



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**PHYSICAL EDUCATION
SUBTEST II**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: Physical Education Subtest II

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest II of CSET: Physical Education. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. In relation to movement activities, which of the following is most likely to enhance an adolescent's sense of self-worth?
 - A. the ability to make positive contributions in team activities
 - B. the opportunity to engage in individual activities
 - C. the ability to learn the rules and strategies of various sports
 - D. the opportunity to invent new games and sports
2. According to social learning theory, it is most important for physical education teachers to:
 - A. provide positive role models through their own behaviors regarding physical activity and health.
 - B. understand the sequence and progression through which physical skills are acquired.
 - C. ensure that new skills are introduced only at developmentally appropriate levels.
 - D. create an atmosphere in which all participants are encouraged to work cooperatively.
3. In the context of physical education, which of the following factors is most important in ensuring that a particular movement activity will promote productive group participation?
 - A. Successful accomplishment of a goal must require the active cooperation of all group members.
 - B. All members of the group must be approximately equal in the skills needed to accomplish a goal.
 - C. Group leaders must be identified and must have the authority to direct members in accomplishing a goal.
 - D. Rules specifying the roles of each individual must be accepted and followed by all group members.

4. An adolescent who has shown little interest in a particular sport is most likely to develop interest in that sport as a result of:
- A. references made to the sport in adolescent literature.
 - B. seeing the sport portrayed at professional levels on television.
 - C. learning that top players of the sport earn large salaries.
 - D. increasing interest in the sport among her peer group.
5. Which of the following creative movement exercises would best encourage participants' use of problem-solving skills?
- A. performing a familiar movement sequence to a different type of accompaniment
 - B. creating a movement sequence that begins at a high level, moves in a circular pathway, and ends at a low level
 - C. performing a movement sequence using a high energy level, then repeating it using a low energy level
 - D. creating a shape with one's body that clearly expresses to others how one feels at this moment
6. In a fifth-grade physical education class, students are working in small groups to develop short original dance sequences. Each group receives flash cards that contain words such as *jump, leap, slide, two step, rocking step, low-to-high step, balance, turn, spin, sway, collapse, explode*, and so on. Each group must incorporate the types of movement indicated on the cards into an improvised dance. This activity is likely to be particularly effective for increasing students' understanding of:
- A. how different styles of dance are classified into categories (e.g., modern, creative, social, international folk).
 - B. the health-related benefits of performing repetitive low- or high-impact aerobic dance.
 - C. the choreographic elements of dance and the role of dance composition in achieving creative expression.
 - D. the distinctions between center floor dance techniques (*adagio*) and traveling combinations (*allegro*).

7. Having second-grade children practice static balancing on one leg or on one leg and one hand is most useful for:
- A. increasing muscle tone.
 - B. developing muscle coordination.
 - C. increasing endurance.
 - D. developing body awareness.
8. The breaststroke is often taught before other strokes to new swimmers in a swimming fitness program because the breaststroke:
- A. is easier to learn because it involves symmetrical movement.
 - B. can be modified to keep the head out of the water.
 - C. places less stress on the back and joints.
 - D. allows the swimmer time to rest during the glide.
9. A group of 10- and 11-year-old students is practicing making basketball passes to stationary partners in the gym. One student's chest passes consistently bounce at his partner's feet. This student's performance would most likely benefit from which of the following cues?
- A. Step forward toward your partner and extend your arms forcefully.
 - B. Spread your legs wider apart and push the ball with your thumbs.
 - C. Spread your fingers on the ball with your thumbs close together and snap your wrists.
 - D. Place your hands on the sides of the ball and apply equal amounts of force with each hand.

10. Which of the following guidelines for play in golf would best be described as a matter of etiquette rather than as a rule?
- A. When hitting a ball out of a sand bunker, the club should not contact the sand until the downstroke of the swing.
 - B. A ball that comes to rest near an obstruction may be moved one club length away.
 - C. A player should yell "fore" if a hit ball is traveling in the direction of other golfers.
 - D. A hit ball that is not located after five minutes of searching should be considered lost.

Use the information below to answer the two questions that follow.

A group of middle school students is taking a high-ropes course after school. Part of the course involves climbing a rope ladder to a small tree platform. The students then walk on a cable stretched between two trees while holding on to a second, chest-high cable.

