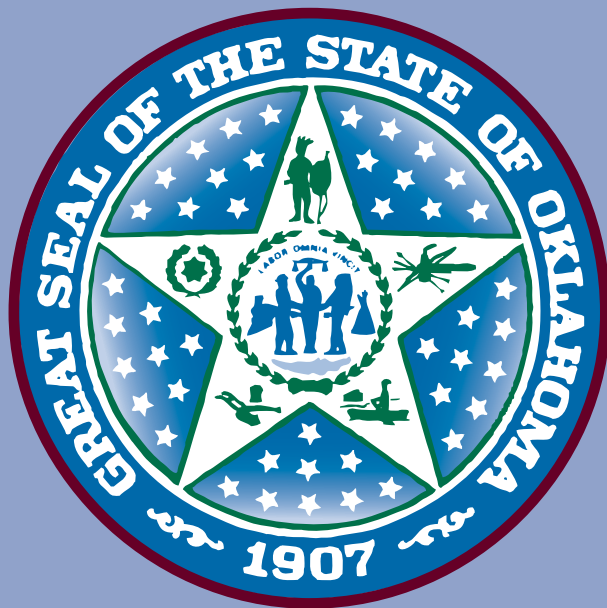


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

012 Physical Education/Health/Safety



Oklahoma Commission
for Teacher Preparation

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: PHYSICAL EDUCATION/HEALTH/SAFETY

SUBAREAS:

- I. Growth and Development
- II. Health Concepts
- III. Health-Related Physical Fitness
- IV. Foundation of Movement and Sport Activities
- V. Instruction, Assessment, and Professional Knowledge

SUBAREA I—GROWTH AND DEVELOPMENT

Competency 0001

Understand the structures and functions of the major body systems and how these systems produce movement and respond to physical activity.

The following topics are examples of content that may be covered under this competency.

Describe the general structure, components, and functions of the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems.

Analyze the physiological processes involving major body systems and how body systems interact with one another to produce movement.

Recognize actions and common disorders of the major body systems.

Competency 0002

Understand physical growth and development.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the phases and characteristics of lifelong physical growth and development.

Analyze biological, psychological, experiential, and environmental factors that influence physical growth and development (e.g., nutrition, heredity, gender, socioeconomic status, physical activity).

Demonstrate knowledge of the influence of physical growth and development on motor performance and on readiness for motor learning.

Competency 0003

Understand sequences and characteristics of motor development.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of sequences and characteristics at various developmental motor-skill levels.

Demonstrate knowledge of principles of perceptual-motor development.

Analyze the relationship of motor development to physical, cognitive, psychosocial, and emotional development.

Analyze factors that influence motor development and performance.

Competency 0004

Understand principles of motor learning and movement skills acquisition.

The following topics are examples of content that may be covered under this competency.

Recognize processes of motor learning, and demonstrate knowledge of the principles of practice, retention, readiness, feedback, observational learning, and transfer of learning as they relate to motor-skills acquisition.

Apply knowledge of methods for promoting recognition and use of fundamental movement concepts (e.g., time, space, direction, force) and elements in a variety of contexts.

Apply knowledge of techniques for detecting errors in motor performance and providing cues and corrective feedback.

Apply knowledge of techniques for modifying activities to promote the use of combinations of motor skills.

Competency 0005

Understand how individuals grow and develop cognitively, socially, and emotionally.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of characteristics of lifelong cognitive, social, and emotional development.

Analyze the influences of gender, body image, culture, heredity, skill level, and socioeconomic status on the development of self-concept.

Recognize the influence of peers on students' social attitudes, behaviors, and self-concept.

Demonstrate knowledge of how physical activity influences cognitive, social, and emotional development.

Identify strategies for developing higher-level thinking skills in the context of physical education and health-related activities.

Recognize techniques and activities for developing decision-making, self-assessment, goal-setting, and self-monitoring skills through physical and health education.

Competency 0006

Understand the role of physical and health education in the development of positive personal and social attitudes and behaviors.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the role of physical education in fostering appreciation of the aesthetic aspect of skilled performance and in learning to respect the physical-performance limitations of self and others.

Recognize potential social-cultural benefits of participation in physical education.

Analyze ways in which physical and health education activities can promote positive personal behaviors and traits (e.g., confidence, honesty, self-discipline, perseverance).

Analyze ways in which physical and health education activities can promote positive social behaviors and traits (e.g., sporting conduct, communication, teamwork, leadership, respect for diversity, responsibility).

