

NM Public Education Department

PHYSICAL EDUCATION 9-12

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Physical Education 9-12

The Physical Education 9-12 End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Physical Education Standards. This course-level exam is provided to all students who have completed Physical Education or related courses.

This exam can be given for the following STARS course codes:

2305 - Physical Education Grd 9-12

3020 - Fitness/Conditioning Activity

Intended as a final exam for the course, this is a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

Explanation of Blueprint Layout & Test Specifications Table

Standard	Standards with Test Item Specifications:
<p><i>The standards identified in this portion of the blueprint are aligned to the New Mexico Physical Education Standards: http://www.ped.state.nm.us/standards/Physical%20Ed/912%20PhysicalEducationStandards.pdf</i></p> <p><i>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</i></p> <p><i>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<ul style="list-style-type: none"> ● <i>This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</i> ● <i>Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard.</i> ● <i>Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</i> ● <i>Topics and terms in bold will be emphasized on the exam.</i> <p>Item Types: <i>The item types for this EOC exam are limited to: MC = multiple choice with or without stimulus (e.g., picture, graph, table)</i></p> <p>Sample Question(s): <i>Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.</i></p> <ul style="list-style-type: none"> ● <i>An * denotes the correct answer</i> ● <i>DOK = Depth of Knowledge</i> ● <i>Some sample questions may be items released items from prior EOC exams</i>

Blueprint Table - Physical Education 9-12

<p align="center">Content Standard/Benchmark</p>	<p>Standards with Test Item Specifications:</p>
<p>1.1.1 1.1.2 1.1.3</p> <p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</p> <p>Benchmark 1: demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:</p>	<p>1. identify the critical elements contained in the preparatory, action and follow-through phases of movement;</p> <p>2. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;</p> <p>3. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics (e.g. flexion, extension, abduction, rotation, circumduction);</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None <p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus <p>Sample Question:</p> <p>Which of the following actions is considered an action phase of movement in soccer?</p> <p>A. swing kicking leg forward *</p> <p>B. facing the target</p> <p>C. generating momentum through the ball</p> <p>D. focusing on the ball</p> <p><i>Standard: 1.1.1</i> <i>DOK Level: 1</i></p>
<p>2.1.1 2.1.2</p>	<p>Standards with Test Item Specifications:</p> <p>1. explain and demonstrate motor learning cues to help regulate their physical performance;</p>

<p>2.1.3 2.1.4</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</p> <p>Benchmark 1: apply scientific principles to learn and improve skills; grades 9-12 performance standards:</p>	<p>2. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;</p> <p>3. apply biomechanical concepts while identifying basic biomechanical principles of movement (e.g., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.); and</p> <p>4. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills (e.g. components of fitness, center of gravity)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC = with or without stimulus
	<p>Sample Question:</p> <p>To create a sturdy center of gravity, what action would be recommended?</p> <p>A. standing straight up B. staggering your foot position C. squatting down * D. standing with feet close together</p> <p><i>Standard: 2.1.3</i> <i>DOK Level: 2</i></p>
<p>3.2.1</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</p>	<p>Standards with Test Item Specifications:</p> <p>1. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (e.g., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (e.g., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one’s personal health, etc.).</p> <p>Specifications:</p>

<p>Benchmark 2: monitor exercise, eating and other behaviors related to a healthy lifestyle:</p>	<ul style="list-style-type: none"> • None • Know components of fitness
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC = with or without stimulus
	<p>Sample Question:</p> <p>Today, approximately 1 in 3 adults (34.0%) and 1 in 6 children and adolescents (16.2%) are obese. Obesity can lead to chronic diseases such as type 2 diabetes and heart disease. What component of fitness can help deter or prevent those diseases?</p> <p>A. muscular strength B. flexibility C. aerobic efficiency D. body composition *</p> <p><i>Standard: 3.2.1</i> <i>DOK Level: 2</i></p>
<p>3.3.1 3.3.2</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</p>	<p>Standards with Test Item Specifications:</p> <ol style="list-style-type: none"> 1. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan; and 2. create a-physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes. <p>Specifications:</p> <ul style="list-style-type: none"> • None
<p>Benchmark 3: understand how activity participation</p>	<p>Item Types:</p> <ul style="list-style-type: none"> • MC = with or without stimulus

<p>patterns are likely to change throughout life and identify strategies to deal with those changes:</p>	<p>Sample Question:</p> <p>Physiological changes occur with aging in all organ systems. Lean body mass declines with age and this is primarily due to loss and atrophy of muscle cells. What can delay or reverse these changes?</p> <p>A. preventative programs of diet and exercise *</p> <p>B. reduction of sodium and added sugar to food consumed</p> <p>C. better oral hygiene and increase in vitamin supplements</p> <p>D. no change or reverse can occur</p> <p><i>Standard: 3.3.2</i> <i>DOK Level: 2</i></p>
<p>3.4.1 3.4.2</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</p> <p>Benchmark 4: use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:</p>	<p>Standards with Test Item Specifications:</p> <p>1. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (e.g., pedometers, heart rate monitors, activity-gram, etc.); and</p> <p>2. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (e.g., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = with or without stimulus <p>Sample Question:</p> <p>Which health related fitness component allows for the heart, the blood vessels, and the respiratory system to deliver oxygen efficiently over an extended period of time?</p> <p>A. muscular strength</p> <p>B. cardiovascular fitness *</p>

