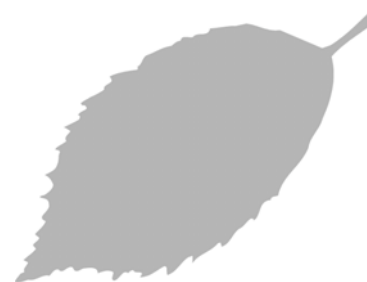


**Massachusetts  
Tests for Educator Licensure<sup>®</sup> (MTEL<sup>®</sup>)**



**Physical  
Education (22)**

**PRACTICE TEST**



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## INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Physical Education (22) Online Practice Test. This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. A blank [Response Sheet](#), [Evaluation Information](#), and [Sample Responses and Analyses](#), as well as a [Scoring Rubric](#), are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

## PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Physical Education (22) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

## TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

## INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the [Test Objectives](#) is included in the [Test Information Booklet](#) for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Physical Education (22) test, it is not possible to predict precisely how you might score on an official MTEL Physical Education (22) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the [Test Information Booklet](#) for additional information about how to prepare for the test.

**PHYSICAL EDUCATION  
PRACTICE TEST**

## GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
    - A. Worcester
    - B. New Bedford
    - C. Boston
    - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Physical Education (22) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

<b>Question Number</b>	<b>Your Response</b>
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## MULTIPLE-CHOICE QUESTIONS

1. Which of the following intellectual milestones is most closely associated with the adolescent stage of human growth and development?
  - A. becoming interested in abstract ideas and the process of thinking itself
  - B. operational thinking that allows one to mentally combine, order, and transform objects and actions
  - C. learning to take intentions into account in judging the behaviors of others
  - D. representing reality to oneself through the use of symbols, gestures, and mental images
2. Which of the following best describes the usual progression of physical growth in infants and toddlers?
  - A. Physical growth occurs first in the lower body and proceeds upward to the torso and head.
  - B. Physical growth occurs in all major regions of the body simultaneously at about the same rate.
  - C. Physical growth occurs first in the head and proceeds downward to the trunk and outward toward the extremities.
  - D. Physical growth occurs variably in individuals with no typical starting point or progression of growth.
3. Maximum physical strength for both males and females is generally achieved after age 20 because this is typically the time in which:
  - A. metabolic rate is slowest.
  - B. cellular metabolism of free radicals is greatest.
  - C. muscular cross-sectional areas are largest.
  - D. myelination of the spinal cord is completed.
4. In general, heredity plays the largest role in influencing which area of personal growth and development?
  - A. body type and composition
  - B. susceptibility to stress-related illnesses
  - C. degree of strength and flexibility that can be achieved with fitness training
  - D. quality of relationships with friends, teachers, and classmates

5. Which of the following is a recommended nutritional practice to promote optimal growth and development in young children?
- A. including foods that contain more fats than protein in daily meals to promote increased energy stores
  - B. consuming three moderately large meals and avoiding or limiting snacks and treats to promote desirable eating patterns
  - C. including foods that contain more fiber than fat in daily meals to promote healthy digestive functions
  - D. consuming several small meals and snacks of mixed carbohydrates, proteins, and fats each day to promote variety in eating
6. In the skeletal system, the function of tendons is to:
- A. act as a reservoir for calcium and phosphorous.
  - B. attach bones to muscles.
  - C. act as the formation centers for cartilage.
  - D. attach ligaments to muscle fibers.
7. Which of the following is an accurate description of the way in which a muscle group generates force during an exercise such as a standing barbell curl?
- A. The maximal force-development capacity is limited to the weakest point in the range of motion.
  - B. The generation of force remains constant during the entire motion.
  - C. The maximal force-development capacity increases as the weight is lifted above waist-level.
  - D. The generation of force varies throughout the full range of motion.
8. The ability to time movements to intercept a moving object, such as when catching a ball, is most dependent on an individual's ability to integrate motor behaviors with:
- A. sensory information about the speed and direction of the object.
  - B. an understanding of how wind and air resistance affect the object's momentum.
  - C. visual information about the relative positions of body parts.
  - D. knowledge about the object's weight and the force with which it was propelled.

9. The tendency of female adolescents to exhibit greater motor control on a balance beam than male adolescents is largely due to females':
- A. narrower hips relative to shoulder width.
  - B. longer legs relative to total height.
  - C. greater body density relative to overall body composition.
  - D. wider base of support relative to total height.
10. In a typical progression of motor skill development, which of the following skills is generally most difficult for children to master?
- A. skipping
  - B. galloping
  - C. sliding
  - D. hopping
11. Which of the following is characteristic of performance of an open motor skill?
- A. The participant often performs the skill without having to respond to changing conditions.
  - B. The skill can only be performed as a continuous, repetitive skill rather than a discrete skill.
  - C. The participant often performs the skill in an unpredictable, changing environment.
  - D. The skill can be performed in precisely the same way each time regardless of the context.
12. A student is learning a new complex motor skill. The student will most likely benefit from the principle of transfer of learning if the:
- A. new motor skill is similar to one already mastered.
  - B. student is open to feedback from both teachers and peers.
  - C. new motor skill is a discrete skill rather than a continuous one.
  - D. student has no preconceived notions about the motor skill.

