

# Illinois Licensure Testing System

## STUDY GUIDE

Physical Education (144)

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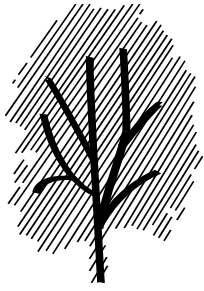
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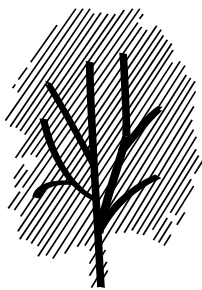
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## **General Information About the Illinois Licensure Testing System**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

### INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

#### *Objective Statement*

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**

### *Descriptive Statements*

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

### **PRACTICE TEST QUESTIONS**

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

# PHYSICAL EDUCATION TEST OBJECTIVES

- I. Health-Related Physical Fitness
- II. Movement and Skill Acquisition
- III. The Role of Physical Education in Promoting Development
- IV. The Physical Education Program

## SUBAREA I—HEALTH-RELATED PHYSICAL FITNESS

### **0001 Understand techniques and procedures for developing and assessing health-related fitness.**

For example:

- Demonstrate knowledge of expected developmental progressions, ranges of individual variation, and levels of readiness for health-related fitness.
- Identify and apply developmentally appropriate strategies, instruments, and technologies to assess and monitor individual fitness levels, to measure learner progress in fitness development, and to provide feedback to students.
- Apply principles and techniques for designing and implementing individualized fitness programs (e.g., setting realistic, short-term goals, identifying risk factors, applying training principles to fitness goals).
- Demonstrate an understanding of factors and techniques that motivate students to enhance health-related fitness levels for overall personal well-being.
- Analyze health-related fitness goal setting, activity selection, and personal health-related fitness programs for individual students.
- Evaluate fitness and health-related services, products, and advertising (e.g., claims about fitness equipment, weight control products and programs, dietary supplements).
- Demonstrate an understanding of how to incorporate fitness concepts into various physical activities.

### **0002 Understand principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance.**

For example:

- Understand the structure and function of the cardiorespiratory system and its specific adaptations to physical activity.
- Identify and apply principles, skills, and activities for aerobic conditioning.
- Apply techniques for assessing and monitoring endurance levels (e.g., measuring heart rate before, during, and after exercise).
- Recognize and select aerobic activities appropriate for various developmental levels and purposes.
- Demonstrate knowledge of a variety of methods for promoting students' use of self monitoring of exercise intensity (e.g., perceived exertion, pulse monitors, pedometers).

**0003 Understand principles and activities for developing and maintaining flexibility and muscular strength and endurance.**

For example:

- Understand the structure and function of the musculoskeletal system and its specific adaptations to physical activity.
- Identify and apply principles, skills, and activities for developing strength and endurance in various muscle groups and parts of the body.
- Identify and apply principles, techniques, and activities for promoting flexibility of the major joints of the body.
- Identify and apply principles and activities for developing proper posture and efficient body mechanics.
- Identify and apply principles, types of equipment, and safety practices for progressive-resistance and flexibility exercise (e.g., weight training, circuit training, stretching).
- Recognize flexibility, strength, and endurance activities appropriate for various developmental levels and purposes (e.g., increasing muscle mass, increasing muscular endurance, toning).
- Identify and analyze techniques for evaluating flexibility and muscular strength and endurance.

**0004 Understand principles and activities for developing and maintaining levels of body composition that promote good health.**

For example:

- Identify and apply principles of nutrition and weight control and ways in which diet and eating habits affect physical development and health.
- Analyze the relationship between body type and body composition and apply techniques for evaluating body composition (e.g., skinfold, girth measurements, BMI).
- Demonstrate knowledge of the relationship between physical activity and body composition (e.g., caloric intake and expenditure).
- Select appropriate activities and materials for developing and maintaining healthy levels of body composition.
- Identify and correct misconceptions related to body composition, dieting, nutritional needs, exercise, and training.



## **SUBAREA II—MOVEMENT AND SKILL ACQUISITION**

### **0005 Understand principles and characteristics of motor development.**

For example:

- Recognize principles, critical elements, sequences, and characteristics of motor development during infancy, childhood, adolescence, and adulthood.
- Demonstrate knowledge of appropriate developmental progressions and individual variation.
- Identify principles of perceptual-motor development and components such as visual, auditory, tactile, and kinesthetic discrimination, and evaluate their relationship to motor development and performance.

