



California
Subject
Examinations for
Teachers®

TEST GUIDE

PHYSICAL EDUCATION SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Physical Education Subtest III

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III 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 secondary physical education programs, a primary purpose of encouraging students to focus on and become competent in one or more movement forms is to promote their:
 - A. understanding of complex game strategies and tactics.
 - B. achievement in an area of interest, and in turn, their self-esteem and self-confidence.
 - C. acceptance of their individual areas of strengths and weaknesses.
 - D. acquisition of sport skills and their understanding of the scientific principles underlying those skills.
2. Which of the following provided a historical foundation for the development of physical education programs in public education in the United States?
 - A. sedentary working conditions that accompanied the rise of industrialism in the United States
 - B. the gymnastics systems brought to the United States by European immigrants
 - C. advances in methods for measuring physical fitness and body composition
 - D. a renewal of interest in competitive sports as the Olympic Games gained popularity
3. A physical education teacher is having students participate in a new activity. In which of the following situations would the teacher most likely be exposed to legal liability if a student were injured during the activity?
 - A. Although general safety rules were posted in the gymnasium, the teacher neglected to inform students about safety issues and precautions related to the new activity.
 - B. At the beginning of class, students participated in a whole-body warm-up activity, but the warm-up did not target specific muscle groups that were used in the new activity.
 - C. Although the teacher used a line-of-sight supervision plan tailored to the new activity, the teacher neglected to explain the plan to students before beginning the activity.
 - D. The teacher described to students the new activity and rules for safe participation in the activity but neglected to ask students if they had further questions.

4. In order to understand why students can only endure a few minutes of all-out, high-intensity activity (e.g., sprinting at maximum speed) one must understand the:
- A. differences between the capacities of adults and children to produce and eliminate the metabolic heat resulting from exercise.
 - B. relationship between the lengths of various body segments and the efficiency of movements made with these segments in various motor tasks.
 - C. higher tolerance that children exhibit for lactic acid concentrations in the blood during maximal exercise.
 - D. functions, sequences, and limitations of the body's energy pathways and the influence of factors such as duration of exertion.
5. Which of the following is a primary responsibility of the California Association of Health, Physical Education, Recreation and Dance (CAHPERD) in relation to its members?
- A. providing networking and resources and information about professional issues
 - B. developing curriculum scope and sequences for public schools
 - C. implementing, overseeing, and reviewing teacher appraisal systems
 - D. providing oversight to ensure that schools meet national standards
6. Folk dancing can best function as a medium to transmit traditional values when it is:
- A. adapted to accommodate reversal or elimination of gender roles.
 - B. learned as part of the conventions and customs that define the culture.
 - C. modified to incorporate traditions of other cultures.
 - D. taught in a straightforward, non-judgmental manner.
7. Which of the following is an appropriate and effective application of the psychology of movement to physical performance?
- A. having students visualize successful performance before initiating an activity or routine
 - B. ensuring that students are aware of the historical development of the sport or activity
 - C. asking students to describe their feelings about the importance of successful performance
 - D. setting expectations beyond what students can achieve to encourage their best efforts

8. A physical education teacher has second graders practice different locomotor skills through a modified game of tag in which students become either a salamander, snake, or frog. Each animal type is assigned a different movement pattern and a type of prey to pursue. After being caught, an animal becomes the same species as the predator until eventually all students are the same species, and the game ends. Which of the following best describes the primary way that this locomotor activity builds competence in the affective domain?
- A. by providing students with opportunities to improve movement skills
 - B. by illustrating the value of diversity through a game that can only be played when a community is diverse
 - C. by demonstrating to children that even if they get caught individually they can still win as a group
 - D. by providing a fun, low-stakes opportunity to practice playing a game following the rules
9. A student is having trouble swinging the bat quickly enough to contact a pitched ball. Which of the following modifications would be most appropriate for this student?
- A. replacing the ball with a larger one
 - B. pitching the ball from farther away
 - C. having the student use a lighter bat
 - D. having the student hold the bat higher in the ready position
10. Which of the following would be the most appropriate way to modify a bowling game for students with physical disabilities?
- A. using five rather than ten pins
 - B. simplifying the scoring so that each pin knocked down counts as one point
 - C. using a ramp for rolling the ball
 - D. allowing a greater number of rolls for those who need it
11. A physical education teacher is teaching a unit on lacrosse to students who have already learned the fundamental components of passing, catching, and shooting the lacrosse ball. Which of the following would best facilitate the further development of these skills?
- A. providing a variety of contexts in which to practice these skills while moving
 - B. emphasizing repetition with a focus on the component parts of each skill
 - C. introducing a game that awards points for a well-executed pass or shot
 - D. allowing each student to choose a favorite skill and develop it further