13. In which stage of motor learning are students typically capable of detecting errors in their own motor performance and taking steps to correct them, but cannot yet eliminate them?
- A. cognitive stage
  - B. associative stage
  - C. autonomous stage
  - D. verbal stage
14. Swimming strokes such as the crawl are defined as continuous or repetitive motor tasks because the:
- A. skills are performed in a medium in which a greater degree of resistance is encountered than in air.
  - B. movement through the water can be sustained with no physical effort by keeping the body flat in the water.
  - C. strokes and kicking motions require unilateral rather than bilateral coordination.
  - D. recovery of the arms and legs leads directly into the next stroke, with no recognizable beginning and end.
15. Which of the following locomotor skills is typically most difficult for five year olds to perform?
- A. jogging across the length of a classroom
  - B. walking along a low balance beam
  - C. hopping on one foot from one end of a classroom to the other end
  - D. walking along a circular pattern marked by tape on the floor
16. Which of the following is an appropriate technique to emphasize to children who are practicing throwing a ball using an underhand throw?
- A. releasing the ball at chest level on the throw
  - B. stopping the action of the follow through just after releasing the ball
  - C. beginning the throw with the side of the body facing the target
  - D. taking one step forward with the foot opposite the throwing hand

17. Which of the following techniques is most appropriate for players to keep in mind when dribbling a soccer ball?
- A. alternating between the two feet in kicking the ball and keeping the eyes on the ball
  - B. moving at a speed faster than a walk and keeping the ball within two to four feet of the body
  - C. traveling in a zigzag pathway and keeping the ball directly below the head while moving
  - D. using a running motion to travel and delivering a series of taps to the ball with the toe
18. For forehand and backhand volleys in tennis, which of the following techniques leads to a pivot on the back foot and a step toward the net, thus allowing a player to contact the ball in front of the body?
- A. pointing the dominant elbow toward the opponent during the swing
  - B. bending the knees and keeping the back vertical
  - C. turning the shoulders early in preparation for the swing
  - D. rotating the racquet clockwise so the palm is on top of the racket
19. In a physical education activity, elementary students work in pairs with a ball. First, partners face each other a few feet apart and gently toss the ball back and forth. Then the partners gradually move farther and farther apart, throwing and catching the ball until they are too far apart to throw or catch the ball successfully. This activity is most likely designed to promote student understanding of which of the following concepts?
- A. level
  - B. speed
  - C. range
  - D. pathway
20. Which of the following principles best describes why individuals with large body builds tend to excel at physical activities that require a great degree of stability?
- A. Larger body segments tend to produce more force than smaller body segments.
  - B. Muscles with large cross-sectional areas can produce more force than smaller muscles.
  - C. A body's inertia, or resistance to change in a state of motion, is proportional to body mass.
  - D. A body in equilibrium can be either stationary or moving at a constant speed in a given direction.

21. An isometric muscle action is characterized by the production of force:
- A. as a muscle lengthens due to extension of a joint.
  - B. through movement generated in opposition to the downward pull of gravity.
  - C. as a muscle shortens due to flexion of a joint.
  - D. through tension and muscle contraction without movement.
22. When a baseball or tennis player swings a bat or racket, the greatest amount of force will be delivered to the ball at impact when:
- A. the player avoids stretching the shoulder muscles during the backswing.
  - B. the angular velocity of the swinging implement is as fast as possible.
  - C. the player reduces the speed of the strike just before impact with the ball.
  - D. the linear motion of the swinging implement remains level throughout the strike.
23. During a backhand disc throw, keeping the back of the hand parallel with the ground and releasing the disc flat rather than at an angle are techniques used to:
- A. generate an S-shaped pathway.
  - B. make the disc fly farther.
  - C. generate a sudden drop at the end of the flight.
  - D. make the disc skim the ground.
24. During an adolescent growth spurt in which a student's arms and legs grow longer, the proportion of limb-to-torso-length often changes, resulting in:
- A. significant increases in joint flexibility.
  - B. periods of poor coordination and balance.
  - C. significant decreases in connective tissue elasticity.
  - D. immediate improvement in technical skill and control.

25. One important reason why a toddler learns to run several months after learning to walk is because in comparison to walking, running:
- A. is a complex motor skill rather than a fundamental motor skill, and thus requires refinement.
  - B. is less stable and requires development of greater motor control and coordination.
  - C. requires one foot to be always in contact with the ground, which is difficult for toddlers to master.
  - D. involves supporting body weight in all phases, and thus requires additional strength.
26. A student who claps twice in an even rhythm to each beat of a four-beat measure of music is marking the:
- A. upbeats.
  - B. quarter notes.
  - C. downbeats.
  - D. eighth notes.
27. Once students demonstrate mastery of fundamental skills for rhythmic movement, it would be most appropriate to introduce them next to which of the following styles of dance?
- A. freestyle dance
  - B. modern dance
  - C. contra dance
  - D. line dance
28. To introduce students to the rhythmic use of locomotor skills, it would be more appropriate to design patterns that include hopping rather than patterns that include skipping because hopping:
- A. is a quieter, more controlled movement than skipping.
  - B. can be done in any direction, while skipping can move only in the direction of the leading foot.
  - C. involves one count and skipping involves two counts.
  - D. is more likely than skipping to be included as a movement in various dance forms.

29. During a folk-dance unit, which of the following would be most important to include at the beginning of any practice session?
- A. a discussion of each student's personal challenges
  - B. demonstration and practice of the most difficult steps
  - C. a review of a videotape of the routine as performed in the last practice session
  - D. exercises and stretches to warm up muscles and joints before working on the routine
30. A group of fourth-grade students are learning a creative movement pattern in which they form a line and perform a forward roll simultaneously. Each time they execute the roll, one particular student rolls in a crooked line and bumps into a neighbor. To address this problem, it would be most appropriate for the teacher to:
- A. ask the student to remain after class so that the teacher can assess the student's attitude.
  - B. observe the student's roll to assess movement technique and provide individualized instruction.
  - C. change the choreography to create larger spaces between students when they execute the roll.
  - D. substitute an easier movement for the roll so all students will feel successful performing the routine.
31. Before introducing students to the basic steps used in an ethnic social dance, a teacher shows them a video of a performance featuring the dance that begins with a narrator outlining the story the dancers perform. The narration will most likely enhance students' understanding of dance as:
- A. artistic and aesthetic expression.
  - B. movement that can convey meaning.
  - C. an expression of personal feelings.
  - D. an important part of theatrical productions.
32. Which of the following is a critical element of the ready position in badminton?
- A. holding the racket down
  - B. standing with knees locked
  - C. holding the racket up
  - D. standing with weight on heels

