

Study Guide for the *Physical Education: Content and Design* Test



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Test



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Chapter 1

Introduction to the Test and Suggestions for Using This Study Guide



Introduction to the Test

The *Praxis Series Physical Education: Content and Design* test (0095/5095) is designed to measure the professional knowledge of prospective teachers of physical education in elementary through senior high schools. The test assesses whether an examinee has the knowledge and competencies necessary for a beginning teacher of physical education. ETS has selected the content of this test using resources such as the national standards for beginning physical education teachers. ETS also refers to current practices as specified by national physical education educator institutions and organizations such as the National Association for Sport & Physical Education (NASPE). In developing assessment material for these tests, ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

The *Physical Education: Content and Design* test consists of 90 multiple-choice questions and covers four major areas, in the following proportions:

Content Category	Approximate Number of Questions	Approximate Percentage of Examination
Content Knowledge and Student Growth and Development	27	22%
Management, Motivation, and Communication	23	19%
Planning, Instruction, and Student Assessment	23	19%
Collaboration, Reflection, and Technology	17	15%
Instructional Design	2 constructed-response	25%

Test takers have two hours to complete the test.

The test is not intended to assess teaching skills but rather fundamental knowledge in the major areas of physical education.

Suggestions for using the “Study Topics” chapter

This test is different from a final exam or other tests you may have taken for other courses because it is comprehensive—that is, it covers material you may have learned in several courses during your entire undergraduate program. It requires you to synthesize information you have learned from many sources and to understand the subject as a whole.

Therefore, you should review and prepare for it, rather than merely becoming familiar with the question formats. A thorough review of the material covered on the test will significantly increase your likelihood of success. Moreover, studying for your licensing exam is a great opportunity to reflect on and develop a deeper understanding of physical education before you begin to teach or to reflect on previous teaching experience. As you prepare to take the test, it may be particularly helpful for you to think about how you would apply the study topics and sample exercises to the experience you obtained during your teacher preparation program. Your student teaching experience will be especially relevant to your thinking about the materials in the study guide.

We recommend the following approach for using the “Study Topics” chapters to prepare for the test.

Become familiar with the test content. Learn what will be assessed in the test, covered in chapter 5.

Consider how well you know the content. After you learn what topics the test contains, you should assess your knowledge in each area. Perhaps you already know that you need to build up your skills in a particular area. If you encounter material in chapter 5 that feels unfamiliar or difficult, make a note to remind yourself to spend extra time in these sections.

Develop a study plan. Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. A “Study Plan” form is included in appendix A at the end of the book as a possible way to structure your planning. Remember that this is a licensure test and covers a great deal of material. Plan to review carefully. You will need to allow time to find the books and other materials, time to read the material and take notes, and time to go over your notes.

Identify study materials. Most of the material covered by the test is contained in standard introductory textbooks. If you do not own introductory texts that cover all the areas, you may want to borrow some from friends or from a library. You may also want to obtain a copy of your state’s standards for physical education. (One way to find these standards quickly is to go to the website for your state’s Department of Education.) The textbooks used in secondary classrooms may also prove useful to you, since they also present the material you need to know. Use standard school and college introductory textbooks and other reliable, professionally prepared materials. Don’t rely heavily on information provided by friends or from searching the Internet. Neither of these sources is as uniformly reliable as textbooks.

Work through your study plan. You may want to work alone, or you may find it more helpful to work with a group or with a mentor. Work through the topics and questions provided in chapter 5. Rather than memorizing definitions from books, be able to define and discuss the topics in your own words and understand the relationships between diverse topics and concepts. If you are working with a group or mentor, you can also try informal quizzes and questioning techniques.

Proceed to the practice questions. Once you have completed your review, you are ready to benefit from the “Practice Questions” portion of this guide.

Suggestions for using the Multiple-Choice, Constructed-Response, and Practice Questions and Answers chapters

Read chapter 3. This chapter will sharpen your skills in reading and answering multiple-choice questions. For you to succeed on multiple-choice questions, you must focus carefully on the question, avoid reading things into the question, pay attention to details, and sift patiently through the answer choices.

Read chapter 4. This chapter will sharpen your skills in reading and answering constructed-response questions.

Answer the practice questions in chapter 6. Work on the practice questions in a quiet place without distractions. Remember that the practice questions are only examples of the way the topics are covered in the test. The test will have different questions.

Score the practice questions. Go through the detailed answers in chapter 7 (Right Answers and Explanations) and mark the questions you answered correctly and the ones you missed. Look over the explanations of the questions you missed and see if you understand them.

