

## SECTION IV – EVIDENCE FOR MEETING STANDARDS

### ASSESSMENT 1 – CONTENT KNOWLEDGE EXAM

#### **Brief Description of the assessment and its use in the program**

The state of New Hampshire does not require PRAXIS II as part of its certification requirements for K-12 physical education. Nor does the Keene State College Teacher Education program require PRAXIS II as a program completion requirement. Until such time as one of the above two things happen, the PETC program has chosen to develop a comprehensive content knowledge exam to use as one measure of a candidate's content knowledge.

To develop the exam questions were solicited from faculty teaching courses in the Physical Education Core and the Physical Education/Teacher Certification option. Each question was asked in multiple choice format, and questions were then grouped by category (similar to those used in PRAXIS II: Content Knowledge). Alignment with AAHPERD/NASPE standards was shown, and the courses from which the questions came were indicated. As different forms (four in all) of the exam are developed, the same NASPE standards/outcomes will be addressed in each form. Categories will also remain consistent in each form.

The exam was piloted with a group of candidates during the Spring 2006 semester. It will now be taken by candidates during their student teaching experience.

#### **Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited**

The Physical Education Content Knowledge Exam is divided into six categories and aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 1: Content Knowledge	<p><b>1.1:</b> To answer questions in the Skill Movement and Physical Activity category and the Fundamental Movement category, candidates need to be able to identify critical elements of motor skill performance and effective learning progressions.</p> <p><b>1.3:</b> To answer questions in the Skill Movement and Physical Activity category and the Fundamental Movement category, candidates need to be able to describe performance concepts and strategies.</p> <p><b>1.4:</b> To answer questions in the Science and Fitness category, candidates need to be able to describe biophysical concepts to skillful movement, physical activity, and fitness.</p> <p><b>1.5:</b> To answer questions in the Foundations and Assessment category, candidates need to be able to understand current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives</p>
Standard 6: Planning and Instruction	<p><b>6.3:</b> To answer questions in the Safety category, candidates need to be able to select instructional strategies based on content, student needs, and safety issues.</p> <p><b>6.4:</b> To answer questions in the Safety category, candidates need to be able to design learning experiences that are safe.</p> <p><b>6.5:</b> To answer questions in the Pedagogy category, candidates need to be able to apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.</p>
Standard 7: Student Assessment	<p><b>7.1:</b> To answer questions in the Foundations and Assessment category, candidates need to be able to identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.</p>

#### **Brief analysis of the data findings**

This is a newly created assessment, so there is no meaningful data being reported at this time. Data will be available during the 2006-2007 academic year. While a limited number of candidates completed the pilot exam, results were used to revise the original draft.

**Interpretation of how the data provides evidence for meeting standards**

It is our belief that the data that will be gathered from this content knowledge exam will indicate whether our PETC candidates possess the professional knowledge of prospective teachers of physical education in grades K-12. The questions are designed to cover the knowledge of fitness, fundamental movements, and movement forms (games, sports, gymnastics, dance) that make up the content of physical education classes. Also included are questions related to the natural and social sciences that provide the foundation for teaching physical education activities, assessment, and safety. Knowledge of these areas is needed to understand the purpose of activities in the physical education curriculum and to evaluate student performance. Finally, pedagogy questions are included to measure candidates' understanding of how to teach. Their ability to teach, however, is assessed in other ways.

As data becomes available, it will be used to find ways to improve candidate and program performance as well as to consider revisions to the exam itself.

Keene State College  
Physical Education Department  
Physical Education/Teacher Certification Content Knowledge Exam

Name: \_\_\_\_\_ Expected Graduation Date: \_\_\_\_\_  
Date: \_\_\_\_\_

Multiple Choice: Please choose the one best response for each of the following statements.

