**Purpose Statement**

*Physical Education 6-8*

The Physical Education 6-8 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:**

- 2301 - Physical Education Grd K-6
- 2304 - Physical Education Grd 6-8
- 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Standards with Test Item Specifications:</th>
</tr>
</thead>
</table>
| 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/5-8%20PhysicalEducationStandards.pdf](http://www.ped.state.nm.us/standards/Physical%20Ed/5-8%20PhysicalEducationStandards.pdf) | ● This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.  
● 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.  
● Topics and terms in **bold** will be emphasized on the exam. |

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.

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.

<table>
<thead>
<tr>
<th>Item Types:</th>
</tr>
</thead>
</table>
| The item types for this EOC exam are limited to:  
**MC** = multiple choice with or without stimulus (e.g., picture, graph, table) |

<table>
<thead>
<tr>
<th>Sample Question(s):</th>
</tr>
</thead>
</table>
| Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.  
● An * denotes the correct answer  
● DOK = Depth of Knowledge  
● Some sample questions may be items released items from prior EOC exams |
### Blueprint Table - Physical Education

<table>
<thead>
<tr>
<th>Content Standard/Benchmark</th>
<th>Performance Standards with Test Item Specifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.3.1</strong></td>
<td>1. Apply knowledge of results to correct and improve future performance</td>
</tr>
<tr>
<td><strong>2.3.2</strong></td>
<td>2. Demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).</td>
</tr>
<tr>
<td><strong>Content Standard 2:</strong></td>
<td>Specifications:</td>
</tr>
<tr>
<td>Applies movement concepts and principles to the learning and development of motor skills.</td>
<td>● Students will be able to identify and apply the skill-related fitness and movement components (i.e. agility, balance, coordination, speed, power, reaction time).</td>
</tr>
<tr>
<td><strong>Benchmark 3:</strong></td>
<td>● Students will be able to identify specialized movement skills such as throwing an object (e.g., baseball, frisbee).</td>
</tr>
<tr>
<td>Demonstrate competency in the use of critical elements of fundamental and specialized movement skills.</td>
<td><strong>Item Types:</strong></td>
</tr>
<tr>
<td></td>
<td>● MC = multiple choice with or without stimulus</td>
</tr>
</tbody>
</table>

**Sample Question:**

Which best defines balance?

A. light on feet, able to change direction quickly
B. able to stabilize the body when moving or still *
C. the amount of force a muscle applies
D. range of motion in joints and muscles

* Standard 2.3.2
* DOK Level: 1
### Content Standard 3:
Exhibits knowledge and ability to participate in a physically active lifestyle.

#### Benchmark 2:
Determine long-term benefits that may result from regular participation in physical activity.

**Performance Standards with Test Item Specifications:**
1. Analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles)
2. Outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.)
3. Compare and contrast the difference between aerobic and anaerobic fitness activities

**Specifications:**
- Students will be able to explain the benefits of a physically active lifestyle
- Students will be able to explain the potential risks of a sedentary/inactive lifestyle
- Students will be able to compare and contrast the difference between aerobic and anaerobic activities
- Students will be able to identify various aerobic and anaerobic activities

**Item Types:**
- MC = multiple choice with or without stimulus

**Sample Question:**
Which is an aerobic activity?

A. stretching  
B. push-ups  
C. jogging  
D. body plank

*Standard 3.2.3*
*DOK Level: 1*

### 4.1.1

**Performance Standards with Test Item Specifications:**
1. Analyze appropriate physical activities that result in the development of
4.1.3
4.1.4

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: Participate in physical activities that address each health-related physical fitness component.

Cardiovascular Endurances
2. Demonstrate and identify fitness activities that require muscular strength and muscular endurance
3. Select appropriate flexibility activities
4. Identify the benefits of a healthy body composition versus the risks of an unhealthy body composition.

Specifications:
- Students will be able to identify and apply the health-related fitness components (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)
- Students will be able to select and identify appropriate fitness activities that contribute to cardiovascular endurance (e.g., jogging, riding a bike)
- Students will be able to identify Target Heart Rate and the benefits of exercising within your Target Heart Rate Zone.
- Students will be able to select and identify appropriate fitness activities that contribute to muscular strength and muscular endurance (e.g., push-ups, body plank)
- Students will be able to identify and apply safe stretching techniques in regards to flexibility and warm-up
- Students will be able to identify behaviors and activities that will result in ideal body composition.

Item Types:
- MC = multiple choice with or without stimulus

Sample Question:
Which will improve your muscular endurance?

A. eating fruits and vegetables
B. doing push-ups and sit-ups *
C. keeping a food journal
| Standard: 4.1.1  
DOK Level: 1 | D. walking the track |

**Content Standard 4:**
Achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 4:**
evaluate the effectiveness of exercise and other factors to obtain personal fitness goals

| Performance Standards with Test Item Specifications: |
| 1. Analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.) |

**Specifications:**
- Students will be able to identify and apply the components of the F.I.T.T. Principle (i.e., frequency, intensity, time, type)

**Item Types:**
- MC = multiple choice with or without stimulus

**Sample Question:**
Exercising 3-5 times a week relates to which part of the F.I.T.T. Principle?

A. technique  
B. intensity  
C. frequency*  
D. type

**Standard: 4.4.1  
DOK Level: 1**

| Performance Standards with Test Item Specifications: |
| 1. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.); |
### Standard 5:
Demonstrates responsible personal and social behavior in physical activity settings.

### Benchmark 3:
recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:

<p>| | |</p>
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<tbody>
<tr>
<td>2.</td>
<td>recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);</td>
</tr>
<tr>
<td>3.</td>
<td>list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);</td>
</tr>
<tr>
<td>4.</td>
<td>when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);</td>
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<tr>
<td>5.</td>
<td>identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee’s decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.); and</td>
</tr>
<tr>
<td>6.</td>
<td>demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.).</td>
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</tbody>
</table>

#### Specifications:
- **None**

#### Item Types:
- **MC** = multiple choice with or without stimulus

#### Sample Question:

While playing in a basketball game, Sara helps a girl from the opposing team up after the girl falls down. Which of the following statements is true?

A. Sara is disrespecting the referee.  
B. Sara is avoiding peer pressure.  
C. Sara is bullying the girl  
D. Sara is demonstrating good sportsmanship.*

*Standard: 5.3.6  
DOK Level: 1
<table>
<thead>
<tr>
<th>Standard</th>
<th>Number of Questions Per DOK Category by Standard</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>DOK 1</td>
</tr>
<tr>
<td>2.3.1</td>
<td>1</td>
</tr>
<tr>
<td>2.3.2</td>
<td></td>
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<tr>
<td>3.2.1</td>
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<td>3.2.2</td>
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<td>3.2.3</td>
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