

CHAPTER 2

LINKING PROGRAM DEVELOPMENT WITH MEASUREMENT AND EVALUATION

TRUE/FALSE

1. The learning domains of physical education are titled psychomotor, cognitive, general motor ability, and affective. (F)
2. Speed, agility, quickness, and upper body strength are components associated with the health-related fitness domain. (F)
3. Sociometric inventories, attitudinal scales, and self-concept questionnaires are used to measure elements of the affective domain. (T)
4. Program development is preceded by a needs assessment. (T)
5. Upgrading standards in class is usually the result of a needs assessment that indicates that students meet or exceed initial expectations. (T)
6. The recommended sequence for program development is: 1) establishing a program philosophy, 2) developing program goals, 3) planning program activities, 4) delivering the program, and 5) evaluating and approving program. (T)
7. Surveys which detail the interests of participants can provide relevant information for determining program activities. (T)
8. The autonomy displayed by physical educators who teach K-6, 7-9, and 10-12, usually results in a quality program with sequenced curriculum. (F)
9. Program goals are developed from fundamental philosophical aims. (T)
10. Program goals need not be measurable or objectively assessed. (F)
11. When compared to the other domains, evaluation in the affective domain is considered the most difficult. (T)
12. The terms *behavioral objectives* and *performance-based objectives* are synonymous. (T)
13. Performance-based objectives can only be written for the psychomotor, cognitive, and health-related fitness domains. (F)
14. It is not important for programs in adult fitness settings to be concerned with the cognitive domain. (F)

MULTIPLE CHOICE

1. A child's performance on a test to measure abdominal strength is most closely related to:
- a. the health-related fitness domain.
 - b. the psychomotor domain.
 - c. the cognitive domain.
 - d. the affective domain.

Answer: a

2. Assessing a student's performance on the tennis serve is an example of testing an element of:
- a. the health-related fitness domain.
 - b. the psychomotor domain.
 - c. the cognitive domain.
 - d. the affective domain.

Answer: b

3. Administering a written test of strategies in playing basketball is an example of testing a component of:
- a. the health-related fitness domain.
 - b. the psychomotor domain.
 - c. the cognitive domain.
 - d. the affective domain.

Answer: c

4. Administering an instrument to measure attitudes toward physical activity is an example of testing in:
- a. the health-related fitness domain.
 - b. the psychomotor domain.
 - c. the cognitive domain.
 - d. the affective domain.

Answer: d

5. Adult fitness settings would typically have program objectives in each of the learning domains except:
- a. the health-related fitness domain.
 - b. the psychomotor domain.
 - c. the cognitive domain.
 - d. the affective domain.

Answer: b

6. Coaches want their athletes to understand all of the rules of their sport in order to compete in the most effective manner. This is an example of:

- a. the health-related fitness domain.
- b. the psychomotor domain.
- c. the cognitive domain.
- d. the affective domain.

Answer: c

7. Which of the following is not a characteristic associated with the psychomotor domain?

- a. balance
- b. agility
- c. low back flexibility
- d. power
- e. none of the above

Answer: c

8. Program goals:

- a. evolve from fundamental philosophical aims.
- b. should be very specific.
- c. are the same as unit outcomes.
- d. should usually include multiple learning domains.
- e. should include behavioral objectives.

Answer: a

9. Which of the following would not planning program activities?

- a. age of the participant.
- b. participant's initial level of competence.
- c. number of participants.
- d. equipment and supplies.
- e. all would affect planning program activities.

Answer: e

10. A performance-based objective is the same thing as:

- a. a program goals.
- b. a behavioral objective.
- c. a long range goal.
- d. a rubric.

Answer: b

11. The recommended order of program development is:
- a. developing program goals, evaluating and improving the program, establishing a program philosophy, delivering the program, and planning program activities.
 - b. evaluating and improving the program, delivering the program, developing program goals, establishing a program philosophy, and planning program activities.
 - c. establishing a program philosophy, developing program goals, planning program activities, delivering the program, and evaluating and improving the program.
 - d. delivering the program, evaluating and improving the program, establishing a program philosophy, planning program activities, and developing program goals.
 - e. establishing a program philosophy, delivering the program, developing program goals, evaluating and improving the program, and planning program activities.
- Answer: c

FILL-IN-THE-BLANK

1. The sphere in which certain outcomes are targeted for attainment through specific educational experiences is referred to as a/an _____.
Answer: learning domain
2. The _____ domain is characterized by those aspects of fitness that affect an individual's functional health and physical well-being.
Answer: health-related physical fitness
3. The _____ domain includes traits specific to general motor ability tests and other fundamental motor skills.
Answer: psychomotor
4. The _____ domain includes processes of acquiring and using knowledge such as understanding, recognizing, and recalling information; development of good sportsmanship; cooperation; and positive attitudes towards physical activity.
Answer: cognitive
5. The _____ can serve as an initial pretest to obtain baseline data on which future progress can be monitored.
Answer: needs assessment
6. A curriculum that is logically sequenced in grades K-12 is considered to display _____ continuity.
Answer: program
7. _____ goals evolve from basic philosophical aims.
Answer: Program
8. To display a positive attitude toward activity and to establish and maintain health-related physical fitness are examples of _____ goals.
Answer: program
9. The most common way to measure student comprehension is by administering _____ tests.
Answer: written
10. "The student will be able to make 4 out of 8 putts from a distance of 10 feet" is an example of a/an _____ objective.
Answer: performance-based
11. From an instructional standpoint, a physical educator should plan to expect approximately _____ of activity time for class.
Answer: 30 minutes

12. Information regarding diversity and balance of program offerings as preferred by participants can be obtained by administering a/an _____.
Answer: activity interest survey
13. _____ outcomes are developed to serve as targets for students and teachers during individual activity.
Answer: Unit
14. Performance-based objectives are synonymous with _____ objectives.
Answer: behavioral
15. Fundamental movement patterns such as skipping, hopping, galloping, and leaping are skills usually associated with the _____ domain.
Answer: psychomotor
16. Strategies, techniques, safety procedures, and a general understanding of the rules of the game are most often associated with the _____ domain.
Answer: cognitive
17. The statement "the student will learn the fundamentals of performing a cartwheel" is an example of a/an _____ outcome.
Answer: unit