Decide whether you need more review. After you have looked at your results, decide whether there are areas that you need to brush up on before taking the actual test. Go back to your textbooks and reference materials to see if the topics are covered there. You might also want to go over your questions with a friend or teacher who is familiar with the subjects.

Assess your readiness. Do you feel confident about your level of understanding in each of the areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 7 (“Are You Ready?”) to double-check that you’ve thought through the details. If you need more information about registration or the testing situation itself, use the resources in appendix B: “For More Information.”

Note: Every effort is made to provide the most recent information in this study guide. However, *The Praxis Series* tests are continually evaluated and updated. You will always find the most recent information about this test, including the topics covered, number of questions, and time allotted, in the *Test at a Glance* booklet available online at <http://www.ets.org/praxis>.

Chapter 2

Background Information on *The Praxis Series*[™] Assessments



What Are *The Praxis Series*™ Subject Assessments?

The Praxis Series™ Subject Assessments are designed by Educational Testing Service (ETS) to assess your knowledge of specific subject areas. They are a part of the licensing procedure in many states. This study guide covers an assessment that tests your knowledge of the actual content you will be expected to teach once you are licensed. Your state has adopted *The Praxis Series* tests because it wants to confirm that you have achieved a specified level of mastery in your subject area before it grants you a license to teach in a classroom.

The Praxis Series tests are part of a national testing program, meaning that the test covered in this study guide is required in more than one state for licensure. The advantage of a national program is that if you want to move to another state, you can transfer your scores from one state to another. However, each state has specific test requirements and passing scores. If you are applying for a license in another state, you will want to verify the appropriate test and passing score requirements. This information is available online at www.ets.org/praxis or on the website of the state for which you are seeking certification/licensure.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation: some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why Does My State Require *The Praxis Series* Assessments?

Your state chose *The Praxis Series* Assessments because the tests assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers. You can find out the passing score required for *The Praxis Series* Subject Assessments in your state online or by looking in the pamphlet *Understanding Your Praxis Scores*, which is free from ETS (www.ets.org/praxis). The pamphlet shows that not all states use the same test modules, and even when they do, the passing scores can differ from state to state.

What Kinds of Tests Are *The Praxis Series* Subject Assessments?

The Praxis Series Subject Assessments generally include two types of test questions: multiple choice (for which you select your answer from a list of choices) and constructed response (for which you write a response of your own). Multiple-choice tests can survey a wider domain because they can ask more questions in a limited period of time. Constructed-response tests have far fewer questions, but the questions require you to demonstrate the depth of your knowledge in the area covered.

What Do the Tests Measure?

The Praxis Series Subject Assessments are tests of content knowledge. They measure your understanding and skills in a particular subject area. Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area. The tests do not measure your actual teaching ability, however. They measure your knowledge of a subject and of how to teach it. The teachers in your field who help us design and write these tests, and the states that require them, do so in the belief that knowledge of your subject area is the first requirement for licensing. Teaching combines many complex skills, only some of which can be measured by a single test. While *The Praxis Series* Assessments are designed to measure how thoroughly you understand the material in the subject area(s) in which you want to be licensed to teach, your teaching ability is a skill that is typically measured in other ways; for example, through observation, videotaped practice, or portfolios.

How Are These Tests Developed and How Are Passing Scores Recommended?

ETS begins the development of each new subject test in *The Praxis Series* by assembling a test committee of practicing teachers and teacher educators from among the states that may use the test in their licensure process. The committee reviews and revises a draft domain of knowledge and/or skills developed by ETS subject experts. The revised domain is then sent as a web-based survey to a national sample of practicing teachers representing a variety of teaching settings, and faculty members from schools of education who prepare teachers in that subject area. These educators are asked to judge the importance of each of the knowledge and/or skill statements that define the domain. The results of this “job analysis survey” are used to identify those statements that have been verified to be important for entering practice. These verified statements are then used by the test committee, under the guidance of ETS test developers, to develop test content specifications. Teams of teachers then work with ETS test developers to write questions that align with the content specifications and meet ETS’s rigorous requirements for quality and fairness—ETS Standards for Quality and Fairness.**

** ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

When your state adopts a *Praxis* Subject Assessment, a cut score needs to be defined; the cut score is the minimum test score required to pass the test. ETS has pioneered a multi-state process to recommend passing scores. In this process, up to 50 educators (teachers and faculty members) from across the states that have adopted the test participate in a standard setting process to recommend a passing score. Each specific state is encouraged to review the multi-state recommendation with a small state-specific group of educators to decide on the final passing score for the state. During the multi-state study, the educators also judge the importance of the test content specifications for entering practice. This serves as an additional source of evidence of the job-relevance of the tested content.

