.
- Stimulus may ask responder to address strength or risks of a given fitness or diet plan.
- Stimulus may ask for desired personal health goals, a plan to achieve personal health goals and address strengths/risks of a personal health goal.
- Stimulus may include examples of personal health plans.

Response Attributes:

- Responses may include designing a fitness plan to improve the individual's fitness level.
- Responses may include personal health plans that are effective or ineffective at achieving personal health goals.
- Responses may identify the various aspects of a personal health plan (e.g. risks associated with the plan).
- Responses may be strengths or weaknesses to a given fitness or health plan.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Set a personal health goal and create a detailed plan to meet this goal. Personalize your plan, addressing your strengths and weaknesses. Include at least three specific strategies to help you meet your goals. In the chart below, create your plan. Then, clearly articulate how this plan addresses your strengths and weaknesses. Cite examples from your plan.

My personal health goal:	
My personal health plan:	
How my strengths will be addressed in my health plan:	
How my weaknesses will be addressed in my health plan:	

Item Specifications

Rubric:

- 4 Points Student response shows a thorough understanding of how to formulate a plan to attain a personal health goal. Student identifies a personal health goal, which is succinct, measurable, and timely. The student creates a detailed plan that addresses at least three specific and appropriate strategies for meeting the goal. Student also provides explanations about how his/her strengths and weaknesses are addressed in the plan. Student cites specific examples from the plan and explains how that part of the plan addresses his/her strength and/or weakness.
- 3 Points Student response shows understanding of how to formulate a plan to attain a personal health goal. Student identifies a personal health goal; however, it may not be succinct, measurable, and timely. The student creates a plan that describes two appropriate strategies for meeting the goal. Student also provides some explanations about how his/her strengths and weaknesses are addressed in the plan. Student cites specific examples from the plan, and explains how that part of the plan addresses his/her strength and/or weakness.
- 2 Points Student response shows a partial understanding of how to formulate a plan to attain a personal health goal. Student identifies a personal health goal; however, it may not be succinct, measurable, and timely. The student creates a plan that describes one accurate strategy for meeting the goal. Strategies may not accurately address the selected goal. Student may not provide an explanation about how his/her strengths and weaknesses are addressed in the plan. Student may not cite specific examples from the plan.
- 1 Point Student response shows a poor understanding of how to formulate a plan to attain a personal health goal. Student identifies a personal health goal; however, it may not be succinct, measurable, and timely. The plan poorly relates to the health goal, and does not describe accurate strategies for meeting that goal. Student may not provide any explanation about how his/her strengths and weaknesses are addressed in the plan. Student may not cite specific examples from the plan.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.912.B.4.3 Implement strategies and monitor progress in achieving a personal health goal.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address various strategies and monitoring methods used in achieving personal health goals. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe a personal health goal.

Stimulus may be related to applying the principles of training to monitor fitness level.

Stimulus may require identification of methods for monitoring and achieving personal health goals.

Stimulus may require explanations of methods for achieving health goals.

Stimulus may include a specific strategy or method to monitor progress of a personal health goal.

Examples may include the application of the principles of training to achieve a personal health goal.

Response Attributes:

Responses may include strategies for achieving personal health goals.

Responses may include the FIT or FITT model as a specific strategy.

Responses may describe methods of monitoring progress towards goals.

Sample Item:

Carl has a personal health goal to reduce the number of sodas he drinks. How can he monitor his progress towards this goal?

- * A. Tally the sodas he drinks each day.
- B. Ask someone to hold him accountable.
- C. Set a limit for the number of sodas per day.
- D. Determine a consequence for drinking a soda.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors

Standard: Demonstrate the ability to use goal-setting skills to enhance health.

Benchmark: HE.912.B.4.4 Formulate an effective long-term personal health plan.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address creating long-term goals associated with healthy practices. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a health profile for mock individual.

Stimulus may include health plans based off mock individual's needs or students' needs.

Response Attributes:

Responses should be health plans based on an individual's needs or goals.

Responses may include descriptions of various aspects of the personal health plan.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Prepare a health plan for the next 15 years of your life. In your plan set a 5-year goal, a 10-year goal, and a 15-year goal. You may also include other interim goals if you choose. Describe strategies for how you will meet your goals, and how you will assess your progress towards these goals.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response is a thorough and comprehensive personal health plan. Plan includes a 5-year goal, a 10-year goal, and a 15-year goal. Response may also include interim goals. Goals are realistic and measurable. The goals are clearly written and build on each other. Response accurately and clearly explains specific strategies for how to meet the goals. Response clearly articulates appropriate ways to assess one's progress toward the goals. |
| 3 Points | Response is a personal health plan that includes a 5-year goal, a 10-year goal, and a 15-year goal. Response may include several interim, short-term goals. In general, goals build on each other. For the most part, goals are realistic and measurable but some might be unclear and not measurable. Student includes some accurate strategies for meeting those goals and articulates a brief plan to assess progress towards the goals. |
| 2 Points | Response is a personal health plan with a 5-year goal, 10-year goal, and a 15-year goal. Goals may be realistic but not measurable. Goals may not build on each other. Response includes few accurate strategies for meeting the goals. Response is somewhat unclear. Response may not include a plan for assessing progress towards goals. |
| 1 Point | Response is a poor health plan. Plan includes goals, but none are realistic or measurable. Response includes many errors and is unclear. Student may not include strategies for meeting the goals or include plans to assess his/her progress toward the goals. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.1 Predict how healthy behaviors can affect health status.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should address healthy behaviors affecting overall health status. A prediction may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to healthy behaviors that relate to healthy living.
Stimulus may describe analysis of information, decision-making skills, risks and benefits.
Stimulus may include charts or graphs.
Stimulus may require predicting outcomes of healthy behavior.
Stimulus may include video clips showing healthy or unhealthy behaviors.

Response Attributes:

Responses may include correct or incorrect consequences of healthy behaviors related to stimulus scenario.

Sample Item:

Janice brushes and flosses daily. What health risk is **NOT** reduced by her actions?

- A. gingivitis
- B. oral cancer
- C. periodontal disease
- * D. osteoporosis

Item Specifications

Sample Item 2:

Stimulus: Gary has a physical activity plan that includes running three days a week, playing tennis twice a week, and weight training two days a week. He has been implementing this plan for two months so far, and really enjoys the way he feels after a hard workout. Predict how his current behaviors might affect his health status in the long-term. Make at least four accurate and logical predictions.

Rubric:

- | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student shows thorough understanding of how health behaviors can affect health status. Student makes four logical predictions. Predictions are explained. |
| 3 Points | Student shows understanding of how health behaviors can affect health status. Student makes three accurate and logical predictions. |
| 2 Points | Student shows partial understanding of how health behaviors can affect health status. Student makes two accurate and logical predictions. |
| 1 Point | Student shows poor understanding of how health behaviors can affect health status. Student makes one accurate and logical prediction. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.2 Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address healthy behaviors, decision-making model, health risks, and balance. An interpretation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to relationships of mental/emotional, intellectual, physical, and social health.

Stimulus may address factors of wellness.

Stimulus may include statements of balance in aspects of life.

Stimulus may address aspects of mental/emotional, intellectual, physical, and social health that may change due to poor health in one of the others.

Response Attributes:

Responses may include interpretations of the relationship between mental/emotional, intellectual, physical, and social health.

Responses may include wellness factors and/or health risks.

Responses may include examples of healthy and unhealthy behaviors.

Responses may include examples of decision-making steps.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Bob went to bed at 1:00 am and woke up at 5:00 am. Bob skipped breakfast so he would not miss the bus. Once at school, Bob kept falling asleep during his first class. Bob has a test later this afternoon, and the championship basketball game is tonight. In several paragraphs, explain how Bob's physical, mental, social, and intellectual health are affected by these events.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student response shows a thorough understanding of the interrelationships of mental/emotional, intellectual, physical and social health. Response accurately addresses how each kind of health is related to the other kinds of health. Student supports his/her explanation with many relevant details and examples. |
| 3 Points | Student response shows understanding of the interrelationships of mental/emotional, intellectual, physical and social health. Explanation is mostly accurate. Student supports the explanation with some relevant details and examples. |
| 2 Points | Student response shows a partial understanding of the interrelationships of mental/emotional, intellectual, physical and social health. Explanation includes some inaccuracies and may not address each of the different kinds of health. Response is supported with limited details and examples. |
| 1 Point | Student response shows a poor understanding of the interrelationships of mental/emotional, intellectual, physical and social health. Response is minimal and vague. Response includes many inaccuracies and does not address each of the different kinds of health. Response is not supported with details or examples. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.4 Analyze how heredity and family history can impact personal health.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address promotion and prevention of health problems and the impact of heredity on personal health. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to heredity and family health.

Stimulus may address the impact of family history on personal health.

Stimulus may require analysis of health risks based on heredity.

Response Attributes:

Responses may include examples of ways to control the impact of heredity on one's health.

Responses address the impact of heredity on health.

Responses may include information regarding controllable and non-controllable health risk factors.

Sample Item:

Betty and Bob are going to begin an exercise program. Each of them consulted a doctor before beginning their program and both are now aware of issues that may arise from their health. Bob was told he has no health problems, but he should monitor his cholesterol levels. Though Betty appears healthy, she has high blood pressure, and her mother's family has a history of heart disease. Analyze the choices and select the healthy course of action that could be recommended by the doctor.

- A. Bob should start at high intensity and control his diet because of the heart risks.
- B. Bob should start at low intensity because of the heart risks in his family.
- C. Betty should start at high intensity and control her diet because of high blood pressure.
- * D. Betty should start at low intensity and control her diet because of high blood pressure.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.5 Propose strategies to reduce or prevent injuries and health problems.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address promotion and prevention of injury and health problems. Items may include the selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario that presents health problems or situations that may cause an injury.

Stimulus may include strategies to reduce or prevent injuries and health problems.

Stimulus may include examples of health problems and injuries.

Stimulus should not be disturbing or emotionally charged.

Stimulus may require distinguishing between strategies that may or may not prevent injuries or health problems.

Response Attributes:

Responses may include strategies to prevent and/or reduce injuries.

Responses may include strategies to prevent health problems.

Responses may include examples of health problems and/or injuries.

Sample Item:

At a recent checkup, George was told that he is starting to develop scoliosis. How might he reduce the progression of scoliosis?

- A. He can wear a backpack on one shoulder.
- B. He can lift objects by bending his knees.
- * C. He can practice using good posture.
- D. There is nothing he can do.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.7 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items should address the impact of unhealthy and risky behaviors on personal health. An assessment should include written expression of ideas.

Stimulus Attributes:

Stimulus may include examples or descriptions of risky or unhealthy behaviors.

Stimulus should not be disturbing or emotionally charged.

Stimulus may require appraisal of susceptibility to injury, illness, or death.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses may include outcomes or non-outcomes to unhealthy or risky behavior.

Responses may include examples of risky or unhealthy behaviors.

Responses may include statements of degree.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Steve is on the football team, and he's hoping to get a college scholarship to play for a big Division I school. He wants to give himself an advantage, so he researches ways to improve his performance. A few websites have mentioned taking a creatine supplement to build strength. Other websites encourage the use of steroids. Assess the potential consequences of Steve using these methods to improve his performance. Include the degree of susceptibility to injury, illness or death in your response.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student response provides a thorough explanation of the potential consequences of Steve using these methods to improve his performance. Response includes an accurate assessment of the degree of susceptibility to injury, illness or death. Response provides many relevant details and examples. |
| 3 Points | Student response provides an explanation of the potential consequences of Steve using these methods to improve his performance. Response includes a mostly accurate assessment of the degree of susceptibility to injury, illness or death. Response provides some details and examples. |
| 2 Points | Student response provides a partial explanation of the potential consequences of Steve using these methods to improve his performance. Response includes a mostly inaccurate assessment of the degree of susceptibility to injury, illness or death. Response provides limited details and examples. |
| 1 Point | Student response provides a poor explanation of the potential consequences of Steve using these methods to improve his performance. Response includes an inaccurate assessment of the degree of susceptibility to injury, illness or death. Response is minimal and vague. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark: HE.912.C.1.8 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address communicable and chronic diseases discussed in Health and Physical Education classes. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios discussing communicable or chronic diseases.

