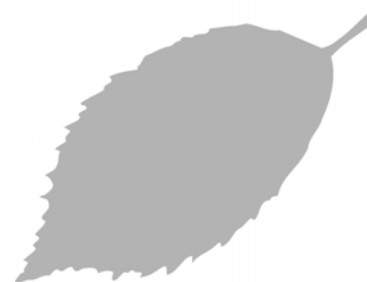


**Massachusetts
Tests for Educator Licensure® (MTEL®)**



**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

Question Number	Your Response
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Question Number	Your Response
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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. lower center of gravity.
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 foot
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 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
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, 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 teacher 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 ChooseMyPlate
 - B. Consumer Reports: Health
 - C. WebMD
 - D. Healthy People 2020

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 information on the manufacturers 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.

Subarea I: Physical Development and Motor Learning

Objective 0001: Understand human growth and development and the body systems that produce movement.

1A ____ 2C ____ 3C ____ 4A ____ 5D ____ 6B ____ 7D ____ ____/7

Objective 0002: Understand principles and characteristics of motor development and motor learning.

8A ____ 9D ____ 10A ____ 11C ____ 12A ____ 13B ____ ____/6

Objective 0003: Understand critical elements and sequences of locomotor, nonlocomotor, and manipulative skills.

14D ____ 15C ____ 16D ____ 17D ____ 18C ____ 19C ____ ____/6

Objective 0004: Understand principles of biomechanics and kinesiology and their applications to movement activities.

20C ____ 21D ____ 22B ____ 23B ____ 24B ____ 25B ____ ____/6

Subarea I (Objectives 0001–0004) Total ____/25

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

Subarea II: Movement Activities

Objective 0005: Understand techniques, skills, activities, and safety practices for rhythmic movement and dance.

26D____ 27D____ 28C____ 29D____ 30B____ 31B____ _____/6

Objective 0006: Understand techniques, skills, activities, and safety practices for sports and games.

32C____ 33A____ 34B____ 35C____ 36B____ 37D____ 38D____ _____/7

Objective 0007: Understand techniques, skills, activities, and safety practices for aquatics, group and recreational activities, outdoor pursuits, and adventure learning.

39D____ 40D____ 41A____ 42C____ 43C____ 44B____ _____/6

Objective 0008: Understand the relationship between movement activities and the development of responsible personal and social behaviors and traits.

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

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

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

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

Objective 0012: Understand principles of nutrition and strategies and activities for developing and maintaining healthy levels of body composition.						
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 and at 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
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 an adequate 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 is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited 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 a weak 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 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	There is no response to the assignment.

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

Students need to use teamwork skills in many areas of their lives, and physical education provides an excellent environment in which to develop these skills. Two particularly important teamwork skills or behaviors are leadership and appreciation for differences. An activity that would be effective for developing these skills at the middle school level is soccer. Because soccer is a team sport, it naturally lends itself to the development of teamwork skills.

Some students in physical education class will have had a lot of experience playing soccer, and these students would most likely emerge as the leaders of a soccer team. Also, some students are naturally more suited to leadership roles, and like to do things such as give instructions to others and rally the team. The highly skilled students would tend to play for more of the game and be in possession of the ball more often.

Students with advanced soccer skills and those with less developed skills can appreciate these differences among themselves in their level of play. Players who are more skillful will play leading roles in the games, and those who are less skillful will play supporting roles. All players should keep in mind that the ultimate goal is to help the team win, and everyone plays a part in achieving that goal. When less skillful players get the ball, they should try to pass to the more skillful players who can be more successful at scoring goals for the team.

Teamwork skills are important in students' everyday lives. All students should aspire to be leaders in some aspect of their lives. When students are talented in a particular area, such as in an academic subject, a sport, or a hobby, they can then become leaders by teaching skills to other students and helping them improve.

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

This is an example of a weak response because it is characterized by the following:

Purpose: The response attempts to identify two teamwork skills or behaviors that participation in soccer develops and to relate those skills and behaviors to students' daily lives, but fulfills the assignment only partially due to misconceptions about the types of activities that would promote teamwork skills and what those teamwork skills entail.

Subject Matter Knowledge: The response reflects a limited understanding of how soccer activities would be conducted in physical education classes and inaccurate ideas about teamwork. One skill identified, leadership, is not generally considered a teamwork skill. The other teamwork skill/behavior identified, appreciation of differences, is more plausible, but is poorly applied and described in vague terms. The candidate's response reflects a weak understanding of ways in which group activities provide opportunities for all students to develop teamwork skills. The candidate fails to demonstrate comprehensive knowledge of the focus of the prompt.