**Skillful Movement and Physical Activity**

This section of the exam aligns with AAHPERD/NASPE Standard 1: Content Knowledge. Questions specifically align with Outcome 1.1 (Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning) and Outcome 1.3 (Describe performance concepts and strategies related to skillful movement and physical activity [e.g., fitness principles, game tactics, skill improvement principles]) and come from the following courses: PE 256, PE 265, PE 268, PE 278, PE 282, PE 283, PE 285, PE 286, PE 287, PE 288

1. A grand right and left begins by giving \_\_\_\_\_ to your partner.
  - a. your right hand
  - b. your left hand
  - c. both hands
  - d. none of the above
2. When performing the Fosbury Flop, what action serves to bring the legs up after the hips clear the bar? (PE 282)
  - a. Whipping the arms up and back.
  - b. Pulling the arms to the chest.
  - c. Bringing the head to the chest.
  - d. Arching the back and hips.
3. What is the rule? In softball, a batted ball strikes a base runner while standing on the base. The rule is:
  - a. The hitter is safe
  - b. The hitter is out
  - c. Strike
  - d. Ball
4. The progression for ANY move on the balance beam includes:
  - a. Forward roll, back roll, cartwheel
  - b. Practice the move with two spotters, practice move with one spotter
  - c. Practice on the floor, then on the low beam, then on the high beam with spotters as necessary
  - d. Practice move on the low beam, & do not attempt on the high beam unless given permission to do so
5. In 4/4 time what note receives one beat?
  - a. whole note
  - b. half note
  - c. quarter note
  - d. eighth note

6. How many seconds can an offensive player stay in the lane during a basketball game?
  - a. 2 seconds
  - b. 3 seconds
  - c. 4 seconds
  - d. 5 seconds
  
7. In square dance the couple with their back to the music/caller is
  - a. couple #4
  - b. couple #3
  - c. couple #2
  - d. couple #1
  
8. What is the proper position of the fingers when gripping the discus?
  - a. The second joint of each finger is over the edge, relaxed and spread.
  - b. The first joint of each finger is over the edge and closed for a tighter grip.
  - c. The first joint of each finger is over the edge, relaxed and spread.
  - d. The second joint of each finger is over the edge and closed to add force.
  
9. In Ultimate Frisbee, if the defending team touches the disc in flight causing it to fall to the ground,
  - a. The team making the throw is allowed to repeat the throw from the original spot.
  - b. The team making the throw is allowed to take another throw on the spot where the disc hit the ground.
  - c. The defending team may take a throw from the spot where the disc hit the ground.
  - d. The team making the throw takes a throw in from the nearest sideline.
  
10. In volleyball, when performing the overhand serve, a player lets the ball bounce, because the ball was tossed too far from the hitting arm. The official decides:
  - a. Fault, point for the opposing team
  - b. Legal play. The player has 5 seconds to serve again.
  - c. No point awarded and the same team rotates to the next server
  - d. Official declares a delay of game and awards a point to the opposing team.
  
11. The points to emphasize for a back hip pull-over mount (low bar) on the uneven parallel bars include:
  - a. Step towards bar, kick to the bar, look back as you roll over
  - b. Cast, hips to bar, look back as you roll over
  - c. Perform a pull-up, hips to bar, look back as you roll over
  - d. Soles of feet on bar, swing, push with feet, extend hips
  
12. When an outfielder prepares to make a long, hard throw, the \_\_\_\_\_ technique should be used?
  - a. Cross over
  - b. Drop step
  - c. Crow hop
  - d. Chicken hop
  
13. Which basic dance step does the following describe? 2/4 time – step, close, step, hop
  - a. schottische
  - b. polka
  - c. waltz
  - d. two step