11. In order to ensure the safety of the students during this exercise, it is most important that each student:
- A. be accompanied by an adult as he or she walks along the cable.
 - B. wear a helmet, safety glasses, and knee and elbow pads.
 - C. complete a similar exercise using ropes that are only a few feet from the ground.
 - D. wear a harness connected to an effective restraining system.
12. Successfully completing this activity is most likely to provide which of the following benefits to participating students?
- A. enhancing leadership skills
 - B. improving self-image
 - C. enhancing decision-making skills
 - D. improving teamwork

13. A student in a self-defense class who is practicing a shoulder throw repeatedly falls while throwing the assailant. Which of the following changes in technique would be most effective in helping the student maintain balance?
- A. continuously moving the feet, using small steps to regain stability
 - B. raising the shoulder to lessen the force of the throw
 - C. spreading the feet apart to widen the base of support
 - D. releasing the grasp on the assailant's arm sooner to lessen momentum
14. When constructing a test to assess students' knowledge at the end of a unit on health-related fitness principles, it would be most important for a teacher to ensure that:
- A. the test can be completed by students in a single class period.
 - B. the test content is consistent with the defined learning goals of the unit.
 - C. equal weight is given on the test to each of the unit's topics.
 - D. scores can be easily compared with those of students in other classes.
15. Assessment of a student's progress in motor performance is most appropriately done using which of the following techniques?
- A. ongoing self-assessment that requires the student to check off motor skills as they are mastered
 - B. periodic written examinations to check that cognitive learning related to motor performance has occurred
 - C. ongoing observation in authentic contexts with which the student is familiar and has had opportunities to practice
 - D. periodic informal questioning to determine whether the student has kinesthetic awareness of motor skills

16. Use the information below to complete the assignment that follows.

A physical education teacher is planning to have students in a middle school class participate in the activity described below.

Human Knot

Students form a circle of eight or ten. Each student shakes right hands with the person across from him or her, and remains holding hands with that person. Students then hold left hands with another person, so that each student is connected to two others. The objective is for the group to untangle itself without letting go of hands and re-form a circle, facing in or out or both.

The teacher would like to use the context of this physical activity to promote students' development of positive, responsible social behaviors and skills.

Using your knowledge of the sociology and psychology of human movement, write a response in which you:

- identify two positive social skills and/or group behaviors that could be promoted through this activity;
- explain why this activity would be effective in promoting the social skills or behaviors you have identified; and
- analyze the motivational factors likely to be associated with this activity.

17. Use the information below to complete the assignment that follows.

A physical education teacher is planning activities to promote ninth graders' acquisition of the following movement task.

Perform an overhand volleyball serve.

Using your knowledge of movement concepts and forms, write a response in which you:

1. Outline a developmental progression that would be appropriate to use with ninth-grade students to promote acquisition of this skill.
2. Describe how you would address two of the following aspects of this movement skill:
 - technique
 - safety
 - distance
 - speed
 - accuracy
3. Describe how you would modify this activity for a student who uses a wheelchair.

Sample Written Response Sheets for CSET: Physical Education Subtest II

For questions 16–17, examinees would record their written response to each question on a one-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below.

Seat 00701 Site 436B ATA 007 PM Form # 105 CS 07/17/2004	ID# : 4-024-755-4 DO NOT WRITE IN THIS BOX <input type="checkbox"/> <input type="checkbox"/>	Assignment 1 Response Sheet
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DIRECTIONS
The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.

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STOP. END OF ASSIGNMENT 1.



Annotated Responses to Sample Multiple-Choice Questions for CSET: Physical Education Subtest II

The Sociology and Psychology of Human Movement

1. **Correct Response: A.** (SMR Code: 4.1) Movement activities provide a context for a range of experiences that can promote personal development as well as physical development. Team activities are especially well suited for the adolescent stage of development because they provide opportunities for personal growth within a context that includes peers, camaraderie, social interactions, and friendly competition. Teams share a common purpose and a commitment to achieving a group goal, and making personal contributions toward accomplishing that goal leads to a sense of personal satisfaction and pride and enhances feelings of self-worth.
2. **Correct Response: A.** (SMR Code: 4.2) Social learning theory is based on the premise that individuals learn behavior through observing others who model particular behaviors or actions and by receiving reinforcement for demonstrating similar behaviors or actions. Psychologist Albert Bandura found that children who watched adult models repeated the adults' actions more often than children not exposed to the models, and the modeling effects were especially powerful when children were reinforced for mimicking the actions of the adults. Thus, according to social learning theory, it is most important for physical education teachers to model positive, health-enhancing, physically active behaviors, so that students will observe, learn, and practice those behaviors.
3. **Correct Response: A.** (SMR Code: 4.4) To promote productive participation among the members of student groups involved in movement activities, it is most important to ensure that successful accomplishment of the goal of the activity requires the active cooperation of all group or team members. The activity will be less successful if one or a few group members dominate the others. Teachers should stress the importance of each member's role to the group's success, and each member should be given the opportunity to contribute in a significant way.
4. **Correct Response: D.** (SMR Code: 4.5) Because the desire for peer approval and the wish to fit in is so intense among adolescents, peer groups often dictate an adolescent's choice of activities, including those related to physical activity, recreation, and sport. The strong need for group identity and a sense of belonging at this stage of social and emotional development may influence many adolescent decisions, including the decision to pursue a sport that was previously uninteresting. An adolescent seeking approval from a peer group or membership in that group is likely to become interested in a sport in which the peer group participates.