### **0006 Understand the principles of motor learning and movement skills acquisition.**

For example:

- Demonstrate knowledge of principles and stages of motor learning and concepts associated with skill acquisition (e.g., practice, self-assessment, readiness, observational learning, skill analysis).
- Apply knowledge of levels of readiness in motor learning.
- Identify and apply appropriate instructional cues and prompts for basic motor skills.
- Identify techniques for detecting errors in and providing corrective feedback for motor performance.
- Identify developmentally appropriate instructional and practice experiences to promote acquisition of motor skills.

### **0007 Understand movement concepts and biomechanical principles.**

For example:

- Identify critical elements of basic movement patterns (e.g., locomotor, nonlocomotor, manipulative, rhythmic).
- Demonstrate knowledge of basic movement concepts and ways to promote application of movement concepts.
- Recognize biomechanical principles (e.g., those related to motion, balance, force projection and absorption, speed, acceleration) and apply these principles to various movement activities.
- Apply movement concepts and biomechanical principles to the learning and development of new skills (e.g., catching balls while moving, throwing objects using opposition).
- Analyze various movement patterns for effectiveness.

**0008 Understand methods for integrating locomotor, nonlocomotor, manipulative, and rhythmic movements into skilled combinations.**

For example:

- Demonstrate knowledge of techniques and motor patterns for throwing, catching, dribbling, kicking, and striking skills and combinations of manipulative skills in gamelike contexts.
- Select appropriate activities, materials, and equipment for development of combinations and sequences of locomotor, nonlocomotor, manipulative, and rhythmic movement skills.
- Identify techniques for assessing student performance on combinations and sequences of locomotor, nonlocomotor, manipulative, and rhythmic movement skills.

**0009 Understand techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.**

For example:

- Demonstrate an understanding of critical elements, skill progressions, strategies, and types and uses of equipment for individual and group sports.
- Recognize basic rules, etiquette, and safety practices associated with individual and group sports.
- Select and apply offensive, defensive, and cooperative strategies in group sports.
- Identify and apply developmentally appropriate strategies and instruments to assess learner performance in individual and group sports.

**0010 Understand techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, noncompetitive activities, and cooperative activities.**

For example:

- Demonstrate an understanding of critical elements, skill progressions, strategies, safety practices, types of equipment, and basic rules and etiquette for lifelong sports and activities.
- Recognize techniques, steps, sequences, activities, etiquette, and safety practices for creative movement and dance activities.
- Identify concepts, strategies, and safety issues in the development of noncompetitive and cooperative activities (e.g., challenge course, team-building activities, ropes course).
- Identify and apply developmentally appropriate strategies and instruments to assess learner performance.

### **SUBAREA III—THE ROLE OF PHYSICAL EDUCATION IN PROMOTING DEVELOPMENT**

#### **0011 Understand the role of physical education in the development of positive personal behaviors.**

For example:

- Identify developmental progressions in the cognitive and affective domains.
- Recognize the relationship between physical activity and the development of personal identity and psychological well-being.
- Evaluate the role of physical activity in fostering awareness and enjoyment of aesthetic and creative aspects of skilled performance.
- Demonstrate an understanding of the ways in which physical activities can promote positive behaviors (e.g., confidence, honesty, personal self-control, competence, perseverance).
- Analyze the influence of performance expectations related to gender, physical appearance, and skill level on the development of self-image.

#### **0012 Understand the role of physical education in the development of positive social attitudes and behaviors.**

For example:

- Demonstrate an understanding of socialization processes that occur through physical activity.
- Recognize the ways in which physical activities can promote positive social attitudes and behaviors (e.g., teamwork, leadership, compassion, fairness, respect).
- Demonstrate knowledge of the socio-cultural benefits of participation in a variety of individual and group physical activities.

#### **0013 Understand the role of physical education in the development of critical-thinking, problem-solving, and decision-making skills.**

For example:

- Analyze techniques, strategies, and activities for developing higher-order thinking skills in the context of physical education activities.
- Recognize the role of physical activity, sports, and games in the development of conflict-resolution skills.
- Identify key elements and steps in self-assessment, goal-setting, problem-solving, and decision-making processes in relation to physical activity.

## **SUBAREA IV—THE PHYSICAL EDUCATION PROGRAM**

### **0014 Understand the development and evaluation of physical education programs.**

For example:

- Analyze and evaluate historical, philosophical, social, political, and economic issues that influence the physical education profession and their impact on instructional programs at the local, state, national, and global levels.
- Identify and apply principles and procedures for organizing and administering a comprehensive physical education program for all student populations.
- Recognize the value orientations, goals, and models of physical education curriculum design and analyze factors affecting curriculum design.
- Establish appropriate criteria and select tools for the evaluation of a physical education program.
- Revise a given physical education program based on a needs assessment or other appropriate evaluation.
- Demonstrate an understanding of factors that affect the preparation of a budget to support the physical education program.