33. During a basketball activity, students work in pairs. Each student has a ball and faces his or her partner from several feet away. As one partner makes a two-handed chest pass, the other partner simultaneously makes a bounce pass. After a while, they switch passes. Which of the following is most likely the main objective of this activity?
- A. developing advanced skills in passing
  - B. practicing pick and roll skills
  - C. developing offensive footwork while passing
  - D. practicing passing around a defender
34. Which of the following cues correctly describes a critical element of the two-handed side-arm strike used to bat a ball?
- A. "Grip the bat so that your dominant hand is below your non-dominant hand."
  - B. "Transfer your weight from your back foot to your front foot as your hips and shoulder rotate into the swing."
  - C. "Hold the bat in front of your shoulder and keep your batting elbow perpendicular to the ground."
  - D. "Keep your batting elbow flexed during the entire swing and stop the follow-through at the point of contact."
35. Which of the following is a fundamental rule of field hockey and indoor floor hockey?
- A. Follow-throughs may rise above waist level to chest height.
  - B. Players must keep only one hand on the stick at all times.
  - C. Excessive body contact or stick-to-stick contact is not allowed.
  - D. Players may kick or advance the ball or puck with any part of the body.
36. Which of the following practices is most likely to lead to a dangerous outcome in competitive sports activities in which some physical contact might occur?
- A. coaching students in a variety of offensive and defensive strategies during game play
  - B. pairing students or forming teams in which one student or one team is bigger, stronger, or more skilled than the other
  - C. modifying regulation playing field and court dimensions
  - D. rotating students among different playing positions, including from offensive to defensive positions and vice versa

37. Which of the following competitive sports is particularly appropriate for promoting cooperation, honesty, and trust within and between teams because of its emphasis on the "spirit of the game" and self-refereeing?
- A. Touch Rugby
  - B. Team Handball
  - C. Slow-Pitch Softball
  - D. Ultimate Frisbee
38. Which of the following characteristics is most important in functioning effectively as a natural leader and positive role model in sports and physical education activities?
- A. the ability to talk others into a particular course of action in an intentional way
  - B. a view of leadership as a process for working with problems that need to be solved
  - C. the belief that there are right and wrong responses in each situation and intervention is often necessary
  - D. the ability to influence a group toward a particular goal in a nonjudgmental, collaborative way
39. After a few lessons in the fundamentals of bowling, students practice at a bowling alley on a field trip. After the students select balls, the teacher reviews basic bowling skills with the students. Which of the following skills should be reviewed *first* in the sequence of skills?
- A. learning to roll a hook ball
  - B. learning the five-step approach
  - C. rolling a straight ball
  - D. choosing a grip that is comfortable
40. Which of the following precautions is most important in preventing blisters while hiking?
- A. keeping cool on hot days to prevent feet from sweating
  - B. wearing two pairs of socks so no air circulates next to skin
  - C. remaining hydrated and warming up before hikes on cold days
  - D. wearing sturdy, proper-fitting hiking shoes that have been broken in

41. Bicyclists can best ensure that they are visible to motorists during daylight hours by:
- A. wearing bright or fluorescent-colored clothing.
  - B. attaching a battery-operated headlight to their bicycles.
  - C. wearing a white or light-colored helmet or jacket.
  - D. attaching a small flag to the rear of their bicycles.
42. In an outdoor education curriculum, which of the following practices is most likely to help students develop an ethic of stewardship toward the natural environment?
- A. instructing students how to pack as lightly as possible for hikes and camping trips
  - B. familiarizing students with the locations of national parks, wildlife refuges, and forests in their region
  - C. teaching students Leave No Trace principles and how to apply them in any outdoor setting
  - D. arranging to have students participate in annual National Public Lands Day activities
43. Which of the following techniques should be used by a belayer to ensure the safety of a climber during indoor rock climbing?
- A. signaling to the climber each time the climber should move up the wall
  - B. maintaining some slack in the climbing rope at all times
  - C. keeping the brake hand in the "lock off" position when there is no slack or movement by the climber
  - D. maintaining a secure position beneath the climber and as close to the wall as possible
44. Involving students in outdoor education courses such as orienteering, canoeing, hiking, and rock climbing is particularly effective for promoting students' self-esteem, because the activities include built-in opportunities to:
- A. block out distractions completely and become meditative.
  - B. experience a sense of accomplishment in reaching a goal or destination.
  - C. enjoy time on one's own and focus on the body mechanics of the activity.
  - D. attempt to set personal best records each time one participates.

45. According to principles of developmental psychology, which of the following best describes why participation in play activities is particularly important to young children's growth and development?
- A. Virtually all of what children learn is derived from observing others, thus young children learn how to behave by observing older children at play.
  - B. Play settings provide the environments in which children develop the ability to overcome confusion related to appearance versus reality.
  - C. Since play provides important information about gender roles, children with limited opportunities to play often experience delayed development of gender identity.
  - D. Play allows children to try out and test new physical, cognitive, and social behaviors, which then become part of their working memory.
46. Which of the following approaches is likely to be most effective in fostering appropriate attitudes about body composition and body image in children?
- A. emphasizing that individuals come in a variety of sizes and shapes within a range of healthy body weights
  - B. encouraging children to adopt the eating patterns and dietary choices favored by their family and culture
  - C. instructing children how to determine their body mass index and encouraging them to check it often
  - D. promoting children's ability to identify and compare variations in individual fitness levels among classmates
47. During an outdoor field day at the end of the school year, elementary students will participate in a variety of physical activities. Which of the following organizational approaches to the day's events is likely to be most effective in enhancing students' self-esteem and sense of self-worth?
- A. ensuring that most activities emphasize coordination and balance rather than speed or strength
  - B. offering activities that allow students of varying fitness and skill levels to achieve individual success
  - C. including only activities that are cooperative rather than competitive in nature
  - D. recruiting responsible students and relying on them to help staff and run the activities