12. Which of the following inverted balancing skills requires the most highly developed levels of balance and strength?
- A. frog headstand
 - B. tip-up
 - C. press handstand
 - D. handstand pirouette
13. A middle school physical education student has difficulty with visual discrimination tasks such as tracking a disk or ball in flight or identifying a target or base on a busy playing field. Which of the following strategies would most likely help this student be more successful in these activities?
- A. Use targets with bells, balls with beepers, or other objects enhanced with sound to encourage auditory discrimination skills.
 - B. Physically guide the student through manipulative skills, exaggerate physical cues, and use heavier objects and balls.
 - C. Verbally rehearse object manipulation skills with the student in preparation for the activities in which they will be used.
 - D. Exaggerate verbal cues, use brightly colored targets and balls, and use enlarged balls and other objects.
14. A physical education teacher teaching a tennis unit observes that one student is having trouble with techniques despite continued coaching. The teacher informs the student about an exhibition tennis match that will occur and encourages the student to attend. In making this suggestion, the teacher is most likely intending to take advantage of which of the following learning concepts?
- A. Motor development is accelerated by enriched environments.
 - B. Models of skilled performance assist in motor learning.
 - C. Observational learning assists in the development of transfer of skills.
 - D. Motor learning occurs in direct proportion to exposure.
15. In which of the following ways does participation in physical education activities best support learning of social science principles related to the rights and responsibilities of citizenship?
- A. by involving all students regardless of their interest in physical activity
 - B. by providing opportunities to practice fair play and develop leadership skills
 - C. by offering chances to explore how one's cultural background influences activity choices
 - D. by demonstrating the concept of punishment or penalty for violating the rules of a game

16. For this assignment, you will see a video recording of three different students (labeled 1, 2, and 3) performing the same movement activity. The recording will be repeated two times with a three-minute pause afterward for you to make notes. This sequence will be repeated throughout the duration of the video in order to give you ample opportunity to view and evaluate the content presented. Based on the content presented on the video recording, write a response to the assignment below. Your response must be written on the Assignment 1 Response Sheet in Answer Document M.

(The examinee sees a video recording of three students performing the same movement activity. The following three images are taken from the video recording of three students engaged in the activity to be referenced when responding to the constructed-response question below.)





Using your understanding of motor development and learning, movement analysis, and biomechanics and your knowledge of performance and feedback, write a response in which you:

- describe the level of proficiency that each student demonstrates in performing this movement skill;
- analyze major components of the skill from a biomechanical perspective;
- discuss each student's performance in terms of movement efficiency and strengths and weaknesses of technique; and
- describe one type of feedback or strategy you could use with each student to improve his or her performance, and explain why that feedback or strategy would be developmentally appropriate.

Sample Written Response Sheets for CSET: Physical Education Subtest III

For question 16, examinees would record their written response on a two-page response sheet located in their answer document. The length of their response to this question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

Seat 00701 Site 436B ATA 007 PM Form # 106 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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M PAGE 4

STOP. END OF ASSIGNMENT 1.

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

Professional Foundations

1. **Correct Response: B.** (SMR Code: 1.1) One of the standards for physical education developed by the National Association for Sport and Physical Education (NASPE) states that students should demonstrate proficiency in one or more movement forms. When students take responsibility for their own learning, pursue an activity of interest, and develop proficiency in that area, they have the opportunity to gain self-confidence and improve self-esteem.
2. **Correct Response: B.** (SMR Code: 1.2) Between 1830 and 1860 there were major developments in the history of physical education programs in U.S. public schools. Major European influences included a calisthenics program from Sweden and a German system of gymnastics that included low vaulting, high jumping, wrestling, pole vaulting, and games.
3. **Correct Response: A.** (SMR Code: 1.4) A physical education teacher who neglects to inform students about safety issues and precautions related to a new activity prior to the activity could be leaving him- or herself open to the possibility of legal liability if student injuries occur during the activity. Failure to warn participants of possible risks of an activity could be considered a breach of duty, which is one of the criteria used to establish negligence.
4. **Correct Response: D.** (SMR Code: 1.5) To understand why students can only endure a few minutes of all-out, high-intensity activity, a physical education teacher must integrate and apply knowledge of the structures and functions of body systems as well as the principles of exercise physiology, specifically anaerobic exercise. High-intensity activities such as sprinting at maximum speed generally utilize anaerobic energy pathways and can only be sustained for short periods of time.
5. **Correct Response: A.** (SMR Code: 1.6) A primary mission of the California Association of Health, Physical Education, Recreation and Dance (CAHPERD) is to provide professional support and development to public school teachers of physical education and related fields. Through CAHPERD, and the national organization, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), members have access to journals, conferences, classroom resources, fitness education programs, fundraising plans, professional development and employment opportunities, and educational networks.
6. **Correct Response: B.** (SMR Code: 1.7) Folk dances often depict scenes from the everyday lives of people and relate the customs, rituals, and traditional values of particular cultures. Including folk dances of different cultures and countries in a physical education program exposes students to ethnic and cultural diversity in a positive way and allows students to examine the values, customs, and conventions of various cultures in the context of movement activities.

