ETS PPAT

Measuring the Power of Learning.®

PPAT® Assessment

Alignment with *Praxis*® Test Specifications for Physical Education: Content Knowledge

ETS® Professional Educator PROGRAMS

PPAT® Assessment Alignment with *Praxis*® Test Specifications for Physical Education: Content Knowledge

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all of the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of the content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of Physical Education may include, but is not limited to, the following categories.

PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	*Praxis*® Test Specifications
Step 1 **Factors, Resources, and Protocols** Candidates' ability to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community	**I. Content Knowledge and Student Growth and Development** **A. Core Concepts** 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques) 7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings 8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection **B. Student Growth and Development** 6. Use of appropriate professional support services and resources to meet students' needs **II. Management, Motivation, and Communication** **A. Management and Motivation** 1. Principles of classroom management practices that create effective learning experiences in physical education settings **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 6. Identification, development, and implementation of appropriate program and instructional goals and objectives **B. Student Assessment** 9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)
Step 2 **Knowledge of Students** Candidates' ability to cultivate relationships with your students (e.g., through the co-creation of rigorous, relevant learning opportunities) and acquire increasing in-depth knowledge about each students' academic and nonacademic strengths, skills, competencies, and interests.	**I. Content Knowledge and Student Growth and Development** **B. Student Growth and Development** 5. Appropriate and effective instruction related to students' cultures and ethnicities, personal values, family structures, home environments, and community values **II. Management, Motivation, and Communication** **A. Management and Motivation** 1. Principles of classroom management practices that create effective learning experiences in physical education settings **B. Communication** 4. Communication in ways that show respect and consideration for students, colleagues, and parents **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 4. Activities designed to improve health-related and skill-related fitness 5. Current issues, trends, and laws affecting the choice of appropriate physical education activities

Task 1 Steps	*Praxis*® Test Specifications
	8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models **IV. Collaboration, Reflection, and Technology** **A. Collaboration** 3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations 4. Promotion of a variety of opportunities for physical activity in the school and the community

PPAT® Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 2 Steps	*Praxis*® Test Specifications
Step 1 **Planning the Assessment** Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)	**III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning 2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development 3. Provision of feedback to enhance skill development 4. Activities designed to improve health-related and skill-related fitness 6. Identification, development, and implementation of appropriate program and instructional goals and objectives 7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) 3. Understanding of fitness assessments such as President's Challenge and FitnessGram® 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced) 5. Validity, reliability, bias, and ways of interpreting assessment results 6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions 7. Involvement of students in self-assessment and peer assessment 8. Appropriate assessment of individuals with disabilities
Step 2 **Administering the Assessment and Analyzing the Data** Candidates' ability to administer their assessment and to collect, record, and analyze the data	**III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)

Task 2 Steps	*Praxis*® Test Specifications
	3. Understanding of fitness assessments such as President's Challenge and FitnessGram 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced) 5. Validity, reliability, bias, and ways of interpreting assessment results 6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions 7. Involvement of students in self-assessment and peer assessment 8. Appropriate assessment of individuals with disabilities
Step 3 **Reflecting** Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan Candidates' ability to reflect on the data-based decisions that occurred through data analysis	**III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) 3. Understanding of fitness assessments such as President's Challenge and FitnessGram 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced) 5. Validity, reliability, bias, and ways of interpreting assessment results 6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions 7. Involvement of students in self-assessment and peer assessment 8. Appropriate assessment of individuals with disabilities **IV. Collaboration, Reflection, and Technology** **B. Reflection** 1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection

PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	*Praxis*® Test Specifications
Step 1 **Planning the Lesson** Candidates' ability to plan an effective lesson that facilitates student learning	**I. Content Knowledge and Student Growth and Development** **A. Core Concepts** 1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning) 2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque) 3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship) 4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise) 5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems) 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques) 7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings 9. Effects of substance abuse on student performance, health, and behavior **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task 3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental) **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning 2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development 4. Activities designed to improve health-related and skill-related fitness

Task 3 Steps	*Praxis*® Test Specifications
	5. Current issues, trends, and laws affecting the choice of appropriate physical education activities 6. Identification, development, and implementation of appropriate program and instructional goals and objectives 7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models 9. Use of teaching resources and curriculum materials to design learning experiences 10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation) **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) **IV. Collaboration, Reflection, and Technology** **C. Technology** 1. Design, development, and implementation of student learning activities that integrate information technology 2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development
Step 2 **The Focus Students** Candidates' ability to differentiate instruction for individual students	**I. Content Knowledge and Student Growth and Development** **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task **III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) 3. Understanding of fitness assessments such as President's Challenge and FitnessGram 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced)