14. What is the rule in Softball? A batted ball hits the batter before she leaves the batter's box.
- Fair ball
  - Foul ball
  - Safe
  - Out
15. In softball a batted ball strikes third base and bounces into foul territory. What is the rule?
- Fair ball
  - Foul ball
  - Batter is out
  - Dead ball
16. The progression for the squat vault includes:
- The flank vault jump-off
  - Squat on the horse, jump off
  - One to two foot take-off
  - "frog leap" on mat, squat on the horse, jump off
17. Which of the following is NOT correct form when dribbling for speed in soccer?
- Maintaining an upright position
  - Keeping head up and vision on the field as much as possible
  - Contacting ball with instep or outside surface of the foot
  - Keeping the ball in close control of feet at all times
18. In a doubles badminton game, A and B are partners. A is supposed to receive the first service of the game, but the shuttle comes into B's court, so B returns it. The decision is:
- legal, play continues
  - let
  - point for the serving team
  - fault, serve goes to server's partner.
19. On the serve during a pickleball game:
- the ball must land within the non-volley zone.
  - the serve must clear the non-volley zone.
  - the serve may be returned in the air or on the bounce.
  - the serve must be returned before it bounces.
20. Team A is the first team to serve in a doubles badminton game. The first serve hits the net and falls between the net and the short service line. What is the decision?
- Second service: partner of the server for team A serves from the left court.
  - Two hands down: player in the right court from team B serves
  - Let serve: server for team A repeats the serve from the same court.
  - Point: server from team A serves from the left court.
21. In badminton, who should announce the score during a game? When?
- The server should announce the score as soon as the point is over.
  - The server should announce the score before serving the next point.
  - The receiver should announce the score as soon as the point is over.
  - The winner of the point should announce the score as soon as the point is over.

22. In tennis, what score is considered deuce?
- 0-0
  - 15-15
  - 30-30
  - 40-40
23. During a volleyball game, a served ball drops into the opponent's court hitting the sideline. What is the official's call?
- Point for the serving team
  - Same person reserve the point
  - Point for the receiving team
  - Ball is "out"
24. Which score represents a completed high school volleyball game?
- 25-26
  - 27-28
  - 22-15
  - 27-25
25. In volleyball, when performing the forearm pass, it is important to:
- Form a platform by interlacing the fingers
  - Bend your knees and extend upon contact
  - Keep your legs straight
  - Swing your arms so that you are pointing at the ceiling on the follow through
26. Given the following dance directions, what cues would you use to help the dance do the right steps at the right time? All clap own hands twice, face partner and bow.
- 1, 2, 3, 4
  - clap twice, face partner, bow
  - all clap own hands twice, face partner and bow
  - clap, clap, bow
- 27 Which body part is essential to keep in line with the basket when shooting a jump shot?
- Shoulders
  - Hips
  - Legs
  - Arms
28. What is the purpose of the movement across the circle when performing the shot put?
- to produce a smoother put
  - to gain momentum
  - to give better balance
  - to produce better form
29. At which angle is the most efficient release for the discus?
- 30° angle
  - 40° angle
  - 45° angle
  - 60 ° angle

30. In track and field jumping events which best describes the penultimate step?
- The first and slower step in the take-off approach.
  - The last and shortest step in the take-off approach.
  - The mid point of the approach.
  - The second to the last step in the approach.
31. Which statement best describes the correct procedure for long jumping?
- The approach should be as short as possible to allow for better spring.
  - The take-off foot should be at the front edge of the take-off board.
  - The angle of take-off should be 25 degrees.
  - There should be a long reaching stride when placing the foot on the take-off board.
32. During a soccer game how is a ball returned into play after crossing the touch line (sideline)?
- Goal kick
  - Throw-in
  - Corner kick
  - Drop ball
33. Which would be the most appropriate foot surface for receiving a rolling ball?
- Inside
  - Outside
  - Sole
  - Instep
34. How should goalkeepers receive a ball rolling directly at them?
- Kneel on one knee and allow ball to roll up onto forearms
  - Stand erect with legs together, bend forward at waist, and catch the ball in the palms
  - Stand erect with legs together, bend forward at waist, and allow the ball to roll up onto the forearms
  - Drop to both knees and catch ball in the palms
35. Speedball is a combination of what three sports / games?
- Basketball, soccer, & football
  - Basketball, soccer & rugby
  - Soccer, football, & team handball
  - Soccer, basketball & team handball
36. In flag football, at the completion of an overhand pass, the palm of the throwing hand should be facing
- Outward
  - Inward
  - Downward
  - Upward
37. In floor hockey, contacting the ball with your feet
- is considered a foul
  - is treated in the same manner as in field hockey
  - is allowable
  - is followed by time in the penalty box

38. What is the name traditional form of cross-country skiing (kick & glide)?
- Classical
  - Traditional
  - Skating
  - Herringbone
39. The progression for teaching a forward roll includes:
- Rocking and rolling in tuck position
  - "Pizza hands"
  - Rocking and rolling in tuck position, Rocking and rolling in tuck position with "pizza hands," back straddle roll, back roll on wedge mat
  - Forward roll, back roll on wedge mat, back roll
40. In lacrosse cradling the ball refers to
- Covering a ground ball with the pocket of the cross to prevent one's opponent from gaining possession.
  - Balancing the ball in the pocket of the cross just prior to an overhand throw
  - Making short, quick passes back and forth between partners
  - Using centrifugal force to keep the ball within the pocket of the cross
41. You are shooting a lay-up from the left side of the basket. With which hand should you shoot and from which leg should you leave the floor?
- Left hand, right leg
  - Left hand, left leg
  - Right hand, right leg
  - Right hand, left leg
42. An opponent has arms up on defense. The offensive player may use what type of pass most effectively?
- Two-handed overhead pass
  - Chest pass
  - Bounce pass
  - Lob pass
43. Player A is cutting for the basket and runs into Player B who has established a guarding position. What is the official's decision?
- Blocking on Player A
  - Blocking on Player B
  - Charging on Player A
  - Charging on Player B
44. The batter squares to bunt in softball, however, when contact is made, the batter's foot is on the plate. What is the call?
- Fair ball
  - Foul ball
  - Strike
  - Out



## PEDAGOGY

This section of the exam aligns with AAHPERD/NASPE Standard 6: Planning and Instruction. Questions specifically align with Outcome 6.5 (Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences) and come from the following courses: PE 255, PE 260, PE 261, PE 268, PE 285, PE 288, PE 360, PE 362

45. What is the suggested progression for a typical class related to Initiative Games and Activities?
  - a. Action games, lead-up games, trust activities, culminating activities
  - b. Ice breaker activities, action games, lead-up games, trust activities, closing activity
  - c. Ice breaker activities, warm-ups, initiatives, trust activities, closing / framing activity
  - d. Action games, lead-up games, trust activities, cool-down activities
46. Which of the following games would NOT be appropriate to play (in a 5<sup>th</sup> grade physical education class) while wearing snowshoes?
  - a. Fishy, Fishy Cross My Ocean
  - b. Tunnel Tag
  - c. Soccer (using hands only)
  - d. Chicken Tag
47. In this style learners work with a partner and offer feedback to the partner, based on criteria prepared by the teacher. Which of Mosston's teaching styles does this statement describe?
  - a. command
  - b. practice
  - c. reciprocal
  - d. self-check
48. Which best defines a low organization game?
  - a. Takes a long time to organize
  - b. Has many rules
  - c. Applies one or more of the developmental movement skills
  - d. Applies one or more sport related skills
49. As a teacher, you could use heart rate monitors with your class to teach:
  - a. The overload principle
  - b. The FITT principle
  - c. Target heart rate calculation
  - d. The principle of intensity
50. Examples of authentic assessment of physical activity outside of P.E. class include:
  - a. Students drawing pictures of activities that they do after school and on weekends
  - b. Assessing students' sports / movement skills (i.e. specific skills check)
  - c. Students keeping an activity log
  - d. Both a & c
51. Implied in the concept of positive discipline, the term "**discipline**" can be defined as:
  - a. Punishment that is dealt out in a positive way.
  - b. Punishment that actually results in changing behavior.
  - c. Behavior change strategies that aim to promote self-responsibility in student behavior.
  - d. The avoidance of punishment.

