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

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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

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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

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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

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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

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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

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*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

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