### **0015 Understand principles and procedures of safety, emergency first aid, and equipment maintenance.**

For example:

- Recognize and apply managerial and instructional routines that create safe environments.
- Identify procedures and issues related to the use, maintenance, and storage of equipment, technology, and other physical education resources.
- Identify potential safety issues related to physical education activities and demonstrate an understanding of principles and techniques of injury prevention.
- Evaluate physical and environmental factors and potential safety hazards associated with games, sports, and recreational and outdoor activities.
- Demonstrate knowledge of first-aid principles and procedures for a variety of emergency situations.

### **0016 Understand legal and ethical issues that influence physical education programs.**

For example:

- Demonstrate an understanding of legal responsibilities and issues associated with teaching physical education (e.g., Title IX, inclusion, safety, professional liability, negligence).
- Recognize state and federal laws and guidelines regarding gender equity, special education, religious issues, privacy, and other aspects of students' rights.
- Demonstrate an understanding of the boundaries of professional responsibilities when working with students, colleagues, families, and community members.
- Apply ethical, professional, and legal guidelines in making decisions in various physical education settings and situations.

**0017 Understand principles and procedures for effective advocacy, communication, and collaboration.**

For example:

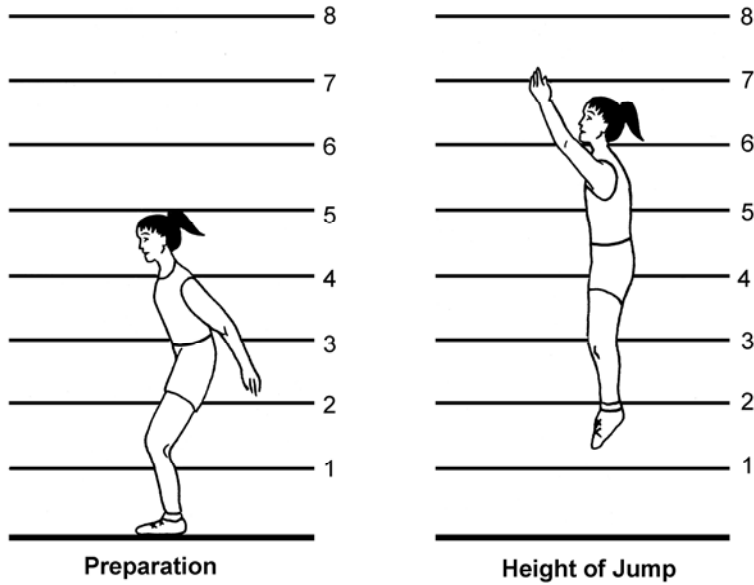
- Recognize how to use community resources (e.g., YMCA/YWCA, Boys/Girls Clubs, recreation departments, parks, health clubs) to enhance physical activity opportunities, and demonstrate an understanding of how to advocate effectively to promote physical activity opportunities within the community.
- Demonstrate an understanding of strategies and mechanisms for communicating with a variety of constituencies (e.g., students, families, community members, public officials).
- Identify strategies for communicating, consulting, and collaborating with teachers, counselors, special education personnel, administrators, and other colleagues.
- Recognize the roles of state and national professional organizations for physical educators.
- Demonstrate familiarity with professional development opportunities associated with physical education, sports, and fitness, as well as related qualifications, educational requirements, and job responsibilities.

## PHYSICAL EDUCATION PRACTICE TEST QUESTIONS

1. A person wants to implement a fitness program to help lose weight. Which of the following factors is likely to contribute most to the success of the fitness program?
  - A. setting realistic short-term exercise goals
  - B. varying the workout schedule to include two or more activities
  - C. purchasing new exercise equipment
  - D. consulting with a physician before beginning the program
  
2. An elementary school physical education teacher is having students walk around the school athletic field. The teacher asks the students to increase their speed until it just becomes difficult for them to talk to their partner. This type of activity would be most effective in developing student awareness of which of the following fitness principles?
  - A. frequency
  - B. intensity
  - C. time
  - D. specificity
  
3. Which of the following best explains why resting heart rate decreases in response to a program of regular aerobic activity?
  - A. Stroke volume increases because the heart contracts more strongly.
  - B. Oxygen demand decreases because body weight decreases.
  - C. Cardiac output increases because cardiac neural conduction improves.
  - D. Oxygen debt is cleared more rapidly because of increased vascularity.
  