48. Cooperative games and team sports help promote the development of positive traits and values primarily by providing opportunities in which students can:
- A. study and emulate the interpersonal skills of a variety of adult role models.
  - B. compete against themselves rather than against other individuals.
  - C. remain confident and free of worries about the possibility that peers may make fun of them.
  - D. observe and practice character-building skills such as determination, loyalty, self-control, and civility.
49. Recreational group and team games such as horseshoes, Ultimate Frisbee, and volleyball are especially well suited to providing social benefits to participants primarily because they:
- A. keep participants of all fitness levels equally challenged.
  - B. require participants to take turns self-officiating.
  - C. promote enjoyment and camaraderie among participants with similar interests.
  - D. involve competition and scoring, thus generating comments and discussions among participants.
50. Following a track meet against a rival team, a student and the physical education teacher discuss the 200 meter. "I can't believe I didn't place first in the 200! I trained so hard during the last two weeks," the student says. "Sorry to see you so disappointed. I know that race was really important to you," the teacher replies. This response is appropriate in this situation primarily because it:
- A. provides an objective overview and downplays the loss.
  - B. expresses admiration for the student's performance in the race.
  - C. affirms that the student set a goal and worked hard.
  - D. acknowledges that the coach knows exactly how much time the student spent preparing for the race.
51. An individual performs three sets of curls with the same weights four days a week to strengthen the biceps. This best illustrates which of the following principles of training?
- A. the principle of specificity of exercise
  - B. the principle of progression
  - C. the principle of reversibility of training effects
  - D. the principle of recuperation

52. Which of the following best describes how the principle of progressive overload should be applied in a variable-resistance training program designed to develop muscular endurance rather than strength?
- A. increasing the weight the muscles are required to resist over time
  - B. gradually increasing the number of repetitions of resistance exercises
  - C. decreasing the duration of rest intervals between different resistance exercises over time
  - D. gradually decreasing the length of time between resistance training sessions
53. In recent decades, rates of physical activity among U.S. children and adolescents have declined while rates of sedentary activity and poor dietary practices have increased. Among U.S. youth, this trend has led to a dramatic rise in:
- A. the incidence of obesity-related diseases.
  - B. visits to hospital emergency rooms due to injuries sustained at home.
  - C. the prevalence of vitamin-deficiency diseases.
  - D. the occurrence of sleep disorders and fatigue-related ailments.
54. Which of the following health risks is most closely associated with inactivity and a poor fitness level?
- A. migraine headaches
  - B. high blood pressure
  - C. susceptibility to infection
  - D. nerve degeneration
55. Exercise is generally an important part of treatment plans for people with diabetes because physical activity helps:
- A. protect the insulin-producing cells of the pancreas.
  - B. reduce the build-up of glucose in the blood.
  - C. eliminate urinary problems associated with diabetes.
  - D. prevent diabetes-induced changes in vision.

56. The activity patterns of five- and six-year-old children are likely to be more physically demanding than the activity patterns of younger children mainly because of improvements in:
- A. gross-motor skills.
  - B. cardiorespiratory function.
  - C. manipulative skills.
  - D. involuntary reflexes.
57. Vigorous cardiorespiratory fitness activities should be followed by cool-down and stretching activities in order to:
- A. trigger a final surge in metabolic rate before the body reverts to a resting state.
  - B. prevent a sudden reduction in carbohydrates and glucose levels in the body.
  - C. trigger a decrease in the level of growth hormone in the body.
  - D. prevent muscle soreness and blood pooling in the extremities.
58. Which of the following physiological changes is most likely to occur after several weeks of regular participation in cross-training activities such as swimming and jogging?
- A. improved ratio of high-density lipoproteins (HDLs) to low-density lipoproteins (LDLs)
  - B. increased number of skeletal muscles
  - C. decreased deposition of minerals into bone matrix
  - D. increased length of long bones and decreased length of tendons attached to long bones
59. Which of the following best describes a physiological adaptation that results from regular aerobic exercise training?
- A. There is an increase in the maximum number of times the heart beats per minute.
  - B. The structure of the respiratory system is altered, causing beneficial changes in respiratory function.
  - C. The body is better able to produce energy from fat stored as triglycerides.
  - D. There is an increase in the percentage of fast-twitch muscle fibers in the body.

60. An individual who currently jogs outdoors for exercise would like to try a low-impact alternative. The individual wants an aerobic activity that would expend about as many calories as jogging, and that would also tone lower body muscles such as the thighs and buttocks. Which of the following activities would be an appropriate initial consideration?
- A. Pilates
  - B. jumping rope
  - C. bowling
  - D. inline skating
61. While outdoors, young elementary students practice estimating their heart rate as they walk, then jog, and then run through a simple obstacle course. Each time they complete the course, the students check their pulse for a few seconds and describe it as either slow, medium, or fast. This activity is particularly effective for:
- A. familiarizing students with techniques for calculating respiration rates during aerobic activity.
  - B. promoting students' ability to distinguish between aerobic and anaerobic activity.
  - C. introducing students to basic cardio-respiratory fitness principles in the context of a physical activity.
  - D. encouraging children to improve their endurance and stamina in the context of a play activity.
62. Which of the following steps is most important to take *first* in selecting physical activities for inclusion in personal fitness plans?
- A. considering which types of activities are weather dependent and which are available year-round
  - B. determining the type of physical activities that one enjoys (e.g., competitive, group, individual, outdoors)
  - C. searching for organizations or recreation departments that offer exercise classes in one's community
  - D. estimating the costs associated with participating in different types of activities (e.g., equipment, fees, transportation)
63. Which of the following types of fitness equipment is often an effective motivational tool because it helps track steps taken and distance covered while moving?
- A. heart rate monitor
  - B. elliptical machine
  - C. pedometer
  - D. bioelectrical impedance analyzer