Task 3 Steps	*Praxis*® Test Specifications
	5. Validity, reliability, bias, and ways of interpreting assessment results 6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions 7. Involvement of students in self-assessment and peer assessment 8. Appropriate assessment of individuals with disabilities
Step 3 **Analyzing the Instruction** Candidates' ability to analyze their lesson plan and evidence of student learning	**I. Content Knowledge and Student Growth and Development** **A. Core Concepts** 1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning) 2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque) 3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship) 4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise) 5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems) 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques) 7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings 9. Effects of substance abuse on student performance, health, and behavior **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task 3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental) **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning

Task 3 Steps	*Praxis*® Test Specifications
	2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development 3. Provision of feedback to enhance skill development 4. Activities designed to improve health-related and skill-related fitness 5. Current issues, trends, and laws affecting the choice of appropriate physical education activities 6. Identification, development, and implementation of appropriate program and instructional goals and objectives 7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models 9. Use of teaching resources and curriculum materials to design learning experiences 10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation) **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) **IV. Collaboration, Reflection, and Technology** **C. Technology** 1. Design, development, and implementation of student learning activities that integrate information technology 2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development
Step 4 **Reflecting** Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement	**III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) **IV. Collaboration, Reflection, and Technology** **B. Reflection** 1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection) **C. Technology** 1. Design, development, and implementation of student learning activities that integrate information technology

Task 3 Steps	*Praxis*® Test Specifications
	2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development

PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	*Praxis*® Test Specifications
Step 1 **Planning** Candidates' ability to plan an effective lesson that facilitates student learning	**I. Content Knowledge and Student Growth and Development** **A. Core Concepts** 1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning) 2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque) 3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship) 4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise) 5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems) 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques) 7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings 9. Effects of substance abuse on student performance, health, and behavior **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task 2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains 3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning

Task 4 Steps	*Praxis*® Test Specifications
	2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development 4. Activities designed to improve health-related and skill-related fitness 5. Current issues, trends, and laws affecting the choice of appropriate physical education activities 6. Identification, development, and implementation of appropriate program and instructional goals and objectives 7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models 9. Use of teaching resources and curriculum materials to design learning experiences 10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation) **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)
Step 2 **Implementing the Plan** Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice	**I. Content Knowledge and Student Growth and Development** **A. Core Concepts** 1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning) 2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque) 3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship) 4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise) 5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems) 6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques)

Task 4 Steps	*Praxis*® Test Specifications
	7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings 9. Effects of substance abuse on student performance, health, and behavior **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task 2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains 3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental **II. Management, Motivation, and Communication** **A. Management and Motivation** 1. Principles of classroom management practices that create effective learning experiences in physical education settings 3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students) 4. Motivation of students to participate in physical activity both in school and outside of school 5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment **B. Communication** 1. Effective verbal and nonverbal communication skills in a variety of physical activity settings 2. Specific appropriate instructional feedback in skill acquisition, student learning, and motivation 3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, technology) 4. Communication in ways that show respect and consideration for students, colleagues, and parents **III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning 2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development

Task 4 Steps	*Praxis*® Test Specifications
	3. Provision of feedback to enhance skill development 4. Activities designed to improve health-related and skill-related fitness 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models 9. Use of teaching resources and curriculum materials to design learning experiences 10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance 11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation) **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)
Step 3 **Understanding the Two Focus Students** Candidates' ability to provide evidence of student learning resulting from the implemented lesson	**I. Content Knowledge and Student Growth and Development** **B. Student Growth and Development** 1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task **III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales) 2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations) 3. Understanding of fitness assessments such as President's Challenge and FitnessGram 4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced) 5. Validity, reliability, bias, and ways of interpreting assessment results 6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions 7. Involvement of students in self-assessment and peer assessment 8. Appropriate assessment of individuals with disabilities
Step 4 **Reflecting**	**III. Planning, Instruction, and Student Assessment** **A. Planning and Instruction** 1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise

Task 4 Steps	*Praxis*® Test Specifications
Candidates' ability to reflect on the effectiveness of their lesson for the entire class	physiology, biomechanics and kinesiology, motor development and motor learning 2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development 4. Activities designed to improve health-related and skill-related fitness 8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models 9. Use of teaching resources and curriculum materials to design learning experiences **III. Planning, Instruction, and Student Assessment** **B. Student Assessment** 2. Gathering of data and assessment of student learning in the cognitive and reflective domains by a variety of techniques (e.g., written assessments, rating scales, observations) **V. Collaboration, Reflection, and Technology** **B. Reflection** 1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection