

NM Public Education Department

PHYSICAL EDUCATION 4-5

END-OF-COURSE EXAM | GRADE 4-5 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Physical Education 4-5

The Physical Education 4-5 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 code:

2301 - Physical Education

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/K-4%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>
	<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

<p>1.1.1 1.1.3</p> <p>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</p> <p>Benchmark 1: Demonstrate competency in selected motor skills:</p>	<p>Performance Standards with Test Item Specifications:</p> <p>1. demonstrate mature form in all locomotor patterns; 3. develop patterns and combinations of movements into repeatable sequences.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Locomotor patterns are limited to hopping, skipping, jumping, and galloping.
	<p>Item Types:</p> <ul style="list-style-type: none"> MC = multiple choice with or without stimulus
	<p>Sample Question:</p> <p>What locomotor movement uses the sequence: step, hop, step, hop?</p> <p>A. skipping * B. hopping C. jumping D. galloping</p> <p><i>Standard: 1.1.1</i> <i>DOK Level: 1</i></p>
<p>2.3.1 2.3.3</p> <p>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</p> <p>Benchmark 3: Demonstrate critical elements of fundamental and specialized movement skills:</p>	<p>Performance Standards with Test Item Specifications:</p> <p>1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each; 3. demonstrate the application of critical cues in selected motor skills; and</p> <p>Specifications:</p> <ul style="list-style-type: none"> Know vocabulary words such as: dominant, non-dominant trap, pass, control.
	<p>Item Types: MC = multiple choice with or without stimulus</p>
	<p>Sample Question:</p>

	<p>What is the correct cue while making a proper overhand throw?</p> <p>A. step with the same foot B. step with the non-dominant foot* C. stay in the same place D. step with a tic-toc throw</p> <p><i>Standard: 2.3.1</i> <i>DOK Level: 2</i></p>
<p>4.1.1</p> <p>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Benchmark 1: Match different types of physical activities with health-related physical fitness components:</p>	<p>Performance Standards with Test Item Specifications: 1. select activities designed to improve and maintain levels of fitness in each component of health-related fitness.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types: MC = multiple choice with or without stimulus</p> <p>Sample Question:</p> <p>What does <i>cardiovascular endurance</i> mean?</p> <p>A. how hard the muscles work B. how hard the heart works * C. what the body is composed of D. how much the body can stretch</p> <p><i>Standard: 4.1.1</i> <i>DOK Level: 1</i></p>
<p>5.2.1</p> <p>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</p>	<p>Performance Standards with Test Item Specifications: 1. work productively with a partner to improve selected motor skills by using the critical elements of the process;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None

Benchmark 2: work cooperatively and productively with a partner or small group:	Item Types: <ul style="list-style-type: none">• MC = multiple choice with or without stimulus
	Sample Question: When working with a team to complete a challenge successfully, what should be done? A. Create an idea and tell team members to use it. B. Tell team members to use the first solution. C. Team members work cooperatively to complete the challenge. * D. Allow team members to sit and watch if they do not have ideas. <i>Standard: 5.2.1</i> <i>DOK Level: 1</i>

Standard	Number of Questions Per DOK Category by Standard			Totals
	DOK 1	DOK 2	DOK 3	
1.1.1	3	2		5
1.1.3	2	2		4
2.3.1	4	1		5
2.3.3	3			3
4.1.1	3	2		5
5.2.1	2	1		3
Totals	17	8	0	25