64. A female high school student is concerned about doing strength-training exercises in a fitness class. She tells the physical education teacher that she wants to be stronger, but not at the cost of developing large muscles. Which of the following is an accurate principle to include in a response to this concern?
- A. Toned muscles are necessary for gains in size and strength, so only females who begin training with well-defined muscles will develop larger ones.
  - B. Although training improves the weight-bearing capacity of bones and joints, it has little effect on the muscular strength of females.
  - C. Training promotes considerable gains in strength but only slight increases in muscle bulk because of females' low testosterone levels.
  - D. Only lower body training causes females to gain significant muscle bulk because their leg strength-to-weight ratios are higher than male ratios.
65. Which of the following exercises would be most effective for developing core strength?
- A. push-up
  - B. biceps curl
  - C. abdominal curl-up
  - D. hamstring stretch
66. Which of the following types of fitness training is the best choice for an individual who wishes to improve overall muscle definition and tone?
- A. strength training with a moderate degree of resistance and a high number of repetitions
  - B. static stretching of major muscles and joints in which stretches are held for at least 30 seconds
  - C. variable-resistance training with heavy weights and a low number of repetitions
  - D. dynamic stretching involving sports movements in which reach, force, and speed are gradually increased
67. A straight-legged standing toe-touch is considered a high-risk exercise primarily because it:
- A. stretches cervical ligaments and increases cervical disk pressure.
  - B. increases pressure on lumbar disks and overstretches lumbar ligaments.
  - C. initiates the stretch reflex in the hamstrings, which leads to delayed localized muscle soreness.
  - D. uses the latissimus dorsi as a shoulder extensor, which hyperextends the shoulders.

68. Which of the following strength training practices would most likely put an individual at risk for a muscle pull or strain?
- A. using static stretching rather than dynamic stretching to cool down after strength training
  - B. working lower body muscles on Mondays and Thursdays and upper body muscles on Tuesdays and Fridays
  - C. allowing muscles to rest for one or two days between strength training sessions
  - D. exercising a particular muscle group without working its opposing muscle group (e.g., quadriceps but not hamstrings)
69. Weight-bearing and strength training exercises are particularly appropriate activities for older adults concerned about:
- A. strengthening the lungs.
  - B. reducing the risk of heart disease.
  - C. increasing flexibility.
  - D. reducing the risk of fractures.
70. Which of the following best describes two major functions of carbohydrates in the body?
- A. controlling fluid levels and ridding the body of wastes
  - B. repairing damaged cells and creating new ones
  - C. providing energy for cells and maintaining an energy reserve
  - D. regulating body temperature and controlling blood sugar
71. Which of the following Web sites provides access to an interactive, personalized system for assessing and monitoring one's current diet and physical activity levels on an ongoing basis?
- A. USDA MyPyramid Plan
  - B. Consumer Reports: Food
  - C. WebMD Health
  - D. Healthy People 2010

72. During which stage of growth and development are total daily caloric needs greatest?
- A. infancy
  - B. early childhood
  - C. adolescence
  - D. early adulthood
73. Which of the following nutritional areas should be of particular concern for children aged 9 to 14 years because of the bone growth and development that occurs in this age range?
- A. adequate fiber intake
  - B. adequate carbohydrate intake
  - C. adequate fat intake
  - D. adequate calcium intake
74. Body composition is a component of health-related fitness concerned primarily with the:
- A. absorption and use of nutrients by the body.
  - B. ability of the skeletal system to give shape to the body.
  - C. maintenance of bone mass in the body.
  - D. relative proportions of fat and lean tissue in the body.
75. When encouraging children to integrate healthy eating practices and patterns into their everyday lives, it is best to emphasize that healthy eating habits:
- A. eliminate physical stress by stimulating growth hormone production.
  - B. reduce the need for rest and sleep, leaving more time for play and school activities.
  - C. help prevent both short- and long-term health problems such as colds, dental cavities, and obesity.
  - D. increase cardiorespiratory efficiency without exercise, leading to improved stamina.
76. To address the developmental levels of middle and high school students, many secondary fitness education programs use a skills-based approach. In this type of approach, the main overall goal is to provide students with:
- A. sufficient practice opportunities in one or two movement forms in order to develop high levels of proficiency in those areas.
  - B. an overview of how external factors (e.g., peers, family, media, environmental conditions) affect personal health and fitness.
  - C. the knowledge and strategies that are essential for improving fitness and maintaining lifelong physical activity.
  - D. information about how to locate, access, and use health-related resources.

77. The goals of an elementary physical education program include promoting students' sense of self-worth and perception of physical competence, as well as fostering their appreciation and enjoyment of group and team games. These goals are specifically designed to address which area of student development?
- A. social-emotional development
  - B. intellectual development
  - C. motor development
  - D. moral development
78. Which of the following best describes a significant challenge in secondary physical education programs?
- A. providing genuine field experiences for pre-service teachers seeking certification in physical education
  - B. providing adequate time and activities to encourage students to adopt a lasting ethic of physical activity
  - C. locating contemporary curriculum models designed to promote healthy and active lifestyles
  - D. distinguishing between physical activities for secondary programs and middle school programs
79. In a school–community collaboration, a local fitness facility agrees to offer high school students free passes to the facility after they receive related fitness instruction in a physical education class. Which of the following best describes a primary advantage of this type of collaboration?
- A. Previewing the facility improves chances that students will continue to use it, which benefits both the facility and students.
  - B. The arrangement generates goodwill between the facility and local businesses owned by students' families.
  - C. The facility provides a less stressful environment for students who are self-conscious about body composition.
  - D. The collaboration allows physical education teachers to reallocate time usually spent on fitness to other instructional areas.