Integration of Concepts

7. **Correct Response: A.** (SMR Code: 7.1) Using visualization or imagery as a motivational tool for improving physical performance is an effective and appropriate application of an important principle in movement (or sports) psychology. Sport and exercise psychologists have accumulated decades' worth of evidence that supports the effectiveness of using techniques such as mental practice, mental rehearsal, visualization, and imagery prior to performance to improve motor performance. Visualizing the skills that need to be performed and how to execute them can build confidence, improve concentration, and help control emotional responses in preparation for the actual performance.
8. **Correct Response: D.** (SMR Code: 7.1) This activity builds competence in the affective, or social/emotional domain, by allowing students to play a low-organized, enjoyable, and noncompetitive game in a physically safe and psychologically secure class atmosphere. Because the game includes rules to follow and various roles for students to assume, it helps promote student development of social and cooperative behaviors.
9. **Correct Response: C.** (SMR Code: 7.2) Modifications to equipment are often helpful in addressing individual student needs. A student who has difficulty swinging a bat quickly enough to contact a pitched ball is most likely using a bat that is too heavy to allow success with this activity. Using a lighter bat will increase swing speed and improve the student's chances of hitting the ball.
10. **Correct Response: C.** (SMR Code: 7.2) Of the responses listed, only response C presents a modification that would allow students with physical disabilities to experience greater success in a bowling game. Use of a small ramp aimed at the pins allows a student to bowl by placing the ball on the ramp and pushing it (or a student may simply push a ball that has been placed on the ramp). The ball gains momentum in the direction of the pins and permits the student to concentrate on accuracy rather than form and technique. The modification allows the student to experience success on an individual level while participating with others in a similar bowling activity.
11. **Correct Response: A.** (SMR Code: 7.3) According to the principles of motor learning, once individuals have learned the fundamental manipulative skills used in a sport or game, they benefit greatly from exposure to varied opportunities and contexts in which to practice those skills. Using the lacrosse skills in context will help develop and refine students' proficiency in those skills as well as their strategy and teamwork skills. In this lacrosse unit, students should practice integrating passing, catching, and shooting skills in partner and small group activities, small-sided games, or modified game situations that gradually become more complex and authentic.
12. **Correct Response: C.** (SMR Code: 7.3) In a developmental gymnastics progression for inverted balance skills, the press handstand, in which a student supports his or her weight on two hands in a sustained vertical position, requires a more highly developed level of balance and strength than the other balance skills presented. The press handstand requires the ability to support and lift the body weight on the arms, while the frog headstand and the tip-up rely on support from the head as well. A handstand pirouette refers to a technique involved in coming down from a handstand, as the body passes beyond the vertical position.
13. **Correct Response: D.** (SMR Code: 7.4) On a busy playing field with lots of visual stimuli, a student with visual discrimination difficulties is likely to have trouble tracking the flight of objects and distinguishing pertinent objects such as bases and targets from other stimuli in his or her field of vision. Exaggerating verbal cues will help reinforce instruction, and adapting equipment by using brightly colored or enlarged targets, balls, or bases will increase the visibility of these objects and make it easier for the student to discern them.

14. **Correct Response: B.** (SMR Code: 7.4) The teacher's suggestion that the student attend an exhibition tennis match reflects the teacher's understanding of the role of observational learning in motor development, namely that demonstrations or modeling of skilled performance promote motor learning of the skills performed. In this situation, the student is not making progress in relation to proper tennis techniques, despite coaching, so the teacher suggests an approach that addresses an alternative learning style—a visual one, which may be more suited to this individual student.

15. **Correct Response: B.** (SMR Code: 7.5) Participation in physical education activities supports the learning of social science principles related to the rights and responsibilities of citizenship by providing students with opportunities to practice fair play and develop leadership skills. Physical education activities offer a natural arena in which to promote behaviors and values related to individual responsibility, such as following rules and conventions, observing codes of appropriate conduct, assuming various group membership roles, including leadership roles, resolving conflicts fairly and equitably, and respecting the strengths and limitations of others.

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

Integration of Concepts

Question #16 (Strong Response)

All three students in this video demonstrate a developing (or beginner) level of proficiency. All use proper form in facing the target area, stepping forward with the foot opposite the serving arm, and using an underhand striking pattern to serve. All three use the side of their fists to contact the ball rather than the preferred open-hand technique.

The underhand volleyball serve should begin with the server facing the net, with feet in stride position about shoulder-width apart. The server should step forward with the foot opposite the serving hand, holding the ball in the other hand at about waist level. The serving arm should swing back and forward in a pendulum motion as weight is transferred from the back foot to the front foot. The ball should be released and contacted with the heel of the serving hand as the serving arm is fully extended. The serving hand should follow through in the direction of the target.

Student 1 demonstrates good accuracy and focuses well on the target area. His arm does not fully extend or follow through. He holds the ball at waist level, and he self-adjusts force and trajectory on the last two serves to improve them. I would encourage this student to work on serving with a locked wrist and an open hand, with contact made near the center of the ball. I would have him

continued on next page

Question #16 (Strong Response) continued

concentrate on swinging the arm back and forward in a straight, smooth arc, sending the ball on a high pathway and increasing distance by following through with the hand in the direction of the serve.

Student 2 appropriately uses a firm wrist in serving, but serves off his wrist or with the side of his fist. This student also self-adjusts force and arm movements. He should focus on contacting the ball on the near its center. I would also encourage Student 2 to work on body position. He should practice facing the target area squarely, place feet in stride position, and concentrate on shifting his weight from the back to front foot as he swings his arm forward to generate force.

Student 3 faces the target area appropriately but fails to release the ball before hitting it. The swing is too quick and contact is impeded by the off hand. I would encourage this student to work on swinging the arm back and forward in a slower, more deliberate pendulum motion and improving the timing and coordination of the swing, release, and contact. I would also remind Student 3 to keep her wrist firm, point her toes in the direction of the serve, and keep her eyes on the ball.

At their developmental levels, it is important for students experience success or they may get frustrated trying to learn the skill. Having them practice serving to large targets or shorter distances and then working on increasing force and accuracy would be an appropriate strategy for their age and skill levels.

Question #16 (Weak Response)

All three students appear to be new to volleyball. Each student needs practice in the basic volleyball serve, in various ways. Students 1 and 2 seem to be a little better for aim and distance and do get some of their serves to reach the area defined by cones.

The volleyball serve requires players to apply adequate force to make the ball travel the required distance, and to use good aim and coordination of both sides of the body. An underhand motion is used with the striking arm.

Student 1 has fairly good form in serving. He steps forward with the serving side, balances himself, and hits the ball in the right position. This student needs to hit the ball harder and improve his aim.

Student 2 also steps forward and hits the ball hard enough in most of his serves. I would give feedback to this student related to his arm position and aim. He should keep his eyes on the target area and rotate more toward that area during the serve. Because he applies enough force, this student could also practice with a heavier, regulation-size ball.

Student 3 needs to work on distance, aim, and swing. She hits the ball poorly, resulting in off-center shots and not enough distance. I would tell this student to swing her arm forward faster and use an upper angle to hit the ball.

Because students still lack some coordination at this age, especially in coordinating both sides of their body, volleyball skills may be physically difficult for students to master. If students are taught to serve, though, it provides the basis for volleyball as a team game, which is fun and played at all ages.

Scoring Information for CSET: Physical Education Subtest III

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 is one constructed-response question in Subtest III of CSET: Physical Education. The constructed-response question is designed so that a response can be completed within approximately 30–45 minutes. Responses to the constructed-response question are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your response 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 16).

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 III

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

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.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

Scoring Scale for CSET: Physical Education Subtest III

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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough 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 a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The "3" 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. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The "2" response reflects a limited 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 partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The "1" response reflects little 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 not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
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>