Scenarios should not be disturbing or emotionally charged.

Stimulus may describe strategies for prevention, detection, and treatment of communicable and chronic diseases.

Stimulus may include the use of charts, graphs and statistics related to strategies for prevention detection and treatment of communicable and chronic diseases.

Stimulus may include advertisements, video clips, or other media related to the prevention, detection, and treatment of communicable and chronic diseases (e.g. billboards, or bus advertisements which encourage flu shots)

Response Attributes:

Responses may include correct or incorrect methods for prevention, detection, and treatment of communicable and chronic diseases.

Responses may include examples of communicable and/or chronic diseases

Responses may include judgments of strategies for prevention, detection, and treatment of communicable and chronic diseases.

Sample Item:

What is the **MOST** effective method for preventing the spread of Sexually Transmitted Diseases?

- * A. abstaining from all sexual activity
- B. wearing a condom
- C. taking a birth control pill
- D. using clean needles

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.1 Analyze how the family influences the health of individuals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address family influences on health of individuals. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to family influences on personal health.

Stimulus may include scenarios related to cultural influences on personal health.

Stimulus may include data, charts, or graphs.

Response Attributes:

Responses may include appropriate or inappropriate conclusions about how family and culture can influence individual health.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

A 25-year longitudinal study of the effects of family on individuals concluded the following:

“At age 18, males and females who had a family member in whom they could confide showed reduced risk of depression, behavioral and emotional problems than those without a confidant. Males had a higher grade point average; females had a reduced risk of alcohol or drug disorders and a lowered risk of suicide attempt.

Family cohesion (the youth's feelings that their families were close and supportive) promoted positive outcomes by age 18 by males and females, including higher grades, greater likelihood in receiving school and community honors, and a reduced risk of numerous problems and some mental disorders. Family cohesion appeared to be especially important for young women in reducing risk of serious mental disorders.”

“Family a Critical Influence on Teens' Mental Health, Simmons Study Shows,” 2004 Press Release from Simmons College

(http://www.simmons.edu/overview/about/news/press/1_16_04_criticalinfluence.php)

According to this study, if Sally grew up with a strong family unit, what is a likely outcome?

- A. She might develop depression when she leaves her family.
- * B. She might graduate in the top 10% of her class.
- C. She might be really popular with her classmates.
- D. She might learn she has Attention Deficit Disorder.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address peers' impact on healthy and unhealthy behaviors. A comparison may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to the influence of peers on healthy behaviors.

Stimulus may include data, charts, or graphs.

Stimulus may ask responder to draw conclusions based from scenarios or data.

Stimulus may include comparisons of peer influences on behaviors.

Response Attributes:

Responses may include statements about the influence of peers on healthy/unhealthy behavior.

Responses may include appropriate or inappropriate conclusions about peers' influence on individual health.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Josh is very social. His friends are older. They like to race cars and party on the weekends. Alcohol and drugs are often involved. Josh is frequently absent from school and does not get good grades.

Sami is very social. He has many friends and is very involved in school activities. He gets good grades and is on the honor roll.

How might being friends with Josh influence one's behavior? How might being friends with Sami influence one's behavior? Compare how being friends with each individual might influence one's actions.

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student provides a comprehensive comparison of how one's experience might differ if he/she is friends with Josh or if he/she is friends with Sami. Student's comparison shows a thorough understanding of how peers influence healthy and unhealthy behavior. Response makes accurate predictions about the difference in experiences. Response includes relevant details and examples. Response may include a few minor inaccuracies. |
| 3 Points | Student provides a moderate comparison of how one's experience might differ if he/she is friends with Josh or if he/she is friends with Sami. Student's comparison shows understanding of how peers influence healthy and unhealthy behavior. Response makes mostly accurate predictions about how the experiences may differ. Response includes some details. Response may include some inaccuracies. |
| 2 Points | Student provides a partial comparison of how one's experience might differ if he/she is friends with Josh or if he/she is friends with Sami. Student's comparison shows a partial understanding of how peers influence healthy and unhealthy behavior. Response makes somewhat accurate predictions of how the experiences may differ. Response includes limited details and examples. Response has many inaccuracies. |
| 1 Points | Student provides a poor comparison of how one's experience might differ if he/she is friends with Josh or if he/she is friends with Sami. Student's comparison shows a poor understanding of how peers influence healthy and unhealthy behavior. Response makes inaccurate predictions of how the experiences may differ. Response is minimal and vague with no supporting details. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address school and community effects on health practice and behaviors. An assessment may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that describe school and community culture, behaviors, and practices as they relate to personal health.

Stimulus may describe the effect of the school and community on a healthy lifestyle and personal health behaviors.

Stimulus may inquire as to the effect of specific school or community actions on the health and behavior of the community.

Response Attributes:

Responses may include examples of healthy lifestyle choices.

Responses may include examples of school and community influences on health.

Sample Item:

Jennifer's school recently implemented a new policy that requires all students to take a nutrition and exercise education course and document food intake in and out of school. The students are also required to pass an end of course exam about proper nutrition and exercise. What might be one **UNINTENDED** consequence of this policy?

- A. Students are better informed about recommended diet and exercise choices.
- B. Students are making healthier choices and are living more active lives.
- * C. Students' family members are working out more and eating more produce.
- D. Students' beliefs about body image are improving as they get healthy.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address influences of policy and government on health promotion and disease prevention. An evaluation may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions or examples of public health policies and regulations.
Stimulus may address the influences of government and public policy on health.
Stimulus may address the influences of government and public policy on disease prevention.

Response Attributes:

Responses may include evaluations of public health policies and government regulations.
Responses may describe the relationship between health policies and government regulations and health promotion or disease prevention.
Responses may include prevention, testing, abstinence in reference to disease.
Responses may provide examples of how public health policies and government regulations have influenced health promotion and disease prevention.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Laws have been proposed which would forbid vending machines in schools. Think about the potential effects of this law on the behaviors and health of students in your school. Write one to two paragraphs evaluating how these laws may influence health promotion in your school. Provide at least three specific examples to support your evaluation.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response provides a thorough evaluation of the effectiveness of the law to influence health promotion in the student's school. The response includes at least three specific and accurate examples to support the evaluation. |
| 3 Points | Response provides an evaluation of the effectiveness of the law to influence health promotion at the student's school. The response includes two specific and accurate examples to support the evaluation. |
| 2 Points | Response provides a partial evaluation of the effectiveness of the law to influence health promotion at the student's school. The response includes one accurate example to support the evaluation. |
| 1 Point | Response provides a poor evaluation of the effectiveness of the law to influence health promotion at the student's school. The response includes no accurate examples to support the evaluation. The response is incomplete. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.5 Evaluate the effect of media on personal and family health.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address how the media affects personal and family health. An evaluation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include examples of media or advertisements that relate to personal and family health.

Stimulus may include scenarios that describe media's influence on an individual or individuals.

Stimulus may include evaluations of specific media venues or advertisements and their effect on personal and family health.

Response Attributes:

Responses may include healthy behaviors.

Responses may include media effects on one's health.

Responses may list examples of media influences.

Responses may include evaluations of specific media venues or advertisements and their effect on personal and family health.

Sample Item:

Jessica has a personal social networking account, where she follows some people who post positive, encouraging messages about healthy lifestyle decisions. Some of the other people she follows post fitness tips, workout ideas, nutrition information, and links to other healthy living websites. How might Jessica's participation in social media positively affect her personal health?

- * A. She'll be motivated to do a new workout.
- B. She'll become addicted to her cell phone.
- C. She'll encourage others to use social media.
- D. She'll work for the social networking company.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.6 Evaluate the impact of technology on personal, family and community health.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address how technology impacts personal, family and community health. An evaluation may include the selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that describe technology's impact on personal, family, and/or community health.

Stimulus may describe how technology is used to improve or impede health.

Response Attributes:

Responses may include examples or descriptions of technology and/or how it is used.

Responses may include examples how technology affects healthy living and healthy behaviors.

Responses may be evaluations of the impact of technology on personal, family, and/or community health.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Joey's family just purchased some exergaming equipment and they have decided to use the technology together as a family one night a week. Evaluate how the family's health might be affected by the implementation of this practice. Write 1-2 paragraphs explaining the potential benefits or consequences of using this technology.

Rubric:

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|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response shows a thorough evaluation of the impact of the technology on Joey's family's health. Response accurately evaluates how the technology may affect the family's health and lists many potential benefits and/or consequences. Response supports his/her evaluation with many relevant examples and details. |
| 3 Points | Response shows an evaluation of the impact of the technology on Joey's family's health. Response evaluates how the technology may affect the family's health and lists some accurate potential benefits and/or consequences. Response may include few inaccuracies. Response supports his/her evaluation with some details and examples. |
| 2 Points | Response shows a partial evaluation of the impact of the technology on Joey's family's health. Response somewhat accurately evaluates how the technology may affect the family's health and lists a few potential benefits and/or consequences. Response provides limited examples to support his/her evaluation. Response may include a few suggestions, some of which are realistic or appropriate. Response may contain many inaccuracies. |
| 1 Point | Response shows a poor evaluation of the impact of the technology on Joey's family's health. Evaluation is mostly inaccurate. Response includes no relevant examples to support his/her evaluation. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.7 Assess the consequences of health risk behaviors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the consequences of health risk behaviors. An assessment may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe health risk behaviors and their consequences.
Stimulus may include scenarios that describe decision-making as it relates to healthy/unhealthy behaviors.
Stimulus may address the consequences of health risk behaviors.

Response Attributes:

Responses may include information about decision-making.
Responses may include information on risk and prevention.
Responses may include names and types of disorders associated with health risk behaviors.
Responses may include assessments of the consequences of decisions or behaviors.

Sample Item:

Item Specifications

Stimulus: Paige and her girlfriends were chatting after school. Several of Paige's girlfriends were talking about how they had unprotected sex with their boyfriends, despite the risks it posed. They didn't understand why Paige was abstaining from sexual behavior. A few days later, Paige's boyfriend asked her to have unprotected sex. Remembering the conversation with her girlfriends, Paige consented when her boyfriend asked. In two or three paragraphs, assess the consequences of this risky behavior. Identify at least three consequences, and make a judgment about the severity of the consequences, supported by examples.

Rubric:

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|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response provides a thorough assessment of the potential consequences of having unprotected sex with her boyfriend. The response includes at least three accurate consequences of having unprotected sex. Response may include consequences such as contracting an STD, AIDS, getting pregnant, or emotional consequences. The student also describes the severity of the consequences, by indicating the other associated effects. Response includes many relevant details to support his/her explanation. |
| 3 Points | Response provides an assessment of the potential consequences of having unprotected sex with her boyfriend. The response includes two accurate consequences of having unprotected sex. Response may include consequences such as contracting an STD, AIDS, getting pregnant, or emotional consequences. The student also describes the severity of the consequences, by indicating the other associated effects. Response includes some relevant details to support his/her explanation. The response may include a few inaccuracies. |
| 2 Points | Response provides a partial assessment of potential consequences of having unprotected sex with her boyfriend. The response includes one accurate consequence of having unprotected sex. Response may include consequences such as contracting an STD, AIDS, getting pregnant, or emotional consequences. The student may not describe the severity of the consequence. The response includes few details and some inaccuracies. |
| 1 Point | Response provides a poor assessment of potential consequences of having unprotected sex with her boyfriend. The response includes no accurate consequences of having unprotected sex. The response is incomplete and includes many inaccuracies. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.8 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address healthy and unhealthy behaviors and their norms. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe or provide examples of perceptions of norms as they relate to healthy or unhealthy behaviors.

Stimulus may address healthy and unhealthy behaviors.

Response Attributes:

Responses may include statements about cultural norms.

Responses may include statements on healthy and unhealthy behaviors.

