



Preparation Manual

Physical Education EC–12 (258)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Sample Constructed-Response Question

Preparation Manual

Section 3: Overview and Exam Framework Physical Education EC–12 (258)

Exam Overview

Exam Name	Physical Education EC–12
Exam Code	258
Time	5 hours
Number of Questions	90 selected-response questions and 1 constructed-response question
Format	Computer-administered test (CAT)

The TExES Physical Education EC–12 (258) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the Physical Education EC–12 exam framework. Questions on this exam range from grades EC–12. Your final scaled score will be based only on scored questions.

The Standards

§235.1. General Requirements.

- A. The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.30 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- B. Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following:
 1. the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part II of this title (relating to Essential Knowledge and Skills);
 2. the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 3. the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 4. the relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.

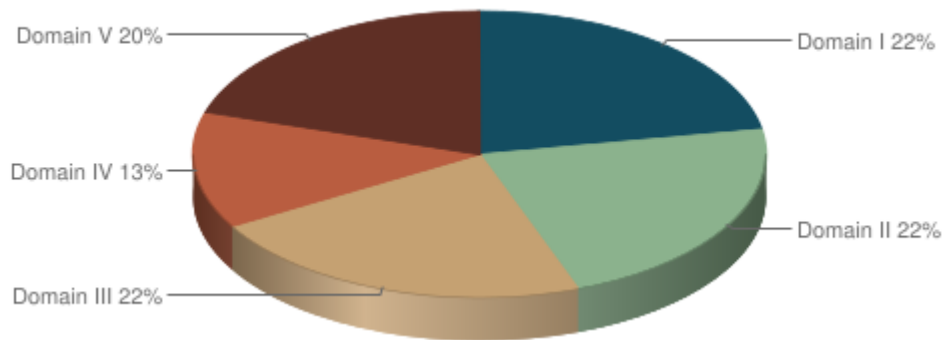
- C. A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Statutory Authority: The provisions of this §235.1 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(a) and (b)(1), (2), and (4).

Source: The provisions of this §235.1 adopted to be effective March 8, 2018, 43 TexReg 1267; amended to be effective March 6, 2019, 44 TexReg 1125.

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam
I	Movement Knowledge and Skills	22%
II	Health-Related Fitness	22%
III	The Physical Education Program	22%
IV	Educating All Learners and Professional Practice	13%
V	Constructed Response	20%



Note: Percentages in the pie chart do not add up to 100 due to rounding.

The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Movement Knowledge and Skills

Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.

For example:

- A. Demonstrate knowledge of child and adolescent developmental stages, patterns, progressions, characteristics, and principles of motor development.
- B. Recognize principles and components of perceptual motor development (e.g., tactile, auditory, visual) and their relationship to motor learning and performance.
- C. Demonstrate understanding of motor learning principles, processes, and concepts (e.g., positive transfer of learning, practice, observational learning) and ways to promote all students' acquisition and refinement of motor skills.
- D. Analyze the influences of various factors (e.g., social, emotional, cognitive, physical, cultural, environmental) on motor development, motor learning, and motor performance.
- E. Apply knowledge of approaches for evaluating motor skills, techniques for detecting errors in motor performance, and techniques and guidelines for providing appropriate prompts, cues, and constructive feedback.

Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.

For example:

- A. Demonstrate knowledge of characteristics and elements of locomotor, nonlocomotor, body control, and manipulative skills.
- B. Apply knowledge of developmentally appropriate activities for enhancing locomotor and nonlocomotor skills, including body control, balance, and weight transfer skills.
- C. Apply knowledge of developmentally appropriate activities for enhancing manipulative skills.
- D. Apply principles and procedures for integrating locomotor, nonlocomotor, and manipulative skills and activities in safe and developmentally appropriate ways.
- E. Apply knowledge of movement concepts related to spatial and body awareness, including levels, direction, pathways, shapes, force, and speed, in the context of locomotor, nonlocomotor, and manipulative activities.
- F. Demonstrate understanding of basic concepts and principles of biomechanics (e.g., forces, rotation) and how they relate to a variety of movement skills and activities.
- G. Apply knowledge of biomechanical principles through the analysis of movement skills, including skill acquisition, and skill refinement for movement and sports, to improve body mechanics and alignment for safe and efficient movement.

Competency 003—(Movement Activities and Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

For example:

- A. Demonstrate knowledge of approaches, techniques, skills, organizational strategies, safety practices, and types and uses of equipment for individual, dual, and team sports, games, and activities.
- B. Recognize the importance of rules, discipline, etiquette, teamwork, cooperation, and responsibility in a variety of sports, games, and activities.
- C. Apply knowledge of fundamental components of and offensive and defensive strategies used in net/wall, invasion, fielding, striking, and target sports, games, and activities.
- D. Demonstrate knowledge of how to promote students' use of key skills and tactics in sports, games, and activities.
- E. Apply knowledge of principles and techniques for selecting, adapting, and modifying sports, games, and activities to promote the use of combinations of movement skills and to provide practice in gamelike situations for all students.
- F. Demonstrate knowledge of approaches, techniques, skills, steps, movement patterns, organizational strategies, safety practices, and equipment and materials for rhythmic and dance activities.
- G. Demonstrate knowledge of approaches, techniques, skills, organizational strategies, safety practices, and types and uses of equipment for cooperative games, recreational activities, outdoor pursuits, and innovative and international games and activities.
- H. Apply knowledge of principles and procedures for selecting, adapting, and modifying sports, games, and activities based on instructional goals or on students' characteristics, skill levels, range of individual variation, and exceptional needs.

Domain II—Health-Related Fitness

Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.

For example:

- A. Demonstrate knowledge of the structures, functions, components, and actions of major body systems in relation to movement, physical activity, and health-related fitness.
- B. Apply knowledge of the basic components of health-related fitness (i.e., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health and wellness, and fitness.

- C. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise, the risks associated with inactivity, and the health benefits of participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
- D. Demonstrate knowledge of fundamentals of physical fitness conditioning (e.g., type, duration, intensity, frequency, progressive overload related to skill/sport specificity).
- E. Analyze variations in individual levels of health, fitness, and endurance capacity and apply principles and strategies for designing, implementing, and maintaining personal health and fitness plans (e.g., fitness evaluation, setting realistic short- and long-term goals, selecting activities to achieve goals, evaluation of plan).
- F. Demonstrate knowledge of benefits of a physically active lifestyle (e.g., improved academic performance, emotional well-being, enhanced energy) and ways to promote students' enjoyment of physical activities in and outside of school.
- G. Apply principles for promoting students' ability to self-assess fitness levels, interests, and skill levels in order to motivate participation in lifelong physical activity.

Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.

For example:

- A. Demonstrate knowledge of principles, skills, exercises, and physiological processes involved in developing cardiorespiratory fitness and of principles for selecting appropriate cardiorespiratory endurance conditioning activities.
- B. Apply knowledge of techniques, resources, and use of technology for determining and monitoring intensity, duration, and endurance levels during aerobic activities, including student self-assessments (e.g., calculating target heart rates).
- C. Select appropriate cardiorespiratory fitness activities for various developmental levels and purposes and for meeting the needs of all students.
- D. Apply knowledge of techniques and procedures for evaluating and improving muscular strength, endurance, and flexibility and for determining appropriate levels of intensity, duration, and frequency of conditioning to meet individual needs.
- E. Apply knowledge of principles, skills, exercises, and proper techniques for promoting strength and endurance of various skeletal muscles and muscle groups and appropriate equipment, practices, and considerations for conditioning.
- F. Recognize components of flexibility (e.g., muscles, joints, ligaments, tendons) and principles, techniques, and proper form for exercises that promote flexibility (e.g., static and dynamic stretching).
- G. Evaluate the safety and effectiveness of various exercises and types of conditioning for promoting muscular strength and endurance, flexibility, and good posture, including contraindicated exercises and body positions.

Competency 006—(Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

For example:

- A. Analyze the relationship between involvement in physical activity and the development of social and emotional health and well-being (e.g., its role in promoting self-esteem, self-expression, and sense of belonging and connectedness).
- B. Demonstrate knowledge of basic principles of nutrition, hydration, and weight management and ways in which eating and activity patterns affect physical performance and personal health and well-being.
- C. Identify principles and techniques for selecting appropriate foods, activities, and strategies for developing and maintaining healthy levels of fitness and body composition.
- D. Analyze the influences of various factors (e.g., rest, nutrition, substance use, heredity) on physical, social, mental, and emotional health and demonstrate knowledge of techniques and principles for evaluating personal health-risk factors.
- E. Apply knowledge of positive health and physical activity behaviors (e.g., persevering at a challenging task, providing and accepting constructive feedback) and their role in promoting students' social and emotional health.
- F. Apply knowledge of procedures, activities, resources, and benefits involved in developing and maintaining personal lifelong health and wellness and weight management plans.
- G. Recognize the effects of stress on the body, the role of physical activity in managing stress, and the physiological and psychological benefits of stress management.
- H. Demonstrate knowledge of common misconceptions, faulty practices, corrective strategies, and resources related to physical activity, health and wellness, exercise, and nutrition.
- I. Demonstrate knowledge of physical literacy and health literacy principles and procedures, as well as related criteria (e.g., analyzing fitness data to create personal goals; locating and evaluating health information, products, or services).

Domain III—The Physical Education Program

Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.

For example:

- A. Apply knowledge of ways in which students may differ in their approaches to learning and physical performance and of how to provide equitable and appropriate instruction for all students that draws upon students' strengths as a basis for growth.
- B. Demonstrate the ability to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education.
- C. Apply knowledge of a variety of physical education instructional models, strategies, materials, and technologies to promote students' physical literacy skills and address specific purposes, objectives, and learning goals.

- D. Apply knowledge of contemporary physical education models and best-practice guidelines to plan and implement learning opportunities that are appropriate for students' developmental characteristics and needs.
- E. Demonstrate knowledge of how to create, modify, and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equitable opportunity to participate and be successful in physical activities.
- F. Apply understanding of assessment methods and technologies used in physical education, including interpretation and implementation of assessments (e.g., observation, authentic performance assessment, fitness tests, journals, peer coaching).
- G. Apply knowledge of methods and criteria for analyzing fitness and performance data and for promoting students' data literacy and data analysis skills in the context of physical activity and health.

Competency 008—(Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

For example:

- A. Analyze ways in which social, behavioral, environmental, developmental, and other factors (e.g., peers, mass media messages, social media, prior experience, cultural background, family history, body image, skill level) influence students' attitudes toward and engagement in physical activity.
- B. Demonstrate knowledge of strategies for motivating and encouraging students to become physically literate individuals who value and take responsibility for engagement in lifelong physical activity.
- C. Identify techniques for organizing, allocating, scheduling, and managing resources in the physical education environment to provide safe, active, and equitable learning experiences.
- D. Demonstrate knowledge of strategies for organizing and managing physical education activities in ways that promote positive, inclusive interactions and active engagement in learning by all students.
- E. Analyze ways in which participation in sports, games, and activities can promote students' development of positive personal traits and abilities (e.g., perseverance, dignity, confidence, fairness, respect for others, conflict resolution skills).
- F. Analyze ways in which participation in sports, games, and activities can promote students' development of positive social behaviors and skills (e.g., turn taking, treating opponents with respect, teamwork, leadership, loyalty).
- G. Apply knowledge of methods for promoting students' development of executive functioning skills, including self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment, self-monitoring, responsibility, self-control, perseverance).
- H. Apply knowledge of principles and techniques for promoting students' executive functioning skills, including goal-setting, problem-solving, conflict management, and decision-making skills in physical activity contexts.
- I. Demonstrate knowledge of strategies for promoting students' environmental awareness and understanding and use of safety practices in physical activity contexts.