Demonstrate knowledge of theories of motivation and behavior change and apply strategies to motivate students to participate in physical activity inside and outside of school.

SUBAREA II—HEALTH CONCEPTS

Competency 0007

Understand the basic concepts of wellness and the factors that affect personal health.

The following topics are examples of content that may be covered under this competency.

Recognize wellness as the optimal integration of intellectual, social, physical, community, environmental, and emotional health and the ways in which they influence personal health.

Demonstrate knowledge of the principles and practices related to nutrition, stress management, cardiorespiratory risk reduction, and physical fitness that enhance personal health.

Recognize the role of body composition management, safety and accident prevention, and consumer education in enhancing overall personal health.

Apply knowledge of wellness principles to analyze individual wellness plans.

Identify strategies for setting realistic short- and long-term goals related to physical activity, nutrition, and body composition.

Evaluate the roles of knowledge, self-efficacy, perception of risk, and environmental support in changing health behaviors.

Competency 0008

Understand the short- and long-term effects of healthy and risky behaviors.

The following topics are examples of content that may be covered under this competency.

Recognize the benefits of practicing healthy behaviors (e.g., prevention of illness, disease, and other health problems; body-composition management; improved work productivity; reduced health-care costs).

Demonstrate knowledge of the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.

Identify methods for assessing behavioral risk factors.

Recognize factors that affect decisions relating to health behaviors (e.g., cultural norms, peer pressure, myths and misinformation).

Recognize the common health risks associated with sexual behavior (e.g., emotional implications, HIV/AIDS and other sexually transmitted diseases/infections).

Identify the common health risks associated with tobacco, alcohol, steroids, and other drug use.

Recognize how to evaluate potential safety risks and implement accident-prevention strategies to reduce the likelihood of unintentional injury.

Competency 0009

Understand the nature of and factors that affect social and emotional health.

The following topics are examples of content that may be covered under this competency.

Recognize indicators of social and emotional health.

Analyze the benefits, challenges, and dynamics of peer and family relationships.

Demonstrate knowledge of techniques for developing positive interpersonal relationships and the characteristics of responsible friendship.

Identify common sources of conflict and understand strategies for nonviolent conflict resolution and violence prevention.

Recognize sources, signs, and symptoms of stress and understand its effect on emotional and social health.

Demonstrate knowledge of the nature of depression, risk factors related to suicide, and intervention strategies.

Analyze the effects of discriminatory practices on social and emotional health.

Competency 0010

Understand the nature of and factors that affect consumer and community health.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the ways technology affects consumer and community health (e.g., access to health information, effects on lifestyle and community relations).

Analyze media messages (e.g., advertising, television) and recognize how they affect health beliefs and behaviors, including selection of health products and services.

Demonstrate knowledge of the major health risks to youth identified by the Centers for Disease Control (e.g., alcohol, tobacco, obesity, accidental injury, violence).

Analyze the influence of cultural beliefs on health behaviors and the use of health services.

Assess how the characteristics (e.g., cultural, environmental, socioeconomic, geographic) of a community influence the health of the people who live there.

SUBAREA III—HEALTH-RELATED PHYSICAL FITNESS

Competency 0011

Understand components of physical fitness and principles of training.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of basic components of physical fitness (e.g., endurance, strength, flexibility).

Apply knowledge of the principles of frequency, intensity, type, duration, overload, reversibility, and specificity in relation to physical training.

Assess the benefits of aerobic and anaerobic conditioning.

Analyze factors that affect physical fitness and performance (e.g., stress, substance abuse, nutrition, sleep).

Recognize the levels of readiness and expected developmental progressions for improvements in fitness.

Recognize potential health risks associated with exercise and apply appropriate procedures for injury prevention during physical activity (e.g., warm-ups, stretching, hydration).

Identify strategies and activities for integrating fitness principles and concepts into everyday physical activity experiences.

Competency 0012

Understand principles and activities for developing and maintaining cardiorespiratory endurance.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of principles and the purpose of activities for developing aerobic endurance.

Demonstrate knowledge of techniques and technologies for assessing and monitoring heart rate and endurance levels (e.g., heart rate monitors, pedometers).

Identify aerobic activities appropriate for various developmental levels and student needs (e.g., walking, running, cycling, step aerobics).

Competency 0013

Understand principles and activities for developing and maintaining muscular strength and endurance.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of principles and the purpose of activities for developing muscular strength and endurance.