4. A program designed to increase muscular endurance is most likely to also improve:
  - A. flexibility.
  - B. strength.
  - C. reflex time.
  - D. aerobic capacity.

5. When some people diet by restricting calorie intake, they lose weight initially. After a few weeks, however, their weight loss stops despite more restrictions on calories. Which of the following phenomena is typically responsible for this effect?
- A. Muscle tissue is more dense than fat.
  - B. Water is retained in the tissues throughout the body.
  - C. Thyroid hormone production decreases.
  - D. The basal metabolic rate readjusts to a lower level.
6. Although both four-year-olds and eight-year-olds are capable of jumping, eight-year-olds are more adept at jumping rope because they typically have better:
- A. reflexive responses.
  - B. intersensory communication.
  - C. attention spans.
  - D. form discrimination.
7. Which of the following sequences of instructional cues would be most appropriate for initial teaching of the underhand throw?
- A. Ready  
Face target  
Throw  
Step through
  - B. Face target  
Wrist back  
Snap and step  
Follow through
  - C. Ready  
Arm back  
Step and throw  
Follow through
  - D. Side to target  
Rock back  
Pull through

8. Use the diagrams below to answer the question that follows.



The diagrams show a student performing a vertical jump beside a marked wall. The height of the jump is measured at the top of the head by using the lines on the wall. The student can most effectively increase the height of the jump by:

- A. kicking the legs while in the air.
- B. extending the legs more quickly during take-off.
- C. swinging the arms overhead while in the air.
- D. quickly tucking the legs after take-off.



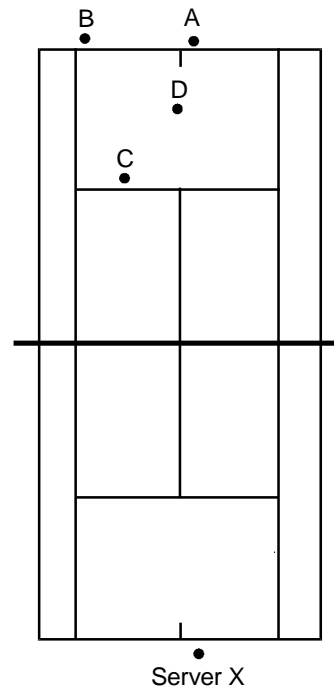
9. Which of the following is the primary advantage of using videotaping over other assessment methods when evaluating student performance on combinations and sequences of skills?

- A. Repeated viewings increase the objectivity of the final evaluation of the performance.
- B. Playback of two students' performances side-by-side allows for more accurate standardization.
- C. The video record eliminates the need for creating evaluation checklists or rubrics.
- D. Slow-motion playback allows for a more detailed analysis of student performance.

10. Passing on the run in floor hockey is most dependent on synchronization of:

- A. dynamic balance and object-background discrimination.
- B. foot and eye movements.
- C. forward locomotion and weight transfer.
- D. static balance and hand coordination.

11. Use the diagram below to answer the question that follows.



In the diagram of a tennis court above, which letter indicates the location where server X's opponent should be positioned to return X's serve?

- A. A
- B. B
- C. C
- D. D

12. The primary rationale for including high ropes challenge courses in a physical education curriculum is that it is an effective activity for helping students:
- A. become aware of the importance of the proper use of safety equipment.
  - B. enjoy spending more time outdoors.
  - C. go beyond their own perceived limits of their capabilities.
  - D. experience intense physical activity.
13. Perseverance is most likely to be encouraged by physical education activities that are:
- A. extremely easy, with many opportunities to obtain positive feedback.
  - B. extremely challenging, requiring a high degree of skill.
  - C. easy, yet require students to exert themselves moderately.
  - D. challenging, yet within reach of students' capabilities.
14. Team sports are often valued for their ability to promote positive social behaviors. This is true because success in team sports is most dependent on:
- A. adherence to strict codes of ethical conduct.
  - B. high levels of personal fitness by all players.
  - C. self-discipline in all areas of the players' lives.
  - D. the cooperative effort of several individuals.
15. Middle school students have completed personal fitness assessments and know which components of their fitness need improvement. The teacher asks each student to write down an individual fitness goal and three possible ways to reach the goal. The primary benefit of this activity, as opposed to setting goals for the entire class, is that it:
- A. allows students the opportunity to focus on an area of either strength or weakness.
  - B. minimizes student resistance to participation in efforts to improve fitness.
  - C. gives students greater individual responsibility for their own learning and fitness.
  - D. maintains the privacy of each student in developing and pursuing fitness goals.