Competency 009—(Organization and Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.

For example:

- A. Demonstrate knowledge of the structure, organization, goals, and purposes of physical education programs, and analyze current philosophies, trends, and issues in physical education.
- B. Demonstrate knowledge of the characteristics and guiding principles of an effective physical education program and important national initiatives and models (e.g., Whole School, Whole Community, Whole Child [WSCC]) that influence physical education content and practices.
- C. Apply knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students, and program evaluation results.
- D. Demonstrate knowledge of strategies for advocating for physical education and for identifying consumer, community, and career resources related to physical activity, health, and wellness.
- E. Demonstrate understanding of relationships between physical education and other subject areas and apply strategies for integrating physical education concepts across the curriculum.
- F. Apply knowledge of strategies for using technology, professional networks and organizations, collegial relationships, conferences, and research to engage in continued professional growth and advocate for lifelong physical activity and physical literacy.
- G. Apply knowledge of legal issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence) and of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to equity, inclusion, and privacy).
- H. Demonstrate understanding of the development and use of safety rules, risk-management plans, emergency plans, and reporting procedures and of how to evaluate and minimize inherent risks, physical and environmental dangers (e.g., heat, cold, wind), and potential safety hazards in physical activities.
- I. Demonstrate knowledge of safety guidelines for proper protective equipment, injury prevention and first-aid techniques, and cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.

Domain IV—Educating All Learners and Professional Practice

Competency 010—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.

- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities, behavioral/emotional challenges, specific learning disabilities).
- G. Demonstrate knowledge of the Code of Ethics and Standard Practices for Texas Educators, as well as school-specific policies and procedures.
- H. Demonstrate knowledge of best practices for communicating consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- I. Demonstrate knowledge of best practices for communicating regularly, clearly, and appropriately with parents/guardians and families about student progress by providing detailed and constructive feedback and for partnering with students' families in furthering students' achievement goals.

Competency 011—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

For example:

- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity and identity (e.g., cultural, economic, linguistic, racial, ethnic, gender, ability, sexual orientation) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary languages and multilingualism to learning.
- B. Recognize the role personal bias plays in potential learning expectations for all students in order to promote safe, positive, and supportive interactions and learning environments for all students.
- C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
- D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.

- F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations, modifications, and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students.
- H. Demonstrate knowledge of best practices for implementing behavior management systems to maintain an environment in which all students can learn effectively.
- I. Demonstrate knowledge of best practices for maintaining a classroom culture that is based on high expectations for student performance and encourages all students to be self-motivated and take responsibility for their own learning.
- J. Demonstrate knowledge of best practices for maximizing instructional time, including managing transitions.

Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessments for evaluating students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations and modifications, curriculum-based measures).
- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- F. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- G. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- H. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- I. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into all students' development, strengths, needs, and learning.

Domain V—Constructed Response

Competency 013—(Constructed Response): In a written response, apply pedagogical content knowledge of physical education to design and implement appropriate instruction to achieve specific learning objectives.

For example:

- A. Identify the conceptual understanding, skill acquisition, and motor fluency necessary for all students to achieve a specific learning objective as outlined in the TEKS for physical education.
- B. Design instructional activities to support the achievement of the learning objective and explain how those activities will be effective in helping all students achieve the objective.
- C. Explain critical elements of performance for the specified instructional activities, as well as common challenges associated with achievement of the objective.
- D. Describe the application of appropriate assessment approaches for evaluating the learning and performance of all students.
- E. Describe potential modifications, accommodations, and differentiation to the instructional activities to meet the needs of all students.

Preparation Manual

Section 4: Sample Selected-Response Questions Physical Education EC–12 (258)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Movement Knowledge and Skills

Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.

1. Read the description below of "plenty of perfect practice"; then answer the question that follows.

Ideal practice in physical education skills is realized when student learning experiences can be described as follows:

- pertinent
- purposeful
- progressive
- paced
- participatory

Which of the following statements best describes the conditions that must be met for students' practice to be *purposeful*?

- Students keep on task as much as possible in a manner that is aligned to the learning goals.
- Students are self-directed in the way they approach and complete physical activities.
- Students demonstrate mastery of both the cognitive and psychomotor skills needed for success.
- Students work with peers to develop and master skills in a logical, sequential way.

Answer _____

Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.

2. Which of the following activities would be most appropriate for teaching students the concept of *coefficient of restitution*?

- A. dropping different kinds of balls from the same height and measuring how high they rebound
- B. shining a laser light through clear jars or glasses that contain different kinds of liquids
- C. comparing how far one can throw a ball with how far one can hit a ball with a bat
- D. sliding an object at the same speed across different types of surfaces and measuring how far it travels

Answer _____

Competency 003—(Movement Activities and Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

3. Many invasion games (e.g., ultimate, basketball, field hockey) share common tactical strategies. Which of the following tactical skills is an important defensive strategy to teach students in lead-up activities because of its transferability to many invasion games?

- A. passing a ball or object to a spot where an opponent cannot easily make a play
- B. positioning and repositioning to reduce or close up open space
- C. moving and creating open spaces and pathways
- D. sending a ball or object to the opposition so forcefully that they cannot return it

Answer _____

4. A student with an Individualized Education Program (IEP) for a cognitive disability can gallop well but struggles with skipping with peers during a game of tag. Which of the following approaches by the physical education teacher would be most appropriate for promoting the success of this student?

- A. reinforcing to the student that this activity only works when everyone in the class skips
- B. pausing the activity and reteaching the techniques for skipping
- C. ensuring that instructional approaches are consistent with the student's accommodations
- D. enlisting peer tutors to work with the student on skipping

Answer _____

Domain II—Health-Related Fitness

Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.

5. Sixth-grade students are developing goals as part of a personal fitness plan. Students have identified one or more physical activities that they will participate in as part of their plans. One student identifies basketball as the activity the student will participate in and sets the following goal.

At the end of six weeks, I will improve my jump shots, free throws, and layup shots to 90 percent accuracy.

Which of the following strategies by the physical education teacher would be most effective in helping the student achieve the identified goal?

- A. meeting weekly with the student to discuss overall progress and changes needed in their approach
- B. helping the student in identifying a reasonable overall timeline and incremental short-term benchmarks
- C. providing the student with a chart or graph for monitoring progress in mastering each type of shot
- D. encouraging the student to focus initially on achieving mastery with one type of shot

Answer _____

6. Which of the following strategies by a physical education teacher is likely to be most effective in encouraging students' regular participation in physical activities both in and out of school?

- A. offering students general feedback on various aspects of their performance
- B. engaging students in tasks that are just beyond their skill levels to promote perseverance
- C. modeling specific skills for students at key points in the learning process
- D. providing students with choices that promote their autonomy and self-determination

Answer _____

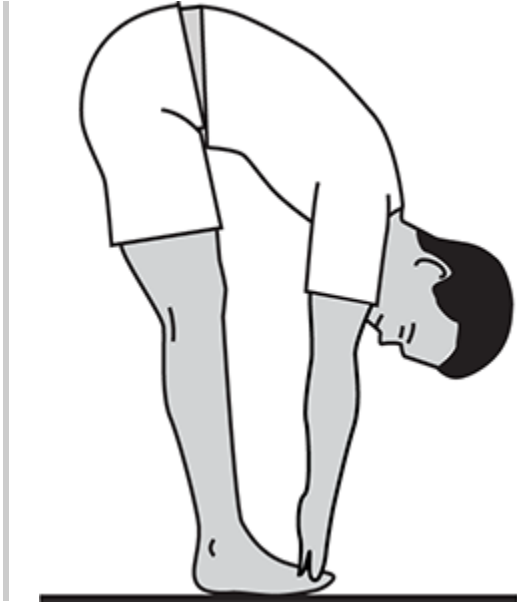
Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.

7. A physical education teacher has a mixed class of 35 that includes students in grades 9–12. Four of the students have special needs and seven have 504 plans because of obesity. One of the teacher's goals for the class is to improve students' levels of cardiovascular fitness. Which of the following approaches to planning lessons would be the most appropriate for this class?

- A. employing a basic walk/run program that all students can participate in successfully
- B. establishing a calendar of aerobic activities with a different activity for each day of the week
- C. creating leveled workout plans with a variety of aerobic activities that students can choose from
- D. choosing for the entire class activities that are appropriate for the students with disabilities

Answer _____

8. Use the illustration of an unsafe stretching exercise below to answer the question that follows.



The stretching exercise shown is considered unsafe and contraindicated primarily because it:

- A. places an undue stress on the tissues of the lumbar spine.
- B. hyperextends the glenohumeral (shoulder) joint.
- C. produces lateral and rotational forces on the knees.
- D. compresses the abdominal muscles and tendons.

Answer _____

Competency 006—(Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

9. Which of the following activities would best help middle school and high school students develop the skills necessary to resist unrealistic expectations to conform to the idealized body types and standards of beauty that appear in popular media?

- A. locating body images that project similar messages through different types of media
- B. researching different types of body composition and comparing the results to media images
- C. investigating U.S. financial investments in media advertisements and the revenue that U.S. advertising generates
- D. researching actual physical characteristics of teens and comparing them with celebrities, models, and athletes

Answer _____

10. A high school physical education teacher provides students with instruction on how to evaluate online health information. The teacher asks students to consider the following questions.

- What are the credentials of the publisher of the information?
- Who is the intended audience for the information?
- Is the information current?
- Do other sources corroborate the information?

Which of the following *additional* questions is most important to consider in the evaluation of online health information?

- A. Does the source for the information incorporate advertisements?
- B. Is the information free of misspellings and other mechanical errors?
- C. Does the source for the information provide a bibliography?
- D. Is the information presented based on scientific evidence?

Answer _____

Domain III—The Physical Education Program

Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.

11. Which of the following instructional practices is likely to be most effective for encouraging students who need help developing positive social skills and inclusive behaviors in physical activity settings?

- A. asking students to discuss the advantages and disadvantages of individual, dual, and team sports and state which type they prefer and why
- B. assigning small groups of students to research games and sports that are shared by various nationalities and cultures
- C. having students keep an activity journal for one week in which they reflect on time spent participating with others in physical activities outside of school
- D. using closure activities at the end of classes in which students identify and discuss contributions that classmates make in group activities

Answer _____

12. In a first-grade physical education class, the teacher has set up the following activity stations designed to promote students' fundamental movement skills.

- At Activity Station 1, students try to bound up from a mat onto a pile of thick mats. Then students slide down or jump off the pile of mats to the mat below.
- At Activity Station 2, a zigzag course marked by poly spots and cones includes several boxes and benches. Students move through the course, staying within the boundaries of the cones and navigating over, under, or around the boxes and benches.
- At Activity Station 3, twelve pairs of hoops are placed side by side in a ladder-type formation on the floor. Students move through the hoop course, stepping left foot in the left hoops and right foot in the right hoops.

Which of the following TEKS-related objectives do these station activities address most directly?