	<p>C. agility D. muscular endurance</p> <p><i>Standard: 3.4.2</i> <i>DOK Level: 1</i></p>
<p>4.2.1</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Benchmark 2: demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:</p>	<p>Standards with Test Item Specifications: 1. demonstrate the ability and knowledge to self-assess health-related fitness levels (e.g., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (e.g., develop strategies for achieving and maintaining a personal fitness program).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None <p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus <p>Sample Question:</p> <p>A 16 year old student is exercising at a moderate to vigorous intensity. What is would be an appropriate heart rate?</p> <p>A. 103 bpm B. 111 bpm C. 132 bpm * D. 173 bpm</p> <p><i>Standard: 4.2.1</i> <i>DOK Level: 1</i></p>
<p>4.3.1 4.3.2</p>	<p>Standards with Test Item Specifications: 1. provide rationale for the use of scientific concepts in the development of one’s fitness program;</p>

<p>4.3.3 4.3.4</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Benchmark 3: design personal fitness programs that encompass all health-related physical fitness components:</p>	<p>2. provide rationale for the principles of frequency, intensity, time and type; 3. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.); and 4. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Know components of fitness ● Know FITT formula
	<p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus
	<p>Sample Question:</p> <p>Which example best incorporates all principles of the FITT formula?</p> <p>A. walking for 40 minutes, 5 days a week B. weight lifting 3 days a week at 10 reps max C. playing basketball for 30 minutes a day, 4 days a week D. jogging for 20 minutes, 3 days a week, 65% MHR *</p> <p><i>Standard: 4.3.2</i> <i>DOK Level: 2</i></p>
<p>5.4.1</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</p>	<p>Standards with Test Item Specifications:</p> <p>1. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None
	<p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus

<p>Benchmark 4: accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:</p>	<p>Sample Question:</p> <p>Which of the following would be a negative trait in a leader?</p> <p>A. motivates and inspires others B. indifferent to the goals of the team * C. resolves issues that impact performance D. guides and influences results</p> <p><i>Standard: 5.4.1</i> <i>DOK Level: 1</i></p>
<p>6.1.1 6.1.2</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>Benchmark 1: identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:</p>	<p>Standards with Test Item Specifications:</p> <p>1. discuss why social differences and other aspects keep young adults from participating in an active lifestyle; and 2. acknowledge the attributes that individuals with differences bring to a group.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None <p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus <p>Sample Question:</p> <p>Which of the following social differences does not prevent young adults from participating in active lifestyles?</p> <p>A. body mass index of the individual B. exposure to different types of physical activity C. education level of the household * D. enjoyment of physical activity</p>

	<p><i>Standard: 6.1.1</i> <i>DOK Level: 1</i></p>
<p>6.2.1</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>Benchmark 2: develop strategies for including persons of diverse backgrounds and abilities in physical activity:</p>	<p>Standards with Test Item Specifications: 1. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity; and</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None <hr/> <p>Item Types:</p> <ul style="list-style-type: none"> ● MC = with or without stimulus <hr/> <p>Sample Question:</p> <p>Which of the following is a positive example of creating success for a fellow student with a disability?</p> <p>A. shortening the pitching distance in softball B. creating a smaller play area in soccer C. allowing two-handed dribbling in basketball D. all of the above *</p> <p><i>Standard: 6.2.1</i> <i>DOK Level: 1</i></p>
<p>7.2.1 7.2.2</p> <p>Standard 7: Understands that physical activity provides opportunities</p>	<p>Standards with Test Item Specifications: 1. identify key reasons to develop and maintain physical activity and healthy eating habits; and 2. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● None

for enjoyment, challenge, self-expression and social interaction.

Benchmark 2:
evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:

Item Types:

- MC = with or without stimulus

Sample Question:

Why is physical activity, as compared to rigid diets, a better solution for overweight students?

- A. daily physical activity increases fitness levels
- B. diets provide too few calories and food choices
- C. physical activity creates positive feelings about weight management strategies
- D. exercise minimizes the loss of lean body mass and stimulates fat loss *

Standard: 7.2.1

DOK Level: 2

Physical Education 9-12 Reporting Category Alignment Framework				
Standard	Count by DOK			Total
	DOK 1	DOK 2	DOK 3	
1.1.1	1			1
1.1.2	1			1
1.1.3	1			1
2.1.1	3	1		4
2.1.2	1	2		3
2.1.3	1			1
2.1.4	1	1		2
3.2.1	1			1
3.3.1	1			1
3.3.2	1			1
3.4.1	1			1
3.4.2			1	1
4.2.1		1		1
4.3.1	1			1
4.3.2	1			1
4.3.3	1	1		2
4.3.4	1			1
5.4.1		1		1
6.1.1	1			1
6.1.2	1			1
6.2.1	1			1
7.2.1	1			1
7.2.2	1			1
Total	22	7	1	30