Demonstrate knowledge of principles, safety practices, and equipment for progressive-resistance exercise (e.g., weight training, circuit training).

Demonstrate knowledge of techniques and technologies for assessing muscular strength and endurance.

Identify activities appropriate for various developmental levels and student needs (e.g., body-support activities, calisthenics).

Competency 0014

Understand principles and activities for developing and maintaining flexibility.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of principles and the purpose of activities for developing flexibility.

Demonstrate knowledge of techniques and technologies for assessing flexibility.

Apply knowledge of flexibility activities appropriate for various developmental levels and student needs (e.g., bending, stretching, twisting).

SUBAREA IV—FOUNDATION OF MOVEMENT AND SPORT ACTIVITIES

Competency 0015

Understand biomechanical principles and fundamental motor skills.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of biomechanical principles and recognize how to apply and analyze various movement activities (e.g., motion, stability and balance, force projection and absorption, buoyancy, rotation, speed, and acceleration).

Apply knowledge of the basic principles of locomotor, nonlocomotor, manipulative, body-control, and rhythmic skills.

Apply knowledge of techniques for assessing fundamental motor skills individually and in combination.

Analyze and assess motor skill performance in a variety of physical activities and provide corrective feedback.

Competency 0016

Understand methods for developing locomotor, nonlocomotor, and body-control skills.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the types and characteristics of locomotor, nonlocomotor, and body-control skills (e.g., running, jumping, balancing, lifting, pushing, pulling, falling, landing, rolling) and critical elements of performance.

Recognize how to select activities for skill improvement appropriate to a variety of developmental levels.

Analyze the integration of locomotor, nonlocomotor, and body-control skills in various combinations and activities (e.g., jump and twist, balance at different levels).

Recognize how to apply techniques and technologies to modify instruction related to locomotor, nonlocomotor, and body-control skills in order to address a range of learner characteristics and special needs.

Competency 0017

Understand methods for developing rhythmic skills.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of qualities of movement, including body awareness, time, space, direction, force of movement, level, and rhythm.

Select developmentally appropriate learning activities to build creative movement and rhythmic skills.

Recognize critical elements of motor-skill performance, instructional sequences, and skill progressions for various forms of dance (e.g., folk, social, line, creative).

Use effective cues to facilitate rhythmic-skills acquisition.

Demonstrate knowledge of ways to apply techniques and technologies to modify instruction related to rhythmic skills in order to address a range of learner characteristics and special needs.

Competency 0018

Understand methods for developing manipulative skills.

The following topics are examples of content that may be covered under this competency.

Recognize types and characteristics of manipulative skills (e.g., throwing, catching, dribbling, kicking, striking) and critical elements of performance.

Select developmentally appropriate activities to improve performance of manipulative skills.

Apply knowledge of skill progression and instructional sequence to develop skilled performance.

Use effective cues to facilitate manipulative-skills acquisition.

Demonstrate knowledge of ways to adapt instructional techniques of manipulative skills to address specific learner characteristics and special needs.

Competency 0019

Understand skills, rules, tactics, and safety practices for individual, dual, and lifetime sports and activities.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of critical elements of skilled performance, instructional sequences, skill progressions, and techniques for developing proficiency in a variety of individual, dual, and lifetime sports and activities.

Demonstrate knowledge of safety practices associated with individual, dual, and lifetime sports and activities.

Demonstrate knowledge of game tactics, offensive and defensive strategies, rules, etiquette, and equipment for individual and dual sports activities.

Demonstrate knowledge of instructional strategies, organization, etiquette, and equipment for lifetime activities and sports.

Demonstrate knowledge of ways to modify individual, dual, and lifetime sports and activities to accommodate a range of learner characteristics and special needs.

Competency 0020

Understand skills, rules, tactics, and safety practices for team sports.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of critical elements of skilled performance, instructional sequences, skill progressions, and techniques for developing proficiency in a variety of team sports activities.

Demonstrate knowledge of safety practices associated with team sports.

Demonstrate knowledge of game tactics, offensive and defensive strategies, rules, etiquette, and equipment for team sports activities.

Demonstrate knowledge of ways to modify team sports to accommodate a range of learner characteristics and special needs.

SUBAREA V—INSTRUCTION, ASSESSMENT, AND PROFESSIONAL KNOWLEDGE

Competency 0021

Understand instructional planning and implementation in a physical and health education setting.