- A. The student is expected to practice proper foot balance while hopping, galloping, running, sliding, and skipping.
- B. The student is expected to travel over, under, around, and through using a variety of pathways, shapes, and levels.
- C. The student is expected to follow teacher instructions to improve performance for motor development skills.
- D. The student is expected to demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.

Answer _____

13. Students in a fourth-grade physical education class demonstrate a range of readiness levels with regard to basketball skills. The physical education teacher decides to develop tiered activities for the upcoming basketball unit. For example, with regard to manipulative skills, students may demonstrate their learning by dribbling the basketball while stationary, in straight-line forward motion, weaving through a series of cones, and mirroring the motion of a peer who is also dribbling. Which of the following statements provides the best rationale for the teacher's approach?

- A. Differentiation of learning tasks facilitates students' full participation in and success in physical activities.
- B. Variation of skill levels in learning tasks promotes students' interest during instruction.
- C. Teachers will be able to accurately assess proficiency levels when students perform multiple forms of the same task.
- D. Students will be able to master multiple physical education objectives in each period of instruction.

Answer _____

Competency 008—(Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

14. An elementary school physical education teacher continuously scans and moves around the classroom as students engage in activities. Which of the following best describes an important benefit of this classroom management approach?

- A. Maintaining close proximity allows the teacher to provide positive reinforcement to students who are on task and encourages students who are off task to do what is asked.
- B. Seeking behavior that is detrimental to the learning environment allows the teacher to remove students who are engaging in disruptive behavior.
- C. Students will begin to recognize that the teacher is watching them at all times and will modify their behavior and actions accordingly.
- D. The strategy allows the teacher to enforce consequences for violating class rules and provides a strong step for encouraging students to take responsibility for their own actions.

Answer _____

15. Which of the following statements best describes how student development can be positively enhanced by outdoor adventure-based program activities in which students encounter both physical and psychological challenges?

- A. Students learn to take personal responsibility and to share responsibility for their actions in new and challenging situations.
- B. Students expand their understanding of the need to follow directions and enforce consequences within the context of physically demanding activities.
- C. Students acquire self-confidence and learn to rely on and collaborate with others as they confront risks in supportive but challenging environments.
- D. Students are provided with opportunities to evaluate and compare their own abilities to peers' abilities in the context of unfamiliar activities.

Answer _____

16. At the beginning of the school year, an upper elementary school physical education teacher notes that minor conflicts between students (e.g., tattling, bumping into one another) often occur. Once students have become familiar with class rules and routines, the teacher introduces students to the steps below for managing interpersonal conflicts. The teacher sets up one corner of the gym for students to use for conflict resolution and posts the steps there.

1. Calm down (breathe, count to ten).
2. Take turns.
3. Explain the problem. Tell how you feel.
4. Discuss and resolve it.
5. Acknowledge it (bump fists or elbows, write it down).

Which of the following additional activities would be most effective to carry out with students to prepare them for steps 3 and 4?

- A. dividing students into teams and guiding them in civil debate of a physical education-related issue
- B. providing examples of how emotions and reactions can turn a verbal conflict into a physical conflict
- C. engaging students in role-playing "I statements" and active listening techniques in physical education situations
- D. assigning students who usually do not socialize with each other to pair up and work together on skill development

Answer _____

Competency 009—(Organization and Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.

17. Which of the following constitutes best practice with regard to inclusion in the physical education program?

- A. Each school district should establish and publish policies that are consistent with national physical education organizations.
- B. Every locker room should have some private options for changing, showering, and toileting for use by any student who desires them.

- C. All students must have a physician's authorization before being allowed access to physical education courses.
- D. The physical education department must post rules that specifically forbid bullying anyone.

Answer _____

18. A physical education teacher is reviewing assessment data shown on the performance of 150 high school students in relation to three recent units of instruction.

Assessment Data Summary
(percentage of students achieving proficiency)

	Nutrition, Exercise, and Body Composition	Personal Fitness Plan	General Safety Practices
Formative Skill Assessments	68%	72%	69%
Written Assessments	81%	83%	80%
Performance Assessments	85%	88%	84%

Based on these data, which of the following actions should the physical education teacher take *next*?

- A. emphasizing the use of paired or small-group tasks in class
- B. incorporating frequent use of hands-on guided practice activities
- C. implementing nongraded assignments into instruction
- D. adding weekly homework assignments

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 010—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

19. Which of the following situations would cause a physical education teacher to be in violation of the Code of Ethics and Standard Practices for Texas Educators?

- A. A teacher uses the district-provided system to send a text message to remind students about an upcoming soccer test.
- B. A teacher asks students to run laps at the end of class before they change clothes.
- C. A teacher requests reimbursement for equipment bought at a TAHPERD convention.
- D. A teacher accepts donated equipment from a business in exchange for advertising at school sports venues.

Answer _____

20. A school offers a variety of opportunities to engage families in activities to support their children's learning, social skills, and emotional and physical development. For example, the school collaborates with community organizations to provide classes and workshops for families on some of the following topics.

- understanding child development
- modeling stress-management skills for children
- monitoring children's screen time

Which of the following family engagement strategies does this scenario best exemplify?

- A. using a variety of communication methods with children
- B. supporting children's academic learning at home
- C. establishing various volunteer opportunities for families
- D. empowering families to further their child's achievements and health

Answer _____

Competency 011—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

21. A second-grade emergent bilingual student with a beginning level of English language proficiency has recently moved to the United States from another country. The physical education teacher can best support this student's initial adjustment to cultural differences through which of the following actions?

- A. communicating often with the student's parents/guardians to support the family
- B. providing one-to-one adult support for the student throughout the process of acclimating to a new culture
- C. suggesting peer role models to guide the student throughout the stages of acculturation
- D. initiating an evaluation to determine whether there are issues that may affect the student's access to cultural norms

Answer _____

22. An elementary student is performing a striking skill incorrectly in physical education class. Which of the following statements is the most appropriate for the teacher to make when addressing this situation?

- A. "You could have more control and power and make more consistent contact if you position your feet like this."
- B. "Your stance is incorrect. You need to try just a little bit harder at this skill."
- C. "You made good contact with the ball. Look at how I place my feet when I hit the ball. Let's work on that skill next."
- D. "Good try. Keep working at it. The more you practice, the better you will become."

Answer _____

23. A high school physical education class is learning how to use equipment in a weight room. One student is off task and playing with extra equipment in a corner of the room. To effectively implement appropriate behavior management, the teacher should take which of the following actions *first*?

- A. reviewing weight room safety procedures and expectations with the entire class
- B. having the student sit out for the remainder of the current lesson but allowing the student to participate in the next lesson
- C. asking the student to shadow the teacher as the teacher models appropriate weight room behaviors
- D. reassessing whether there is too much risk associated with teaching weight room activities to this age group

Answer _____

Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

24. Which of the following statements about Response to Intervention (Rtl) is accurate and should guide teacher decisions and actions?

- A. Schools should provide parents with notice whenever their child begins to receive intervention strategies such as Rtl.
- B. Rtl is an effective way to address academic but not behavioral concerns.
- C. The Individuals with Disabilities Education Act (IDEA) encourages schools to use an Rtl approach before a referral for evaluation.
- D. Rtl should be implemented only for students who are eligible for special education.

Answer _____

25. A physical education teacher has a large number of students and wants to collect data not only on fitness levels for each student but also on manipulative skills, locomotor skills, and movement patterns. Which of the following actions would best allow the teacher to accurately capture relevant information on which to make instructional adjustments?

- A. using an observation sheet or app in each class period that already includes student names and school identification photos
- B. having students journal about their own skills and reviewing that information at the end of each week
- C. during each planning period, reviewing a checklist of student names and recording observations made that day of each student's skill performance
- D. asking classroom teachers to provide information on students' performance in other classes, especially writing and reading

Answer _____

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Movement Knowledge and Skills

Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.

26. Performing which of the following activities skillfully is most dependent on the acquisition and refinement of temporal awareness?

- A. moving about in a confined space
- B. hitting a thrown ball
- C. performing consecutive dance steps
- D. walking on a balance beam

Answer _____

27. Which of the following approaches to observational learning is most likely to produce the best results when a physical education teacher is introducing a new motor skill?

- A. requesting a student to demonstrate the new skill to the entire class
- B. having students watch the skill being performed in game situations
- C. modeling proper performance for students prior to practicing the new skill
- D. asking students to describe the component parts of the new skill

Answer _____

28. Which of the following statements best describes an appropriate analysis of the relationship between students' development of personal social skills and their involvement in a physical education program?

- A. Personal social skills typically develop concurrently with fitness and motor skills given a supportive physical education environment.
- B. Personal social skills learned at home should be reinforced as part of the physical education curriculum.
- C. Personal social skills are most effectively enhanced through direct instruction in the physical education program.
- D. Personal social skills are most appropriately addressed in physical education after fitness and motor skills are well developed.

Answer _____

29. During a tennis unit, a high school student is having trouble making contact with the ball while practicing the overhead smash. Which of the following teacher cues is likely to be most helpful for this student?

- A. "Lock the wrist."

- B. "Keep the racket in front of you."
- C. "Up on the toes."
- D. "Point the off hand at the ball."

Answer _____

Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.

30. Mastering which of the following physical education activities is most dependent upon the development of fine motor skills?

- A. changing strides while playing soccer
- B. catching a thrown ball
- C. moving along a predetermined path
- D. walking along a balance beam

Answer _____

31. Elementary students are playing a game called "shark." Two students are initially designated as sharks who try to tag other students as they move from one "island" (safe mat) to another. This activity is most appropriate for assessing which of the following movement concepts?

- A. force of movement
- B. spatial awareness
- C. time and velocity
- D. body awareness

Answer _____

32. An elementary school physical education teacher engages second-grade students in "scoop games" where the students use large plastic scoops to toss and catch lightweight beanbags and to lob the beanbags into bins at various distances. These activities are most beneficial for the development of which of the following skills?

- A. spatial awareness
- B. manipulative
- C. movement patterns
- D. nonlocomotor

Answer _____

Competency 003—(Movement Activities and Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

33. A high school student wants to improve performance in distance swimming. Which of the following approaches is likely to be most effective in meeting this goal?

- A. demonstrating for the student proper technique to perform flip turns
- B. creating a program in which the student cross-trains with other sports
- C. having the student watch videos of skilled distance swimmers
- D. establishing a program to increase the student's aerobic capacity

Answer _____

34. A high school physical education teacher is planning a unit on navigation and wants to integrate information from other academic areas into the lessons. Which of the following topics from other academic areas would be most appropriate to include?

- A. concepts of latitude and longitude
- B. causes and applications of magnetism
- C. principles of weather patterns
- D. basic laws of physical motion

Answer _____

35. A student is having difficulty with eye-hand coordination while attempting to hit a softball with a bat. Which of the following suggestions from the physical education teacher would most help the student acquire this skill?

- A. lifting the front foot and leg when the pitch approaches
- B. starting the swinging motion slowly right before the pitch is thrown
- C. positioning the feet and body at the front of the batter's box
- D. choking up slightly on the bat and moving closer to the plate

Answer _____

Domain II—Health-Related Fitness

Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.

36. In which of the following ways is physical activity most likely to improve cognitive function?

- A. enhancing alertness to attend more fully to environmental stimuli
- B. creating endorphins to minimize gaps in neural synapses in the brain
- C. increasing accurate recall of recent events and recollection of past experiences

D. improving blood flow to the brain to support the development of new brain cells

Answer _____

37. A physical education teacher works with several student athletes who have designed personal strength-training routines. Midway through the school year, some of the students tell the teacher that they seem to have reached a plateau in their training. The teacher advises the students to adapt their training routines to incorporate the concept of progressive overload. Which of the following adaptations to the students' routines best illustrates this concept?

- A. expanding the range of activities and equipment beyond what is in the current routine
- B. regularly monitoring heart rate to ensure exercise at 85 percent or more during the routine
- C. changing the frequency of the routine to every other day to allow muscles to recover and repair
- D. incrementally increasing the weight, frequency, or number of repetitions in the routine

Answer _____

38. A physical education teacher instructs students on how to use graphing tools to monitor changes in their skill levels. This practice can be expected to increase students' motivation to participate in physical activity primarily by:

- A. prompting students' ongoing reflection on their skills and abilities.
- B. enabling students to visualize their progress in different skill areas.
- C. allowing students to view their skill development in relation to that of their peers.
- D. conveying to students that they are responsible for their own skill development.

Answer _____

Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.

39. Which of the following sets of fitness test items would be most appropriate for assessing the strength and flexibility of muscles involved in maintaining posture and lower-back health?

- A. walk test, crunch, and flexed-arm hang
- B. push-up, shoulder stretch, and body mass index
- C. curl-up, trunk lift, and sit-and-reach
- D. modified pull-up, trunk twist, and percent body fat

Answer _____

40. High school students are learning to use exercise weight machines. The teacher should warn students that performing behind-the-head lat (latissimus dorsi) pulldowns is generally considered unsafe because the exercise:

- A. creates a very destabilizing effect on the shoulder joint.
- B. can cause pinched nerves in the neck.

- C. requires hyperextension of the cervical spine.
- D. leads to hyperflexion of the elbow joint.

Answer _____

41. Which of the following exercises would be most effective for helping to correct a posture problem that includes slouching in the shoulders and upper back?

- A. chin-ups
- B. supine bench press
- C. clean and jerk
- D. shoulder shrugs

Answer _____

Competency 006—(Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

42. Which of the following resources is likely to have the greatest positive effect on students' understanding of the relationships between behavior choices and personal health and wellness?

- A. multimedia reference materials defining the various aspects of health and wellness
- B. presentations by other students on the consequences of unhealthy choices they made
- C. a school environment that encourages students to make their own choices and learn from them
- D. positive role models who promote understanding of health and wellness issues

Answer _____

43. Maintaining hydration before, during, and after exercise has which of the following benefits for overall physical performance?

- A. reducing the risk of injury to the skeletal system
- B. improving the ability to self-assess functioning of various body systems
- C. reducing the body's core temperature level
- D. improving the delivery of oxygen and nutrients to working muscles

Answer _____

Domain III—The Physical Education Program

Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.

44. Which of the following student learning goals is most consistent with the Teaching Games for Understanding (TGfU) model of physical education?

- A. in bowling, learning posture and hand placement before learning delivery stride
- B. in baseball, learning how to bunt before learning when to use a bunt to facilitate scoring
- C. in golf, learning the function of each club before learning how to drive and putt
- D. in basketball, learning how to move to get open for a shot before learning shooting techniques

Answer _____

45. Which of the following statements explains the greatest benefit for students of regularly analyzing data of their physical activity?

- A. Data analysis often serves as a motivating factor for students in reaching and maintaining fitness goals.
- B. Data analysis promotes collaboration with other students and instills a healthy sense of fitness competition.
- C. Data analysis introduces students to technology that enhances their digital literacy skills.
- D. Data analysis is a cross-curricular activity that increases students' understanding of other academic subjects.

Answer _____

Competency 008—(Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

46. Which of the following strategies used by a physical education teacher is likely to be most appropriate for encouraging students' development of positive social skills and inclusive behaviors?

- A. assigning small groups of students to research games and sports that are shared by various nationalities and cultures
- B. conducting a lesson closure at the end of class during which each student is asked to identify a helpful contribution that a classmate made during class
- C. asking students to prepare a brief speech about the advantages and disadvantages of individual and team physical activities
- D. having students keep an activity journal for one week in which they reflect on time spent participating with others in physical activities outside of school

Answer _____

Competency 009—(Organization and Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.

47. Which of the following strategies is likely to be most effective and appropriate for promoting the values of an elementary physical education program and encouraging public support and active participation in the program?

- A. periodically organizing exhibition games in which siblings and parents/guardians compete against students in team games such as soccer, kickball, and basketball
- B. organizing regular family events as part of the physical education program that feature fun and challenging individual and group activities
- C. conducting a series of fundraising events throughout the school year such as dunk booths, bike rodeos, walkathons, and student sales of school spirit supplies or snacks
- D. publicizing the importance of the physical education program as one of the ten integrated components of the Whole School, Whole Community, Whole Child (WSCC) approach

Answer _____

48. Which of the following should be an important part of a physical education department's plan to reduce risk?

- A. liability waivers signed by each student's parents/guardians
- B. a list of injuries and their outcomes that have occurred in the past year
- C. a list of emergency contacts for all students in the program
- D. scheduled maintenance and repairs of equipment and facilities

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 010—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

49. A student entering a class has a type of disability with which the physical education teacher is unfamiliar. Which of the following steps should the teacher take *first* to determine instructional strategies, activities, and modifications that would be appropriate to use with this particular student?

- A. collaborating with members of the student's Admission, Review, and Dismissal (ARD) committee
- B. requesting staffing assistance from another professional who is familiar with the disability
- C. researching the characteristics of the disability that the teacher is likely to encounter
- D. interviewing the student's parents/guardians to determine the student's potential needs

Answer _____

Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

50. Which of the following guidelines is most essential for teachers to understand and adhere to when selecting and using standardized assessments for measuring students' learning?

- A. using assessment results only for purposes for which they have been validated
- B. administering assessments in a consistent way for all students
- C. sharing assessment results only with students and their parents/guardians
- D. making the same assessments appropriate for students at multiple developmental levels

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales

Physical Education EC–12 (258)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Movement Knowledge and Skills

Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.

1. Read the description below of "plenty of perfect practice"; then answer the question that follows.

Ideal practice in physical education skills is realized when student learning experiences can be described as follows:

- pertinent
- purposeful
- progressive
- paced
- participatory

Which of the following statements best describes the conditions that must be met for students' practice to be *purposeful*?

- A. Students keep on task as much as possible in a manner that is aligned to the learning goals.
- B. Students are self-directed in the way they approach and complete physical activities.
- C. Students demonstrate mastery of both the cognitive and psychomotor skills needed for success.
- D. Students work with peers to develop and master skills in a logical, sequential way.

Answer

Option A is correct because purposeful practice in physical education refers to students remaining on task during developmentally appropriate and progressive skills instruction aligned with learning goals. In the context of "plenty of perfect practice," purposeful practice also means students engage in a lot of practice on skills and learning goals. **Option B is incorrect** because, while self-direction suggests purpose, whether students are self-directed or guided by a teacher or coach, they may or may not practice with purpose. **Option C is incorrect** because it is a result of practice, not a purposeful approach to practice. **Option D is incorrect** because, like option B, whether students work with peers, are self-directed, or guided by a teacher or coach, they may or may not practice with purpose, and working with peers could actually be distracting for some students.

Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.

2. Which of the following activities would be most appropriate for teaching students the concept of *coefficient of restitution*?

- A. dropping different kinds of balls from the same height and measuring how high they rebound
- B. shining a laser light through clear jars or glasses that contain different kinds of liquids
- C. comparing how far one can throw a ball with how far one can hit a ball with a bat
- D. sliding an object at the same speed across different types of surfaces and measuring how far it travels

Answer

Option A is correct because the *coefficient of restitution* refers to the ratio of the final speed to initial speed of two objects after they collide. In this case, the two objects are the balls and the ground or floor. The speed of the balls determines how high they will bounce after collision. **Option B is incorrect** because coefficient of restitution refers to two bodies or objects colliding, and a laser light is not a body or an object because it has no mass. **Option C is incorrect** because, while the speed and distance traveled of a ball after colliding with a bat would demonstrate the coefficient of restitution, a comparison of a thrown ball to a batted ball does not constitute two objects colliding. **Option D is incorrect** because it does not include two bodies or objects colliding.

Competency 003—(Movement Activities and Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

3. Many invasion games (e.g., ultimate, basketball, field hockey) share common tactical strategies. Which of the following tactical skills is an important defensive strategy to teach students in lead-up activities because of its transferability to many invasion games?

- A. passing a ball or object to a spot where an opponent cannot easily make a play
- B. positioning and repositioning to reduce or close up open space
- C. moving and creating open spaces and pathways
- D. sending a ball or object to the opposition so forcefully that they cannot return it

Answer

Option B is correct because reducing and closing up space is a key defensive strategy in invasion sports, even in small-sided lead-up activities. Reducing or closing up space on defense makes it difficult for the other team to find openings and space to advance the ball or object. **Option A is incorrect** because, while passing a ball or object to a spot where an opponent cannot easily make a play might relieve pressure during a sustained offensive effort, such pressure is not likely to occur in lead-up activities. **Option C is incorrect** because when playing defense in invasion games, a main strategy is to close up open space, not create open space or pathways. **Option D is incorrect** because typically a key strategy is to keep the ball or object away from the opposition, not send the ball or object toward the opposition in the hope they cannot return it.

4. A student with an Individualized Education Program (IEP) for a cognitive disability can gallop well but struggles with skipping with peers during a game of tag. Which of the following approaches by the physical education teacher would be most appropriate for promoting the success of this student?

- A. reinforcing to the student that this activity only works when everyone in the class skips
- B. pausing the activity and reteaching the techniques for skipping
- C. ensuring that instructional approaches are consistent with the student's accommodations
- D. enlisting peer tutors to work with the student on skipping

Answer

Option C is correct because the teacher is obligated to ensure that their teaching aligns with the accommodations and learning goals specified in the student's IEP. Implementation of accommodations with fidelity will ensure equitable access to the classroom environment and lead to increased self-esteem for the student as well as engagement within the lesson. **Option A is incorrect** because communicating that the activity only works when everyone participates would place undue pressure on the student and it is also inaccurate—the activity would work even if the full class did not participate. **Option B is incorrect** because the student might have significant issues in understanding and executing skipping, and simply reteaching the skipping techniques is likely to be ineffective. **Option D is incorrect** because peer tutors are unlikely to help the student learn skipping quickly, and the student and peers may become frustrated in such situations.

Domain II—Health-Related Fitness

Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.

5. Sixth-grade students are developing goals as part of a personal fitness plan. Students have identified one or more physical activities that they will participate in as part of their plans. One student identifies basketball as the activity the student will participate in and sets the following goal.

At the end of six weeks, I will improve my jump shots, free throws, and layup shots to 90 percent accuracy.

Which of the following strategies by the physical education teacher would be most effective in helping the student achieve the identified goal?