Movement Concepts and Forms

5. **Correct Response: B.** (SMR Code: 5.1) Of the responses listed, B is the most appropriate exercise for encouraging participants to use creative movement in a problem-solving context. The challenge to students to improvise their own movement sequences that begin at a high level, move in a circular pathway, and end in a low level taps into students' creativity, requires them to use motor-planning skills, and promotes manipulation of the elements and qualities of movement in order to complete the challenge.

6. **Correct Response: C.** (SMR Code: 5.2) This activity is likely to be particularly effective for increasing students' understanding of the choreographic elements of dance and the role of dance composition in achieving creative expression. The flash cards that each group receives present dance vocabulary and concepts, and the challenge to incorporate the movements into an improvised dance requires active participation to try out and adjust choreographic elements to achieve various effects in a dance. The activity is especially effective in helping students understand the use of dance to express perceptions, feelings, images, and thoughts.
7. **Correct Response: D.** (SMR Code: 5.3) Body awareness includes the ability to identify right and left on self and others, move the body in different planes (e.g., front, back, side), assume basic body positions, and recognize specific body parts and their movements. Practicing static or stationary balances on one leg or on one leg and one hand promotes students' identification and use of these body parts, as well as adjustments needed to maintain balance, hence increasing their body awareness.
8. **Correct Response: B.** (SMR Code: 5.4) In aquatics programs, the breaststroke is often taught before other strokes to beginning swimmers primarily because the stroke can be easily modified to keep the swimmer's head out of the water, which helps decrease anxiety and increase comfort level in the water. Instead of lifting the head out of the water for a breath as the arms pull and then returning the head facedown to the water, the head can remain above the water during the stroke and glide, allowing the swimmer to concentrate on technique rather than breathing.
9. **Correct Response: A.** (SMR Code: 5.5) In this scenario, a student's basketball chest passes consistently fail to reach the intended receiver because they are not released with enough force. In the two-handed chest pass, the ball is held close to the chest, with fingers on the sides of the ball, and the arms are extended forward while stepping toward the receiver. Extending the arms forcefully and stepping forward will help release the ball quickly and with enough force to reach the receiver. The question is focusing on the force needed to get the ball to the target.
10. **Correct Response: C.** (SMR Code: 5.5) Etiquette refers to a recommended code of behavior for an activity and expectations as to how that activity should be carried out, in contrast to rules, which specifically regulate play. Shouting "fore" is a recommended courtesy that acts as a warning to individuals on a golf course who may be in the path of a hit ball; the other responses are rules of golf.
11. **Correct Response: D.** (SMR Code: 5.6) In outdoor education activities such as a high-ropes course, ensuring the safety of participants should be the highest priority. In a high-ropes course that involves climbing and traversing a cable, it is most important for students to wear commercial harnesses that meet established standards for strength and construction. Harnesses should secure students to stationary equipment or structures and harness setups should be double-checked.
12. **Correct Response: B.** (SMR Code: 5.6) One of the primary benefits of successful participation in adventure activities that are both physically and psychologically challenging is an improved self-image gained through overcoming fears and anxieties, taking new risks, and using critical-thinking and decision-making skills to ensure safety. Facing new challenges and successfully completing difficult activities enhances students' confidence, courage, and pride, which may lead to improved self-image.
13. **Correct Response: C.** (SMR Code: 5.8) Knowledge of correct technique and proper body mechanics for safe participation in physical education activities is essential, especially in relation to activities such as self-defense that involve physical contact between students. To improve balance and prevent falling in the context of this activity, the student should increase his or her stability by widening the base of support (i.e., the feet).

Assessment and Evaluation Principles

14. **Correct Response: B.** (SMR Code: 6.2) Sound principles of test construction include ensuring that the test content measures the intended goals. Assessment tasks should be aligned with the specific instructional intent of a teaching unit, should test the content and skills students can reasonably be expected to attain during the unit, and should be structured to measure the defined learning goals of the unit.

