

Licensing and Relicensing Directorate

physical education test design and frame work for grades:5-10

Teachers' professional certification is underway .Hence, it is important to develop the **physical education** test frame work at national level to measure the required knowledge and skills of elementary, middle level and high school physical education teachers in their field of study and profession. Indeed, the test is the main requirement for candidates seeking certification in their profession.

Test designTime: - 2 hours/120 minutes

Types of tests: - Objective/multiple choices (50), matching (15), fill in the blank (10)+

Subjective/constructed response(5)

- ✚ Subjective type must be short questions manageable for correction such as explain, define, distinguish etc.
- ✚ no true false type questions required
- ✚ Each objective questions carries 1 mark' hence, 75qtsx1 =75marks
- ✚ Each subjective questions carries 5 marks, hence, 5qtsx5 =25marks

Sub-areas	Major area titles	No of standard Items specification						
		recall	Comprehension	Application	Analysis	Synthesis	Evaluation	No of Qns
content	• understand principles of physical education	1	2	2	1	1	1	8
	• understand the role of physical education	1	1	1	1		1	5
	• physical competency	1	2	1	1			5
	• various movement concepts	1	2	1	1	1	1	7
	• movement concepts and applications	1	3	2	1	1	1	9
	• physical fitness		2	4	1			7
	• team-building skills	1	1	2	1		1	6
	• principles of health promotion, illness prevention and safety	2	3	2	1	2	1	7
	• human body systems	1	1	1	2	1	1	8
	• Performance of physical education activities	1	1	4			1	7

[illegible]

physical educationTest frame work for grades:5-8

STANDARD 01.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotors and manipulative motor patterns.

A.3 Demonstrate control when performing combinations and sequences of locomotorsnon-locomotor and manipulative motor patterns in selected activities, games and sports.

STANDARD 02B. Analyze various movement concepts and applications.

B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).

B.3 Compare and contrast efficient and inefficient movement patterns.

Subarea 1C. Demonstrate knowledge of rules, safety and strategies during physical activity.

C.2a Identify and apply rules and safety procedures in physical activities.

C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.

C.3a Apply rules and safety procedures in physical activities.

STANDARD 03: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

A. Know and apply the principles and components of health-related fitness.

A.2a Describe the benefits of maintaining a health-enhancing level of fitness.

A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.

A.3a Identify the principles of training: frequency, intensity, time and type (FITT).

A.3b Identify and participate in activities associated with the components of health-related fitn

B. Assess individual fitness levels.

B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.

B.2b Match recognized assessments of health-related fitness to corresponding components of fitness.

B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.

B.3b Evaluate the strengths and weak-nesses of a personal fitness profile.

C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

C.2a Set a personal health-related fitness goal.

C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio respiratory, tug-of-war/strength).

C.3a Set realistic short-term and long-term goals for a health-related fitness component.

C.3b Identify opportunities within the community for regular participation in physical activities

C.3c Apply the principles of training to the health-related fitness goals.

STANDARD 04: Develop team-building skills by working with others through physical activity.

A. Demonstrate individual responsibility during group physical activities.

A.2a Accept responsibility for their own actions in group physical activities.

A.2c Work independently on task until completed.

A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).

A.3b Participate in establishing procedures for group physical activities.

A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

B. Demonstrate cooperative skills during structured group physical activity.

B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.

B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).

STANDARD 05: Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety.

A.2a Describe benefits of early detection and treatment of illness.

A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).

A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).

A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).

A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a Pedestrian).

A.3d Identify various careers involved in health promotion, health care and injury prevention.

B. Describe and explain the factors that influence health among individuals, groups and communities.

B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).

C. Explain how the environment can affect health.

C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).

STANDARD 06. Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).

B. Explain the effects of health-related actions on the body systems.

B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).

C. Describe factors that affect growth and development.

C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).

C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

STANDARD 07: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

A.2a Identify causes and consequences of conflict among youth.

A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.

A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).

A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

B. Apply decision-making skills related to the protection and promotion of individual health.

B.2 Describe key elements of a decision-making process.

B.3 Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).

C.3 Apply refusal and negotiation skills to potentially harmful situations.