Practicing teachers and faculty members are involved in all major phases of test development and the standard setting process. Such expert involvement is needed to develop high-quality and job-relevant licensure assessments. This practice is consistent with how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass *The Praxis Series* Subject Assessments, you and the practitioners in your state will have evidence that you have the knowledge and skills required for beginning teaching practice.

Chapter 3

Don't Be Defeated by Multiple-Choice Questions



Understanding Multiple-choice Questions

When you read multiple-choice questions on the *Physical Education: Content and Design* test, you will probably notice that the syntax (word order) is different from the word order you're used to seeing in ordinary material that you read, such as newspapers or textbooks. One of the reasons for this difference is that many test questions contain the phrase "which of the following."

To answer a multiple-choice question successfully, you need to consider carefully the context set up by the question and limit your choice of answers to the list given. The purpose of the phrase "which of the following" is to remind you to do this. For example, look at this question.

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

You may know that chocolate and coffee are also flavors made from beans, but they are not listed, and the question asks you to select from the list that follows ("which of the following"). So the answer has to be the only bean-derived flavor in the list: vanilla.

Notice that the answer can be substituted for the phrase "which of the following." In the question above, you could insert "vanilla" for "which of the following" and have the sentence "Vanilla is a flavor made from beans." Sometimes it helps to cross out "which of the following" and insert the various choices. You may want to give this technique a try as you answer various multiple-choice questions on the practice test.

Looking carefully at the "which of the following" phrase helps you to focus on what the question is asking you and to find an answer from the choices. In the simple example above, all of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

The vanilla bean question is pretty straightforward. But the phrase "which of the following" can also be found in more challenging questions. Look at this question:

Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole-vaulting and downhill skiing?

- (A) Whole
- (B) Part
- (C) Progressive part
- (D) Distributed

The placement of "which of the following" tells you that the list of choices is a list of practice alternatives that might be used to teach sports such as these. What are you supposed to find as an answer? You are supposed to find the choice that would best promote motor learning and safety while taking into account the potential for injury in these sports.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question as "If I were teaching motor learning and safety for these sports, what kind of practice would I choose?" For a skill that has more than an average potential for injury, it is usually advisable to choose a method of practice

that allows students to master specific elements of that skill under controlled conditions before the skill is attempted “whole” and under real conditions.

ETS question-writers and editors strive to word each question as clearly as possible. Sometimes, though, it helps to put the question in your own words. Here, you could paraphrase the question as “Which of these examples would be the best practice alternative when teaching motor learning and safety for these sports?” The correct answer is (C). “Progressive part” refers to the isolation and practice of skills in the correct progression sequence to prepare the person to practice the entire skill together and under real conditions. Choices (A), (B), and (D) are examples of other types of practice that would not be appropriate for these sports; however, they may be appropriate for other sports skills that are less dangerous.

You may also find that it helps you to circle or underline each of the critical details of the question in your test book so that you don’t miss any of them. Only by looking at all parts of the question carefully will you have all of the information you need to answer it. Circle or underline the critical parts of what is being asked in the following question.

Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole-vaulting and downhill skiing?

- (A) Whole
- (B) Part
- (C) Progressive part
- (D) Distributed

Here is one possible way you may have annotated the question:

Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole-vaulting and downhill skiing?

- (A) Whole
- (B) Part
- (C) Progressive part
- (D) Distributed

After thinking about the question, you can probably see that you are being asked to look at a list of practice alternatives and decide which one would best prepare the person to perform skills safely in these sports. The correct answer is (C). The important thing is understanding what the question is asking. With enough practice, you should be able to determine what any question is asking. Knowing the answer is, of course, a different matter, but you have to understand a question before you can answer it correctly.

Understanding Questions Containing “NOT,” “LEAST,” or “EXCEPT”

The words “NOT,” “EXCEPT,” and “LEAST” can make comprehension of test questions more difficult. Such questions ask you to select the choice that *doesn’t* fit, that is different in some specified way from the other answer choices. You must be very careful with this question type because it’s easy to forget that you’re selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way. These words are always capitalized when they appear in *The Praxis Series* test questions, but they are easily (and frequently) overlooked.

For the following test question, determine what kind of answer you need and what the details of the question are.