15. **Correct Response: C.** (SMR Code: 6.2) Assessment of a student's progress in motor performance is most appropriately conducted using ongoing observation in authentic contexts with which the student is familiar and has had opportunities to practice. Use of this assessment technique helps ensure that a student's motor performance is evaluated in a reliable way that is consistent with how students have learned and practiced a skill.

Examples of Responses to Sample Constructed-Response Questions for CSET: Physical Education Subtest II

The Sociology and Psychology of Human Movement

Question #16 (Strong Response)

The Human Knot is a cooperative activity where students work together to accomplish the task. Students are not required to compete with others to produce a winner; rather, the activity promotes supportive, constructive, and fun-filled social interactions. One positive social skill inherent in this activity is cooperation. In this activity, peer-mediated interactions are required for the group to untangle itself. The Human Knot encourages students to collaborate, share ideas, and analyze different solutions. Players are not eliminated from the activity because of low skill level; instead, students are fully engaged and communicate with each other to achieve the task.

A group behavior that can be promoted through this activity is problem solving. In this activity students can be creative and gain personal satisfaction in working out the solutions. Originality of thought and constructive dialogue are valued. In this activity the teacher serves as the facilitator of student ideas and encourages groups of students to test out their ideas to achieve group success in the task.

When students are given the opportunity to offer suggestions, make decisions, and choose solutions for themselves, their motivation is greatly enhanced. This activity is designed to promote full and active participation. The Human Knot

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Question #16 (Strong Response) *continued*

allows all students to cooperate in achieving a common goal. This type of internal motivation is more conducive to positive learning and performance and sustained participation in physical education programs.

Question #16 (Weak Response)

Students completing the Human Knot learn how to get along with each other due to the fact that they are physically connected to each other in the activity. Some students have opportunities to take on leadership roles. Students can present different ways to untie the knot. This activity can help promote social skills and behaviors. Incentives can be given to each Human Knot group in the class, with an emphasis placed on winning. Those groups that do not win will be then be advised to work harder to achieve success.

Movement Concepts and Forms

Question #17 (Strong Response)

A developmental progression for an overhead volleyball serve would depend on the skills of the participants and could include some or all of the following:

- Practice throwing the ball across the net using the overhand-throwing pattern.
- Practice with lighter balls.
- Practice without a net.
- Practice at a shorter distance from the net.
- Practice all key components of serve, e.g., weight transfer to the front foot.
- Practice serve in parts, e.g., practice contact with ball component using stiff wrist and open hand and then practice as a whole.

Technique

For a right-hand serve, the feet are in stride position with the left foot forward and pointing toward the direction of the serve. The body partially rotates to the right as the right arm begins its back draw. The ball is tossed lightly upward by the left hand in front of the body and forward of the right shoulder. Weight shifts to the rear foot as the toss is made. As the ball descends, the weight is shifted forward as contact is made. The right arm is straight with a stiff wrist and open hand when it makes contact with the ball at the peak of its arc. Hips and shoulder rotate to face forward as contact is made.

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Question #17 (Strong Response) *continued*Accuracy

Accuracy is gained by giving attention to several factors. The point of contact with the ball will determine its flight path and accuracy. Contact underneath the ball will result in a trajectory too high. Likewise, contact too high or even on top of the ball will result in a low trajectory and the ball will not go over the net. Contact on the right side of the ball will cause the ball to spin to the left and contact on the left side of the ball will cause the ball to spin to the right. Accuracy will also be enhanced when the followthrough of the hand and arm is in the intended direction of the serve.

A student using a wheelchair may only be able to use his/her upper body, possibly reducing power. Modifications that may be considered are 1) serving closer to the net, 2) throwing the ball over the net with two hands, and, 3) using an underhand or side-arm serve. Emphasis of all modifications should be on inclusion in the activity.

Question #17 (Weak Response)

The overhand serve in volleyball should be taught after the underhand serve has been mastered. Students can practice serving in pairs. One student can serve the ball to the other student to catch and then serve the ball back to the other partner. If this is too difficult, the students can move off the baseline and closer to each other. The most difficult part of the technique is the toss-up of the ball and extensive practice should take place with students practicing. In order to gain greater speed, students should learn to practice the overhand serve by walking forward and serving. A student in a wheelchair can only throw the ball over the net and should not try the overhand serve.

Scoring Information for CSET: Physical Education Subtest II

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are two constructed-response questions in Subtest II of CSET: Physical Education. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 18).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Physical Education Subtest II

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Physical Education Subtest II.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

Scoring Scale for CSET: Physical Education Subtest II

Scores will be assigned to each response to the constructed-response questions on CSET: Physical Education Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Physical Education.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Physical Education.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Physical Education.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>