Responses may describe relationships between norms and behaviors that are healthy and/or unhealthy.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Explain how social norms regarding “beauty” influence healthy and unhealthy behaviors among teens. Include a definition of “beauty” according to social norms and include at least two healthy and two unhealthy behaviors that teens engage in in their pursuit of “beauty”.

Rubric:

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|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response provides a thorough analysis of social norms regarding beauty and its influence on teen’s behaviors. Response includes a definition of beauty according to society’s norms and its influence on at least two healthy and two unhealthy behaviors. Response is supported with many relevant details and examples. |
| 3 Points | Response provides a mostly accurate analysis of social norms regarding beauty and its influence on teen’s behaviors. Response includes a definition of beauty according to society’s norms and its influence on at least one healthy and one unhealthy behavior. Response is supported with some relevant details and examples. |
| 2 Points | Response is a partially accurate analysis of social norms regarding beauty and its influence on teen’s behaviors. Response may include a definition of beauty and its influence on one healthy or unhealthy behavior. Response is supported with limited details and examples. |
| 1 Point | Response is a poor analysis of social norms regarding beauty and its influence on teen’s healthy and unhealthy behaviors. Response does not include a definition of beauty. Response may address the influences of beauty on teens’ behaviors with little or no accurate information. Response is minimal. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Concepts

Standard: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark: HE.912.C.2.9 Analyze how culture supports and challenges health beliefs, practices, and behaviors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address how culture supports and challenges health behaviors. Items may require the selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may address cultural influences on health beliefs, practices and/or behaviors.
Stimulus should be related to health topics and fitness topics related to health and physical education.
Stimulus may include a scenario related to health beliefs in various cultures.

Response Attributes:

Responses should include statements about health beliefs, practices, and behaviors.
Responses may include knowledge of current health practices.
Responses may include knowledge of various cultures.
Responses may describe the relationship between culture and health beliefs, practices and behaviors.

Sample Item:

In some cultures, it is inappropriate to talk about one's reproductive and sexual health. How might this present a challenge to doctors working with patients from these cultures?

- * A. Someone with an STD might not report symptoms.
- B. It might be harder for someone to get pregnant.
- C. The patient might talk too much about their problems.
- D. There may be a miscommunication about terminology.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Health Literacy: Promotion

Standard: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Benchmark: HE.912.P.1.1 Analyze the role of individual responsibility in enhancing health.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include individual responsibility in enhancing health. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should address individual responsibility in enhancing health.
Stimulus should address health concepts taught in Health and Physical Education.

Response Attributes:

Responses should include prevention, wellness, health risks, and/or responsibility associated with Health and Physical Education content.

Sample Item:

Jessica works at a fast food restaurant. She has developed a cold, and is coughing and sneezing a lot. She called her boss to request a sick day. How has she taken individual responsibility to enhance her health and the health of others?

- * A. She can get rest and will not spread her germs.
- B. She made the phone call herself, instead of a parent.
- C. She self-diagnosed and will need to go to the doctor.
- D. She just wanted a day off, so she faked her symptoms.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Health Literacy: Promotion

Standard: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Benchmark: HE.912.P.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address health-benefits and positive behaviors. A demonstration may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios that relate to health literacy, wellness, advocacy, and/or health risks.

Stimulus questions may require assessment of practices or behaviors and the consequences on health.

Response Attributes:

Responses may include health benefits or non-benefits resulting from positive behaviors.

Responses may include types of health risks.

Responses may include steps or processes to healthy living.

Sample Item:

Which practices would most likely contribute to good mental and emotional health?

- * A. seeking counseling as needed, exercising to relieve stress, and spending time with positive, uplifting people
- B. listening to someone complain, taking yoga classes frequently, and following a well-balanced diet
- C. getting at least eight hours of sleep daily, working on the weekends, and eating candy when you feel stressed
- D. exercising daily with your friends, avoiding confrontation when you have a problem, and having a disorganized bedroom

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Health Literacy: Promotion

Standard: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Benchmark: HE.912.P.1.3 Critique a variety of behaviors that avoid or reduce health risks.

Depth of Knowledge: High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address health risks and/or health behaviors. A critique may include written expression of ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios that relate to health literacy.

Stimulus may include scenarios that include healthy or unhealthy behaviors.

Stimulus may address cumulative risk.

Stimulus may assess an individual's behaviors in regards to avoiding or reducing health risks.

Response Attributes:

Responses may include statements about health risks.

Responses may include behaviors that are effective or ineffective in reducing health risks.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Reflect on the ways that you avoid or reduce health risks. Write a one page critique of your behaviors. Identify two strengths, two weaknesses, and at least one way for you to improve your health behaviors. Include examples and details.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student provides a thorough critique of the student's own behavior. Student identifies at least two strengths and two weaknesses in his or her own behaviors. The student identifies at least one realistic way that he/she can improve his/her health behaviors. Response includes relevant details and examples. |
| 3 Points | Student provides a critique of the student's own behavior. Student accurately identifies at least two strengths and two weaknesses. The student may not have identified an appropriate way for the student to improve his/her health behaviors. Response includes some details and examples. |
| 2 Points | Student provides a partial critique of the student's own behavior. Student accurately identifies at least one strength and one weakness. The student may identify an appropriate way for the student to improve his/her health behaviors. Response includes few relevant details and examples. |
| 1 Point | Student provides a poor critique of the student's own behavior. Student response is minimal and vague. Response includes many inaccuracies. Response does not identify strengths, weaknesses or ways to improve. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Health Literacy: Promotion

Standard: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.912.P.2.2 Demonstrate how to influence and support others in making positive health choices

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address health-benefits and positive behaviors that improve health. Items may include a demonstration of appropriate behaviors or a selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may be related to healthy lifestyle choices.

Stimulus may include positive behaviors and health benefits.

Stimulus may evaluate the effects of healthy choices and behaviors on others.

Response Attributes:

Responses may include positive healthy lifestyle choices.

Responses may include effective or ineffective methods for influencing others to make positive health choices.

Sample Item:

Michelle's friend Lori was recently diagnosed with diabetes. She requires insulin shots twice a day. Lori has been depressed since she found out because she thinks her life is over. What is the **BEST** strategy Michelle can use to help her friend cope with her diabetes?

- A. Sign her up for a support group.
- B. Point out famous people who are diabetics.
- * C. Help her find information on how to live with the disease.
- D. Tell her friend to cheer up, it could be worse

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Health Literacy: Promotion

Standard: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmark: HE.912.P.2.3 Work cooperatively as an advocate for improving personal, family and community health.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address health-benefits and/or positive behaviors. Items may require the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may address health literacy.
Stimulus may address wellness.
Stimulus may be related to advocacy.

Response Attributes:

Responses may be effective or ineffective methods for cooperating or advocating for improved personal, family and community health.
Responses should include statements about health risks, advocacy, and wellness.
Responses should include health literacy.

Sample Item:

Ernesha's neighbor is a breast cancer survivor and is an advocate for breast cancer research and women's health. Ernesha has a strong bond with her neighbor and wants to be an advocate as well. How can Ernesha **BEST** involve the community in achieving her advocacy goals?

- A. by hanging up signs and wearing pink ribbons
- B. by finding volunteers for a breast cancer walk-a-thon
- * C. by organizing free breast cancer screenings
- D. by asking for donations for her neighbor

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

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 compare and contrast health benefits. Items should be limited to health benefits from physical activities. Items may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address health-related benefits associated with physical activity.
Stimulus may compare and/or contrast benefits.

Response Attributes:

Responses may include the effects of health-related benefits on physical activities.
Responses may list sport and/or activities.
Responses may list physical and/or non-physical activities.

Sample Item:

Compare and contrast the benefits of the following physical activities: football, swimming, soccer, and basketball. Which physical activity would be least effective in helping one improve cardiovascular endurance?

- * A. football- because it involves many periods of rest
- B. swimming- because it involves frequent repetition of movement
- C. soccer- because it involves constant moving the entire game
- D. basketball- because it involves short sprints followed by walking

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

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: Items should address the effectiveness on the body of warm-up and cool-down activities. Items should address the effectiveness of warm-up and/or cool-down activities for fitness related activities.

Stimulus Attributes:

Stimulus may address warm-up and/or cool-down movements beneficial for physical activities.

Stimulus may address the effectiveness of warm-up and/or cool-down movements.

Stimulus should be related to physical activities.

Response Attributes:

Responses may include movements as they relate to physical activities.

Response may be names of specific warm-up and cool-down activities.

Responses may address the effectiveness on the body of warm-up and/or cool-down activities.

Responses may include aspects that involve safety that is associated with warm-up and cool down activities.

Sample Item:

Item Specifications

Stimulus: Juanita wanted to work on her flexibility to improve her overhead serve in Volleyball. To do so, she uses shoulder stretches as her warm-up activity. Explain why this is an effective warm-up activity for Juanita.

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response provides a comprehensive explanation of shoulder stretches and how they are effective for warm-up. Response accurately describes how shoulder stretches effectively warm up the appropriate muscles for an overhead serve. Response includes relevant details and examples. |
| 3 Points | Response provides some explanation of shoulder stretches and how they are effective for warm-up. Response describes how shoulder stretches effectively warm up the appropriate muscles for an overhead serve. However, there may be a few inaccuracies in the explanation. Response includes some details and examples. |
| 2 Points | Response provides a partial explanation of shoulder stretches and how they are effective for warm-up. Response briefly explains how the shoulder stretches effectively warm up the appropriate muscles for an overhead serve, but the explanation may include some inaccuracies. Response includes limited details and examples. |
| 1 Point | Response addresses the topic but provides little or no accurate information on shoulder stretches and how they are effective for warm-up. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.8 Differentiate between the three different types of heat illnesses associated with fluid loss.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include heat illnesses (exhaustion, cramps, and stroke), fluid replacement, and/or hydration. Differentiation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address types of heat illnesses associated with fluid loss during physical activity.

Stimulus may compare and/or contrast the types of heat illnesses associated with fluid loss during physical activity.

Stimulus may include scenarios which require medical attention during a physical activity.

Response Attributes:

Responses may include types of heat illnesses.

Responses may include the symptoms of heat illnesses.

Responses may include ways to prevent heat illnesses.

Responses may include ways to treat heat illnesses.

Sample Item:

Jordan is running up and down the football field during Physical Education class on a hot summer day. His teacher calls him over and notices he is looking faint. Jordan is feeling lightheaded and is overheated. His skin is dry and red. Based on this information, which heat illness **BEST** fits these symptoms?

- A. heat cramps
- * B. heat stroke
- C. heat exhaustion
- D. heat rash

Item Specifications

Sample Item 2:

Which is a symptom of heat exhaustion but not heat stroke?

- A. lack of sweat
- B. irritated skin
- * C. nausea
- D. seizures

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.9 Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response

Content Limits: Items should address exercise precautions taken during extreme weather and/or environmental conditions. Explanations may include written expression of ideas, or selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include precautions taken when participating in physical fitness activities in extreme weather and/or environmental conditions.

Stimulus should be related to physical activities common in Health and Physical Education.

Response Attributes:

Responses may be related to physical activities.

Responses may include precautions taken when exercising.

Responses may include a variety of health conditions.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Track and Field is your favorite activity in HOPE class. You want to make an A so you decide to practice on Saturday. The weather has been extremely hot, with temperatures in the 90's. Explain what precautions you should take while practicing in these conditions.

Rubric:

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|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student response shows a thorough understanding of the appropriate precautions one must take when exercising in extreme weather. Student accurately explains at least one precaution he/she would take before, during, and after the exercise. Precautions are appropriate. Response includes many relevant details. |
| 3 Points | Student response shows understanding of the appropriate precautions one must take when exercising in extreme weather. Student accurately explains precautions he/she could take before, during, and/or after exercise. Precautions are mostly appropriate; however, there may be a few inaccuracies. Response includes some details. |
| 2 Points | Student response shows partial understanding of the appropriate precautions one must take when exercising in extreme weather. Student explains precautions he/she could take before, during, or after exercise; however, one or more of the precautions are incorrect or inappropriate. Response includes few details. |
| 1 Point | Student response shows poor understanding of the appropriate precautions one must take when exercising in extreme weather. Student explains some precautions; however, the explanations are inappropriate or inaccurate. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.10 Analyze long-term benefits of participating in regular physical activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address long term benefits of physical activity. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address long-term benefits of participating in regular physical activities.
Stimulus may address types of fitness programs and/or plans.