All of the following are characteristics of a correct, mature form for striking a ball with a racket EXCEPT

- (A) taking a forward step with the foot opposite to the striking arm
- (B) coiling and rotating the body forward as the racket is swung
- (C) putting weight on the back foot and then shifting to the front foot as the racket is swung
- (D) stopping the racket at the point of contact with the ball

You're looking for the term that would NOT be included in the list of correct and mature characteristics of striking a ball with a racket. (D) is the correct answer—all of the other choices *are* characteristics of correct and mature striking with a racket.

**TIP**

It's easy to get confused while you're processing the information to answer a question with a NOT, LEAST, or EXCEPT in the question. If you treat the word "NOT," "LEAST," or "EXCEPT" as one of the details you must satisfy, you have a better chance of understanding what the question is asking.

Be Familiar with Multiple-Choice Question Types

You will probably see more than one question format on a multiple-choice test. Here are examples of some of the more common question formats.

Complete the statement

In this type of question, you are given an incomplete statement. You must select the choice that will make the completed statement correct.

The correct racing posture of a swimmer, a cyclist, or a downhill skier minimizes the effect of

- (A) lift
- (B) propulsion
- (C) turbulence
- (D) gravity

To check your answer, reread the question and add your answer choice at the end. Be sure that your choice best completes the sentence. The correct answer is (C).

Which of the following

This question type is discussed in detail in a previous section. The question contains the details that must be satisfied for a correct answer, and it uses "which of the following" to limit the choices to the four choices shown, as the following example demonstrates.

In the late 1800s, the greatest influence on the direction of physical education came from individuals with a background in which of the following?

- (A) Medicine
- (B) Professional sports
- (C) Intercollegiate sports
- (D) The military

The correct answer is (A).

Roman numeral choices

This format is used when there can be more than one correct answer in the list. Consider the following example.

Angular motion is represented by which of the following?

- I. The knees of a cyclist
- II. The legs of a runner
- III. The arms of a swimmer

- (A) I only
- (B) III only
- (C) I and II only
- (D) I, II, and III

One useful strategy for this type of question is to assess each possible answer before looking at the answer choices and then evaluate the answer choices. In the question above, you need to apply your knowledge of angular motion as performed in certain sports to identify which of the three listed options is/are examples of angular motion. You should be aware that angular motion occurs when the body or a part of it moves in a circular path about an imaginary axis called the axis of rotation. You should also know that the knees of a cyclist (option I) perform such a motion. So do the legs of a runner (option II) and the arms of a swimmer (option III). Since options I, II, and III all exemplify angular motion, the correct answer to the question is (D).

Questions containing NOT, LEAST, EXCEPT

This question type is discussed at length on pages 11–12. It asks you to select the choice that doesn't fit. You must be very careful with this question type, because it's easy to forget that you're selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way.

Other formats

New formats are developed from time to time in order to find new ways of assessing knowledge with multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that help you find the answer.

Other Useful Facts About the Test

- 1. You can answer the questions in any order.** You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. There is no right or wrong way. Use the approach that works best for you.
- 2. There are no trick questions on the test.** You don't have to find any hidden meanings or worry about trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.
- 3. Don't worry about answer patterns.** There is one myth that says that answers on multiple-choice tests follow patterns. There is another myth that there will never be more than two questions with the same lettered answer following each other. There is no truth to either of these myths. Select the answer you think is correct based on your knowledge of the subject.
- 4. There is no penalty for guessing.** Your test score for multiple-choice questions is based on the number of correct answers you have. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one.
- 5. It's OK to write in your test booklet.** You can work out problems right on the pages of the booklet, make notes to yourself, mark questions you want to review later, or write anything at all. Your test booklet will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet.

Smart Tips for Taking the Test

- 1. Put your answers in the right “bubbles.”** It seems obvious, but be sure that you are filling in the answer “bubble” that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
- 2. Skip the questions you find extremely difficult.** There are sure to be some questions that you think are hard. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet so that you can come back to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.
- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one—**and then reread the question to be sure the answer you have selected really answers the question being asked. Remember that a question that contains a phrase such as “Which of the following does NOT” is asking for the one answer that is NOT a correct statement or conclusion.

5. Check your answers. If you have extra time left over at the end of the test, look over each question and make sure that you have filled in the “bubble” on the answer sheet as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

6. Don’t worry about your score when you are taking the test. No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the SAT®, the GRE®, or other similar-looking (but in fact very different!) tests. It doesn’t matter on this test whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, your actual score doesn’t matter, as long as it is above the minimum required score.