- A. meeting weekly with the student to discuss overall progress and changes needed in their approach
- B. helping the student in identifying a reasonable overall timeline and incremental short-term benchmarks
- C. providing the student with a chart or graph for monitoring progress in mastering each type of shot
- D. encouraging the student to focus initially on achieving mastery with one type of shot

Answer

Option B is correct because in the scenario, the teacher helps the student establish a plan to follow that includes a reasonable timeline and incremental short-term benchmarks, which aid in maintaining motivation and commitment. Creating short-term benchmarks, or "mini milestones," is important to ensure the student stays organized and focused. With a reasonable timeline, the student is likely to gain confidence from achievable steps. **Option A is incorrect** because the student likely needs guidance in creating a plan to achieve the goal before practicing the activities. **Option C is incorrect** because, while providing the student with progress-tracking materials might be helpful, it would be only one component of the plan, and also takes some of the planning out of the student's hands. **Option D is incorrect** because, while focusing on mastery of one shot initially might help the student, it may not: the student might benefit from a plan that recognizes the relative similarities between jump shots and free throws in a combined activity or activities.

6. Which of the following strategies by a physical education teacher is likely to be most effective in encouraging students' regular participation in physical activities both in and out of school?

- A. offering students general feedback on various aspects of their performance
- B. engaging students in tasks that are just beyond their skill levels to promote perseverance
- C. modeling specific skills for students at key points in the learning process
- D. providing students with choices that promote their autonomy and self-determination

Answer

Option D is correct because it provides the students with agency and autonomy to make their own decisions and to set their own goals, a mindset that is likely to lead to the students' enjoyment of physical activity, which in turn may encourage the students to participate regularly in physical activities in and out of school and may lead students to pursue lifelong physical activity. **Option A is incorrect** because, while offering students feedback on various aspects of their performance might help them improve aspects of performance, it is not likely to encourage students to participate in physical education inside and outside of school. The approach does not lend itself to the kind of agency students need to pursue physical education activities outside of school and develop lifelong interest in health and fitness. **Option B is incorrect** because, while engaging students in this way might promote perseverance, it is not likely to promote a desire to participate in physical activity outside of school. **Option C is incorrect** because, while it would be helpful in teaching students specific skills, it is not likely to encourage participation in physical activities in and out of school.

Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.

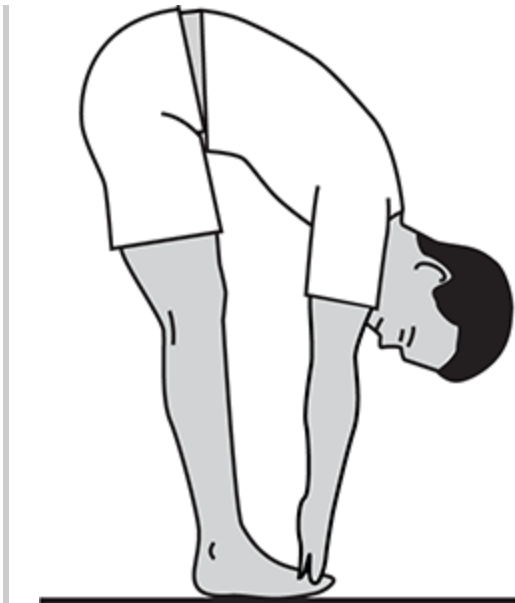
7. A physical education teacher has a mixed class of 35 that includes students in grades 9–12. Four of the students have special needs and seven have 504 plans because of obesity. One of the teacher's goals for the class is to improve students' levels of cardiovascular fitness. Which of the following approaches to planning lessons would be the most appropriate for this class?

- A. employing a basic walk/run program that all students can participate in successfully
- B. establishing a calendar of aerobic activities with a different activity for each day of the week
- C. creating leveled workout plans with a variety of aerobic activities that students can choose from
- D. choosing for the entire class activities that are appropriate for the students with disabilities

Answer

Option C is correct because regardless of the makeup of a class, creating leveled plans with a variety of activities for students to choose from is best practice that should be present in all classrooms—all students should have a safe and accessible learning environment in which to take risks and enjoy themselves. Following such best practice includes students with special needs or 504 plans, who will be able to participate and learn no matter what their performance or fitness level is. **Option A is incorrect** because calibrating an activity or program so that all students will succeed in it most likely means that the expectations of success and the suspected outcomes of the activity or the program will be lower than many students need, which will result in slowing their overall learning and progress. **Option B is incorrect** because, while offering an array of activities will be helpful for students, unless the activities are designed for all students, including those with special needs and those with 504 plans, a variety of activity options in itself will not be equitable. **Option D is incorrect** because it is not equitable. Students in the class without special needs or 504 plans will likely be unchallenged by activities that are calibrated for students with disabilities.

8. Use the illustration of an unsafe stretching exercise below to answer the question that follows.



The stretching exercise shown is considered unsafe and contraindicated primarily because it:

- A. places an undue stress on the tissues of the lumbar spine.
- B. hyperextends the glenohumeral (shoulder) joint.

- C. produces lateral and rotational forces on the knees.
- D. compresses the abdominal muscles and tendons.

Answer

Option A is correct because touching toes in the position conveyed in the image stresses the lumbar spine and over-stretches lower back ligaments. **Option B is incorrect** because the shoulder joint is not receiving much stress in this position. **Option C is incorrect** because the knees are not subject to lateral and rotational forces in this position. They are primarily static. **Option D is incorrect** because, while some compression of the abdomen happens in this position, it is not enough to be unsafe.

Competency 006—(Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

9. Which of the following activities would best help middle school and high school students develop the skills necessary to resist unrealistic expectations to conform to the idealized body types and standards of beauty that appear in popular media?
- A. locating body images that project similar messages through different types of media
 - B. researching different types of body composition and comparing the results to media images
 - C. investigating U.S. financial investments in media advertisements and the revenue that U.S. advertising generates
 - D. researching actual physical characteristics of teens and comparing them with celebrities, models, and athletes

Answer

Option B is correct because the students would learn in their research that there are a wide variety of body types and popular media generally depicts a very narrow range of idealized types. They could then apply this knowledge to help them begin the first step towards the process of gaining more body positivity and acceptance, and provide students with a more critical lens to evaluate popular media moving forward. **Option A is incorrect** because, while this approach would result in a better understanding of media, it would likely result in the students seeing idealized body types. **Option C is incorrect** because, while it would likely result in greater understanding of why popular media depicts primarily idealized body types, it would do little to help the students resist conforming to unrealistic body composition expectations. **Option D is incorrect** because the problem of unrealistic expectations to conform to idealized body types is age wide and not particular to teens.

10. A high school physical education teacher provides students with instruction on how to evaluate online health information. The teacher asks students to consider the following questions.

- What are the credentials of the publisher of the information?
- Who is the intended audience for the information?
- Is the information current?
- Do other sources corroborate the information?

Which of the following *additional* questions is most important to consider in the evaluation of online health information?

- A. Does the source for the information incorporate advertisements?
- B. Is the information free of misspellings and other mechanical errors?
- C. Does the source for the information provide a bibliography?
- D. Is the information presented based on scientific evidence?

Answer

Option D is correct because a health information Web site should above all provide scientifically accurate, evidence-based information, without which it is not credible and should be avoided. **Option A is incorrect** because the inclusion of advertising in itself does not necessarily make a source unreliable. There may be health information online that includes an advertisement that still contains factual information, and the primary sources should be evaluated for their credibility. **Option B is incorrect** because, while sloppy writing can indicate a lack of seriousness and professionalism, a small number of misspellings or other errors does not mean that a source is unreliable. **Option C is incorrect** because, while a bibliography can be a helpful reference for the viewer or reader, its inclusion does not guarantee that the associated online health-related content is accurate. Bibliographies can list sources and references that draw on incorrect or non-scientifically based information.

Domain III—The Physical Education Program

Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.

11. Which of the following instructional practices is likely to be most effective for encouraging students who need help developing positive social skills and inclusive behaviors in physical activity settings?

- A. asking students to discuss the advantages and disadvantages of individual, dual, and team sports and state which type they prefer and why
- B. assigning small groups of students to research games and sports that are shared by various nationalities and cultures
- C. having students keep an activity journal for one week in which they reflect on time spent participating with others in physical activities outside of school
- D. using closure activities at the end of classes in which students identify and discuss contributions that classmates make in group activities

Answer

Option D is correct because it encourages students to focus on positive aspects of their peers on a regular basis, which is likely to enhance their social skills and inclusive behaviors. With intentional planning to provide a structure with positive expectations for this activity, and when students are explicitly taught that this activity is tied to specific skill building, this activity would provide students with an opportunity to practice. **Option A is incorrect** because a student discussion about sports will not contribute directly to the social and emotional wellness of most or all students, or foster inclusivity. **Option B is incorrect** because, while knowledge of world sports can help

broaden student understanding and perhaps encourage inclusivity, it likely will have little effect on student development of social skills. **Option C is incorrect** because, while keeping a journal of physical activities outside of school may enhance student self-reflection, positivity, and inclusivity, it would not have as big an impact in these areas as option D.

12. In a first-grade physical education class, the teacher has set up the following activity stations designed to promote students' fundamental movement skills.

- At Activity Station 1, students try to bound up from a mat onto a pile of thick mats. Then students slide down or jump off the pile of mats to the mat below.
- At Activity Station 2, a zigzag course marked by poly spots and cones includes several boxes and benches. Students move through the course, staying within the boundaries of the cones and navigating over, under, or around the boxes and benches.
- At Activity Station 3, twelve pairs of hoops are placed side by side in a ladder-type formation on the floor. Students move through the hoop course, stepping left foot in the left hoops and right foot in the right hoops.

Which of the following TEKS-related objectives do these station activities address most directly?

- A. The student is expected to practice proper foot balance while hopping, galloping, running, sliding, and skipping.
- B. The student is expected to travel over, under, around, and through using a variety of pathways, shapes, and levels.
- C. The student is expected to follow teacher instructions to improve performance for motor development skills.
- D. The student is expected to demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.

Answer

Option B is correct because the activity stations described in the scenario comprise movements over, under, around, and through objects using a variety of motor skills. In this way, students explore the important movement concepts of pathways, shapes, and levels. **Option A is incorrect** because the objective described primarily addresses using proper footwork and maintaining balance while performing locomotor skills. **Option C is incorrect** because, while following instructions is important, the scenario emphasizes movement skills, not classroom attentiveness or behavior. **Option D is incorrect** because the objective described focuses specifically on nonlocomotor movements and the movements described in the scenario are primarily locomotor.

13. Students in a fourth-grade physical education class demonstrate a range of readiness levels with regard to basketball skills. The physical education teacher decides to develop tiered activities for the upcoming basketball unit. For example, with regard to manipulative skills, students may demonstrate their learning by dribbling the basketball while stationary, in straight-line forward motion, weaving through a series of cones, and mirroring the motion of a peer who is also dribbling. Which of the following statements provides the best rationale for the teacher's approach?

- A. Differentiation of learning tasks facilitates students' full participation in and success in physical activities.
- B. Variation of skill levels in learning tasks promotes students' interest during instruction.

- C. Teachers will be able to accurately assess proficiency levels when students perform multiple forms of the same task.
- D. Students will be able to master multiple physical education objectives in each period of instruction.