Response Attributes:

Responses may list benefits of participating in physical activities.
Responses may list types of physical activities.
Responses may list terms associated with physical activities.

Sample Item:

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Stimulus: Write a paragraph explaining some of the potential long term benefits of participating in regular physical activities.

Rubric:

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|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student shows thorough understanding of the long-term benefits of participating in regular physical activities. Response includes an accurate and comprehensive explanation of potential long-term benefits of participating in regular physical activities. Response includes many relevant examples and details. |
| 3 Points | Student shows understanding of the long-term benefits of participating in regular physical activities. Response includes a mostly accurate explanation of potential long-term benefits of participating in regular physical activities. Response includes some examples and details. |
| 2 Points | Student shows partial understanding of the long-term benefits of participating in regular physical activities. Response includes an explanation of potential long-term benefits, but some benefits may be inaccurate or not related to the stimulus. Response includes limited examples and details. |
| 1 Point | Student shows poor understanding of the long-term benefits of participating in regular physical activities. Response includes a partial explanation of the potential long-term benefits. Explanation is generally inaccurate or unclear. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.11 Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include training principles (FITT, progression, specificity, overload). An explanation may include the selection of appropriate ideas or the written expression of ideas.

Stimulus Attributes:

Stimulus may address health-related components of physical fitness.

Stimulus may address how health-related components of physical fitness are improved through the application of training principles.

Stimulus may address the application of training principles.

Response Attributes:

Responses may include the application of training principles within physical fitness.

Responses may list health-related fitness components.

Responses may compare health-related fitness components.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Darshawn's physical education class is getting ready to take the physical fitness test. During the practice test, Darshawn's flexibility score was low. He wants to improve his flexibility score. Explain how he could apply the training principle of specificity to improve his flexibility.

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response shows thorough understanding of how to apply the training principle of specificity to improve flexibility. Response accurately describes how specificity can be applied, and includes many relevant examples and details. |
| 3 Points | Response shows understanding of how to apply the training principle of specificity to improve flexibility. Response accurately describes how specificity can be applied, and includes some relevant examples and details. Response may contain some inaccuracies. |
| 2 Points | Response shows partial understanding of how to apply the training principle of specificity to improve flexibility. Response describes how specificity can be applied, but the description includes some inaccuracies. Response includes limited examples and details. Response may contain inaccuracies. |
| 1 Point | Response shows poor understanding of how to apply the training principle of specificity to improve flexibility. Response minimally describes how specificity can be applied, and description includes many inaccuracies. Response may include few examples and details, if any. Response is minimal. |

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.12 Compare and contrast aerobic versus anaerobic activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include comparisons of aerobic and anaerobic activities. A comparison may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios describing personal fitness activities.

Stimulus may include comparisons between anaerobic and aerobic activities.

Stimulus may make inferences related to anaerobic and aerobic activities.

Response Attributes:

Responses should include similarities and differences between various anaerobic and aerobic activities.

Responses may include examples of anaerobic activities.

Responses may include examples of aerobic activities.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Explain the difference between aerobic and anaerobic exercises. Include in your explanation how oxygen is used in each type of exercise and examples of when you would choose to use each form of exercise to meet your fitness goals.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response provides a thorough and accurate explanation of the difference between aerobic and anaerobic exercises. Response includes relevant details including descriptions of how oxygen is used in each type of exercise, and examples of when one would choose to use each form of exercise. |
| 3 Points | Response provides an explanation of the difference between aerobic and anaerobic exercises. Response is mostly accurate and includes some details including descriptions of how oxygen is used in each type of exercise, and examples of when one would choose to use each form of exercise. |
| 2 Points | Response provides a partially accurate explanation of the difference between aerobic and anaerobic exercises. Response includes limited details. Student may include descriptions of how oxygen is used in each type of exercise and examples of when one would choose to use each form of exercise. |
| 1 Point | Response provides a poor explanation of the difference between aerobic and anaerobic exercises. Response includes few accurate statements about the differences, and response is minimally supported with details. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.13 Document food intake, calories consumed, and energy expended through physical activity and analyze the results.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address caloric intake/expenditure, activities that affect caloric intake/expenditure, and tracking of calories. Items may require written expression of ideas or selection of appropriate ideas.

Stimulus Attributes:

Stimulus will include physical activities.

Stimulus may include scenarios that require documentation and/or analysis of results.

Stimulus may include creating a log or other documentation procedures.

Response Attributes:

Responses may include a log including the physical activities performed, food intake, calorie consumed and energy expended.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Keep a log for one week documenting food intake, calories consumed, and energy expended through physical activity. Use the formula provided below. At the end of the week, analyze your results. Include strengths and weaknesses in your eating and exercise habits. Use the following format for each day, and add rows as needed.

Date: _____

Meal <i>Breakfast, lunch, dinner, snack</i>	Food <i>What food did you eat? Be descriptive.</i>	Food Groups Represented <i>Which food groups were represented in your diet?</i> -Grains -Fruits -Vegetables -Meats/Beans -Dairy -Fats/Oils	Calories Consumed
Total Calories Consumed			

Activity	# of minutes	Type (CV, strength, flexibility)	Calories burned
Total Calories Burned			

Comments: _____

Formulas:

Total Energy Expenditure

You can roughly estimate your daily calorie requirements using the following simple formulas:

- For sedentary people: Weight in lbs x 14 = estimated cal/day
- For moderately active people: Weight in lbs x 17 = estimated cal/day
- For active people: Weight in lbs x 20 = estimated cal/day

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

After a week, complete the weekly wrap-up self-reflection activity:

Summary			
Day of the week	Calories Consumed	Calories Burned	Difference
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Analyze and summarize your results here:

Rubric:

- 4 Points** Student log is thoroughly completed for each day of the week. Response includes a thorough analysis of student's eating habits for a week. Response addresses strengths and weaknesses in his/her eating and exercise habits, and includes many relevant details.
- 3 Points** Student log is complete for each day of the week. Student includes an analysis of student's eating habits for a week, with some detail. Response may address his/her strengths and weaknesses in eating and exercise habits. Response includes some relevant details.
- 2 Points** Student log is partially complete for each day, or student may have left out one or two days. Student includes a partial analysis of student's eating habits. Student may not address his/her strengths and weaknesses in eating and exercise. Response lacks details.
- 1 Point** Student's log is minimally completed. Log may only include entries for several days or entries for each day are poorly completed, missing major pieces of information. Student analysis of eating habits is weak, and is generally unsupported.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.14 Compare and contrast the skill related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include skill-related components of fitness. A comparison may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to physical fitness activities.
Stimulus may include the similarities and differences between physical fitness skills.
Stimulus may include physical activities that require skill-related components.

Response Attributes:

Responses may include various physical activities.
Responses may include similarities and differences in skill related components of fitness.
Responses may include examples of fitness components.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Drita and Sally are running track in physical education class. Drita runs the mile and Sally is a sprinter. They want to focus on building different fitness skills to benefit them in their activities. Complete the chart below to compare and contrast how each of the skill-related components of fitness is used in running versus sprinting.

	How is each skill used in:	
Skill:	Distance Running	Sprinting
Speed		
Coordination		
Balance		
Power		
Agility		
Reaction time		

Rubric:

- 4 Points** Student response shows a thorough understanding of the similarities and differences of how each skill is used in different types of running. Response accurately completes 90-100% of the chart. Response includes relevant examples and details.
- 3 Points** Student response shows understanding of the similarities and differences of how each skill is used in different types of running. Response accurately completes 80-89% of the chart. Response includes some examples and details.
- 2 Points** Student response shows partial understanding of the similarities and differences of how each skill is used in different types of running. Response accurately completes 70-79% of the chart. Response includes limited examples and details.
- 1 Point** Student response shows poor understanding of the similarities and differences of how each skill is used in different types of running. Response accurately completes less than 70% of the chart. Response is minimal.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address personal fitness activities and calculation of THR (target heart rate) and intensity levels. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address the calculation of the target heart rate ZONE, percentiles, and intensity levels.

Stimulus may include a scenario related to personal fitness activities.

Stimulus may include charting and analyzing data to develop a fitness goal.

Stimulus may include examples of the overload principle.

Response Attributes:

Responses may include various levels of the THR Zone during physical activity.

Responses may include examples of the target, maximum and resting heart rates.

Responses may include charting data, fitness plan and goal setting.

Sample Item:

Item Specifications

Stimulus:

Target Heart Rate Formula:
220 - Age
Answer from Step 1 \times 0.85 (Higher end)
Answer from Step 1 \times 0.65 (Lower end)

Step 1: Calculate your Target Heart Rate Zone using the formula provided. Do your calculations in the box below.

Calculations:

Step 2: My Target Heart Rate Zone is _____

Step 3: Explain what "Target Heart Rate Zone" means. Give examples of how to adjust your intensity level when you are below your target heart rate zone and when you are above your target heart rate zone.

Explanation:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Rubric:

- 4 Points The student does all of the following: 1) The calculation for Target Heart Rate zone is accurate. 2) The student provides an accurate explanation of what the Target Heart Rate Zone is 3) The student gives an accurate example of what to do when he/she is above the target heart rate zone and 4) The student gives an accurate example of what to do when he/she is below the target heart rate zone.
- 3 Points The student does three of the following: 1) The calculation for Target Heart Rate zone is accurate. 2) The student provides an accurate explanation of what the Target Heart Rate Zone is 3) The student gives an accurate example of what to do when he/she is above the target heart rate zone and 4) The student gives an accurate example of what to do when he/she is below the target heart rate zone.
- 2 Points The student does two of the following: 1) The calculation for Target Heart Rate zone is accurate. 2) The student provides an accurate explanation of what the Target Heart Rate Zone is 3) The student gives an accurate example of what to do when he/she is above the target heart rate zone and 4) The student gives an accurate example of what to do when he/she is below the target heart rate zone.
- 1 Point The student does one or none of the following: 1) The calculation for Target Heart Rate zone is accurate. 2) The student provides an accurate explanation of what the Target Heart Rate Zone is 3) The student gives an accurate example of what to do when he/she is above the target heart rate zone and 4) The student gives an accurate example of what to do when he/she is below the target heart rate zone.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

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 include methods used to monitor levels of aerobic activities. An explanation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include knowledge of aerobic intensity levels.

Stimulus may include a scenario related to aerobic activities.

Stimulus may include examples of the levels of intensity in aerobic activities.

Response Attributes:

Responses should include various methods to monitor aerobic intensity levels.

Responses may include data collection of levels of intensity.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Cheryl is running a marathon and wants to make sure she paces herself appropriately. In a paragraph, explain three methods that Cheryl could use to monitor her level of intensity during the marathon.

Rubric:

- | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student provides a thorough explanation of methods for monitoring intensity during aerobic activity. The response accurately explains three methods. Response may include explanations of any of the following: checking her heart rate and comparing it to her target heart rate zone, doing the talk test, checking her pace per mile, monitoring her perceived rate of exertion. |
| 3 Points | Student provides an explanation of methods for monitoring intensity during aerobic activity. The response accurately explains two methods. The response may include explanations of any of the following: checking her heart rate and comparing it to her target heart rate zone, doing the talk test, checking her pace per mile, monitoring her perceived rate of exertion. The response may include a few minor inaccuracies. |
| 2 Points | Student provides a partial explanation of methods for monitoring intensity during aerobic activity. The response accurately explains one method. The response may include an explanation of any of the following: checking her heart rate and comparing it to her target heart rate zone, doing the talk test, checking her pace per mile, monitoring her perceived rate of exertion. The response may include some inaccuracies. |
| 1 Point | Student provides a poor explanation of methods for monitoring intensity during aerobic activity. The response does not accurately explain any method of monitoring intensity. The response may name a method but does not include an explanation. The response may include many inaccuracies. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.17 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: Items should address physiological effects of exercise during and after physical activity. Items may require selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to the physiological effects of exercise during and after each physical activity.