The following topics are examples of content that may be covered under this competency.

Recognize how to develop long-term and short-term instructional plans aligned with state and national standards, program goals, instructional objectives, and student needs.

Demonstrate knowledge of strategies for designing safe, relevant, and developmentally appropriate learning activities based on principles of effective instruction (e.g., conducting demonstrations, giving feedback, giving clear explanations) to maximize learner success and participation.

Recognize the characteristics, advantages, and limitations of various instructional strategies (e.g., direct instruction, cooperative learning, interdisciplinary instruction, guided discovery).

Recognize how to select and use developmentally appropriate teaching resources and curriculum materials.

Recognize how to use instructional formats that facilitate inclusion of all students in learning activities.

Demonstrate integration strategies and skills from multiple subject areas.

Apply knowledge of appropriate technology, resources, and equipment to enhance learning in the physical and health education setting.

Competency 0022

Understand effective management and communication strategies in a physical and health education setting.

The following topics are examples of content that may be covered under this competency.

Recognize how to implement risk management strategies (e.g., routinely checking equipment, facilities, and movement space for safety hazards).

Apply knowledge of methods for organizing, allocating, and managing resources (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.

Recognize characteristics of an effective behavior-management plan for a physical and health education setting.

Recognize how to implement management techniques and routines that create a smoothly functioning learning environment and maximize learner participation in physical and health education activities.

Demonstrate knowledge of various communication techniques (e.g., verbal, visual, kinesthetic) and effective communication skills (e.g., use of language, conciseness, pacing, age-appropriateness).

Demonstrate knowledge of how personal differences (e.g., culture, gender, race, religion, socioeconomic status) affect communication and how to adjust communication to meet students' needs and learning styles.

Recognize how to model healthy communication and create a productive learning environment that demonstrates respect for diversity.

Recognize how to use a variety of strategies to communicate managerial and instructional information efficiently (e.g., bulletin boards, task cards, video).

Competency 0023

Understand and use assessment to evaluate and foster physical, cognitive, social, and emotional development in a physical and health education setting.

The following topics are examples of content that may be covered under this competency.

Recognize the importance of assessment as an integral part of instruction to provide feedback to students.

Demonstrate knowledge of types, characteristics, advantages, and limitations of various authentic, formal, and informal assessment methods and instruments (e.g., observational checklists, performance assessments, portfolios, journals, peer assessments, standardized tests).

Demonstrate knowledge of the concepts of validity, reliability, and bias as they relate to assessment.

Recognize how to use a variety of assessment techniques to measure student understanding and performance, to provide feedback, and to communicate student progress.

Recognize how to interpret and use learning and performance data in making curricular and instructional decisions.

Recognize how to implement strategies that engage students in self-assessment.

Apply knowledge of techniques for selecting, constructing, adapting, and implementing authentic, formal, and informal assessments.

Competency 0024

Understand the foundations of physical education and health education.

The following topics are examples of content that may be covered under this competency.

Identify major historical developments in physical and health education.

Demonstrate knowledge of philosophies, trends, issues, and practices in physical and health education and their effects on the goals, scope, and practices of school programs in these fields.

Demonstrate knowledge of the coordinated school health program model and its influence on the direction of physical and health education.

Competency 0025

Understand activities that foster professional growth, reflection, and collaboration in physical and health education.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of types and characteristics of resources available for professional development (e.g., journals, Web sites, professional associations, workshops, conferences, colleagues).

Demonstrate how to construct a plan for continued professional growth based on the assessment of personal teaching performance.

Recognize how to use a reflective cycle involving description of teaching, justification of teaching performance, critique of teaching performance, setting of teaching goals, and implementation of change to instructional practice.

Identify strategies to become an advocate in the school and community to promote health-related and physical-activity opportunities.

Recognize the importance of and ways to participate actively in the professional physical and health education community.

Demonstrate knowledge of how to locate and form connections with community resources to enhance physical activity opportunities.

Apply knowledge of methods for pursuing productive relationships with parents/guardians and school colleagues to support student growth and well-being.

Competency 0026

Understand the legal issues and ethical concerns related to physical and health education and safety programs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of laws related to the rights and safety of the learner and the responsibilities of the teacher (e.g., equity, inclusion, confidentiality, privacy, negligence, risk management).

Examine issues related to supervision, safety, liability, and negligence.