52. Corrective feedback to a student performing the set or overhead pass in volleyball, to help him/her improve would be:
- "Keep the fingers rigid"
  - "Hit the ball with flat hands"
  - "Make a window with your thumb and fingers to prepare for contact"
  - "Squeeze your fingers together"
53. Which of the following would be considered a valid test for NASPE Standard # 3: "A physically educated person participates regularly in physical activity."
- Use of pedometers to record activity.
  - The mile run.
  - The Pacer test.
  - The sit-up test for muscular endurance
54. "Time Out" is a recommended discipline technique for what schooling level(s)?
- elementary only
  - elementary and middle only
  - middle and secondary only
  - secondary only
55. One of the goals of physical education programs is that students will be competent in many forms of motor skills and proficient in a few. The purpose for this goal is:
- to increase the likelihood that students will be lifelong participants in physical activity.
  - to allow physical education programs to be feeder systems for the sport programs
  - to help students relative to social development
  - to assure that students appreciate the differences in individuals in activity settings.
56. When teaching a 6th grade soccer class. You could you use pedometers to encourage increased physical activity (related to playing soccer) in your class by:
- Allowing students to walk around the field with their pedometers, instead of playing soccer in class
  - During a modified game, giving extra points to the team that has the most number of steps
  - Challenging students to get more steps in the second half of a modified game than in the first half
  - Both b & c
57. The reason we incorporate activities like hydroaerobics and line dancing in PE is:
- because **all** students really enjoy these type of activities
  - to provide various opportunities to all students in order to encourage lifelong fitness
  - to penalize students who are skilled in basketball
  - because as the teacher you want to convince students that they should like these activities
58. Typically, when would you expect to see lead-up (modified) games used in physical education?
- at the elementary level
  - at the middle school
  - at the high school level
  - at both the middle school and high school levels

59. What type of goal or objective contains the word “describe”?

- a. psychomotor
- b. cognitive
- c. affective
- d. health-related fitness

60. In the first lesson of a unit, what should be included in the introduction?

- a. behavior expectations
- b. introduce unit
- c. outline lesson
- d. all of the above

61. Teachers make momentum moves to keep the lesson flowing smoothly. When a teacher has the equipment easily accessible for a lesson, which momentum move is he/she implementing?

- a. overlapping
- b. notice
- c. subdividing
- d. provisioning

### SCIENCE AND FITNESS

This section of the exam aligns with AAHPERD/NASPE Standard 1: Content Knowledge. Questions specifically align with Outcome 1.4 (Describe and apply biophysical [anatomical, physiological, and biomechanical] and social-psychological concepts to skillful movement, physical activity, and fitness) and come from the following courses: PE 200, PE 201, PE 260, PE 261

62. As a joint moves through a full range of motion, e.g., elbow flexion, the force applied by the muscles against a fixed weight, e.g. 20 pound dumb bell held in the hand

- a. Decreases, then increases
- b. Increases
- c. Decreases
- d. Becomes more advantageous

63. Components of health related fitness include:

- a. Speed, power, strength, agility, & stamina
- b. Agility, power, reaction time, & running
- c. PACER, curl-ups, pull-ups, & sit and reach, skinfold calipers
- d. Flexibility, muscular strength, muscular endurance, body composition, and cardiorespiratory endurance

64. Which of the following is an advantage of free weights versus weight machines:

- a. no spotters required
- b. takes less time
- c. works stabilizer muscles
- d. easier to use proper technique

65. All of the following are considered hypokinetic diseases or hypokinetic conditions **except**:

- a. low back pain
- b. adult onset diabetes
- c. obesity
- d. arthritis

66. Harriet (age 40) has a resting heart rate of 78. She has not exercised since high school. Using the heart rate reserve technique we used in class, compute her target heart rate range using 40-60% guidelines.

- a. 72 - 108
- b. 118.8 – 139.2
- c. 85.2 – 132
- d. 142 - 172

67. **Initial** gains in muscle strength can be attributed to:

- a. muscle hypertrophy
- b. muscle hyperplasia
- c. neural adaptations
- d. muscular atrophy

68. A limitation of any free weight exercise includes:

- a. No mechanical work is done
- b. A high resistance the activity can become ballistic
- c. The maximum resistance usable is limited to the weakest point in the range of motion
- d. The same muscular force is applied throughout the entire range of motion

69. Arrange the events leading to contraction of the muscle fiber from **first to last**:

1. contraction or power-stroke occurs
2. action potential travels through T-tubules and SR
3. calcium is released into the sarcoplasm
4. motor nerve releases Ach
5. exposure of the active binding site, allowing myosin head to attach to the actin filament
6. binding of calcium to troponin