80. While introducing students to an outdoor tag game called "Kick the Can," the physical education teacher says that the game probably originated in Great Britain in the mid-1800s. The teacher tells students that the same game is called "Burkuit" in Holland. The teacher also notes that in India, a similar game is called "Esha Desai," and that in Japan, a variation of the game is called "Kankai." Imparting this type of information to students is important primarily because it:
- A. communicates that games are enjoyed by many cultures and played throughout the world.
  - B. reflects the teacher's awareness that the game might not be familiar to all students.
  - C. illustrates that physical education is an essential part of school curriculums in other countries.
  - D. demonstrates the teacher's facility with other languages, thereby strengthening relationships with students of diverse backgrounds.
81. In a school district, physical education teachers work with central office technical staff to incorporate wellness technology into schools on a district-wide basis. The wellness technology includes the *FITNESSGRAM*®, *ACTIVITYGRAM*®, and MyDietAnalysis programs. This collaboration is likely to maximize the physical education program's effectiveness by:
- A. providing parents/guardians and administrators with immediate access to fitness program accountability data.
  - B. eliminating the need for teachers to use additional forms of physical fitness wellness assessment techniques and tools.
  - C. establishing a networking system by which physical education teachers can easily communicate with students' families, faculty, and service providers.
  - D. providing students and teachers with immediate access to data and allowing students to design, monitor, and progress toward personal wellness goals.

82. Which of the following strategies is likely to be most practical and effective in advocating for and promoting the values of physical education programs?
- A. encouraging teachers in other subject areas to integrate motor learning and movement science concepts routinely into instruction
  - B. assisting teachers and administrators in locating and accessing inexpensive fitness and recreational resources and facilities in the community
  - C. devoting equal amounts of physical education time and resources to developing students' cognitive, social, physical, and motor skills
  - D. using a variety of media and opportunities to communicate with students, families, and school community members about fitness and recreational resources and activities and their benefits
83. Which of the following practices is likely to be most essential for the smooth functioning of elementary physical education classes?
- A. establishing and announcing to students time goals for each lesson activity
  - B. ensuring that there is a procedure in place for dealing with interruptions during class
  - C. preparing the activity space and having necessary equipment on hand prior to lesson activities
  - D. assigning students into teams or squads that remain intact over the course of a term or semester
84. Which of the following best describes the core equity issues that are most important for physical education teachers to consider in designing appropriate instruction?
- A. gender, individual differences in experience and skill level, and cultural relevance
  - B. NASPE content standards and definitions of a physically educated individual
  - C. authentic outcomes and alignment between instructional goals and assessment
  - D. prevailing values and economic forces in the sport and leisure industries

85. During an overhand throwing activity, a physical education teacher tells a student, "Great L-shape throwing the ball. Now try to take a longer step toward the target." This is an appropriate cue to help improve performance of a skill, primarily because it:
- A. avoids the use of physical education jargon and motor learning terms.
  - B. defines the motor task in visual terms for the student and provides spatial directions.
  - C. challenges the student to go beyond what the student most likely perceives as his or her potential.
  - D. combines positive specific feedback with encouragement to correct one component of the skill.
86. During a lesson on kicking, the physical education teacher notices that some students fail to step forward with their kicking foot and leap onto their non-kicking foot just before the kick. Which of the following strategies would be most helpful in adapting this activity to address these issues?
- A. Place a plastic cone in front of each student's dominant side and instruct students to step, leap, and kick without a ball, trying to skim the cone.
  - B. Sprinkle powder on the lower half of balls and encourage students to step, leap, and kick and then check the ball to see where their foot made contact.
  - C. Have students concentrate on a design element on the balls (e.g., a seam, a pattern, a label) to improve their focus and technique during the kick.
  - D. Place two poly spots at the desired distances in front of each student and instruct students to step on one and leap onto the other before contacting the ball.

87. Which of the following is a primary advantage of using commercially-prepared task cards when teaching physical education skills to students?
- A. Teachers can be assured that students will demonstrate consistency in performing skills.
  - B. The cards can be quickly adapted for use as assessment rubrics in order to evaluate performance.
  - C. Students can refer to the cards as needed for written cues and visual images of proper techniques.
  - D. The information on the cards can be easily revised or rearranged to address specialized skills.
88. The Internet is likely to be most useful to physical education students for which of the following research purposes?
- A. locating appropriate resources for individual physical activities and nutritional needs and guidelines
  - B. finding impartial evaluations of various fitness products and equipment
  - C. estimating the number of universal games that exist in various countries under different names
  - D. comparing the advantages and disadvantages of various physical fitness regimens
89. Which of the following is a significant advantage of using formative assessment strategies?
- A. They provide teachers with feedback about student progress and help identify areas of strength and weakness.
  - B. They provide standardized data that captures the degree to which students have achieved learning outcomes.
  - C. They allow comparisons to be made between individual students and between groups of students.
  - D. They are useful for providing documentation to parents/guardians, administrators, and stakeholders related to program effectiveness.

90. Physical education assessment strategies are likely to be most effective when careful planning is done to ensure that assessments:
- A. are presented in written formats that are familiar to students.
  - B. achieve an equal balance between informal and formal instruments.
  - C. utilize consistent directions and testing conditions.
  - D. are aligned with student outcomes and instructional frameworks.
91. Playing a "Simon Says" activity with kindergarten students would be an appropriate strategy for a physical education teacher to use to evaluate students' ability to follow directions and to:
- A. distinguish among locomotor skills.
  - B. demonstrate body awareness concepts.
  - C. use effective balancing skills.
  - D. differentiate personal space from general space.
92. Which of the following assessment strategies would be most appropriate for assessing student progress in mastering a new motor task?
- A. conducting observations of the student's performance of the task in familiar practice or game situations
  - B. evaluating the student's technique by interviewing the student about how he or she feels while performing the task
  - C. determining whether the student has progressed from the cognitive stage of motor learning to the associative stage
  - D. assigning the student a writing task to check whether he or she can describe how to perform the motor task
93. When using standardized, norm-referenced assessment software to assess physical education students, it is most important to ensure that:
- A. test administration procedures are flexible.
  - B. the testing instrument employs a standard multiple-choice format.
  - C. test items correspond to specific levels of the psychomotor taxonomy.
  - D. the demographic characteristics of the norm group are similar to those of the group being tested.

