

Physical Education: Movement Forms – Analysis and Design (0092)

Test at a Glance

Test Name	Physical Education: Movement Forms – Analysis and Design		
Test Code	0092		
Time	1 hour		
Number of Questions	2		
Format	Multi-part constructed response		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Total Score
	I. Assessing Fitness and Designing Routines to Achieve Goals II. Designing Activities for Skill Mastery or Achievement of Objectives	1 1	50% 50%

About This Test

The Movement Forms—Analysis and Design test in Physical Education is intended to assess how well a prospective teacher of physical education can select activities for particular purposes, make decisions about the status and needs of students, and provide explanation for these selections and decisions. The test covers knowledge of fitness, fundamental movements, and sports that comprise the content of physical education classes; knowledge of the foundations for teaching these activities; and knowledge of crucial topics in health and safety. The test is intended for both men and women who plan to teach physical education from kindergarten through grade 12. Examinees typically have completed a bachelor's degree program in physical education.

The test contains two questions; they deal with health-related fitness, the ability to analyze movement forms in terms of the progression from introductory to advanced levels of skill performance, and the selection and description of movement activities that will enable children to reach specified goals in physical education. Examinees are expected to demonstrate knowledge of the critical features of movement forms and how these features shape the design of activities intended to help children master these features. Examinees will not be expected to demonstrate knowledge of teaching methods in physical education or of general principles and methods of planning and implementing instruction. Across the test questions, examinees will describe characteristics of movement forms; design and/or prescribe appropriate movement routines to achieve specific goals; and provide explanatory and justifying information on content topics from the foundations of physical education, as well as health and safety issues. Question content also includes concepts relating to motor skill performance and fitness, including fundamental movements, movement forms, and fitness as described in the Physical Education: Content Knowledge Test (0091).

Sample Test Questions

This section presents a sample question and sample responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.

The questions on this test have several parts, usually 5 or 6 parts per question. Each part is scored on a 0–3 scale as described below. Each response is scored by two readers, then the scores from both readers are added together. Thus, if a question has 5 parts it can receive a maximum of 30 points. If it has 6 parts, it can receive a maximum of 36 points. To help you budget your time during the examination, and to show you how your responses will be scored, the parts of each question are labeled for you.

SCORING GUIDE

- 3**
- Demonstrates a strong understanding of the principles of physical education and their appropriate application
- 2**
- Demonstrates an adequate understanding of the principles of physical education and their appropriate application
- 1**
- Demonstrates very little understanding of the principles of physical education and their appropriate application
- 0**
- Demonstrates no understanding of the principles of physical education and their appropriate application

ADVICE TO TEST TAKERS

- This is not a test of your writing ability. You should, however, write your response so that your ideas are clear and, where appropriate, supported with relevant examples and details.
- You may wish to look quickly at both questions before you begin, consider their relative difficulty, and allocate your time accordingly. You may answer the questions in any order you like.
- Read each question completely before responding to it. Try to answer all parts of each question.
- Take some time to organize your thinking before you respond. You may use the space provided after each question to organize your thoughts, but anything you write in this space will not be scored. Only responses written in the designated space in your test book will be scored.
- In order for your test to be scored, your responses must be written in English.

Sample Question

A health-related fitness test battery includes the BACK-SAVER SIT-AND-REACH. The table printed below indicates the HEALTHY FITNESS ZONE for four individual boys and girls for the indicated test and the individual's score on that test.

BACK-SAVER SIT-AND-REACH

Parts	Individual and Age	Healthy Fitness Zone	Individual's Score
I.	6-Year Old Girl	9 Inches	6 Inches
II.	10-Year Old Boy	8 Inches	6 Inches
III.	13-Year Old Boy	8 Inches	8 Inches
IV.	16-Year Old Girl	12 Inches	6 Inches

For each of the four individuals whose scores are given in the table, describe a safe and effective six-week program of exercises that the individual could engage in to improve in the BACK-SAVER SIT-AND-REACH, or to maintain fitness if the individual's score is already in the Healthy Fitness Zone. The exercise programs should be appropriate to age and developmental level of the individuals for whom they are recommended, and should also be appropriate for the level of fitness indicated by the individual's score.

- V. Identify one principle of motor learning, motor development, exercise physiology, or biomechanics that can be used to justify or explain some aspect of one or more of the recommended exercise programs. Explain how this principle justifies or explains that aspect of the program or programs.

Sample Response That Received a Score of 23:

The following exercises will be used for each of the four students:

When doing each of the exercises, the student should get into the exercise position, feel a slight stretch, and then slightly back off the stretch, and hold the stretch for the appropriate time. As the student goes through the six weeks, flexibility will increase and their distance per stretch will increase. It is important to do static stretching (holding the stretch) rather than ballistic stretching (bouncing into the stretch)—No Bouncing.

Exercise #1—sitting stretch with legs out in front, knees slightly bent. Bend forward, reaching toward toes.

Exercise #2—sit with one leg extended out, knee slightly bent. Foot of opposite leg is brought in so that the bottom of the foot is touching the inside of the outstretched thigh. Reach forward toward the extended leg as far as possible. Repeat with legs in reverse position.

6 year old girl—scored 6 in. and the healthy fitness zone is 9 in. She needs to improve in this area.

wk 1—she will do both of the 2 exercises 3 times per week. She will hold each stretch for 8 secs.

wk 2—both exercises 3 times per week. She will hold each stretch for 10 sec.

wk 3—both exercises 4 times/week. Hold each 12 secs.

wk 4—both exercises 4 times/week. Hold each 15 secs.

wk 5—both exercises 5 times/week. Hold each 20 secs.

wk 6—both 5 times/week. Hold each 25 secs.

10 year old boy—scored 6 in. and the healthy fitness zone is 8 in. He needs to improve in this area.

wk 1 through week 6 progression will be the same as the 6 year old girl.

13 year old boy—scored 8 in. and the healthy fitness zone is 8 in. He needs to maintain and improve in this area.

wk 1—he will do both of the 2 exercises 4 times per week. He will hold each stretch for 10 secs.

wk 2—both 4 times/week. Hold each for 12 secs.

wk 3—both 5 times/week. Hold each for 15 secs.

wk 4—both 5 times/week. Hold each for 20 secs.

wk 5—both 5 times/week. Hold each for 25 secs.

wk 6—both 5 times/week. Hold each for 25 secs.

16 year old girl—scored 8 in. and the healthy fitness zone is 12 in. She needs to improve in this area.

wk 1—she will do both of the 2 exercises 3 times per week. She will hold each stretch for 5 secs.

wk 2—both 3 times/week. Hold each for 8 secs.

wk 3—both 4 times per week. Hold each for 10 secs.

wk 4—both 4 times per week. Hold each for 12 secs.

wk 5—both 5 times per week. Hold each for 15 secs.

wk 6—both 5 times per week. Hold each for 20 secs.

The exercise physiology principle of specificity is being used throughout all of the exercise programs. In the area of flexibility, the principle of specificity indicates that flexibility is joint-specific—meaning that the specific area of the body must be stretched to increase flexibility. The two exercises that have been selected for all of the exercise programs help to increase flexibility in the hamstrings and the lower back area, which are the areas that are being measured in the Back-Saver Sit-and-Reach.

**Sample Response That Received
a Score of 8:**

The Back-Saver Sit-and Reach tests flexibility. The 6 year old girl scored 6 in. and the healthy fitness zone is 9 in. She needs to improve in this area. The 10 year old boy scored 6 in. and the healthy fitness zone is 8 in. He needs to improve in this area. The 13 year old boy scored 8 in. and the healthy fitness zone is 8 in. He needs to maintain in this area. The 16 year old girl scored 8 in. and the healthy fitness zone is 12 in. She needs to improve in this area.

6-week program for each of the students:

This program should be done 3 X per week

wk 1—standing toe touches—hold for 5 secs.

wk 2—standing toe touches—hold for 8 secs.

wk 3—standing toe touches—hold for 10 secs.

wk 4—standing toe touches—hold for 12 secs.

wk 5—standing toe touches—hold for 15 secs.

wk 6—standing toe touches—hold for 20 secs.

The principle of exercise physiology is used when doing the exercise to develop flexibility.



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