- a) 2,4,3,5,6,1      b) 1,2,3,4,5,6      c) 4,2,3,5,6,1      d) 4,2,3,6,5,1

70. The accumulation of what end product causes fatigue?

- a. Pyruvate
- b. CO<sub>2</sub>
- c. Lactate
- d. H<sup>+</sup>

71. The transfer of heat by the conversion of sweat into water vapor is called?

- e. radiation
- f. conduction
- g. convection
- h. evaporation

72. Assume that an athlete is lying on their back with their legs straight up in the air. They are using a machine that will allow ankle plantar flexion against large resistance. While performing this action, the leverage of the ankle is Class:

- a. I
- b. II
- c. III
- d. IV

73. The muscle fiber arrangement that favors maximum range of motion with the least amount of force is:

- a. Penniform or pinnate
- b. Bipenniform or bipennate
- c. Multipenniform or multipennate
- d. Fusiform

74. Kinesiology, the insertion of the long head of the triceps brachii, for a static contraction of holding a heavy weight at arm's length overhead, is on the:

- a. Radius
- b. Clavicle
- c. Scapula
- d. Ulna

75. Creatine affects which energy system?

- a. PCr energy system
- b. glycolysis
- c. carbohydrate aerobic metabolism
- d. Kreb's Cycle

### SAFETY

This section of the exam aligns with AAHPERD/NASPE Standard **6**: Planning and Instruction. Questions specifically align with Outcome **6.3** (Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting) and Outcome **6.4** (Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction) and come from the following courses: PE 268, PE 283

76. What is the teacher's first priority when teaching gymnastics?

- a. Knowing how to teach
- b. Safety of the students
- c. Knowing how to spot
- d. Being able to perform all skills being taught

77. What would be the most appropriate clothing for snowshoeing or cross-country skiing on a typical winter day (partly sunny, light winds, 25 deg. F.)?

- a. Several layers of clothing that include cotton thermal long underwear (top & bottom), jeans, wind pants, down parka, sweat socks, headband, & gloves
- b. Several layers of clothing that include cotton thermal long underwear (top & bottom), wind pants, down parka, dry socks, headband, & mittens
- c. Several layers of clothing that include thermal wicking long underwear (top & bottom), breathable wind pants and jacket, wicking socks, hat, & mittens
- d. Several layers of clothing that include cotton thermal long underwear (top & bottom), ski pants, down parka, ski socks, headband, & gloves

78. When teaching map & compass skills, which of the following is NOT important:

- a. To establish distinct signals for stopping the activity, and gathering the group for both emergency and non-emergency situations
- b. Be sure that you have a minimum of 1 map & compass for every student
- c. To establish distinct boundaries for the activity
- d. Be familiar with the legend on the maps that you are using

**FOUNDATIONS AND ASSESSMENT**

This section of the exam aligns with AAHPERD/NASPE Standard 1: Content Knowledge and AAHPERD/NASPE Standard 7: Student Assessment. Questions specifically align with Outcome 1.5 (Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives) and Outcome 7.1 (Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias) and come from the following courses: PE 100, PE 260, PE 278, PE 361, PE 362, PE 460

79. Which best describes “*authentic assessment*”?

- a. An assessment task that examines only a specific skill (as in a wall volley test).
- b. When an assessment task is designed to take place in a real-life setting (as in performance of skills in a game).
- c. Any assessment that is valid.
- d. When a student completes a self-assessment.

80. A graph which represents data by means of a series of horizontal rows is called a:

- a. Bar Graph
- b. Frequency Polygon
- c. Histogram
- d. Pictograph

81. The best measure of central tendency with asymmetrical distribution is the:

- a. Median
- b. Mode
- c. Mean
- d. Variance

82. Why was Title IX so badly needed in physical education and sport?

- a. It brought more money from the federal government to schools to support programs.
- b. Boys' physical education programs needed to focus more on social development.
- c. Physical education and sport had long histories of inequity toward girls and women's participation.
- d. More resources were being spent on girls' physical education programs.