Support: The candidate describes a scenario that seemingly involves a competitive regulation-type game of soccer in which students are categorized as leaders and followers based on skill levels. The description implies that highly skilled students would dominate the game. It therefore provides only minimal evidence that the activity described would be effective in developing teamwork skills.

Rationale: The explanation of why soccer would be effective in developing the skills is vague, poorly reasoned and often inappropriate for the assignment. The discussion of the relevance of the skills to students' lives is underdeveloped and limited in scope.

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

Any team sport would be good for developing students' use of teamwork skills. For instance, a softball team is made up of players who have different responsibilities, but all players share a common responsibility to the team. Different positions on a softball team make use of teamwork skills differently. Having students play softball would allow the teacher to have a discussion with students of how teamwork is a necessity on a softball team.

One teamwork skill that would be developed in playing softball is communication. Players can inform each other about known strengths and weaknesses in players on the opposing team. Also, there are many signals used in softball. For instance, catchers and pitchers communicate silently about how to pitch to a batter. Players will tell base runners when they should slide or take another base.

Another teamwork skill that would be developed in playing softball is perseverance. Players will often try harder and take greater risks if they are part of a team. There is a sense of responsibility to the other players on the team.

All of these skills are important in daily life. For instance, at a job, workers must learn to cooperate with other workers. Communication skills are often very important in business. A properly written and worded business letter can mean the difference between getting a job or a new contract and not getting that job or contract. Perseverance is also important in a business setting. Many attempts at designing a new product or winning a new contract are unsuccessful at first.

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

This is an example of a weak response because it is characterized by the following:

Purpose: The response fulfills the assignment only partially. The candidate does identify a group activity and two teamwork skills that the activity promotes—communication and perseverance—but only describes perseverance somewhat adequately within the context of the activity. The candidate fails to describe in any depth how the activity is effective in developing teamwork skills.

Subject Matter Knowledge: The response reflects limited knowledge of how activities in physical education class can be used in the development of teamwork skills. The candidate presents general ideas related to the charges in the prompt, but only partially addresses each charge. Although the teamwork skills identified are valid skills that could be promoted through softball activities, the discussion of the skills as they relate to this activity reveals misunderstandings about how communication works in different contexts and a simplistic understanding of the role of perseverance in team activities.

Support: The response provides few appropriate or accurate examples and explanations. The response confuses formal communication skills with the more general understanding of the uses and needs for communication found in softball. It also discusses communication strategies that seem out of place in a physical education context, e.g., signals between pitchers and catchers, informing teammates when to slide into base.

Rationale: In general, the candidate's response lacks clear explanations and convincing support. It is poorly reasoned and stays at the level of a simple discussion of softball instead of demonstrating how to develop students' use of the teamwork skills of communication and perseverance through a physical education activity.

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

A group activity that would be very effective in developing students' use of teamwork skills is an initiative activity called the hula hoop pass. Two particular teamwork skills that the hula hoop pass helps develop are communication and cooperation.

In the hula hoop pass, groups of about ten students each stand in circles holding hands. In each group, two students break their grasp to put their hands through a large hula hoop and then join hands again. The goal or objective of the activity is to pass the hula hoop all the way around the circle without group members letting go of hands.

There are a number of ways in which this activity helps develop the teamwork skills of communication and cooperation. Because there is not an immediately obvious or easy way to accomplish the goal of the activity, students need to communicate with each other about possible solutions and strategies. The more ideas and suggestions that students share with one another and then try, the more successful they will be in finding a particular strategy or combination of strategies that accomplishes the group's goal. Making constructive suggestions, engaging in active listening, following directions, and providing mutual support are just some of the positive communication skills that this activity promotes.

Passing the hula hoop around the circle is a team effort that requires the cooperation of each group member. Because all the students in each group have a common goal and cannot use their hands to pass the hoop, they are prompted to collaborate and cooperate in moving the hoop. Cooperation may involve sharing suggestions, offering encouragement, and providing physical assistance to adjacent students.

Communication and cooperation skills are used in many aspects of students' lives, including in school, family, and social situations. Students can use positive communication skills to discuss issues and resolve conflicts with family members, friends, and classmates; to listen, check understanding, and offer feedback in interpersonal, social, school, and work situations; and to collaborate in making decisions and solving problems. Students use cooperation skills when working with families, peers, community members, and teammates to accomplish common goals and group tasks. Helping out with chores at home, offering friendly encouragement and support, and working together on group or class projects are other examples of ways that students can use cooperation skills in their daily lives.