16. Which of the following criteria is most important when evaluating a physical education program?
- A. how many different activities are taught
  - B. how old the equipment is
  - C. how much support the program gets from the community
  - D. how well state standards are being met
17. Which of the following pieces of information would be most helpful for staff to have when preparing a budget for the physical education program?
- A. the total amount of school funding approved by the local government
  - B. the number of classes each teacher is scheduled to teach
  - C. the number of students to be served by the program
  - D. the appraised value of the current inventory of equipment
18. A student trips over an obstacle during physical education class and lacerates her forearm, causing moderate bleeding. After putting on gloves, which of the following is the first set of steps the teacher should follow in this situation?
- A. Apply a splint to stabilize the arm and send for the school nurse.
  - B. Treat the student for shock and have someone call for local emergency medical response.
  - C. Apply a clean bandage and direct pressure to the wound while the student elevates the arm.
  - D. Press firmly on the arterial pressure point on the upper arm while having the student lie flat.

19. A legal obligation of physical education teachers is that they must:
- A. supervise all activities that occur when they are in charge of a group of students.
  - B. get written permission from the parents or legal guardians of students to allow them to participate in class activities.
  - C. assume responsibility for all injuries that occur when they are in charge of students.
  - D. be accountable to the parents or guardians of students for any injuries or emotional distress caused by the physical education program.
20. A physical education teacher wants to raise awareness in the community about a fitness trail that has been installed around the school's property and is available for use by all members of the community. The most effective way of drawing attention to the facility would be to:
- A. contact the local newspaper and offer to speak with a reporter about the trail and its use.
  - B. post notices on community bulletin boards throughout the town announcing the trail's installation.
  - C. send a letter home to parents telling them that the trail is completed and ready for use.
  - D. conduct orientations to the fitness stations on the trail for students, faculty, and staff.

## ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
1.	A	Understand techniques and procedures for developing and assessing health-related fitness.
2.	B	Understand techniques and procedures for developing and assessing health-related fitness.
3.	A	Understand principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance.
4.	B	Understand principles and activities for developing and maintaining flexibility and muscular strength and endurance.
5.	D	Understand principles and activities for developing and maintaining levels of body composition that promote good health.
6.	B	Understand principles and characteristics of motor development.
7.	C	Understand the principles of motor learning and movement skills acquisition.
8.	B	Understand movement concepts and biomechanical principles.
9.	D	Understand methods for integrating locomotor, nonlocomotor, manipulative, and rhythmic movements into skilled combinations.
10.	C	Understand methods for integrating locomotor, nonlocomotor, manipulative, and rhythmic movements into skilled combinations.
11.	B	Understand techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.
12.	C	Understand techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, noncompetitive activities, and cooperative activities.
13.	D	Understand the role of physical education in the development of positive personal behaviors.
14.	D	Understand the role of physical education in the development of positive social attitudes and behaviors.
15.	C	Understand the role of physical education in the development of critical-thinking, problem-solving, and decision-making skills.
16.	D	Understand the development and evaluation of physical education programs.
17.	C	Understand the development and evaluation of physical education programs.

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
18.	C	Understand principles and procedures of safety, emergency first aid, and equipment maintenance.
19.	A	Understand legal and ethical issues that influence physical education programs.
20.	A	Understand principles and procedures for effective advocacy, communication, and collaboration.

### OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

### Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

### Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

### Subarea Scores

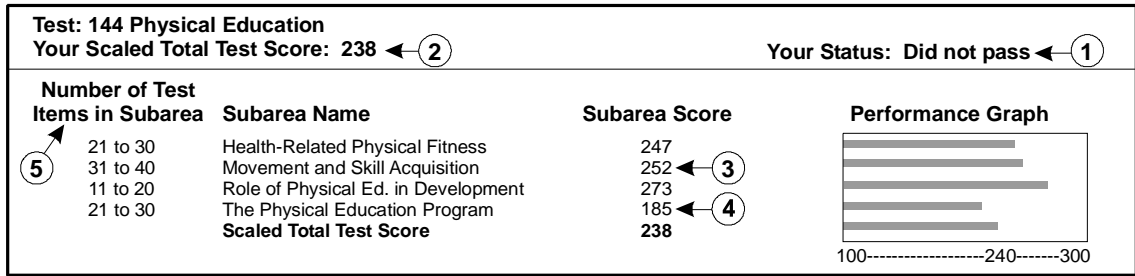
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

### Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

## READING YOUR REPORT: A SAMPLE

A sample of a Physical Education test score report is provided below.



According to the above sample, the examinee did not pass the Physical Education test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Movement and Skill Acquisition section ③ of the test than on The Physical Education Program section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.