83. Which of the following does not allow for the very exceptional student?

- a. Hull Scale
- b. T scale
- c. Z scale
- d. All of the above

84. Assessment, evaluation, and grading are all related terms. Which of the following is a definition of “*evaluation*”?

- a. A composite score that incorporates the information and data gathered through the evaluation process.
- b. The measurement of skills, knowledge, and attitudes taught in physical education.
- c. Placement of a value on the results obtained from measuring an individual's performance
- d. Determining if a test is valid and reliable.

85. Which of the following best describes "Physical Best" program?

- a. Comprehensive health-related fitness education program
- b. Comprehensive health-related fitness testing program
- c. Fitness-Gram
- d. Comprehensive coaching education program

86. As a teacher, the distribution of test scores that you would least like to have for grading purposes is:

- a. Positively Skewed
- b. Platykurtic
- c. Negatively Skewed
- d. Leptokurtic

87. "Education through the physical" refers to:

- a. physical activity contributing to the development of the whole person.
- b. building a strong body through physical exercise
- c. taking physical education class in school
- d. attending a school which only offers physical activity

88. If you have calculated  $r = 80\%$ , of the following statements, which is true?

- a. 80% of the variance in X was caused by the variance in Y
- b. 80% of the variance in X was related to the variance in Y
- c. 64% of the variance in X was caused by the variance in Y
- d. 64% of the variance in X was related to the variance in Y

89. Which best describes the Boston Conference?

- a. a conference organized to evaluate the various physical exercise programs in use
- b. a conference between the AAPE and the NEA to define physical education's role in the education curriculum
- c. a conference held to create rules and regulations for college athletics
- d. a conference held to support the German and Swedish systems of gymnastics

90. How does the European club system differ from the U.S. interscholastic system?

- a. the European Club system is an inclusionary model.
- b. the European club system of sport takes place during the day rather than after school as in the U.S. model
- c. the European club system is characterized by rampant drug abuse
- d. the U.S. interscholastic system provides more opportunity for players

91. Which of the following most accurately represent Hellison's Levels of Personal and Social Responsibility?

- a.
  - Level I – Respect
  - Level II – Participation
  - Level III – Self-direction
  - Level IV – Caring
- b.
  - Level I – Responsible for self
  - Level II – Responsible for equipment
  - Level III – Responsible for appropriate language
  - Level IV – Responsible for others
- c.
  - Level I – Irresponsible
  - Level II – Responsible for self
  - Level III – Responsible for others
  - Level IV – Responsible outside of the gym
- d.
  - Level I – Disrespectful, out of control
  - Level II – In control, but not necessarily participating
  - Level III – Participating with teacher prompting
  - Level IV – Helping others

92. The number of the public law dealing with the Education of All Handicapped Children (passed in 1975) is P.L. \_\_\_\_\_.

- a. 92-142
- b. 92-144
- c. 94-142
- d. 94-144

### FUNDAMENTAL MOVEMENTS

This section of the exam aligns with AAHPERD/NASPE Standard 1: Content Knowledge. Questions specifically align with Outcome 1.1 (Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning) and Outcome 1.3 (Describe performance concepts and strategies related to skillful movement and physical activity [e.g., fitness principles, game tactics, skill improvement principles]) and come from the following courses: PE 255, PE 361

93. Which of the following are the key points of walking?

- a. head up
- b. arms swing
- c. one foot is always in contact with the ground
- d. all of the above

94. Which locomotor skill is being described? The toes of the lead foot point in the direction you want to go when moving forward.

- a. gallop
- b. slide
- c. skip
- d. leap



95. A student performs a one-sided skip. What type of problem is this?

- a. perceptual-motor
- b. cognitive
- c. motor skill
- d. social/emotional

96. Developmental differences in motor skills can be seen

- a. between children
- b. between patterns
- c. among patterns
- d. all of the above

97. What are the patterns cues for the overhand throw?

- a. ready, reach, squeeze, hug
- b. ready, swing back, step, throw, follow through
- c. ready, bend, reach, follow through
- d. ready, swing up, twist and step, throw, follow through