Demonstrate knowledge of appropriate strategies for consulting with parents, counselors, and other professionals to assist students.

Demonstrate knowledge of parental and teacher rights concerning physical and health education.

Apply knowledge of ethical guidelines in physical education situations.

Competency 0027

Understand principles and procedures of injury prevention and emergency first-aid assistance.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the types and characteristics of injuries common to physical activities.

Demonstrate knowledge of principles and techniques of injury care and prevention.

Apply knowledge of first-aid procedures related to CPR, shock, bleeding, and other emergency situations.

Apply knowledge of universal safety precautions in administering first-aid procedures.

PRACTICE TEST QUESTIONS AND ANSWERS: PHYSICAL EDUCATION/HEALTH/SAFETY

Practice Selected-Response Questions

Competency 0001

Understand the structures and functions of the major body systems and how these systems produce movement and respond to physical activity.

1. Which of the following is an important function of the respiratory system during intense physical activity?
 - A. regulating the concentration of electrolytes in the bloodstream
 - B. converting lactate back to pyruvate
 - C. exchanging gases with the bloodstream
 - D. delivering glucose to the brain

Correct Response: C. The respiratory system provides for both the absorption of oxygen into and the removal of carbon dioxide from the bloodstream. During intense exercise, the body's need for oxygen increases and the rate of gas exchange in the lungs approaches its maximal level.

Competency 0006

Understand the role of physical and health education in the development of positive personal and social attitudes and behaviors.

2. The following is a goal of a middle school physical education program:

Appreciate the value of teamwork in physical activities and apply cooperative skills during physical activities.

During a unit on volleyball, which of the following types of activities would be most effective for encouraging students to work toward this program goal?

- A. Have students play a lead-up game in which the object is to have each student serve as many times as possible during the game.
- B. Encourage students who are temporarily out of the game to support teammates with positive comments.
- C. Have students choose their own teams at the beginning of each class period.
- D. During practice games, have students focus on passing and setting skills while playing their own positions.

Correct Response: D. Passing and setting, as opposed to serving and spiking, are the elements of volleyball that require the most cooperation and communication between players. Emphasizing the importance of players' keeping to their own positions helps develop an overall sense of team dynamics and strategy among players and limit the inclination of players to act individually.

Competency 0007

Understand the basic concepts of wellness and the factors that affect personal health.

3. A physical and health educator develops the following assignment as part of a middle school unit on how diet affects health.

Take your pulse while you are resting. Then run for 2 minutes and take your pulse again. Rest for 5 minutes, then put on a 10-pound backpack. Run at the same pace for 2 more minutes while wearing the pack and then take your pulse again. Compare it to your pulse rate after the first 2-minute run. How do the pulse rates differ? Why do they differ?

This activity would be most appropriate for helping students:

- A. set appropriate goals for personal cardiovascular fitness programs.
- B. recognize how carrying additional weight affects the cardiovascular system.
- C. recognize the importance of strong cardiovascular and musculoskeletal systems in enhancing fitness.
- D. understand the relationship between the duration of workouts and cardiovascular efficiency.

Correct Response: B. The addition of a 10-pound pack will increase the pulse rate, giving a direct indication of how the additional weight affects the cardiovascular system.

Competency 0009

Understand the nature of and factors that affect social and emotional health.

4. In a school setting, having well-known and established procedures for conflict resolution helps prevent violence primarily by:
 - A. communicating clearly that violence is an unacceptable choice.
 - B. increasing teachers' awareness and supervision of existing disputes.
 - C. rewarding students for engaging in nonviolent conduct.
 - D. providing students with defined alternatives to violence.

Correct Response: D. Having established routines for how to handle conflict demonstrates an understanding that some conflict will necessarily occur. Procedures for conflict resolution that involve negotiation and mediation assist students by giving them strategies to use before the conflict escalates to the point of violence.

Competency 0012

Understand principles and activities for developing and maintaining cardiorespiratory endurance.

5. Use the information below to answer the question that follows.

A ninth grader who wishes to improve cardiorespiratory endurance and decrease body fat has devised the following personal exercise plan.

<p>Exercise Plan</p> <p>Frequency of Workout: four days per week</p> <p>Intensity of Workout: moderate</p> <p>Workout Components:</p> <ol style="list-style-type: none">1. Warm-up (5 minutes): brisk walking or jogging in place followed by static stretching2. Aerobic workout (15 minutes): bicycling or swimming3. Cool-down (5 minutes): walking (in or out of water) followed by stretching and flexibility exercises

Which of the following changes would be most appropriate to suggest for increasing the effectiveness of this fitness plan?