Stimulus may include examples of physical activities.

Stimulus may include data, charts, graphs and diagrams.

Response Attributes:

Responses should include the physiological effects of exercise during and after the activity.

Responses may include examples of physical activities.

Responses may be physiological effects of exercise.

Responses may be correct or incorrect reasons to complete warm-up or cool-down, and the possible consequences of performing these incorrectly.

Sample Item:

Sharon has been participating in an activity in her physical education class. Her heart rate has increased to her target heart zone, her breathing rate has increased, and her body temperature has risen.

Analyze this criteria then select the activity that **MOST** likely will result in these physiological effects.

- A. weight lifting
- B. kickball
- C. volleyball
- * D. step aerobics

Item Specifications

Sample item 2:

Which is **NOT** a sign of increased physical intensity?

- A. heavy breathing
- B. perspiration
- C. increased heart rate
- * D. increased endurance

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.18 Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include consumer physical fitness products and programs related to HOPE. Differentiation may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to fitness product advertisements.
Stimulus may include examples of advertisements of fitness programs and/or products.

Response Attributes:

Responses may include products that are advertised in the fitness categories.
Responses may include of examples of facts and fallacies related to physical fitness products and programs.

Sample Item:

Susy is watching television when she sees an advertisement for a new fitness product. The advertisement says the following:

“Buy the Ab-o-rama! Using the Ab-o-rama for 15 minutes a day will help you lose up to 10 pounds per week! There are over 2500 users of this product who have had tremendous success. This light-weight, handheld device can be used at any time of the day and will help you meet your weight loss goals. Call today and we’ll send you the Ab-o-rama for a free 30 day trial!”

Which statement from the advertisement is **MOST** likely a fallacy?

- * A. Using the Ab-o-rama for 15 minutes a day will help you lose up to 10 pounds per week.
- B. There are over 2500 users of this product.
- C. This light-weight, handheld device can be used at any time of the day.
- D. Call today and we’ll send you the Ab-orama for a free 30 day trial.

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.22 Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include skill related components of fitness. An explanation may include the selection of ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address how specific skill-related components enhance performance levels of physical activities.

Stimulus should be related to health and physical activities common in Health and Physical Education class.

Response Attributes:

Responses may include skill related components.

Responses may list physical activities.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Jessica loves to play table tennis. Unfortunately, she struggles a little with her hand-eye coordination. Explain what “hand-eye coordination” means and tell how it affects one’s performance in a sport like table tennis. Give examples.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student shows a thorough understanding of how coordination affects one’s performance in table tennis by providing an accurate definition and including relevant examples to support the student’s answer. |
| 3 Points | Student shows understanding of how coordination affects one’s performance in table tennis by providing an accurate definition and including some examples to support the student’s answer. |
| 2 Points | Student shows partial understanding of how coordination affects one’s performance in table tennis by providing a somewhat accurate definition and including limited examples to support the student’s answer. |
| 1 Point | Student shows poor understanding of how coordination affects one’s performance in table tennis by providing an inaccurate definition and unrelated examples. Response may be minimal and vague. |

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

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 are limited to technology used to address physical fitness activities addressed in Health and Physical Education classes. An application may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should address the use of technology to analyze data related to health and physical activities in Health and Physical Education.

Stimulus may include a variety of methods to analyze data using technology.

Stimulus may include a scenario in which technology is used to analyze, evaluate, monitor, and/or improve performance.

Stimulus may list ways to analyze data.

Response Attributes:

Responses should include various forms of technology devices.

Responses may list devices used to monitor physical fitness performance.

Sample Item:

Rick has added running on the treadmill to his fitness routine three times a week. After using his heart rate monitor, Rick noticed that his heart rate over a three-day period has been below his target heart rate. Which option would allow Rick to **BEST** improve his performance?

Day	Heart Rate
1	125
2	120
3	123

- A. run for an additional 15 minutes on the treadmill
- * B. increase the incline on the treadmill
- C. add a warm up before stepping on the treadmill
- D. lift weights after his treadmill workout

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

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 the safety factors, risks, rules, and equipment used in various physical fitness and health-related activities. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address knowledge of risks, safety procedures, rules and equipment associated with specific health and physical fitness related activities.
Stimulus should be related to physical activities and health-related activities.

Response Attributes:

Responses may include proper implementation of safety procedures, rules and equipment associated with specific health and physical fitness activities.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Cheri's Physical Education teacher wants the class to play a game of soccer. She has the following equipment in her supply room:

- rib protectors
- shin guards
- elbow pads
- knee braces

Evaluate the equipment selection she has. What is the **MOST** important piece of equipment that the teacher should provide to the students and why?

- * A. rib protectors because her class tends to kick the ball high
- B. shin guards because the legs need covering during the game
- C. elbow pads because the students will slip and fall while playing
- D. knee braces because some students have complained about prior injuries

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement

Benchmark: PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Content should compare or contrast various movement skills from one physical activity to another. A comparison may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to the similarities or differences between various skills in physical activities.

Stimulus may include examples of the crossover of movement skills from one physical activity to another.

Response Attributes:

Responses may include examples of the crossover of movement skills from one physical activity to another.

Responses may list movement skills associated with activities common in health and physical fitness activities.

Sample Item:

Consider the movement skills required in golf, field hockey, volleyball, tennis, Frisbee, football, basketball, and soccer. Some movement skills overlap between multiple sports. Of the following, which is the **BEST** example of the transfer of skills between various physical activities?

- * A. the golf swing and the field hockey shot
- B. the spike in volleyball and the drop shot in tennis
- C. the forehand Frisbee throw and the overhead football pass
- D. the jump shot in basketball and the header in soccer

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.1 Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.

Depth of Knowledge: Low Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to various physical activities that meet the recommended number of minutes for moderate to vigorous physical activity. Participation may include the written expression of ideas or demonstrating appropriate behaviors.

Stimulus Attributes:

Stimulus should include knowledge of the recommended MVPA.

Stimulus may include a scenario related to physical activities that meet the recommended MVPA.

Response Attributes:

Responses should include knowledge of the criteria for MVPA.

Responses may include charts, tables, and logs.

Responses may include participation in physical activities outside of the physical education classroom.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Create a chart listing the physical activities you participate in outside of Physical Education class. You should have at least 3 different activities. In your list, include the name of the activity, the number of minutes you participate in the activity each day, and how many days a week you do this activity. The activities should be of moderate to vigorous physical activity (MVPA). Add rows in the chart as necessary. Your goal is to meet 60 minutes daily of MVPA, the number of recommended minutes according to the United States Department of Health and Human Services.

Name of the activity	Number of minutes you participate	How many days a week

Rubric:

- 4 Points** Student meets or exceeds the number of recommended minutes of MVPA recommended by the United States Department of Health and Human Services. (60 minutes, daily) The student participates in a variety of activities, at least three different ones, five days a week.
- 3 Points** Student meets the number of recommended minutes of MVPA recommended by the United States Department of Health and Human Services (60 minutes, daily). The student participates in a three activities, at least four days a week.
- 2 Points** Student approaches the number of recommended minutes of MVPA recommended by the United States Department of Health and Human Services (60 minutes, daily). The student may participate in a variety of activities. The student may participate in the appropriate number of minutes of MVPA, but does not participate daily. The student may participate in activities daily, but does not meet the recommended number of minutes of MVPA.
- 1 Point** Student does not meet the number of recommended minutes of MVPA recommended by the United States Department of Health and Human Services (60 minutes, daily). The student does not meet the number of recommended number of activities or days of MVPA.

Course Name: HOPE Core

Course Number: 3026010

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 be limited to a variety of activities that promote the health-related components of fitness. Participation may include written expression of ideas or performance of behaviors.

Stimulus Attributes:

Stimulus may include a scenario related to the health-related components of physical fitness. Stimulus may include activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

Response Attributes:

Responses may include participation in physical activities that promote the health-related components of fitness.

Responses may include examples of physical activities.

Responses may include examples of the health-related components of fitness.

Sample Item:

Item Specifications

Stimulus: In the chart below, identify the activities that you participate in that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Then explain how the activity improves that aspect of your health.

Health Component	Activity	How it improves that component
Cardiorespiratory fitness		
Muscular strength		
Muscular endurance		
Flexibility		
Body composition		

Rubric:

- 4 Points Chart is completed thoroughly and accurately. Chart shows participation in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Chart accurately explains how each activity contributes to the associated health-related component of fitness.
- 3 Points Chart is completed thoroughly. Chart shows participation in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Chart explains how each activity contributes to the associated health-related component of fitness; however, the explanations may include a few inaccuracies. Response is generally clear and may contain some errors.
- 2 Points Chart is mostly complete. Chart may be missing some activities or explanations. Some explanations are inaccurate or activity selected may not be associated with the appropriate health component. Response is somewhat unclear and may contain errors.
- 1 Point Chart is partially complete. Chart is missing activities and explanations. Most of the explanations are inaccurate and/or the activity selected may not be associated with the appropriate health component. Response is generally unclear and may contain many errors.

Course Name: HOPE Core
Course Number: 3026010

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 address management of stress through various physical activities. Participation may include written expression of ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to effective stress management.
Stimulus may be related to reducing stress specifically through participation in physical fitness or other activities.

Response Attributes:

Responses might include statements related to a variety of physical activities.
Responses should be limited to ways stress can be reduced through participation in health and physical fitness activities.
Responses may include examples of areas affected and/or relieved by effective stress management.
Responses may include examples of physical activities that promote effective stress management.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Over the course of one week, participate in a variety of physical activities that promote effective stress management. Participate in at least four different physical activities. After participating in each activity, write a paragraph that describes the activity in detail and explain how it helped you manage your stress. After completing all four activities, write a paragraph identifying which stress relieving activity was most beneficial for you and justify your answer.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student has written thorough descriptions of four stress relieving physical activities in which he or she participated. Each paragraph contains an accurate explanation of how the physical activity helped the student to manage stress. The student has made a selection about which activity was most beneficial for him/her and provides a thorough justification for the selection. |
| 3 Points | The student has written descriptions of four stress relieving physical activities in which he or she participated. Each paragraph contains an explanation of how the physical activity helped the student to manage stress; however the paragraph include a few inaccurate statements. The student has made a selection about which activity was most beneficial for him/her and provides a brief justification for the selection. |
| 2 Points | The student has written descriptions of at least three stress relieving physical activities in which he or she participated. There are explanations of how the physical activities helped the student to manage stress; however, there may not be accurate explanations for each activity, or each activity described may include inaccurate statements. The student has made a selection about which activity was most beneficial for him/her but may not provide a justification for the selection. |
| 1 Point | The student has written descriptions of fewer than three stress relieving physical activities in which he or she participated. There may not be explanations of how the physical activities helped the student to manage stress. Explanations that are included contain many inaccurate statements. The student may not have made a selection about which activity was most beneficial for him/her but may not provide a justification for the selection. |

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address participation in physical activities at school or in the community. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include examples of physical activities available in-school and the community.
Stimulus may include a scenario related to opportunities for participation in physical activities.

Response Attributes:

Responses may include examples of resources to locate opportunities for physical activities.
Responses should relate to various opportunities to participate in physical activities in school or the community.

Sample Item:

Which is the **LEAST** effective way to search for physical activity opportunities in the community?

- A. ask your Physical Education teacher
- * B. walk around the community
- C. look for events in the newspaper
- D. search the internet

Course Name: HOPE Core
Course Number: 3026010

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.

Depth of Knowledge: Low Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include health-enhancing activities performed outside of the HOPE classroom. Participation may include the written expression of ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to physical fitness.
Stimulus may include examples of health enhancing activities available outside of the class setting.