98. When making a safe stop, one should have the arms out for balance. Which balance concept is being applied here?

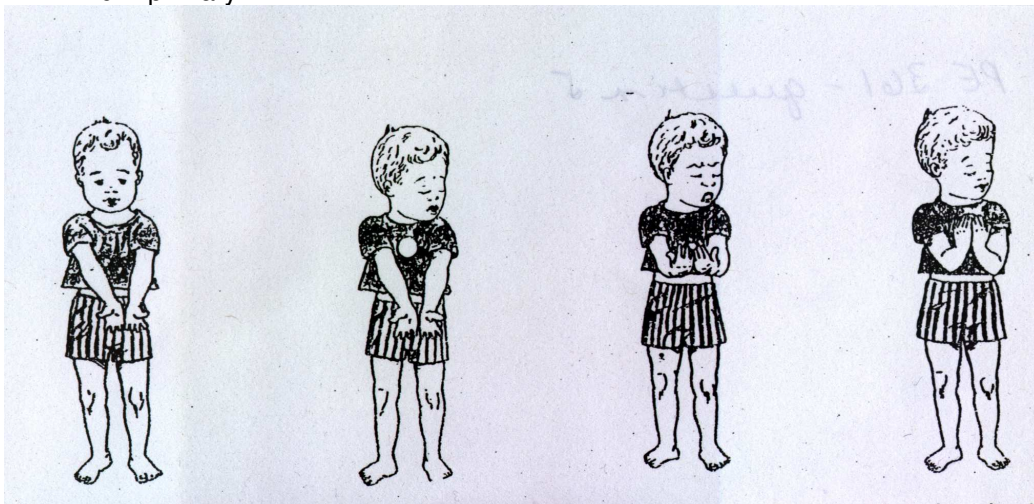
- a. eye focus
- b. weight distribution
- c. base of support
- d. body parts

99. The ability to see the difference between two or more stimuli is known as

- a. visual acuity
- b. visual discrimination
- c. localization
- d. visual awareness

100. Name the stage of catching pictured here.

- a. initial
- b. elementary
- c. mature
- d. primary



## PETC Content Knowledge Exam Scoring Guide

### Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all six categories) with no category score at level 1.

	<i>Skillful Movement and Physical Activity</i> (44 questions) NASPE 1.1, 1.3	<i>Pedagogy</i> (17 questions) NASPE 6.5	<i>Science and Fitness</i> (14 questions) NASPE 1.4	<i>Safety</i> (3 questions) NASPE 6.3, 6.4	<i>Foundations and Assessment</i> 14 questions) NASPE 1.5, 7.1	<i>Fundamental Movement</i> (8 questions) NASPE 1.1, 1.3
4	The number of correct responses is between 39-44	The number of correct responses is between 15-17	The number of correct responses is between 13-14	The number of correct responses is 3	The number of correct responses is between 13-14	The number of correct responses is between 7-8
3	The number of correct responses is between 35-38	The number of correct responses is 14	The number of correct responses is between 11-12	The number of correct responses is 2	The number of correct responses is between 11-12	The number of correct responses is 6
2	The number of correct responses is between 31-34	The number of correct responses is between 12-13	The number of correct responses is 10	The number of correct responses is 1	The number of correct responses is 10	The number of correct responses is 5
1	The number of correct responses is between 0-30	The number of correct responses is between 0-10	The number of correct responses is between 0-8	The number of correct responses is 0	The number of correct responses is between 0-8	The number of correct responses is between 0-4

Percentage and grade equivalent:

Level 4: 90-100

Level 3: 79-89

Level 2: 69-78

Level 1: 68 or below

Grade: A (95-100) or AB (90-94)

Grade: B (85-89) or BC (79-88)

Grade: C (74-78) or CD (69-73)

Grade: D (65-68) or F (64 or below)

**Data Table for Physical Education Content Knowledge Exam (Assessment 1)**

	<b>Skillful Movement and Physical Activity</b>	<b>Pedagogy</b>	<b>Science and Fitness</b>	<b>Safety</b>	<b>Foundations and Assessment</b>	<b>Fundamental Movement</b>
4						
3						
2						
1						

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all six categories) with no category score at level 1.

There is no data for this assessment since it is newly designed. It has been taken by a few candidates as a pilot and will be administered to candidates who student teach during Fall 2006 and Spring 2007.