- A. Stretch before, not after, the warm-up activity.
- B. Decrease the intensity and duration of the cool-down activity.
- C. Increase the frequency of the entire workout.
- D. Increase the duration of the aerobic portion of the workout.

Correct Response: D. Increasing the duration of aerobic activity increases heart and metabolic rates. The increased cardiorespiratory activity strengthens the cardiorespiratory system, while the increased metabolic rate consumes body fat.

Competency 0015

Understand biomechanical principles and fundamental motor skills.

6. A tenth-grade physical education class is working on outdoor adventure activities that require understanding and application of static and dynamic balance (e.g., balancing on a small platform, walking across a log). Which of the following biomechanical concepts would be most appropriate to introduce as part of this unit?
- A. center of gravity
 - B. angular momentum
 - C. torque
 - D. centripetal force

Correct Response: A. It would be most appropriate to introduce the concept of center of gravity, as it is directly applicable to the exercises being performed by the class. Activities that allow students to explore the concept of center of gravity will help them learn about the effects of gravity on balance.

Competency 0019

Understand skills, rules, tactics, and safety practices for individual, dual, and lifetime sports and activities.

7. Which safety precaution is most important when practicing tumbling moves?
- A. wearing protective equipment
 - B. using double-thickness mats
 - C. using qualified spotters
 - D. applying rosin to hands and feet

Correct Response: C. Qualified spotters are capable of preventing accidental injury by guiding and, in dangerous instances, intervening in the execution of tumbling skills. Qualified spotters know the common errors individuals are likely to make as they acquire new skills using different muscle groups.

Competency 0021

Understand instructional planning and implementation in a physical and health education setting.

8. Students in Ms. Briggs's fourth-grade class display significant variation in terms of their overall physical development and their current skill levels. Which principle should Ms. Briggs follow in developing a physical education program to meet students' needs in this class?
- A. Plan units with activities that focus on relatively simple and basic objectives that all students will be able to achieve.
 - B. Intersperse units requiring only relatively low skill levels with those that require substantially higher skill levels.
 - C. Plan units with activities that give all students opportunities to improve their current skill levels.
 - D. Minimize the total number of units planned in order to give all students ample time to develop and refine their skills.

Correct Response: C. Students at all levels should be encouraged and given the opportunity to improve their skills. The more advanced students should not be artificially restrained, nor should the less advanced students be denied the opportunity for improvement or set up for failure due to excessively high expectations.

Competency 0023

Understand and use assessment to evaluate and foster physical, cognitive, social, and emotional development in a physical and health education setting.

9. Mr. Frank relies largely on ongoing informal performance assessments to evaluate students in his physical education classes. To ensure that these performance assessments are useful to students, it is most important for Mr. Frank to follow which of the following guidelines?
- A. Ensure that each student's assessment of his or her own performance is factored into any teacher assessment of performance.
 - B. Provide students with highly specific and concrete feedback about both their strengths and their needs.
 - C. Ensure that students are given prior notification about upcoming assessments and ample opportunity to prepare.
 - D. Encourage each student to provide input with regard to selecting specific skills and activities to be assessed.

Correct Response: B. Students need detailed, constructive feedback in order to be able to accurately assess and understand for themselves both their progress and areas that require further work. Such feedback is critical in allowing students to recognize precisely what specific steps will best help them improve their future performance.

Competency 0026

Understand the legal issues and ethical concerns related to physical and health education and safety programs.

10. According to the Oklahoma School Code, in health education classes where sexual behavior or attitudes are to be discussed, a parent has the right to:
- A. exempt his or her child from such instruction.
 - B. attend the classes with his or her child.
 - C. verify that no more than three hours of instructional time are devoted to the topic.
 - D. amend instructional materials prior to their use in the classroom.

Correct Response: A. The Oklahoma School Code provides parents with the right to remove a student from a class or program in which sexual behavior or attitudes are to be discussed. A parent or guardian wishing to exempt his or her child from such instruction must do so in writing.

Practice Constructed-Response Assignment

11. Use the information below to complete the exercise that follows.

A physical educator is beginning an instructional unit on basketball which will consist of eight one-hour meetings with a class of about twenty students.

Using your knowledge of the foundation of movement and sports activities, write an essay in which you:

- specify the grade level for which instruction is being developed;
- describe three basketball-specific skills that should be included in the unit and explain the critical elements of performance for each of these skills;
- identify common errors associated with each skill and strategies for correcting them; and
- describe a sequence of activities for developing each skill.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea IV, Foundations of Movement and Sport Activities, which consists of the competencies listed below.*

Understand biomechanical principles and fundamental motor skills.

Understand methods for developing locomotor, nonlocomotor, and body-control skills.

Understand methods for developing rhythmic skills.

Understand methods for developing manipulative skills.

Understand skills, rules, tactics, and safety practices for individual, dual, and lifetime sports and activities.

Understand skills, rules, tactics, and safety practices for team sports.

A Very Good Response to the Practice Constructed-Response Assignment

A fourth- or fifth-grade instructional unit on basketball should address basic dribbling, passing, and shooting skills, using a variety of techniques such as drills, partner work, and modified games. At the elementary level, a half-court or modified court is often used, and the basket rim is typically lowered from regulation height.

The critical elements of dribbling include bouncing a ball with control, using either hand to dribble, and keeping the ball between waist and knee level while dribbling. The player should position the ball slightly in front of the body, with the nondribbling hand protecting the ball. The dribbling hand should contact the ball with the pads of spread fingers and push or propel the ball with a light touch, while the student maintains a flexible wrist. The student should keep the head up while dribbling. One common error is slapping or hitting the ball instead of pushing it; students should be encouraged to use a "light touch" to correct this tendency. Another common error is looking down at the ball. Students should be reminded to keep their heads up so that they will be able to find and pass to open teammates and avoid defensive players in a game situation. Having students shadow the movements of a leader while dribbling is an effective way to encourage students to look up. An appropriate sequence of activities for developing ball control and dribbling skills would be bouncing a ball while standing still, dribbling the length of the gym, dribbling around cones, changing speeds while dribbling (e.g., dribbling while walking, trotting, running), and playing dribble tag.

A two-handed chest pass is used as an outlet pass following a rebound or steal, when passing the ball in from out of bounds, or when moving downcourt and passing off a dribble. Critical elements in performing a chest pass include holding the ball close to the chest directly in front of the body and placing the fingers of both hands on opposite sides of the ball with the thumbs in back, parallel to each other. The elbows should point outward to protect the ball but remain close to the body. The student should extend both arms and step forward with one leg toward the receiver. Weight is transferred forward as the arms extend fully, and the wrists are snapped on release. The eyes should remain focused on the target (receiver's chest). The chest pass should be practiced first without a ball and then with a ball against chest-high wall targets: with a stationary partner, with a partner moving toward the passer (opposing line drill), and finally with a partner moving down the court with the passer. Bounce passes with partners can also be incorporated into the sequence of instructional activities. One common error in executing chest passes is improper hand position on the ball; this can be corrected by reminding students to keep their fingers pointing up and thumbs behind the ball. Another common error is failure to transfer weight forward for momentum. Students should be reminded to take one step forward in the direction of the pass.

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

Instruction in shooting should include the essentials of a one-handed set shot. Proper form includes placing the shooting forearm parallel to the floor with the elbow bent to form an L and the ball resting lightly on the tips of the fingers with the wrist flexed back. The guide hand should be placed on the side of the ball. Motion starts with a flexion and extension of the legs. The ball should be raised from waist or shoulder level to a release at head level, with the palm of the shooting hand facing the backboard. The shot is completed by extending the shooting arm from the elbow and flexing the wrist downward, forming a "goose neck" on the follow-through. Proper form should be taught first without the ball. When a ball is added, the "shot" can be taken between partners or against wall targets so that students are able to practice form before accuracy. Gradually targets and baskets can be added. Shooting drills in which students form lines and take turns shooting can be used, with shots taken close to the basket and then farther away. Introducing bank shots from the side can be used, emphasizing use of the rectangle on the backboard as a target. Repetitive shots from certain spots on the court also provide valuable practice. Common errors in executing the set shot include not bending the knees sufficiently to generate force and lurching and lunging during the shot. Students should be encouraged to flex and extend the legs to achieve maximum force and a smooth trajectory. Another error is not having the elbow under the ball. This can be corrected by having students keep their thumb and little finger close to the same seam line on the basketball. Another common error is jerking the shooting arm back after the shot. This can be corrected by having students wave "good-bye" to their shot, holding the follow-through until the ball reaches the target.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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