Response Attributes:

Responses should relate to various health-enhancing activities available outside of the class setting.
Responses may include example of health-enhancing activities.
Responses may include a physical activity log, chart and/or table.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Lynn's older sister has recently quit smoking. She has asked Lynn to help her identify health-enhancing physical activities that would help encourage her new smoke-free lifestyle and improve her overall health. Write a paragraph that outlines at least four health-enhancing physical activities in which Lynn's sister could participate to encourage her smoke-free lifestyle and improve her overall health. Include an explanation about how each activity would help Lynn's sister.

Rubric:

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| 4 Points | The response outlines at least four appropriate health-enhancing physical activities in which Lynn's sister could participate to encourage her smoke-free lifestyle and improve her overall health. The response includes a thorough explanation about how each activity would help Lynn's sister. |
| 3 Points | The response outlines three appropriate health-enhancing physical activities in which Lynn's sister could participate to encourage her smoke-free lifestyle and improve her overall health. The response includes an explanation about how each activity would help Lynn's sister. |
| 2 Points | The response outlines two appropriate health-enhancing physical activities in which Lynn's sister could participate to encourage her smoke-free lifestyle and improve her overall health. The response includes a partial explanation about how each activity would help Lynn's sister. |
| 1 Point | The response outlines fewer than two appropriate health-enhancing physical activities in which Lynn's sister could participate to encourage her smoke-free lifestyle and improve her overall health. The response includes poor explanations about how each activity would help Lynn's sister. |

Course Name: HOPE Core
Course Number: 3026010

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 the risk and safety factors during physical fitness or other activities. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios relating to risks and safety factors during physical fitness activities.

Stimulus may include knowledge and information about safety and risk factors specific to physical fitness activities throughout life.

Response Attributes:

Responses may include examples of risks associated with physical activities common in physical fitness.

Responses may include examples of safety factors associated with physical activities common in physical fitness.

Responses may include proper and improper techniques associated with activities common to physical fitness.

Sample Item:

Brenda collapsed during a cross-country meet due to heat exhaustion. How could she have prevented this heat-related illness?

- * A. by adequately hydrating before the meet
- B. by running slower during the meet
- C. by stretching more before the meet
- D. by taking salt pills before the meet

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Sample Item 2:

What is the **BEST** explanation for why the first segment of any physical activity should be the warm up?

- * A. because it raises the muscle temperature to prevent injury
- B. because it mentally prepares you for your event
- C. because it activates muscle memory
- D. because it stretches the muscles

Course Name: HOPE Core
Course Number: 3026010

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.2.1 Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address how to design a personal fitness program, activities for self-assessment, and modifications of a personal fitness program. A demonstration may include the selection of appropriate behaviors/ideas or performance of behaviors.

Stimulus Attributes:

Stimulus may include a scenario related to implementation of a health-enhancing fitness program.

Stimulus may include developing a personal fitness plan.

Stimulus may modify a current fitness plan.

Stimulus may include charts, graphs, and data.

Response Attributes:

Responses may include steps and/or components for developing a personal fitness plan.

Responses may include maintenance of a personal fitness program.

Responses may include examples of self-assessment activities for physical fitness.

Responses may include modifying a personal fitness program.

Sample Item:

Item Specifications

Stimulus: Design and implement a personal fitness program. Turn in your fitness program, which should include the following:

- 1) **Evaluation:** What is your starting fitness level? How will you evaluate your progress at the end of the semester?
- 2) **Goal setting:** Set three fitness-related SMART (Specific, Measurable, Attainable, Realistic and Time-bound) goals.
- 3) **Selection of Activities:** Select a balance of aerobic, strength and flexibility exercises.
- 4) **Application of Training Principles:** Utilize the FITT (Frequency, Intensity, Time, Type) principle as well as overload, progression, and specificity in your plan.
- 5) **Periodic Assessment:** Assess your progress towards your fitness goals every four weeks. Are you making any progress towards your goals? If not, what should you change in your fitness program? Have you met your fitness goals already? Do you need to make your goals more rigorous?
- 6) **Program Modification:** Reflect on how well your program is helping you achieve and/or maintain a health-enhancing level of personal fitness. Are your self-assessments showing that you need to make changes to your plan? Have you recently experienced a lifestyle change that may require program modifications? Make the appropriate modifications to your program.

Rubric:

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| 4 Points | The student has accurately designed and implemented a comprehensive personal fitness program. The fitness program accurately addresses each of the six required components, including the following: the student evaluated his/her fitness level before implementing the program and after implementation. The student has set three fitness-related SMART goals. The program includes an appropriate balance of aerobic, strength, and flexibility exercises. The program applies the training principles appropriately. The student assesses his/her progress periodically, and makes appropriate modifications to the plan based on the assessment or other lifestyle changes. Through implementation of the program, the student has demonstrated achievement of a health-enhancing level of personal fitness. |
| 3 Points | The student has designed and implemented a personal fitness program. The fitness program includes at least five of the following: The student evaluated his/her level before implementing the program and after implementation. The student has set three fitness-related SMART goals. The program includes an appropriate balance of aerobic, strength, and flexibility exercises. The program applies the training principles appropriately. The student assesses his/her progress periodically, and makes appropriate modifications to the plan based on the assessment or other lifestyle changes. Through implementation of the program, the student may have demonstrated achievement of a health-enhancing level of personal fitness. |
| 2 Points | The student has designed and implemented a personal fitness program. The fitness program includes at least four of the following: The student evaluated his/her level before implementing the program and after implementation. The student has set three fitness-related SMART goals. The program includes an appropriate balance of aerobic, |

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Item Specifications

strength, and flexibility exercises. The program applies the training principles appropriately. The student assesses his/her progress periodically, and makes appropriate modifications to the plan based on the assessment or other lifestyle changes. Through implementation of the program, the student may have demonstrated achievement of a health-enhancing level of personal fitness.

1 Point

The student has designed or implemented a personal fitness program. The student may have used an existing personal fitness program. The fitness program includes fewer than four of the following: The student evaluated his/her level before implementing the program and after implementation. The student has set three fitness-related SMART goals. The program includes an appropriate balance of aerobic, strength, and flexibility exercises. The program applies the training principles appropriately. The student assesses his/her progress periodically, and makes appropriate modifications to the plan based on the assessment or other lifestyle changes. The student may not have implemented the program or the student may not have demonstrated achievement of a health-enhancing level of personal fitness.

Course Name: HOPE Core

Course Number: 3026010

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: Constructed Response, Performance Task

Content Limits: Items should address fitness program goal setting, strategies and a timeline for tracking fitness goals. A demonstration may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario demonstrating personal fitness program planning skills.

Stimulus may address knowledge of personal fitness program design.

Stimulus may include examples of goals, strategies, and timelines related to personal fitness plans.

Response Attributes:

Responses may include ways to create a fitness program.

Responses may include examples of goals, strategies, and timelines related to personal fitness plans.

Responses may include steps in the planning process.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Design a personal fitness program. Your plan should include three fitness-related SMART (Specific, Measurable, Attainable, Realistic and Time-bound) goals, specific strategies for how you will meet your fitness-related SMART goals, including the application of training principles and periodic assessments. Finally, make an appropriate timeline for your program.

Rubric:

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| 4 Points | The student has demonstrated excellent program planning skills by designing a comprehensive, organized, and timely fitness program. The plan includes three realistic fitness related SMART goals, which are achievable in the timeframe of the fitness program. The entire program is backwards-planned, with the end goals driving the entire program. The program includes appropriate strategies to help meet the goals. The timeline for the fitness program is realistic. |
| 3 Points | The student has demonstrated good program planning skills. The student has designed a fitness program that includes three fitness related SMART goals. However, one of the goals may not be SMART, or achievable in the timeframe of the fitness program. The program is designed with the end goals in mind, but the student may not use appropriate strategies to meet those goals in the allotted timeframe. |
| 2 Points | The student has demonstrated satisfactory program planning skills. The student designed a fitness program that includes fitness related SMART goals. However, at least two of them are not SMART or achievable in the timeframe of the fitness program. The fitness program may not use appropriate strategies to reach the goals in the allotted time, or the program may include too much or too little time for the application of a strategy. The timeline is generally not realistic for the program. |
| 1 Point | The student has demonstrated poor program planning skills. The student designed an incomplete fitness program that lacks three fitness- related SMART goals, appropriate strategies for meeting those goals, and an unrealistic timeline. The program is not backwards planned and is unrealistic. |

Course Name: HOPE Core
Course Number: 3026010

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 designing, assessing, and evaluating personal activity plans along with any technology used to enhance those plans. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to designing, assessing, evaluating personal fitness plans.

Stimulus may include the use of technology commonly used to assess, track, or evaluate fitness results.

Stimulus may include graphs and charts as they relate to a personal physical activity plan.

Response Attributes:

Responses may include examples of resources to design, assess, and/or evaluate a physical activity plan.

Responses may include examples of technology to design, assess, and/or evaluate a fitness plan.

Sample Item:

Item Specifications

Stimulus: Design, assess, and evaluate your personal physical activity plan using computer software of your choice. Consider the following questions when designing your plan:

- *How much time do you have to be active?* Your plan should be realistic in the amount of time you spend being active. At least 30 minutes of exercise a day is recommended. If you can't do it all at once, consider breaking it up throughout the day.
- *What do you enjoy doing?* Your physical activity plan should include activities you enjoy!
- *How will you build in variation?* Your plan should include a variety of activities so that you do not get bored and to avoid a plateau.
- *Who will support you?* It is important to be held accountable so that you stick to your plan. For each activity in your plan, include how you will be held accountable. This may include doing the activity with someone, posting your workout to an online fitness log, or any method you prefer.

After implementing your plan, write a paragraph evaluating your plan, noting at least two strengths and two weaknesses in your plan. Include at least one suggestion for how you could improve the plan.

Rubric:

4 Points	The response includes a personal activity plan created with computer software. The plan includes a variety of activities, done for an appropriate and realistic amount of time and a method of accountability. The response also includes a thorough evaluation of the plan, noting two strengths, two weaknesses, and one suggestion for improvement.
3 Points	The response includes a personal activity plan created with computer software. The plan may not include a variety of activities, or the activities may not have been done for an appropriate and realistic amount of time, or the plan may not include a method of accountability. The response also includes an evaluation of the plan, but the evaluation includes one strength, one weakness, and may not include a suggestion for improvement.
2 Points	The response includes a personal activity plan which may not have been created with computer software. The plan may not include a variety of activities, and the activities may not have been done for an appropriate and realistic amount of time, and the plan may not include a method of accountability. The response also includes a partial evaluation of the plan, but the evaluation includes one strength or one weakness. It may not include a suggestion for improvement.
1 Point	The response includes an incomplete personal activity plan which may not have been created with computer software. The plan may not include a variety of activities, and the activities may not have been done for an appropriate and realistic amount of time, and the plan may not include a method of accountability. The response does not include an evaluation of the plan, or the evaluation is poor and incomplete.

Course Name: HOPE Core
Course Number: 3026010

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 principles of training and how they apply to personal goals. An application may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario applying the principles of training to personal fitness goals.
Stimulus may address knowledge of the principles of training and/or conditioning.
Stimulus may address knowledge of goal setting in fitness.

Response Attributes:

Responses should relate to applying the principles of training and/or conditioning in order to develop personal goals.
Responses may include examples of principles of training.
Responses may include examples of various conditioning concepts.

Sample Item:

Grayson and his brother have been working on creating a physical fitness plan to maintain a healthy lifestyle and increase their muscle mass. After looking in the mirror they realized that their muscles are much smaller than they thought. How can they apply the principles of training to **BEST** meet their goal?

- A. use static stretching prior to warm-up every day they workout
- * B. complete resistance exercises for a minimum of 3-4 times a week
- C. increase the number of repetitions of the exercises they've already been doing
- D. participate in a variety of cardio-respiratory activities 3-4 times a week

Course Name: HOPE Core
Course Number: 3026010

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.2.5 Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Content should address assessing and evaluating the use of various physical activities in developing a fitness program. An assessment or evaluation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

- Stimulus may include a scenario related to a personal fitness program.
- Stimulus may include data, charts, and graphs.
- Stimulus may include examples of a variety of activities.
- Stimulus may include examples of goal setting, planning and strategies for tracking fitness goals.