94. Which of the following practices is most important to use in conference discussions with parents/guardians about the performance of physical education students?
- A. assuring parents/guardians that all physical education instruction is developmentally appropriate
  - B. addressing student strengths and achievements in addition to areas needing improvement
  - C. asking parents/guardians whether their child's progress in physical education meets their expectations
  - D. describing in detail the assessment tools and techniques used to evaluate student performance
95. Which of the following is considered an unethical practice according to professional codes of conduct for physical educators?
- A. using classroom observations, checklists, or other types of informal assessment data to inform or revise instruction
  - B. discussing health-related implications of a body mass index or skinfold measurement with a student's parent or guardian
  - C. using a physical education assessment tool or test for a purpose for which it was not designed or validated
  - D. presenting aggregate or group fitness test results rather than individual student data to illustrate the need for fitness resources
96. Which of the following teaching practices is most likely to protect a physical education teacher from potential charges of negligence in the event of a student injury in class?
- A. providing students with developmentally-appropriate instruction based on recommended skills progressions
  - B. limiting feedback related to student performance of skills to positive individualized feedback or generalized group feedback
  - C. allowing students to sit out during any activities in which they feel anxious about participating
  - D. ensuring that instructional demonstrations of skills are perfectly executed and always accompanied by written descriptions

97. Which of the following procedures is likely to be most important in ensuring that a physical education facility remains free of safety hazards?
- A. documenting general safety concerns noted by students and parents/guardians and sending them to school administrators
  - B. making sure that safety inspections occur regularly and that resulting concerns are quickly addressed
  - C. comparing physical education safety procedures to occupational safety standards and matching procedures to industry standards
  - D. networking with physical education teachers who serve similar school populations and discussing common safety issues
98. In a gymnasium, which of the following conditions is most likely to pose the greatest risk of injury during basketball games?
- A. an emergency telephone mounted on the wall just beyond a baseline of the court
  - B. a pile of mats in one corner of the gym outside the end line and baseline of the court
  - C. a nonfunctioning overhead fluorescent light at mid-court
  - D. a narrow safety zone between an end line of the court and a gym wall
99. In cardiopulmonary resuscitation (CPR), the key objective of rescue breathing and chest compressions is to:
- A. clear a foreign-body obstruction in the airway of an unconscious victim.
  - B. oxygenate and circulate the blood in a victim whose heart has stopped beating.
  - C. shock the heart of a victim of cardiac arrest so that a normal heart rhythm is resumed.
  - D. provide artificial ventilation for a victim who is in severe respiratory distress.
100. During an outdoor soccer activity on a hot, humid day, a student becomes dizzy. The physical education teacher moves the student to a shady spot and notes signs of heat exhaustion in the student. Which of the following steps should the teacher take next in treating the condition?
- A. Cover the student with a light blanket and elevate his or feet.
  - B. Cool the student's skin with isopropyl alcohol.
  - C. Give the student sips of water or a sports drink.
  - D. Have the student swallow a few salt tablets with water.

## DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write or print your response in the space provided following the assignment.

**OPEN-RESPONSE ITEM ASSIGNMENT #1**

**Read the information below; then complete the exercise that follows.**

The physical education environment provides a unique setting in which to promote and enhance students' physical, intellectual, social, and emotional development. For instance, group activities provide opportunities for students to develop teamwork skills. In your essay:

- describe one group activity that would be effective for developing students' use of teamwork skills;
- identify two teamwork skills that this group activity is likely to develop and explain why the activity would be effective in developing these skills; and
- discuss the relevance of teamwork skills to students' daily lives (e.g., how students could use the skills in everyday situations).





**OPEN-RESPONSE ITEM ASSIGNMENT #2**

**Read the information below; then complete the exercise that follows.**

Concepts and principles related to physical development, motor learning, biomechanics, physical fitness, and exercise physiology are key areas of knowledge for providing developmentally appropriate physical education instruction. For instance, an understanding of motor learning concepts is essential for teaching new motor skills to students. In your essay:

- describe one motor skill that is typically introduced to physical education students and one common physical education activity in which the skill is used;
- identify two motor learning concepts related to introducing a motor skill and describe how they impact students' ability to perform the motor skill you have identified; and
- explain how those motor learning concepts could be incorporated into a practice activity to promote student competence with that motor skill.





## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Physical Education (22) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

### Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

### Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

### Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Physical Education (22) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	A		
2	0001	C		
3	0001	C		
4	0001	A		
5	0001	D		
6	0001	B		
7	0001	D		
8	0002	A		
9	0002	D		
10	0002	A		
11	0002	C		
12	0002	A		
13	0002	B		
14	0003	D		
15	0003	C		
16	0003	D		
17	0003	D		
18	0003	C		
19	0003	C		
20	0004	C		
21	0004	D		
22	0004	B		
23	0004	B		
24	0004	B		
25	0004	B		
26	0005	D		
27	0005	D		
28	0005	C		
29	0005	D		
30	0005	B		
31	0005	B		
32	0006	C		
33	0006	A		
34	0006	B		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0006	C		
36	0006	B		
37	0006	D		
38	0006	D		
39	0007	D		
40	0007	D		
41	0007	A		
42	0007	C		
43	0007	C		
44	0007	B		
45	0008	D		
46	0008	A		
47	0008	B		
48	0008	D		
49	0008	C		
50	0008	C		
51	0009	A		
52	0009	B		
53	0009	A		
54	0009	B		
55	0009	B		
56	0009	A		
57	0010	D		
58	0010	A		
59	0010	C		
60	0010	D		
61	0010	C		
62	0010	B		
63	0010	C		
64	0011	C		
65	0011	C		
66	0011	A		
67	0011	B		
68	0011	D		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0011	D		
70	0012	C		
71	0012	A		
72	0012	C		
73	0012	D		
74	0012	D		
75	0012	C		
76	0013	C		
77	0013	A		
78	0013	B		
79	0013	A		
80	0013	A		
81	0013	D		
82	0013	D		
83	0014	C		
84	0014	A		
85	0014	D		
86	0014	D		
87	0014	C		
88	0014	A		
89	0015	A		
90	0015	D		
91	0015	B		
92	0015	A		
93	0015	D		
94	0015	B		
95	0016	C		
96	0016	A		
97	0016	B		
98	0016	D		
99	0016	B		
100	0016	C		

**Count the number of multiple-choice questions you answered correctly:**

\_\_\_\_\_ of 100 multiple-choice questions

## MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

<b>Subarea I: Physical Development and Motor Learning</b>	
<b>Objective 0001: Understand human growth and development and the body systems that produce movement.</b>	
1A ____ 2C ____ 3C ____ 4A ____ 5D ____ 6B ____ 7D ____	____/7
<b>Objective 0002: Understand principles and characteristics of motor development and motor learning.</b>	
8A ____ 9D ____ 10A ____ 11C ____ 12A ____ 13B ____	____/6
<b>Objective 0003: Understand critical elements and sequences of locomotor, nonlocomotor, and manipulative skills.</b>	
14D ____ 15C ____ 16D ____ 17D ____ 18C ____ 19C ____	____/6
<b>Objective 0004: Understand principles of biomechanics and kinesiology and their applications to movement activities.</b>	
20C ____ 21D ____ 22B ____ 23B ____ 24B ____ 25B ____	____/6
<b>Subarea I (Objectives 0001–0004) Total ____/25</b>	

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea II: Movement Activities**

<b>Objective 0005: Understand techniques, skills, activities, and safety practices for rhythmic movement and dance.</b>						
26D	27D	28C	29D	30B	31B	____/6

<b>Objective 0006: Understand techniques, skills, activities, and safety practices for sports and games.</b>							
32C	33A	34B	35C	36B	37D	38D	____/7

<b>Objective 0007: Understand techniques, skills, activities, and safety practices for aquatics, group and recreational activities, outdoor pursuits, and adventure learning.</b>						
39D	40D	41A	42C	43C	44B	____/6

<b>Objective 0008: Understand the relationship between movement activities and the development of responsible personal and social behaviors and traits.</b>						
45D	46A	47B	48D	49C	50C	____/6

**Subarea II (Objectives 0005–0008) Total \_\_\_\_/25**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea III: Principles of Physical Fitness**

<b>Objective 0009: Understand principles of exercise physiology, physical fitness, and fitness training.</b>						
51A	52B	53A	54B	55B	56A	____/6

<b>Objective 0010: Understand principles, procedures, and activities for developing cardiorespiratory fitness and personal fitness plans.</b>							
57D	58A	59C	60D	61C	62B	63C	____/7

<b>Objective 0011: Understand principles and activities for promoting flexibility, muscular strength, and endurance.</b>						
64C	65C	66A	67B	68D	69D	____/6

<b>Objective 0012: Understand principles of nutrition and strategies and activities for developing and maintaining healthy levels of body composition.</b>						
70C	71A	72C	73D	74D	75C	____/6

**Subarea III (Objectives 0009–0012) Total \_\_\_\_/25**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea IV: The Physical Education Program**

**Objective 0013: Understand the history, foundations, goals, and purposes of physical education.**

76C \_\_\_\_ 77A \_\_\_\_ 78B \_\_\_\_ 79A \_\_\_\_ 80A \_\_\_\_ 81D \_\_\_\_ 82D \_\_\_\_      \_\_\_\_/7

**Objective 0014: Understand physical education instruction, including how to adapt activities to address special needs and promote maximum inclusion.**

83C \_\_\_\_ 84A \_\_\_\_ 85D \_\_\_\_ 86D \_\_\_\_ 87C \_\_\_\_ 88A \_\_\_\_      \_\_\_\_/6

**Objective 0015: Understand physical education assessment strategies and techniques.**

89A \_\_\_\_ 90D \_\_\_\_ 91B \_\_\_\_ 92A \_\_\_\_ 93D \_\_\_\_ 94B \_\_\_\_      \_\_\_\_/6

**Objective 0016: Understand legal, ethical, and safety standards and issues in physical education.**

95C \_\_\_\_ 96A \_\_\_\_ 97B \_\_\_\_ 98D \_\_\_\_ 99B \_\_\_\_ 100C \_\_\_\_      \_\_\_\_/6

**Subarea IV (Objectives 0013–0016) Total \_\_\_\_/25**

## OPEN-RESPONSE ITEM EVALUATION INFORMATION

### How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

### How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the [Test Information Booklet](#) and [Faculty Guide](#) at [www.mtel.nesinc.com](http://www.mtel.nesinc.com) and at [www.doe.mass.edu/mtel](http://www.doe.mass.edu/mtel); select "FAQ," then "After the Test."

**OPEN-RESPONSE ITEM  
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

Massachusetts Tests for Educator Licensure®  
**SCORING RUBRIC FOR SUBJECT TESTS**

**Performance Characteristics:**

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.

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

## **PRACTICE TEST SCORE CALCULATION**

The practice test score calculation information will be available in late spring 2010, following setting of qualifying scores.