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

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the assignment fully by describing a group physical education activity that promotes the teamwork skills of communication and cooperation and explaining why these skills play an important role in students' daily lives.

Subject Matter Knowledge: The response reflects a comprehensive knowledge of the role of group physical education activities in developing important social skills such as communication and cooperation. The information is accurate and appropriate for a prompt focused on ways in which group activities provide students with opportunities to develop teamwork skills. The response reflects accurate use of subject matter terminology (i.e., "active listening") and a thorough understanding of the dynamics, goals, and benefits of group initiative activities.

Support: The support is substantial and detailed. The mechanics of how the hula hoop pass is carried out are clearly described and consistently show the relevance of the activity to the building of teamwork skills. The response provides several examples of each type of teamwork skill identified at the outset, then goes on to discuss possible ways these skills can be applied to daily life. The examples provided are precise and clearly relevant to the focus of the prompt.

Rationale: The response is well reasoned and focused, consisting of accurate assertions, clear explanations, and detailed discussion that shows a solid understanding of the subject matter.

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

One physical education activity that is especially effective in promoting teamwork skills is cooperative handball. The class is divided and each team spreads out on one half of a playing area. A goalie occupies a goal opposite his or her team, so that at the start of the game, each goalie faces his or her teammates. The object of the game is to throw a foam ball from teammate to teammate and ultimately to the team's goalie, who must catch the ball in the goal to earn a point. The defense tries to intercept passes to gain possession, but no physical contact is allowed.

Teammates can pass as much as they want to advance the ball to the goal, but may not move, except to pivot, while in possession of the ball. This encourages frequent, short passes so every team member becomes part of the action. Once a player catches the ball, he or she must stop, and the only way to advance the ball is to locate a teammate and pass the ball. Relinquishing the ball to another player requires trust and teammates must rely on and support each other. Communication between teammates is an important part of cooperation since scoring depends largely on having players in strategic positions who can advance the ball to the goal.

This activity also takes advantage of teams made up of players with diverse skills. Some players may excel at defense. Others may move quickly down the court to wait for a pass. Some players can identify strategically placed teammates, while others can execute precise long passes. Effective use of this diversity of talent requires that team members be familiar with the strengths and weaknesses of others on the team.

This activity helps foster cooperation, communication, and appreciation of diversity among players, skills that can be applied often in daily life. Practicing these skills enhances students' ability to work with a variety of people and promotes group cohesion. It also increases students' awareness that many tasks can be effectively accomplished with team efforts and respect and appreciation for others' talents. Throughout life, whether it is in the context of a relationship, a business endeavor, or an unexpected task, students will find that teamwork and related skills will be a benefit.

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

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the assignment thoroughly by describing how cooperative handball can foster the development of teamwork skills, specifically cooperation, communication, and appreciation for diversity, in students. The candidate's response describes how the game is played and how it effectively promotes teamwork skills. The response concludes with a discussion of the relevance of the teamwork skills identified to students' lives.

Subject Matter Knowledge: The response shows a more than adequate understanding of ways in physical education activities can be used to foster teamwork skills. The candidate uses accurate terminology and demonstrates comprehension of important concepts and principles related to cooperative group activities and teamwork skills. The discussion reveals a thorough knowledge of the subject matter.

Support: The response provides detailed examples and explanations related to the activity recommended for developing teamwork skills. The support is substantial—the candidate relates different aspects of the game to teamwork, cooperation and communication among teammates, and appreciation for diverse talents. Explanations are soundly reasoned and relevant to the focus of the prompt.

Rationale: This response reflects a comprehensive knowledge of the use of physical education activities to promote students' social development in the area of teamwork. It goes beyond a simple discussion of teamwork skills to demonstrate how particular types of skills or behaviors can be promoted through a physical education activity. Information throughout the response is accurate and appropriate for a prompt focused on the importance and benefits of teamwork.

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

Horizontal jumping is a motor skill that is introduced to elementary-aged students. Instructing students in the correct form of horizontal jumping will ensure that students will be safe and avoid injuries. The horizontal jump is usually used when doing the long jump, but it is still an important skill. Jumping is also used in sports such as basketball and volleyball. Students also enjoy jumping when playing with friends during recreational activities such as hopscotch.