Response Attributes:

- Responses should relate to evaluating the use of a variety of activities for a fitness program.
- Responses may include examples of goal setting and planning and strategies for tracking fitness goals.
- Responses may include examples of a physical activities related to personal fitness.

Sample Item:

Item Specifications

Stimulus: Vicky has created a personal fitness program that includes biking for 30 minutes three days a week and weight training for 30 minutes two days a week. Write an essay evaluating her selection of physical activities in her personal fitness program. Determine if her activity choice and the frequency and duration of the activities will help her improve the five health-related components of fitness, and explain why it will or will not. Include examples and details. Make a suggestion of at least two alternative activities she could include in her personal fitness program to help her improve her health-related components of fitness.

Rubric:

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| 4 Points | The response is a thorough evaluation of Vicky's activity choice. The response includes a comprehensive explanation of whether or not the student believes the activity plan will help improve Vicky's muscular endurance, muscular strength, cardiovascular fitness, body composition, and flexibility. The response includes many examples and details. The response correctly identifies at least two alternative activities that will help Vicky improve her health-related components of fitness. |
| 3 Points | The response is an evaluation of Vicky's activity choice. The response includes an explanation of whether or not the student believes the activity plan will help improve Vicky's muscular endurance, muscular strength, cardiovascular fitness, body composition, and flexibility. The response may only address four components. The response includes some details and examples. The response correctly identifies one alternative activity that will help Vicky improve her health related components of fitness. |
| 2 Points | The response is a partial evaluation of Vicky's activity choice. The response includes an explanation of whether or not the student believes the activity plan will help improve Vicky's muscular endurance, muscular strength, cardiovascular fitness, body composition, and flexibility. The response addresses only three of the components. The response includes few details and examples. The response may not correctly identify alternative activities that will help Vicky improve her health related components of fitness. |
| 1 Point | The response is a poor evaluation of Vicky's activity choice. The response includes an incomplete explanation of whether or not the student believes the activity plan will help improve Vicky's muscular endurance, muscular strength, cardiovascular fitness, body composition, and flexibility. The response addresses fewer than three of the components. The response includes limited or no details or examples. The response may not correctly identify alternative activities that will help Vicky improve her health related components of fitness. |

Course Name: HOPE Core

Course Number: 3026010

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.2.6 Analyze health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include health problems associated with inadequate levels of the various health-related components of fitness. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a cause-effect scenario related to health problems.

Stimulus may include relationships between health problems and the inadequate levels of the health-related components of physical fitness.

Response Attributes:

Responses may include examples of health problems.

Responses may include causes of health problems.

Responses may include effects of inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

Responses should relate to the connection between health problems and the inadequate levels of the health-related components of physical fitness.

Responses may include ways to resolve health problems related to inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

Sample Item:

Shanequa has developed high blood pressure at the age of 16. How might exercising 15 minutes a day improve her health condition?

- A. Her blood pressure will decrease.
- B. Her blood pressure will continue to elevate.
- C. She will lose weight, but her blood pressure will remain the same.
- * D. Little change will occur because she is not exercising long enough.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Sample Item 2:

Peggy works as a cashier at the grocery store every day after school. After work she does her homework, but she is too tired to participate in any fitness activities. Explain the potential consequences of a lack of activities which build cardio-respiratory endurance, flexibility, muscular strength, and muscular endurance. In 1-2 paragraphs, identify the potential health problems Peggy may face and explain why these health problems may occur.

Rubric:

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| 4 Points | Response shows a thorough understanding of the potential consequences of a lack of activities which build cardio-respiratory endurance, flexibility, muscular strength, and muscular endurance. Response thoroughly and accurately identifies multiple potential health problems. Response includes a comprehensive and accurate explanation why these health problems occur. |
| 3 Points | Response shows an understanding of the potential consequences of a lack of activities which build cardio-respiratory endurance, flexibility, muscular strength, and muscular endurance. Response accurately identifies some potential health problems. Response includes a mostly accurate explanation why these health problems occur. |
| 2 Points | Response shows a partial understanding of the potential consequences of a lack of activities which build cardio-respiratory endurance, flexibility, muscular strength, and muscular endurance. Response accurately identifies few potential health problems. Response includes a partially accurate explanation why these health problems occur. |
| 1 Point | Response shows a poor understanding of the potential consequences of a lack of activities which build cardio-respiratory endurance, flexibility, muscular strength, and muscular endurance. Response accurately identifies limited or no potential health problems. Response includes an inaccurate explanation why these health problems occur. |

Course Name: HOPE Core

Course Number: 3026010

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.2.7 Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address how to make changes in a wellness program as lifestyle changes occur. An evaluation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to making changes in an individual wellness plan as lifestyle changes occur.

Stimulus may include examples of changes in personal health or fitness.

Response Attributes:

Responses should relate to changes in lifestyle and its effect on individual wellness.

Responses may include examples of wellness plans.

Sample Item:

During his recent physical fitness test, Jason did not meet his goal for muscular arm strength. He was training to try out for the school track team and had been focusing his workouts mostly on cardiovascular fitness. Now that tryouts are over and he did not make the team, how should he modify his wellness plan to account for this lifestyle change?

- * A. He should cut back on his running and add push ups.
- B. He should talk to the track coach before making any changes.
- C. He should add a variety of strength training exercises to his workout.
- D. He should add a stress-relieving component.

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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 be limited to equipment used to improve and/or maintain muscular strength and endurance. Performance may include the written expression of ideas/behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may include equipment specific to muscular strength and/or muscular endurance.

Stimulus should include health-related components of fitness.

Stimulus should include complex movements for improved muscular strength and endurance.

Stimulus may include performance of complex movements using a variety of equipment.

Response Attributes:

Responses should be related to muscular strength and endurance.

Responses may include names of specific equipment related to muscular strength and endurance.

Responses should include complex movements related improving muscular strength and endurance.

Responses may include, but are not limited to: bench press; fly curls; shoulder press; butterfly; pull ups.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Task: Select and perform three different complex exercises that address both upper and lower body strength in the same exercise. Each exercise must use a different piece of equipment. Perform the exercise with proper technique and with the intent to build muscular endurance.

Rubric:

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| 4 Points | Student performs three complex exercises that engage both upper and lower body muscles in the same exercise. Each exercise uses a different piece of equipment. The student performs the exercises with proper technique. Student utilizes the appropriate number of sets, repetitions, and weight to build muscular endurance. |
| 3 Points | Student performs two complex exercises that engage both upper and lower body muscles in the same exercise. The exercises use different equipment. The student performs the exercises with proper technique. The student utilizes the appropriate number of sets, repetitions, and weight to build muscular endurance. |
| 2 Points | Student performs one complex exercise that engages both upper and lower body muscles in the same exercise. The student performs the exercise with proper technique. The student utilizes the appropriate number of sets, repetitions, and weight to build muscular endurance. |
| 1 Point | Student performs exercises but no exercises are complex and engage both upper and lower body muscles in the same exercise. The student performs exercises with proper technique, but the exercises are not appropriate for this task. |

Course Name: HOPE Core
Course Number: 3026010

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 sports).

Benchmark: PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.

Depth of Knowledge: Low Complexity

Item Types: Performance Task

Content Limits: Items should address performance of various cardiorespiratory activities. A performance should include a demonstration of the workout.

Stimulus Attributes:

Stimulus should include performance of cardiorespiratory related workouts.

Response Attributes:

Responses should include performance of cardiorespiratory enhancing exercises

Responses may include charts, graphs, and/or a table.

Responses should demonstrate order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Task: Create a thirty-minute cardio kickboxing workout to perform for the class. Your workout should not require any equipment. Create and turn in a guide to the workout, which includes the playlist, the different activities associated with the song, instructions for how to do each activity, and the duration of each activity.

Rubric:

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| 4 Points | The student provides evidence of completion of the cardiorespiratory enhancing kickboxing workout. The workout created is for at least thirty minutes and includes a variety of activities. The workout guide is clear and comprehensive. It includes clear instructions for each activity in the workout. The activities in the workout last for appropriate amount of times. The workout provides an excellent cardiorespiratory workout. |
| 3 Points | The student provides evidence of completion of the cardiorespiratory enhancing kickboxing dance workout. The workout created is for at least thirty minutes and includes some variety of activities. The workout guide is generally clear and provides proper instructions for the activities. Most of the activities last for an appropriate amount of time, but some activities may be too short or too long. The workout provides a good cardiorespiratory workout. |
| 2 Points | The student provides evidence of completion of the cardiorespiratory enhancing kickboxing workout. The workout created is for less than thirty minutes and may include some variety of activities. The workout guide is somewhat unclear, and instructions for all of the activities may not be accurate or appropriate. Some of the activities in the workout may last for too little time or too much time. The workout provides a moderate cardiorespiratory workout. |
| 1 Point | The student provides evidence of completion of the cardiorespiratory enhancing kickboxing workout. The workout created is for less than thirty minutes. The workout may include minimal or no variety in activities. The workout guide is generally unclear, and instructions for many of the activities are not provided, not clear, or incorrect. Many of the activities in the workout last for too long or do not last long enough. The workout provides a poor cardiorespiratory workout. |

Course Name: HOPE Core

Course Number: 3026010

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 sports).

Benchmark: PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to technology used to assess, enhance, and maintain health and skill related fitness levels according to individual personal goals. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to health and/or personal fitness.

Stimulus may include data, graphs, and charts.

Stimulus may include technology used to assess, enhance and maintain health and fitness levels.

Response Attributes:

Responses may include procedures in the use of technology commonly used in health and personal fitness activities.

Responses may include assessments from using technology.

Responses may include examples of technology commonly used in health and personal fitness activities.

Sample Item:

Item Specifications



Stimulus: Explain how to use the pictured technology. Address both components. Include the purpose of the technology and how it may help you assess, enhance, or maintain your fitness level.

Rubric:

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|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Student demonstrates a thorough understanding how to use a heart rate monitor. Response accurately describes the purpose of the heart rate monitor, how it works, and how it may help one to assess, enhance, or maintain one's fitness level. Response is comprehensive. |
| 3 Points | Student demonstrates understanding of how to use a heart rate monitor. Response accurately describes the purpose of the heart rate monitor and how it works, but the explanation of how it may help one to assess, enhance, or maintain one's fitness level may include some inaccuracies. |
| 2 Points | Student demonstrates partial understanding of how to use a heart rate monitor. Response describes the purpose of the heart rate monitor, but purpose is not clearly stated or has some inaccuracies. Response explains how it works, but the explanation is somewhat unclear. The response may not include or inaccurately explains how it may help one assess, enhance, or maintain one's fitness level. |
| 1 Point | Student demonstrates poor understanding of how to use a heart rate monitor. Response describes the purpose of the heart rate monitor with many inaccuracies. The response may not explain how the heart rate monitor works. If response includes an explanation, it is generally unclear and/or inaccurate. The response may not include or inaccurately explains how it may help one assess, enhance, or maintain one's fitness level. |

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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 various methods for warm-up and cool-down exercises related to sports/activities. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include warm-up and/or cool-down exercises for sport specific or fitness activities.
Stimulus may include specific sports and/or their warm-up and/or cool-down techniques.

Response Attributes:

Responses may be focused on the amount of time a specific warm-up and/or cool-down activity should be performed.
Responses should include basic knowledge of warm-up and cool-down exercises.

Sample Item:

Miguel recently starting working out. Today, he is doing a treadmill workout. What is the best way for him to warm up before his workout?

- A. walking on the treadmill set at 1 for one minute
- * B. walking on the treadmill set at 2 or 3 for five minutes
- C. jogging on the treadmill set at 5 or 6 for ten minutes
- D. running on the treadmill at his workout pace for two minutes

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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 be limited to principles of training as related to physical fitness. Application may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include knowledge of principles of training and conditioning for personal fitness. Stimulus should be related to principles of training and conditioning for personal fitness activities.