Answer

Option A is correct because differentiation of instruction helps to ensure that all students can actively participate and learn. With individualized support facilitated by tiered or differentiated instruction, all students are more likely to participate in activities that are appropriately leveled and support their skill progression and growth, which is likely to lead to lifelong learning for all students. **Option B is incorrect** because, while allowing for a variety of skill levels would likely promote interest in most students, differentiating instruction supports learning for all students. **Option C is incorrect** because students who are allowed to choose among tiered instructional activities may not necessarily perform them all, which would not allow a teacher to accurately assess a student's proficiency level. **Option D is incorrect** because the purpose of a tiered approach is to emphasize mastery of a single skill over time, and this answer choice focuses on mastery at each period of instruction rather than the process of developing mastery of skill for all students regardless of entry point.

Competency 008—(Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

14. An elementary school physical education teacher continuously scans and moves around the classroom as students engage in activities. Which of the following best describes an important benefit of this classroom management approach?
- A. Maintaining close proximity allows the teacher to provide positive reinforcement to students who are on task and encourages students who are off task to do what is asked.
 - B. Seeking behavior that is detrimental to the learning environment allows the teacher to remove students who are engaging in disruptive behavior.
 - C. Students will begin to recognize that the teacher is watching them at all times and will modify their behavior and actions accordingly.
 - D. The strategy allows the teacher to enforce consequences for violating class rules and provides a strong step for encouraging students to take responsibility for their own actions.

Answer

Option A is correct because the teacher takes an active role in classroom management and can address the needs of the class holistically as well as individually by providing feedback to each student. **Option B is incorrect** because the focus is on removing disruptive students and not the whole class. This answer choice does not highlight positive behavior supports as a classroom management tool. **Option C is incorrect** because it suggests the student response to this approach is geared more toward discipline than learning. A focus on discipline is not an effective classroom management strategy. **Option D is incorrect** because students would likely respond to the teacher strategy out of concern about consequences rather than an interest and focus on learning. A best practice for classroom management would involve setting and holding high expectations for all students.

15. Which of the following statements best describes how student development can be positively enhanced by outdoor adventure-based program activities in which students encounter both physical and psychological challenges?

- A. Students learn to take personal responsibility and to share responsibility for their actions in new and challenging situations.
- B. Students expand their understanding of the need to follow directions and enforce consequences within the context of physically demanding activities.
- C. Students acquire self-confidence and learn to rely on and collaborate with others as they confront risks in supportive but challenging environments.
- D. Students are provided with opportunities to evaluate and compare their own abilities to peers' abilities in the context of unfamiliar activities.

Answer

Option C is correct because the combination of self-confidence and trust in others during challenging situations significantly enhances student development in a positive way. **Option A is incorrect** because, while taking responsibility for one's actions is an example of positive student development, sharing responsibility for one's actions is not. **Option B is incorrect** because, while following directions and enforcing consequences are important, they are not the most valuable outcomes of the response options provided. **Option D is incorrect** because, while a certain amount of measuring one's abilities can help student development, it is not the most important aspect of student development via outdoor adventure-based activities.

16. At the beginning of the school year, an upper elementary school physical education teacher notes that minor conflicts between students (e.g., tattling, bumping into one another) often occur. Once students have become familiar with class rules and routines, the teacher introduces students to the steps below for managing interpersonal conflicts. The teacher sets up one corner of the gym for students to use for conflict resolution and posts the steps there.

1. Calm down (breathe, count to ten).
2. Take turns.
3. Explain the problem. Tell how you feel.
4. Discuss and resolve it.
5. Acknowledge it (bump fists or elbows, write it down).

Which of the following additional activities would be most effective to carry out with students to prepare them for steps 3 and 4?

- A. dividing students into teams and guiding them in civil debate of a physical education-related issue
- B. providing examples of how emotions and reactions can turn a verbal conflict into a physical conflict
- C. engaging students in role-playing "I statements" and active listening techniques in physical education situations
- D. assigning students who usually do not socialize with each other to pair up and work together on skill development

Answer

Option C is correct because "I statements," as opposed to "You statements," are not confrontational. They express the feelings of the speaker rather than focus on the actions or behaviors of the listener. Active listening is also an important component of steps 3 and 4 because both sides in a conflict need to try to understand each other. **Option A is incorrect** because a guided debate is much different than a conflict and the skills needed in a debate differ from the skills needed for conflict resolution. Students would need support and practice verbalizing their individual perspective in this situation, rather than practice speaking to their class on a topic. **Option B is incorrect** because as a teacher supporting students with conflict resolution, best practice would be to support students with modeling de-escalation strategies rather than providing them with examples of physical conflict and escalation. **Option D is incorrect** because, while pairing students who do not usually socialize together might help students stay focused, it is not the most effective way to prepare students for steps 3 and 4.

Competency 009—(Organization and Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.

17. Which of the following constitutes best practice with regard to inclusion in the physical education program?

- A. Each school district should establish and publish policies that are consistent with national physical education organizations.
- B. Every locker room should have some private options for changing, showering, and toileting for use by any student who desires them.
- C. All students must have a physician's authorization before being allowed access to physical education courses.
- D. The physical education department must post rules that specifically forbid bullying anyone.

Answer

Option B is correct because all students need access to privacy in locker rooms. Providing all students with a safe and private space to attend to their needs can help ensure students are confident and comfortable in the physical education environment. **Option A is incorrect** because schools are guided primarily by state and district policies. **Option C is incorrect** because students do not need a doctor's note to participate in physical education. **Option D is incorrect** because, while posting rules that forbid bullying could help address bullying concerns, the term "inclusion" is broader in scope than anti-bullying. The goal of inclusive practices would be to create a classroom culture that goes beyond addressing bullying as it occurs.

18. A physical education teacher is reviewing assessment data shown on the performance of 150 high school students in relation to three recent units of instruction.

Assessment Data Summary
(percentage of students achieving proficiency)

	Nutrition, Exercise, and Body Composition	Personal Fitness Plan	General Safety Practices
Formative Skill Assessments	68%	72%	69%

Written Assessments	81%	83%	80%
Performance Assessments	85%	88%	84%

Based on these data, which of the following actions should the physical education teacher take *next*?

- A. emphasizing the use of paired or small-group tasks in class
- B. incorporating frequent use of hands-on guided practice activities
- C. implementing nongraded assignments into instruction
- D. adding weekly homework assignments

Answer

Option B is correct because students generally performed the best on Performance Assessments, indicating that when students are able to demonstrate their knowledge and skills, they are able to reach mastery, as opposed to other assessment formats that may present a burden to demonstration of those skills. **Option A is incorrect** because the data do not indicate the size of class groupings for any single assessment type. **Option C is incorrect** because the data do not indicate the effect of grades or the absence of grades for any single assessment type. **Option D is incorrect** because the data do not indicate that additional homework would improve student outcomes.

Domain IV—Educating All Learners and Professional Practice

Competency 010—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

19. Which of the following situations would cause a physical education teacher to be in violation of the Code of Ethics and Standard Practices for Texas Educators?

- A. A teacher uses the district-provided system to send a text message to remind students about an upcoming soccer test.
- B. A teacher asks students to run laps at the end of class before they change clothes.
- C. A teacher requests reimbursement for equipment bought at a TAHPERD convention.
- D. A teacher accepts donated equipment from a business in exchange for advertising at school sports venues.

Answer

Option D is correct because it is in violation of Standard 1.2 of the Code of Ethics and Standard Practices for Texas Educators: "The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage." **Option A is incorrect** because communicating with students via text message on a district-provided system is not in violation of the Code of Ethics and Standard Practices for Texas Educators. **Option B is incorrect** because asking students to complete laps at the end of class is not in violation of the Code of Ethics and Standard

Practices for Texas Educators. **Option C is incorrect** because The Texas Association for Health, Physical Education, Recreation & Dance (TAHPERD) is a not-for-profit professional association and it is not inappropriate to request reimbursement for equipment bought at a TAHPERD convention provided the equipment is used at school for student learning purposes.

20. A school offers a variety of opportunities to engage families in activities to support their children's learning, social skills, and emotional and physical development. For example, the school collaborates with community organizations to provide classes and workshops for families on some of the following topics.

- understanding child development
- modeling stress-management skills for children
- monitoring children's screen time

Which of the following family engagement strategies does this scenario best exemplify?

- A. using a variety of communication methods with children
- B. supporting children's academic learning at home
- C. establishing various volunteer opportunities for families
- D. empowering families to further their child's achievements and health

Answer

Option D is correct because the school's offerings are designed to increase families' knowledge and skills in areas relevant to their children's health and wellness and daily lives. This type of engagement empowers families in promoting the achievement and well-being of their children. **Option A is incorrect** because the school offerings are designed primarily to help families support their children, not use a variety of communication methods with children. **Option B is incorrect** because it focuses on children's academic learning at home, but the school's initiative aims to help families support a wider range of outcomes, such as social skills and emotional and physical development. **Option C is incorrect** because the initiative does not aim to establish volunteer opportunities for families. Rather, it aims to support families.

Competency 011—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

21. A second-grade emergent bilingual student with a beginning level of English language proficiency has recently moved to the United States from another country. The physical education teacher can best support this student's initial adjustment to cultural differences through which of the following actions?

- A. communicating often with the student's parents/guardians to support the family
- B. providing one-to-one adult support for the student throughout the process of acclimating to a new culture
- C. suggesting peer role models to guide the student throughout the stages of acculturation
- D. initiating an evaluation to determine whether there are issues that may affect the student's access to cultural norms

Answer

Option C is correct because peers, who are already very familiar with the culture, would be able to guide the student in a relevant, meaningful, and age-appropriate way. Peer supports can provide a more non-invasive and authentic opportunity for students to receive acculturation supports. **Option A is incorrect** because, while maintaining communication with the parents could help support the family, it does not specifically support the student's adjustment to cultural differences. **Option B is incorrect** because one-to-one adult support would likely not benefit the student as much as peer role models, to whom the student can more easily relate. **Option D is incorrect** because findings from an academic evaluation will not in and of themselves help the student adjust, and the physical education teacher could instead better address the student's acclimation to a new environment with other interventions.

22. An elementary student is performing a striking skill incorrectly in physical education class. Which of the following statements is the most appropriate for the teacher to make when addressing this situation?

- A. "You could have more control and power and make more consistent contact if you position your feet like this."
- B. "Your stance is incorrect. You need to try just a little bit harder at this skill."
- C. "You made good contact with the ball. Look at how I place my feet when I hit the ball. Let's work on that skill next."
- D. "Good try. Keep working at it. The more you practice, the better you will become."

Answer

Option C is correct because the teacher feedback starts with a positive and then specifically guides the student toward improvement by modeling proper positioning for skill execution. **Option A is incorrect** because the feedback emphasizes control and power rather than the basics of striking. **Option B is incorrect** because the feedback notes an incorrect stance without providing guidance on how to improve stance. Using language with students that empowers them is more likely to result in continued practice resulting in mastery of the skill. **Option D is incorrect** because, while supportive, the feedback is vague.

23. A high school physical education class is learning how to use equipment in a weight room. One student is off task and playing with extra equipment in a corner of the room. To effectively implement appropriate behavior management, the teacher should take which of the following actions *first*?

- A. reviewing weight room safety procedures and expectations with the entire class
- B. having the student sit out for the remainder of the current lesson but allowing the student to participate in the next lesson
- C. asking the student to shadow the teacher as the teacher models appropriate weight room behaviors
- D. reassessing whether there is too much risk associated with teaching weight room activities to this age group

Answer

Option C is correct because it focuses on the student and appropriate procedures for using equipment safely while not disrupting the rest of the class and provides the teacher with another opportunity to model the expected

behavior while in the weight room. **Option A is incorrect** because only one student is off task, not the whole class. **Option B is incorrect** because the student will miss the lesson in this scenario and the student needs guidance, not a restriction and singling out that affects their learning. **Option D is incorrect** because a reassessment of risk is not needed for this age group based on a single student's actions. A reassessment of risk would be appropriate if the physical education teacher saw multiple students engaging in off-task and unsafe behavior.

Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

24. Which of the following statements about Response to Intervention (Rtl) is accurate and should guide teacher decisions and actions?

- A. Schools should provide parents with notice whenever their child begins to receive intervention strategies such as Rtl.
- B. Rtl is an effective way to address academic but not behavioral concerns.
- C. The Individuals with Disabilities Education Act (IDEA) encourages schools to use an Rtl approach before a referral for evaluation.
- D. Rtl should be implemented only for students who are eligible for special education.

Answer

Option A is correct because parents/guardians must be notified whenever their child(ren) are recommended for or receive intervention strategies, according to Texas law. Having parents/guardians involved in support planning for their student is a critical component of the process. **Option B is incorrect** because Rtl is a protocol that can address both academic and behavioral concerns. **Option C is incorrect** because while the Individuals with Disabilities Education Act outlines protections for students with disabilities in the public school setting, it does not outline or dictate intervention or evaluation processes for schools. **Option D is incorrect** because Rtl can be used for all students, not just those eligible for special education. The Rtl process should not interfere with the evaluation process for special education services.

25. A physical education teacher has a large number of students and wants to collect data not only on fitness levels for each student but also on manipulative skills, locomotor skills, and movement patterns. Which of the following actions would best allow the teacher to accurately capture relevant information on which to make instructional adjustments?

- A. using an observation sheet or app in each class period that already includes student names and school identification photos
- B. having students journal about their own skills and reviewing that information at the end of each week
- C. during each planning period, reviewing a checklist of student names and recording observations made that day of each student's skill performance
- D. asking classroom teachers to provide information on students' performance in other classes, especially writing and reading

Answer

Option A is correct because prepopulating names and student IDs would allow the teacher to accurately capture the desired motor skills-related information in real time for each student without having to set up and populate an observation sheet or app with student names and photos as class begins. This strategy would allow the teacher to gather large amounts of overall data on skill development for each class to implement tiered supports based on skill mastery. **Option B is incorrect** because student journaling about their skills is unlikely to provide the teacher with the targeted skills information. **Option C is incorrect** because the data collection on fitness levels for all students should happen in real time during the class period and should not be based on what a teacher can recall during a lateral planning period. **Option D is incorrect** because it is not direct observation and analysis, and performance in other areas such as writing and reading will not provide an assessment of students' manipulative skills, locomotor skills, and movement.

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Movement Knowledge and Skills

Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.

26. Performing which of the following activities skillfully is most dependent on the acquisition and refinement of temporal awareness?

- A. moving about in a confined space
- B. hitting a thrown ball
- C. performing consecutive dance steps
- D. walking on a balance beam

Answer

Option B is correct.

27. Which of the following approaches to observational learning is most likely to produce the best results when a physical education teacher is introducing a new motor skill?

- A. requesting a student to demonstrate the new skill to the entire class
- B. having students watch the skill being performed in game situations
- C. modeling proper performance for students prior to practicing the new skill
- D. asking students to describe the component parts of the new skill

Answer

Option C is correct.

28. Which of the following statements best describes an appropriate analysis of the relationship between students' development of personal social skills and their involvement in a physical education program?

- A. Personal social skills typically develop concurrently with fitness and motor skills given a supportive physical education environment.
- B. Personal social skills learned at home should be reinforced as part of the physical education curriculum.
- C. Personal social skills are most effectively enhanced through direct instruction in the physical education program.
- D. Personal social skills are most appropriately addressed in physical education after fitness and motor skills are well developed.

Answer

Option A is correct.

29. During a tennis unit, a high school student is having trouble making contact with the ball while practicing the overhead smash. Which of the following teacher cues is likely to be most helpful for this student?

- A. "Lock the wrist."
- B. "Keep the racket in front of you."
- C. "Up on the toes."
- D. "Point the off hand at the ball."

Answer

Option D is correct.

Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills.

30. Mastering which of the following physical education activities is most dependent upon the development of fine motor skills?

- A. changing strides while playing soccer
- B. catching a thrown ball
- C. moving along a predetermined path
- D. walking along a balance beam

Answer

Option B is correct.

31. Elementary students are playing a game called "shark." Two students are initially designated as sharks who try to tag other students as they move from one "island" (safe mat) to another. This activity is most appropriate for assessing which of the following movement concepts?

- A. force of movement
- B. spatial awareness
- C. time and velocity
- D. body awareness

Answer

Option B is correct.

32. An elementary school physical education teacher engages second-grade students in "scoop games" where the students use large plastic scoops to toss and catch lightweight beanbags and to lob the beanbags into bins at various distances. These activities are most beneficial for the development of which of the following skills?

- A. spatial awareness
- B. manipulative
- C. movement patterns
- D. nonlocomotor

Answer

Option B is correct.

Competency 003—(Movement Activities and Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

33. A high school student wants to improve performance in distance swimming. Which of the following approaches is likely to be most effective in meeting this goal?

- A. demonstrating for the student proper technique to perform flip turns
- B. creating a program in which the student cross-trains with other sports
- C. having the student watch videos of skilled distance swimmers
- D. establishing a program to increase the student's aerobic capacity

Answer

Option D is correct.

34. A high school physical education teacher is planning a unit on navigation and wants to integrate information from other academic areas into the lessons. Which of the following topics from other academic areas would be most appropriate to include?

- A. concepts of latitude and longitude
- B. causes and applications of magnetism
- C. principles of weather patterns
- D. basic laws of physical motion

Answer

Option A is correct.

35. A student is having difficulty with eye-hand coordination while attempting to hit a softball with a bat. Which of the following suggestions from the physical education teacher would most help the student acquire this skill?

- A. lifting the front foot and leg when the pitch approaches
- B. starting the swinging motion slowly right before the pitch is thrown
- C. positioning the feet and body at the front of the batter's box
- D. choking up slightly on the bat and moving closer to the plate

Answer

Option D is correct.

Domain II—Health-Related Fitness

Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.

36. In which of the following ways is physical activity most likely to improve cognitive function?

- A. enhancing alertness to attend more fully to environmental stimuli
- B. creating endorphins to minimize gaps in neural synapses in the brain
- C. increasing accurate recall of recent events and recollection of past experiences
- D. improving blood flow to the brain to support the development of new brain cells

Answer

Option D is correct.

37. A physical education teacher works with several student athletes who have designed personal strength-training routines. Midway through the school year, some of the students tell the teacher that they seem to have reached a plateau in their training. The teacher advises the students to adapt their training routines to incorporate the concept of progressive overload. Which of the following adaptations to the students' routines best illustrates this concept?

- A. expanding the range of activities and equipment beyond what is in the current routine
- B. regularly monitoring heart rate to ensure exercise at 85 percent or more during the routine
- C. changing the frequency of the routine to every other day to allow muscles to recover and repair
- D. incrementally increasing the weight, frequency, or number of repetitions in the routine

Answer

Option D is correct.

38. A physical education teacher instructs students on how to use graphing tools to monitor changes in their skill levels. This practice can be expected to increase students' motivation to participate in physical activity primarily by:

- A. prompting students' ongoing reflection on their skills and abilities.
- B. enabling students to visualize their progress in different skill areas.
- C. allowing students to view their skill development in relation to that of their peers.
- D. conveying to students that they are responsible for their own skill development.

Answer

Option B is correct.

Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.

39. Which of the following sets of fitness test items would be most appropriate for assessing the strength and flexibility of muscles involved in maintaining posture and lower-back health?

- A. walk test, crunch, and flexed-arm hang
- B. push-up, shoulder stretch, and body mass index
- C. curl-up, trunk lift, and sit-and-reach
- D. modified pull-up, trunk twist, and percent body fat

Answer

Option C is correct.

40. High school students are learning to use exercise weight machines. The teacher should warn students that performing behind-the-head lat (latissimus dorsi) pulldowns is generally considered unsafe because the exercise:

- A. creates a very destabilizing effect on the shoulder joint.
- B. can cause pinched nerves in the neck.
- C. requires hyperextension of the cervical spine.
- D. leads to hyperflexion of the elbow joint.

Answer

Option A is correct.

41. Which of the following exercises would be most effective for helping to correct a posture problem that includes slouching in the shoulders and upper back?

- A. chin-ups
- B. supine bench press
- C. clean and jerk
- D. shoulder shrugs

Answer

Option D is correct.

Competency 006—(Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and social and emotional health and well-being, and analyze ways in which personal behaviors influence health and wellness.

42. Which of the following resources is likely to have the greatest positive effect on students' understanding of the relationships between behavior choices and personal health and wellness?

- A. multimedia reference materials defining the various aspects of health and wellness
- B. presentations by other students on the consequences of unhealthy choices they made
- C. a school environment that encourages students to make their own choices and learn from them
- D. positive role models who promote understanding of health and wellness issues

Answer

Option D is correct.

43. Maintaining hydration before, during, and after exercise has which of the following benefits for overall physical performance?

- A. reducing the risk of injury to the skeletal system
- B. improving the ability to self-assess functioning of various body systems
- C. reducing the body's core temperature level
- D. improving the delivery of oxygen and nutrients to working muscles

Answer

Option D is correct.

Domain III—The Physical Education Program

Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate.

44. Which of the following student learning goals is most consistent with the Teaching Games for Understanding (TGfU) model of physical education?

- A. in bowling, learning posture and hand placement before learning delivery stride
- B. in baseball, learning how to bunt before learning when to use a bunt to facilitate scoring
- C. in golf, learning the function of each club before learning how to drive and putt
- D. in basketball, learning how to move to get open for a shot before learning shooting techniques

Answer

Option D is correct.

45. Which of the following statements explains the greatest benefit for students of regularly analyzing data of their physical activity?

- A. Data analysis often serves as a motivating factor for students in reaching and maintaining fitness goals.
- B. Data analysis promotes collaboration with other students and instills a healthy sense of fitness competition.
- C. Data analysis introduces students to technology that enhances their digital literacy skills.
- D. Data analysis is a cross-curricular activity that increases students' understanding of other academic subjects.

Answer

Option A is correct.

Competency 008—(Learning Environments): Demonstrate understanding of factors relevant to learning and performance in physical education and of how to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

46. Which of the following strategies used by a physical education teacher is likely to be most appropriate for encouraging students' development of positive social skills and inclusive behaviors?

- A. assigning small groups of students to research games and sports that are shared by various nationalities and cultures
- B. conducting a lesson closure at the end of class during which each student is asked to identify a helpful contribution that a classmate made during class
- C. asking students to prepare a brief speech about the advantages and disadvantages of individual and team physical activities
- D. having students keep an activity journal for one week in which they reflect on time spent participating with others in physical activities outside of school

Answer

Option B is correct.

Competency 009—(Organization and Management): Apply knowledge of the structure, organization, goals, and purposes of physical education programs, including legal issues, supervision, planning and instruction, safety, first aid, and risk management.

47. Which of the following strategies is likely to be most effective and appropriate for promoting the values of an elementary physical education program and encouraging public support and active participation in the program?