One physical education activity to use for horizontal jumping is an obstacle course. Setting up an obstacle course in which students jump down from a bench, jump over a hoop or foam block, and jump between two points on a mat is an excellent way to have students practice horizontal jumping skills.

The horizontal jump can be done from a standing position or from a running start. In a standing start, students stand with feet parallel, knees bent, and lean slightly forward. They swing their arms back before they jump and then land with knees bent and arms out for balance. Students should understand that although they are trying to jump as far as they can, they still need to maintain their balance. After students practice jumping from a standing position, they can practice jumping with a running start, which requires a take-off from one foot. If students have difficulty maintaining their balance when landing on a longer jump, they could try short jumps.

Pieces of tape on the floor can be used to mark spots where students should take off from and land. After students practice jumping for about half the class, they can participate in the obstacle course. The course can include climbing and crawling, also important motor skills, but it should have stations where students jump down from an object that is about a foot high, jump from one spot to another on a mat or the floor, and jump over a low obstacle. When they become proficient at jumping over low obstacles, students can try jumping over higher obstacles.

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

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment is only partly achieved in this response. The response identifies a fundamental locomotor skill, jumping, and an activity in which it could be used, and provides a partial explanation of how to introduce the skill to students. But the candidate fails to explicitly identify two motor learning concepts related to introducing the skill of jumping to students and how they impact students' ability to perform the skill. The response does, however, reflect an understanding of motor learning concepts related to breaking down the horizontal jump into component parts and providing progressive skills instruction to students.

Subject Matter Knowledge: The response shows a partial understanding of the motor skill of jumping and a limited understanding of appropriate instructional techniques for promoting the skill. It implies that the horizontal jump is used in basketball and volleyball, which is inaccurate; the vertical jump is used in these activities. The description of the standing start and the running start is accurate, but the notion that students should try to jump as far as they can is inappropriate for the beginner level. In addition, having students jump down from an object would not help students develop horizontal jumping skills and presents risks. While the obstacle course approach may be appropriate for engaging and motivating students, the idea of having students repeatedly practice jumps for half of a class period first is not.

Support: The response fails to provide adequate support for the second and third charge. Although there is discussion of concepts and techniques related to motor learning, the response is lacking fully relevant examples and instead includes detail that does not help (such as the incorrect basketball and volleyball examples) rather than answering and supporting the actual elements of the charge.

Rationale: This response reflects some knowledge of motor learning theory and related concepts and principles but fails to clearly identify them per se, and includes a weak application of motor learning knowledge. Some of the information reflects poor reasoning, particularly in the selection of some of the activities (such as repeatedly practicing jumps, jumping down from an object, and distance jumping for beginners).

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

One type of motor skill that is typically introduced to physical education students is the overhand throw. This is the throw used in softball and baseball and in other sports such as football. The overhand throw can be distinguished from the underhand and side-arm throw by the fact that the hand comes over the shoulder to complete the throw.

Two motor learning concepts that can be used in presenting this skill are transfer of learning and analysis and feedback. Transfer of learning can be demonstrated by showing that the motor pattern of the overhand throw is also used in the tennis serve and the forward pass in football. Also, the snap of the wrist used to release the ball is similar to the snap of the wrist used in swinging a badminton or tennis racket.

The concept of analysis and feedback can be applied in throwing and catching activities by asking students who are not currently throwing the ball to critique the throws of fellow students. This could be easily accomplished in partner activities.

To practice the overhand throw, students can be asked to throw at a target similar in size and shape to a softball or baseball strike zone. The target can begin larger than the strike zone and be made smaller as students improve their accuracy and aim. Students with advanced skills can be challenged to throw harder without sacrificing accuracy. Another option is to have students play modified or actual games in which each student is given an opportunity to pitch.

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

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment is only partially achieved in this response. The candidate does identify an important motor skill, the overhand throw, and two motor learning concepts, transfer of learning and analysis and feedback, but neither concept is fully explained and accurately described. The response fails to describe how the motor learning concepts impact students' ability to perform the overhand throw, and the attempt to explain how the concepts could be incorporated into practice activities is weak.

Subject Matter Knowledge: The response shows a limited understanding of how to apply motor learning concepts in developmentally appropriate physical education activities. The overhand throw is identified as a key skill children need to develop but the candidate does not describe how to promote student development of the skill. The response does reflect an accurate understanding of the similar motor pattern used for the overhand throw, the tennis serve, and the forward pass in football, which would promote transfer of learning, but positive transfer would typically occur through learning the basic overhand throw before the other skills. The motor learning concept called "feedback and analysis" is imprecise and only vaguely explained. In addition, practicing by throwing at a strike zone target implies that the most important criteria for performance is accuracy and aim in the context of softball or baseball, rather than developing students' competence in the basic overhand throw.