Response Attributes:

Responses may include examples of principles of training and conditioning for personal fitness.

Sample Item:

John is writing a personal fitness plan and needs to apply the principles of training to his plan. One of John's goals is to improve his muscular endurance in his chest. In order to apply the principle of specificity, which exercise combination would **MOST** help John achieve his goal?

- A. squat and arm curl
- B. military press and lunge
- C. sit up and push up
- * D. push up and bench press

Course Name: HOPE Core
Course Number: 3026010

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 sports).

Benchmark: PE.912.M.1.17 Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to specific concepts, movements and procedures of basic CPR. Items may include selection or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may reflect descriptions of specific complex movements, concepts and/or procedures of CPR.

Stimulus may include steps in CPR and/or basic knowledge of fundamentals of CPR.

Response Attributes:

Responses may reflect descriptions of specific complex movements, concepts and/or procedures of CPR.

Responses may include charts and drawings.

Responses may include steps or sequences involved in CPR techniques.

Sample Item:

Raven is taking her CPR test. What is the proper chest compression to breath ratio that she would need to perform CPR effectively?

- A. 5:30
- B. 30:5
- C. 2:30
- * D. 30:2

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the use of correct body alignment, strength, flexibility and coordination in the performance of technical movements. Items may require the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include knowledge of proper body alignment, strength, flexibility and coordination in the performance of technical movements.

Stimulus should be related to physical fitness exercises common to HOPE class.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may include examples of proper performance of technical movements.

Responses may include body alignment, strength, flexibility, and/or coordination components.

Responses may include images, diagrams, or video clips.

Sample Item:

When performing the standing toe touch, what is the **MOST** important thing to remember?

- * A. not to bend your knees
- B. to go all the way down to the ground
- C. to keep your fingers together
- D. to keep your feet together

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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 be limited to complex motor activities specific to the improvement of health and physical fitness performance. Practice may include the selection of appropriate ideas or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus requires performance of complex motor activities specific to health, physical fitness, and/or various sports.

Response Attributes:

Responses should include performance of complex motor activities.

Responses should include activities related to health, physical fitness and sports.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Task: Determine at least three drills that will help you improve your agility. Practice those drills for one month, at least three times per week. Provide a log of your practices that includes a description of each drill or drills you performed in a practice and the duration of each practice.

Rubric:

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|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student provides evidence of practice of at least three different agility drills. The drills are appropriate for improving one's agility. The log includes a description of each drill and the duration of each practice. The student has done sufficient and appropriate practices that lead to improved performance. |
| 3 Points | The student provides evidence of practice of two different agility drills. The log includes a description of each drill and the duration of each practice. The student has done sufficient and appropriate practices that lead to improved performance. |
| 2 Points | The student provides evidence of practice of one agility drill. The log includes a description of the drill and the duration of each practice. The student's practice may not lead to improved performance. |
| 1 Points | The student provides limited evidence of practice of agility drills. The student may not select drills that address agility. The log may not contain descriptions of each practice, but the drills are not appropriate. The student does not demonstrate improved performance because the student has not practiced appropriate drills. |

Course Name: HOPE Core

Course Number: 3026010

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 sports).

Benchmark: PE.912.M.1.34 The student will demonstrate the 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 relate to mechanical principles involved with care and prevention activities. Items may require the selection of appropriate ideas or performing required behaviors.

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, skill, or sport being trained.

Stimulus may identify the exercise that matches a set of complex movements.

Response Attributes:

Responses may be correct or incorrect explanations of movement patterns for specific exercises, skills, or sports.

Responses may be correct or incorrect explanations of resistance for specific exercises, skills, or sports.

Responses may be correct or incorrect explanations of safety for specific exercises.

Responses should include mechanical principles as they relate to sports injuries.

Responses may include a demonstration of mechanical principles of specific sports or activities relating to athletic injuries.

Sample Item:

Which mechanical principle is utilized throughout racket sports?

- * A. acceleration
- B. speed
- C. linear motion
- D. mass

Course Name: HOPE Core

Course Number: 3026010

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 sports).

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 equipment and safety procedures specific to physical fitness and health. Items may require the selection of appropriate ideas or performing required behaviors.

Stimulus Attributes:

Stimulus should include knowledge of proper safety procedures for participating in physical fitness and health activities.

Stimulus should include knowledge of proper equipment for activities specific to physical fitness and health.

Stimulus may include scenarios related to selecting proper equipment and following safety procedures.

Response Attributes:

Responses may include examples of safety procedures for participating in physical activities.

Responses may include examples of health and/or physical fitness equipment.

Sample Item:

Which procedure should be followed in order to ensure safety when conducting CPR?

- A. Wear cotton gloves.
- * B. Use a breathing mask.
- C. Keep the head tilted forward.
- D. Use direct mouth to mouth resuscitation.

Course Name: HOPE Core

Course Number: 3026010

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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to strategies to include persons of diverse backgrounds and abilities while participating in a variety of physical activities. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to strategies used to include persons of diverse backgrounds and abilities in a variety of physical activities.

Response Attributes:

Responses may include strategies that include persons of diverse backgrounds and abilities used while participating in physical activities.

Sample Item:

Stacy is organizing some basketball games afterschool. A lot of students have gathered to play, including players from the school's varsity and junior varsity teams, as well as some less experienced players. Stacy's friends Carey and Freddy want to play, but they have never played before. What can Stacy do so that the games are the most fair and inclusive?

- A. Require that the players with no experience take turns officiating the games.
- B. Allow teams to have one varsity player and one junior varsity player.
- C. Assign Carey and Freddy to a team with the varsity basketball players.
- * D. Create teams that have comparable numbers of experienced and inexperienced players.

Course Name: HOPE Core

Course Number: 3026010

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 responsible behaviors during physical fitness activities. A demonstration may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios describing behaviors while participating in physical activities.
Stimulus may include examples of behaviors displayed during physical activities.

Response Attributes:

Responses may include examples of behaviors related to physical activities.
Responses may include physical activities and their usual behaviors.
Responses may include graphics, diagrams, or video clips.

Sample Item:

Andrew and Robert are playing a game of basketball. Andrew is down by four points and he starts using bullying words towards Robert. Robert is beginning to get upset. What is the most responsible way for Robert to handle the situation?

- * A. Communicate assertively, using "I-messages."
- B. Become aggressive, and yell in a loud voice.
- C. Use directive statements and bully him back.
- D. Act passive and ignore the situation.

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Strand: Responsible Behaviors and Values

Standard: PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

Benchmark: Maintain appropriate personal, social, and ethical behaviors while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to appropriate personal, social, and ethical behaviors while participating in a variety of physical activities. Items may include selection of appropriate behaviors or demonstrations of appropriate behaviors.

Stimulus Attributes:

Stimulus may include an understanding of expected behaviors during physical activities.

Stimulus may include a scenario related to appropriate behaviors in physical activities.

Response Attributes:

Responses may include appropriate social, personal, and/or ethical behaviors associated with physical activities.

Responses may include behaviors that may be displayed during physical activities.

Sample Item:

Isis and Georgia are playing on the same team in volleyball. Georgia is not able to serve the ball over the net, so Isis tells Georgia that she is going to serve for her. Georgia feels put down. What would have been a more positive approach for Isis to take?

- * A. give Georgia the chance to try and serve
- B. tell Georgia that she can try another day
- C. appease Georgia by saying she is helping the team
- D. ignore Georgia and just serve the ball

Course Name: HOPE Core

Course Number: 3026010

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 should be limited to appropriate etiquette, care of equipment, respect for facilities and safe behaviors during physical activities. A demonstration may include selection of appropriate behaviors or demonstrating appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to appropriate etiquette and behavior while participating in physical activities.

Stimulus may include procedures for the care of equipment and/or facilities.

Response Attributes:

Responses may include proper care and respect for equipment and facilities.

Responses may include procedures for demonstrating appropriate etiquette and safe behaviors.

Sample Item:

Which is the **MOST** important component of etiquette in a game of Ultimate Frisbee?

- * A. following the "Spirit of the Game"
- B. using the legal sized Frisbee
- C. creating equally skilled teams
- D. passing the Frisbee frequently

Course Name: HOPE Core
Course Number: 3026010

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.2.1 Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to various physical activities that are performed outside the school setting. Activities may include personal enjoyment and/or maintenance of a healthy lifestyle. Participation may include the selection of appropriate ideas or performing required behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to a variety of physical activities performed outside the school setting that can be attributed to a healthy lifestyle.

Response Attributes:

Responses may include physical activities outside of the school setting that lead to a healthy lifestyle.

Responses may address examples of physical activities that contribute to the maintenance of a healthy lifestyle.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: Select two of the following activities which you enjoy doing. If you do not enjoy any of these activities, identify two physical activities that you do enjoy. Then, in a paragraph explain why you enjoy participating in these activities and how participating in these activities helps you maintain a healthy lifestyle.

basketball
golf
swimming
tennis

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Response includes a thorough explanation of why he/she enjoys the selected activities. Response includes many relevant details. Response also includes a thorough and accurate explanation of how participating in these activities helps to maintain a healthy lifestyle. |
| 3 Points | Response includes an explanation of why he/she enjoys the selected activities. Response includes some relevant details. Response also includes a mostly accurate explanation of how participating in these activities helps to maintain a healthy lifestyle. |
| 2 Points | Response includes a partial explanation of why he/she enjoys the selected activities. Response includes few relevant details. Response may not include an accurate explanation of how participating in these activities helps to maintain a healthy lifestyle. |
| 1 Point | Response includes a poor explanation of why he/she enjoys the selected activities. Student may have selected fewer than two activities or activities may not be appropriate. Response includes few relevant details. Response may not include an accurate explanation of how participating in these activities helps to maintain a healthy lifestyle. |

Course Name: HOPE Core

Course Number: 3026010

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.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 should be limited to benefits of physical activities. Item should be limited to benefits of performing a physical activity as it relates to health. A discussion may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario discussing the benefits of various physical activities.

Stimulus may give examples of benefits of physical activities.

Response Attributes:

Responses may give examples of physical activities.

Responses may give examples of benefits of physical activities.

Sample Item:

Course Name: HOPE Core

Course Number: 3026010

Item Specifications

Stimulus: In a paragraph, discuss at least three benefits of participating in team sports that can be applied in other real life experiences. Include examples to support your ideas.

Rubric:

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|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response is a thorough discussion of at least three appropriate benefits of participating in team sports that can be applied in other real life experiences. The response may include teamwork, motivation, and time management. The student gives examples of each of the benefits. |
| 3 Points | The response is a discussion of the benefits of participating in team sports. The response includes at least two appropriate benefits. One of the benefits discussed may not be applicable to other real life experiences. The student includes some examples. |
| 2 Points | The response is a partial discussion of the benefits of participating in team sports. The response includes one appropriate benefit. Two of the benefits discussed may not be benefits that are applicable to other real life experiences. The response includes few examples. |
| 1 Point | The response is a poor discussion of the benefits of participating in team sports. The response includes no benefits that are appropriate and applicable to other real life experiences. The response includes no examples or the examples are incorrect. |

Course Name: HOPE Core

Course Number: 3026010

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.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 games, sports, and physical activities relating to different cultures. Exploration may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios addressing sports and games from other cultures.

Stimulus may address the role of games, sports, and/or physical activities in other cultures.

Response Attributes:

Responses should include games, sports, and/or physical activities in other cultures.

Sample Item:

The sport of rugby has roots going back to the mid 1800's. Rugby began in England but has spread throughout the world. Which statement **BEST** describes the spread of the sport across the globe?

- * A. Initially rugby was adopted by the Commonwealth countries, then by others.
- B. England invited six countries to participate in the initial Rugby World Cup.
- C. It spread rapidly as there was a low cost of equipment and easy to participate in.
- D. Many saw rugby as a cross between soccer and football, so it was easily accepted.