- A. periodically organizing exhibition games in which siblings and parents/guardians compete against students in team games such as soccer, kickball, and basketball
- B. organizing regular family events as part of the physical education program that feature fun and challenging individual and group activities
- C. conducting a series of fundraising events throughout the school year such as dunk booths, bike rodeos, walkathons, and student sales of school spirit supplies or snacks
- D. publicizing the importance of the physical education program as one of the ten integrated components of the Whole School, Whole Community, Whole Child (WSCC) approach

Answer

Option B is correct.

48. Which of the following should be an important part of a physical education department's plan to reduce risk?

- A. liability waivers signed by each student's parents/guardians
- B. a list of injuries and their outcomes that have occurred in the past year
- C. a list of emergency contacts for all students in the program
- D. scheduled maintenance and repairs of equipment and facilities

Answer

Option D is correct.

Domain IV—Educating All Learners and Professional Practice

Competency 010—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally, socially, behaviorally, and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

49. A student entering a class has a type of disability with which the physical education teacher is unfamiliar. Which of the following steps should the teacher take *first* to determine instructional strategies, activities, and modifications that would be appropriate to use with this particular student?

- A. collaborating with members of the student's Admission, Review, and Dismissal (ARD) committee
- B. requesting staffing assistance from another professional who is familiar with the disability
- C. researching the characteristics of the disability that the teacher is likely to encounter
- D. interviewing the student's parents/guardians to determine the student's potential needs

Answer

Option A is correct.

Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

50. Which of the following guidelines is most essential for teachers to understand and adhere to when selecting and using standardized assessments for measuring students' learning?

- A. using assessment results only for purposes for which they have been validated
- B. administering assessments in a consistent way for all students
- C. sharing assessment results only with students and their parents/guardians
- D. making the same assessments appropriate for students at multiple developmental levels

Answer

Option A is correct.

Preparation Manual

Section 5: Sample Constructed-Response Question Physical Education EC–12 (258)

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Use the information in the exhibit to complete the assignment that follows.

The students in a fifth-grade class demonstrate a range of skill and fitness levels, and many have had little or no experience with the movement activities specified in the TEKS standards. Using your knowledge of physical education principles, concepts, and best practices, write a response of approximately 400–600 words in which you:

- identify a learning objective that is aligned with the given TEKS standards and explain why the learning objective is appropriate for this physical education class;
- describe one instructional activity, including any teaching strategies, equipment, and skill progressions, you would use to promote student achievement of the learning objective;
- explain why the activity you described would be developmentally appropriate and effective for promoting students' skilled movement in relation to the learning objective;
- identify one challenge students may encounter during the activity you described, and explain how you would differentiate instruction or adapt the activity to maximize the participation of all students; and
- describe one approach for assessing students' conceptual understanding and skill-based learning in relation to the learning objective and instructional activity.

Exhibit

You are planning a series of physical education lessons aligned with the following standards from the Texas Essential Knowledge and Skills (TEKS) for Physical Education.

(a)(5) In Kindergarten–Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

(b) Knowledge and skills.

(1) Movement patterns and movement skills—locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

(B) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities.

(2) Movement patterns and movement skills—nonlocomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate nonlocomotor skills. The student is expected to:

(B) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

Sample Responses and Rationales

Score Point 4

Golf is a sport that would provide opportunities for students to demonstrate competency in nonlocomotor movement skills like bending, pulling, twisting, and pushing. For alignment with these TEKS, I would focus on nonlocomotor movements used for putting and plan my instruction for this learning objective: students will be able to perform a combination of bending, pulling, and pushing movements using a golf putter to strike the ball toward the intended target demonstrating 2 of the 3 nonlocomotor movements accurately.

By 5th grade, students have learned many fundamental cues and skills while engaging in physical education activities and games. The scenario indicates that this class is comprised of learners exhibiting a wide range of skill and fitness levels. This objective will appropriately enable all learners to understand the importance of performing these nonlocomotor movements as necessary in hitting the ball to the target with accurate form and control.

Instruction for the activity would utilize the gradual release model. I would prepare the activity space with equipment such as cones, buckets of golf balls, putters of various heights, mats with holes (cups, tape or ribbon can be used to create holes on gym floor surfaces/outdoor surfaces). Once I explain the activity space, equipment, and safety/behavioral expectations for students, I would demonstrate proper nonlocomotor movements to putt the golf ball. Instruction would be chunked into different movements before asking students to perform the entire movement pattern. First, I would show students how to stand in relation to the golf ball and target, the location of the putter, and how their body should be bent over the golf putter. Students would partner up and take turns lining up to the target and bending over the putter. I would check in with partnered groups to assess how they are progressing and guide their development of the skill. Next, I would demonstrate the movement of pulling the putter back. Quarters placed on the ground can visually show distance for how the putter is pulled away from the ball based on the distance of the ball from the hole. Again, students would have time to practice and apply the pulling movement with a partner while I circulate to assess their progression. Finally, I would demonstrate the movement of pushing the putter to the ball to propel it to the target. Guided practice would follow for students to perform all the nonlocomotor movements required to putt the ball.

This activity is appropriate in providing instruction for each isolated movement within the pattern of progression that students need to learn. Guided practice throughout the activity effectively reinforces accurate form and control of the body within each of these nonlocomotor movements to promote their success in the striking of the ball.

To alleviate frustration students may encounter to meet the objective, adaptations can be implemented that will maximize participation for all students. Larger foam balls or tennis balls could be used instead of golf balls. In addition, have students stand closer to the hole. Then, as they gain more confidence and practice with the bending, pulling, and pushing movements, their distance from the hole can increase a little at a time.

Informal assessment checks would be conducted throughout the activity. Performance-based video conferencing may also be used to assess student understanding. The conference would begin with viewing a video featuring accurate movements to strike the ball. I would then video the student performing the movements, followed by discussion. This approach assesses learning by making comparisons in real time to areas of development or improvement and provides an authentic reflection on what was learned.

Rationale for the Score of 4

The "4" response reflects a thorough understanding of the relevant content knowledge and skills. The response fully addresses all parts of the assignment, demonstrates an accurate, highly effective application of the relevant content knowledge and skills, and provides strong, relevant evidence, specific examples, and well-reasoned explanations.

Completion: The response addresses all parts of the assignment, and the response to each part is developed with evidence, examples, and explanations. A learning objective aligned to the standards is described in paragraph 1; a detailed instructional activity, and the rationale for that activity, is described in paragraphs 3 and 4; differentiated instruction for the activity is described in paragraph 5; and an approach for assessment is described in paragraph 6.

Application of Content: The response accurately and effectively applies concepts and terminology relevant to Physical Education (nonlocomotor movement, form and control, movement pattern) and to pedagogy (gradual release model, performance-based, guided practice, informal assessment checks). The candidate demonstrates, for example, an understanding of how prior knowledge can affect the students' achievement of the learning objective. The candidate provides specific examples of how to differentiate instruction— for example, by providing larger foam balls or tennis balls, as well as having students stand closer to the hole. The candidate supplies a specific example and a well-reasoned explanation for performance-based video conferencing as an approach to assessing students' knowledge and skills in relation to the learning objective.

Support: The response provides strong, relevant evidence, specific examples, and well-reasoned explanations for each of the specific tasks in the assignment. In paragraphs 3 and 4, the instructional activity is described with specific details, including precise instructions using the gradual release model. The rationale provided for each instructional material and each step of the lesson activity reflects a thorough understanding of the relevant content knowledge and skills.

Score Point 2

Fifth grade students will be able to demonstrate a variety of locomotor skills, perform these movement concepts when they travel from one space to another, and identify the difference in each locomotor skill.

Begin by using power point slides to show students the various locomotor skills such as bending, twisting, running, hopping, skipping, galloping, etc. Ask student volunteers to demonstrate each movement shown in the slides. Survey the class to see which movements they enjoyed the most. Provide each student a copy of the Locomotor Checklist. Give students time to perform each skill on the checklist and evaluate each other. Once students have had sufficient time to go over the checklist, bring the whole class back together to compare the list and ask for volunteers to do stretches and movements.

A complete understanding of the locomotor skills on the checklist leads students to successfully play the Island-Hopping game. Place hoops around the floor so that students know where the "islands" are and select up to six students to be the alligators (taggers). Be prepared to answer the questions students have about the game. Call out a locomotor skill for students to perform as they avoid being tagged. Students may rest or escape an alligator by showing a stretch motion in the hoop or for a more advanced motion, allow students to leap on to the island (in a hoop). For safety reasons, students should come up with rules such as: no more than two students on an island at a time for a maximum of ten seconds or show good sportsmanship through encouraging words if someone slips or falls while leaping for the hoop.

This lesson would be effective because the Locomotor Checklist gives students a guideline to practice these locomotor skills. Peers can identify and correct improper form using the list. This gives all students, especially more shy and reserved students, an opportunity to share ideas and assist each other without having to perform in front of the whole class.

Providing students with a Locomotor Checklist is one example of how to maximize participation and differentiate instruction.

An exit ticket can quickly assess if students met the learning objectives. Students will respond to the questions on the back of their Locomotor Checklist to identify and explain what they learned.

Rationale for the Score of 2

The "2" response reflects a limited understanding of the relevant content knowledge and skills. The response addresses some parts of the assignment and demonstrates a partially accurate application of the relevant content knowledge and skills. The response provides limited evidence, and examples or explanations are only partially appropriate.

Completion: The response addresses most parts of the assignment, but it does so only partially. It partially describes the learning objective (demonstrate, perform, and identify), but does not explain why the objective is appropriate other than to mention the locomotor skills are needed to play the game. The response offers limited evidence and only partially explains how to differentiate instruction ("Providing students with a Locomotor Checklist") and assess students' knowledge and skills in relation to the learning objective ("Students will respond to the questions on the back of their Locomotor Checklist to identify and explain what they learned.")

Application of Content: The response provides an only partially accurate and effective application of knowledge pertaining to physical education principles, concepts, and best practices. It states, for example, that "This lesson would be effective because the Locomotor Checklist gives students a guideline to practice these locomotor skills," but provides only the partially appropriate explanation of "Peers can identify and correct improper form using the list." The response provides an approach for assessing students' knowledge and skills ("an exit ticket") but does not provide an explanation for how this relates to students' achievement of the learning objective.

Support: The response provides limited evidence. Examples or explanations, when provided, may only be partially appropriate. The instructional activity described offers limited evidence for the advancement of student achievement toward the learning objective. The explanation of how to differentiate instruction lacks the support of an appropriate explanation or example. Little description is given of the method of assessment other than the mode and directions to "explain what they learned."

Performance Characteristics

The rubric created to evaluate your response to the constructed-response question is based on the following criteria:

Completion	The degree to which the candidate completes the assignment by responding to each specific task in the assignment.
Application of Content	The degree to which the candidate applies the relevant knowledge and skills to the response accurately and effectively.
Support	The degree to which the candidate supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

Score Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response fully addresses all parts of the assignment. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
3	<p>The "3" response reflects a general understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses most or all parts of the assignment. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. The response provides sufficient evidence, some examples, and generally sound explanations.

2	<p>The "2" response reflects a limited understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses at least some of the parts of the assignment. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
1	<p>The "1" response reflects little or no understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses, few, if any, parts of the assignment. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
U	<p>The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.