Support: The response provides few relevant examples and the discussion of recommendations is minimal. Some of the supporting details are weak and faulty—the idea that the snap of the wrist in the overhand throw is the same motion used in swinging a badminton or tennis racket is inaccurate. The scenario presented in relation to feedback and analysis seems implausible and reflects misconceptions about developmentally appropriate physical education practices.

Rationale: This response reflects a limited knowledge of motor learning concepts and ways in which they affect and inform student learning and skill acquisition. It is underdeveloped, poorly reasoned and stays mainly at the level of a simple discussion about throwing a ball using an overhand pattern.

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

Kicking is a motor skill that is typically introduced to students in the lower elementary grades. Kicking is used in team sports such as soccer and football and in many physical education and recreational games.

One important motor learning concept related to teaching kicking is considering the stage of motor learning that matches students' developmental level. When first introduced, students are in the beginner stage of motor learning, the verbal/cognitive stage, when understanding the motor task is the primary goal. During this initial stage, it is best to identify the sequential parts of a motor skill and have students practice the skill to help them internalize it. Each component of kicking should be emphasized and directly taught to students. Major components of kicking include the ready position (stand behind the ball, eyes on the ball), stepping forward on the kicking foot to generate power, leaping onto the non-kicking foot, leaning forward, contacting the ball with the toe or instep, and following through (opposite arm swings forward, kicking foot continues in the direction of kick).

A physical demonstration should be accompanied by specific verbal cues or prompts that help students form a mental image of a kick. A teacher can demonstrate a kick in slow motion, while using cue words that relate to each component. For example, an appropriate cue set for kicking is "ready position, step and leap, kick, follow-through." Students can then repeat the cues to themselves as they practice kicking. This verbal/cognitive strategy of combining demonstration, cues, and practice encourages students to rehearse the skill both mentally and physically, which helps them retain the skill.

Another important motor learning concept is skill progression. This approach involves structuring practice so that students learn basic kicking technique and then work on progressively more complex kicking skills. A typical skill progression might involve kicking a stationary ball from a standing position, kicking a ball against a wall, running up to and kicking a stationary ball, and then running to meet a moving ball and kicking it. Pairs of students could kick balls to each other from a short distance, then from increasing distances, and then passing balls to each other while moving. When students start with simple skills and then move on to more challenging skills that take place in increasingly dynamic or game-like conditions, skill development proceeds gradually and progressively and skill retention is maximized.

Once students become proficient in basic kicking skills, they can play kickball as a fun culminating activity.

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

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the assignment fully by describing a motor skill that is typically introduced to physical education students (kicking), common activities in which the skill is used, and two motor learning concepts related to introducing the skill. The response goes on to address how the concepts can be applied to influence students' successful acquisition of the motor skill, and how they could be incorporated into practice activities to promote student competence. The candidate's response is thorough and presents information that is accurate and appropriate for a prompt on motor learning.

Subject Matter Knowledge: The response shows a strong understanding of motor learning theory and ways in which central concepts and principles associated with motor learning can be applied in activities aimed at developing the fundamental motor skill of kicking. The discussion reveals a thorough knowledge of the subject matter and the suggested instructional strategies and practice activities are appropriate for the developmental level of the students described.

Support: The response presents two motor learning concepts and provides detailed descriptions and step-by-step procedures relevant to applying these concepts in teaching kicking. The analysis of the components of the kick is thorough and the discussion of the teaching strategies and practice activities used in the skill progression is fully developed. The support is well reasoned and the examples and scenarios presented are precise and authentic.

Rationale: This response reflects comprehensive knowledge of physical education practices and approaches typically used to introduce students to a fundamental motor skill, specifically the object control skill of kicking. It is particularly effective in explaining how the motor learning concepts identified can be incorporated into a student-centered learning activity while addressing each section of the prompt.

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

One motor skill that could be introduced to physical education students is batting, known as the two-hand side-arm strike. Two motor learning concepts that are relevant to teaching batting skills are motor task analysis and the structure/conditions of practice.

