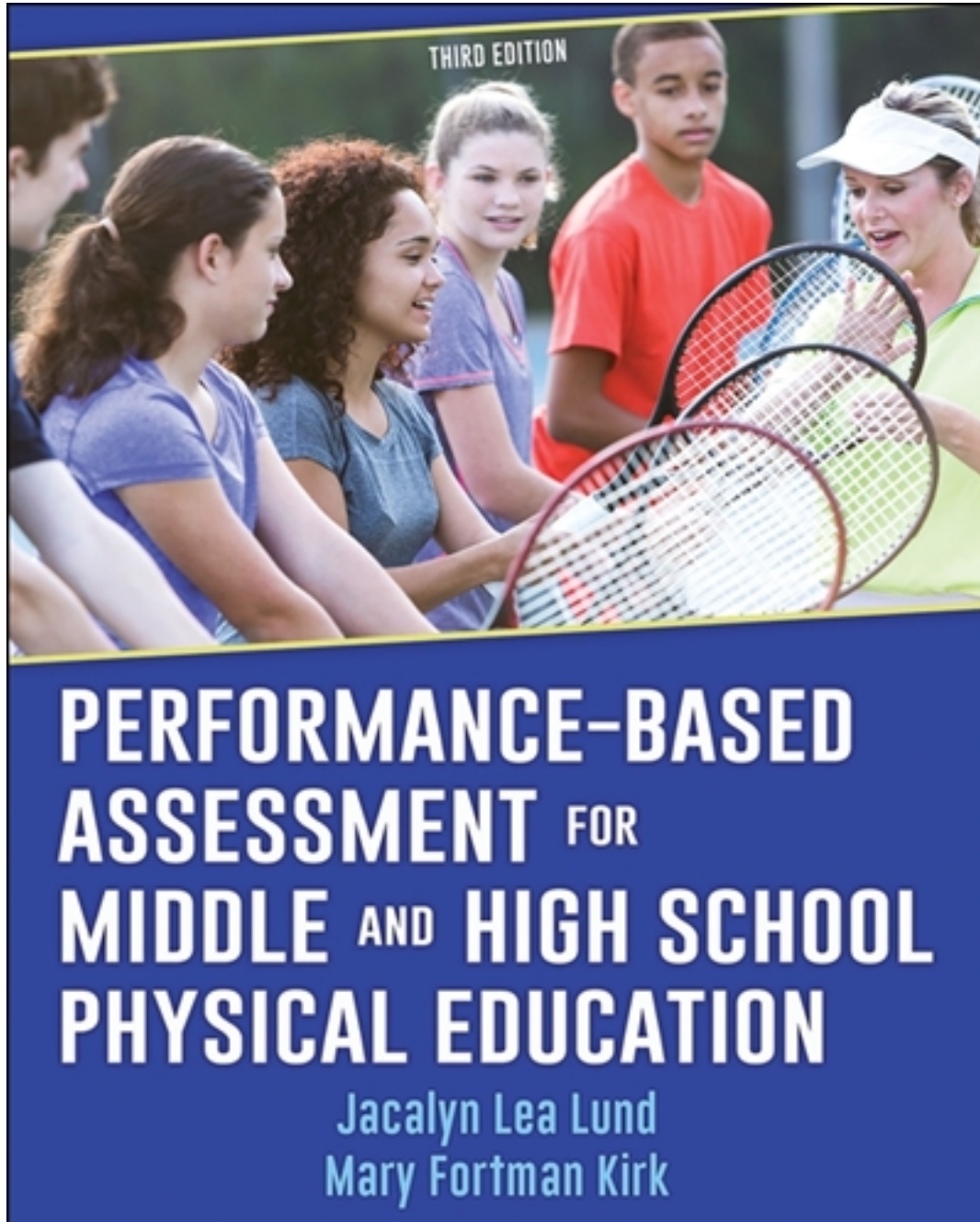


Test Bank for Performance-Based Assessment for Middle and High School Physical Education 3rd Edition by Lund

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Test Bank

1. Assessing the Psychomotor Domain to Enhance Student Learning

Which of these is NOT an example of a performance-based assessment?

- *a. a badminton serve skill test where the teacher records results
- b. developing a written play to use in an upcoming basketball game
- c. writing a critique of a dance performance
- d. keeping statistics for a softball game

2. Assessing the Psychomotor Domain to Enhance Student Learning 2

When teachers identify the criteria of an assessment for students,

- a. students will negotiate the criteria and make them less demanding
- b. it can narrow the curriculum
- *c. it can result in teachers going back and revising the assessment
- d. it can provide students with an easy way to earn a high grade

3. Assessing the Psychomotor Domain to Enhance Student Learning 3

Embedding assessments into instruction

- a. causes students to confuse assessment and learning
- *b. allows teachers to assess without detracting from instruction time
- c. is a bad practice because it requires excessive planning time
- d. is a practice rarely used because it is effective only with two instructional teaching strategies

4. Assessing the Psychomotor Domain to Enhance Student Learning 4

When possible, performance-based assessment should be publicly displayed because

- *a. it is an excellent opportunity for others to view students' learning

- b. other teachers can get assessment ideas
- c. children learn how to perform in a stressful situation
- d. it allows for public critique of work, thus exposing possible errors or mistakes

5. Assessing the Psychomotor Domain to Enhance Student Learning 5

Which of these is most true about using assessments formatively?

- a. High performing students benefit most from using them.
- b. They must engage students into the learning process to be considered a formative assessment.
- *c. They are used by teachers to make instructional decisions.
- d. They are used to make summative decisions about student learning.

6. Assessing the Psychomotor Domain to Enhance Student Learning 6

Teacher observations

- a. should focus on the least-skilled students
- *b. are considered assessment only when the results are written or recorded
- c. should not be used in large classes
- d. should not be used to document students' learning

7. Assessing the Psychomotor Domain to Enhance Student Learning 7

Skill tests are used to

- *a. observe student performance without game play complexities
- b. demonstrate for game-play expertise, as they are proxies for student competence
- c. allow students to demonstrate ability to apply skill and knowledge
- d. measure student ability to know when to use a skill in a given situation

8. Assessing the Psychomotor Domain to Enhance Student Learning 8

Diagnostic assessments

- a. have the same purpose as pretests
- b. are comprehensive and include all skills that will be taught during a unit
- *c. are used to inform teachers about what students already know about an upcoming unit
- d. are also administered at the conclusion of instruction to determine student growth

9. Assessing the Psychomotor Domain to Enhance Student Learning 9

Game-play assessments that use rubrics to judge performance

- a. are only used for summative assessment
- b. are useful for evaluating correct form on skills
- *c. can be used to assess all three learning domains
- d. require little training or expertise to use with consistency

10. Assessing the Psychomotor Domain to Enhance Student Learning10

Performance-based assessments require

- a. that teachers use enormous amounts of time to plan them
- b. lots of lecture and cognitive learning
- c. the use of the direct instruction teaching model
- *d. a change in the role of the teacher from gatekeeper to coach

11. Assessing the Psychomotor Domain to Enhance Student Learning11

When teachers use formative assessments,

- a. they have many items on which to base a grade
- b. students tend to do shoddy work because they know they will have additional chances to improve
- *c. the assessments are implemented throughout the instructional process
- d. much instructional time is lost or sacrificed

12. Assessing the Psychomotor Domain to Enhance Student Learning¹²

Which of these statements is true regarding development of performance-based assessments?

- a. It is best to give the most difficult assessments first (early in the unit) so that students have more time to complete them.
- *b. Assessments should become progressively more difficult as the unit progresses.
- c. Assessments should be of equal difficulty throughout the learning experience.
- d. Teachers should randomly vary the level of difficulty so that students can't anticipate whether an assessment will be difficult.

13. Assessing the Psychomotor Domain to Enhance Student Learning¹³

When the same assessment is given multiple times to monitor students' achievement, they are called

- a. product indicators
- b. instructional benchmarks
- *c. progress checkpoints
- d. markers

14. Assessing the Psychomotor Domain to Enhance Student Learning¹⁴

When developing assessments for a unit, the teacher should

- a. keep assessments in a consistent style to enhance students' ability to take the tests
- *b. plan a variety of assessments to evaluate learning through multiple lenses
- c. use only one or two assessments to maximize students' time on task
- d. use written tests to ensure a concrete way of documenting results

15. Assessing the Psychomotor Domain to Enhance Student Learning¹⁵

Teachers testing what they teach is referred to as

- a. backward mapping
- b. instructional consistency
- *c. instructional alignment
- d. performance integrity

16. Assessing the Psychomotor Domain to Enhance Student Learning¹⁶

When performance-based assessments give students ownership in the instructional process,

- *a. students are motivated because they have a choice
- b. assessment validity is compromised
- c. reliability becomes problematic
- d. students negotiate teacher expectations down from the original intention

17. Assessing the Psychomotor Domain to Enhance Student Learning¹⁷

When a teacher's judgment influences the way an assessment is scored, which of these is compromised?

- a. validity
- b. instructional impact
- c. accountability
- *d. reliability

18. Assessing the Psychomotor Domain to Enhance Student Learning¹⁸

When it is impractical to observe every student in a large class, teachers should watch

- a. high-skilled performers
- b. average-skilled performers
- c. lower-skilled performers
- *d. a mix of high-, average-, and lower-skilled performers

19. Assessing the Psychomotor Domain to Enhance Student Learning¹⁹

Event task assessments are useful ways to evaluate

- a. cognitive ability

- *b. students' ability to apply knowledge learned in class
- c. growth in ability over time
- d. listening skills

20. Assessing the Psychomotor Domain to Enhance Student Learning20

Projects give students the opportunity to

- a. get a good grade in physical education even though they don't have many psychomotor skills
- *b. use hidden talents (e.g., creativity, skills not taught in class) to demonstrate learning and competence about physical education
- c. use the work of others to improve their grades
- d. have their parents or siblings get involved with knowledge and learning in physical education