By using motor task analysis, a teacher can introduce batting with step-by-step instruction that focuses students on the main sequential components of the skill. Students stand sideways to the target, grip the bat with the favorite hand above the other hand, and hold the bat behind the dominant shoulder. Most body weight is on the rear leg, so that on the step forward, weight shifts from the back foot to the front foot as the hip and shoulder rotate into the swing. The arms extend and the ball is struck with the upper half of the bat. The bat continues past the point of the strike in the follow through. At the start of the swing, the batter's chin should be close to the forward shoulder. At the finish of the swing, the chin is close to the rear shoulder. This helps ensure that the batter's head remains still.

Once batting technique is practiced, students can be given an opportunity to bat. At first, students should just concentrate on meeting the ball with the bat. A common introductory batting drill is to hit foam balls off of batting tees. This approach allows students to focus on form since pitching is not involved. The tees can be varied in height to simulate pitches at different levels.

Practice should progress from isolated skills to integrated skills. Students can pair up for activities in which partners take turns making short underhand tosses to the partner who practices batting. Oversized foam balls can be used to increase the target size. Pairs of students with more highly developed batting skills could practice with whiffle balls or soft rubber balls. As students practice, the distance between throwers and batters could be increased. Safety rules should be in place and students should be nonjudgmental. Equipment should be at the appropriate weight and size for students' ability levels. Feedback should be focused on skill improvement. Promoting optimal practice conditions involves helping students feel safe and comfortable and providing ample time for practice in a fun environment.

Practice sessions could be broken up with short, modified whiffle ball or softball games, which would provide students with opportunities to bat under more realistic conditions. A random structure of practice often helps maintain student interest. Repetitive skills practice is often useful for highly motivated students, such as those ready to learn how to place the ball accurately or hit with more power.

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

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the assignment fully by identifying an appropriate motor skill (i.e., batting a ball) and describing physical education activities in which the skill is used. The response describes two motor learning concepts related to introducing the skill and explains how the concepts relate to a student's ability to perform the skill. The candidate's response is thorough and clear. The information presented is accurate and appropriate for a prompt focused on motor learning concepts.

Subject Matter Knowledge: The response reflects a more than adequate understanding of motor learning concepts and how they could be applied in teaching the two-hand side-arm strike. The candidate demonstrates an understanding of how to use motor task analysis to break a skill down into its component parts for the purpose of sequential instruction. In addition, the candidate discusses ways in which the structure and conditions of practice affect motor skills and how to optimize practice conditions to promote student acquisition of a motor skill. The discussion reveals a thorough knowledge of the subject matter and uses accurate and field-specific terminology.

Support: The response provides a detailed description of how to provide developmentally appropriate physical education instruction in batting skills. The support is substantial—the candidate describes not only the individual components of the motor skill performance (e.g., position of the chin during swing, weight distribution), but also provides guidelines for structuring practices and optimizing practice conditions. These descriptions and guidelines are precise and relevant to the discussion of motor learning and skill acquisition.

Rationale: This response reflects a comprehensive knowledge of motor learning principles and their application in physical education lessons designed to foster students' development of batting skills. It is ably reasoned and goes beyond a simple discussion of a motor skill activity to demonstrate how two specific motor learning concepts could be incorporated into practice activities to promote student competence.

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice Section	
Enter the total number of multiple-choice questions you answered correctly:	<u>86</u>
Use Table 1 below to convert that number to the score and write your score in Box A :	A: <input style="width: 50px; border: 1px solid black;" type="text" value="202"/>

Open-Response Section	
Enter the number of points (1 to 4) for your first open-response question:	<u>2</u>
Enter the number of points (1 to 4) for your second open-response question:	<u>3</u>
Add those two numbers (Number of open-response question points):	===== 5
Use Table 2 below to convert that number to the score and write your score in Box B :	B: <input style="width: 50px; border: 1px solid black;" type="text" value="48"/>

Total Practice Test Score (Estimated MTEL Score)	
Add the numbers in Boxes A and B for an estimate of your MTEL score:	A + B = <input style="width: 50px; border: 1px solid black;" type="text" value="250"/>

Practice Test Score Calculation Worksheet: Physical Education

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	80	61 to 65	122
26 to 30	80	66 to 70	138
31 to 35	80	71 to 75	154
36 to 40	80	76 to 80	170
41 to 45	80	81 to 85	186
46 to 50	80	86 to 90	202
51 to 55	90	91 to 95	218
56 to 60	106	96 to 100	234

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	36
3	40
4	44
5	48
6	52
7	56
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**: A:

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question: =====

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**: B:

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: A + B =