TExES Physical Education (258) Practice Exam (Sample)

Study Guide

Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- **Practice answering questions under realistic conditions,**
- **Improve accuracy and speed,**
- **Review explanations to strengthen weak areas, and**
- **Approach the exam with greater confidence.**

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here’s how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don’t just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There’s no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. **A physical education teacher is helping students create their own movement sequences to be performed on a gymnastics floor. Some of the students have successfully learned to perform a cartwheel at an appropriate speed on a straight line. Which of the following movements would logically follow a cartwheel in the movement sequences students are creating?**

   A. Split Lean Without Traveling

   B. Backflip

   C. Handstand Hold

   D. Roll Forward

2. **A physical education teacher would most likely structure a unit using which models-based practice to achieve collaborative outcomes?**

   A. Cooperative Learning

   B. Guided discovery

   C. Direct instruction

   D. Individual practice

3. **While observing high school students lifting dumbbells overhead and performing full squats with hips dropping below the knees on each repetition, which action by the teacher would be most appropriate?**

   A. Coaching the student to limit knee flexion to no less than 90 degrees

   B. Encouraging deeper knee bend

   C. Stopping the session immediately

   D. Praising the technique as is

4. **In a first-grade lesson on catching a ball, which strategy would best support all students at an appropriate level for individual success?**

   A. Emphasizing the number of successful catches

   B. Asking students to think about the movements they use to catch the ball

   C. Focusing on how many trials each student completes

   D. Providing identical tasks to every student

5. Which of the following activities, done three to four times per week, is most developmentally appropriate and effective for improving cardiovascular endurance in sixth-grade students?

A. Varied exercises such as jump rope, running, run-walk intervals

B. Heavy resistance training

C. Swimming laps only

D. Prolonged sitting

6. The Game Sense model approach to volleyball would involve which sequence?

A. Having students play a series of modified volleyball games, asking questions that arise in the modified games, then finishing the lesson with a full version of a volleyball game

B. Teacher lectures on volleyball rules and then tests

C. Only practicing service skills in isolation

D. Running laps after the game

7. Which biomechanical concept causes torque when a person is running or jogging?

A. Rotary Motion

B. Linear Motion

C. Potential Energy

D. Shear Force

8. A physical education teacher could use a discussion of which physical activities to most effectively promote students' awareness of the relationships between physical activity and environmental awareness?

A. Running laps on the track

B. Walking and bicycling

C. Weight lifting

D. Swimming laps

9. Why are cooperative jump rope activities emphasized in physical education?

A. They encourage students to work cooperatively together

B. They test maximum speed

C. They isolate individual effort

D. They focus on competition

10. Under IDEA, the Child Find obligation primarily affects young children by which of the following?

A. Building continued screening and assessment intended to identify and evaluate as early as possible all young children with disabilities

B. Providing extended school year services for all students

C. Funding assistive technology for classrooms

D. Setting district-wide general education benchmarks

Answers

1. A
2. A
3. A
4. B
5. A
6. A
7. A
8. B
9. A
10. A

Explanations

1. A physical education teacher is helping students create their own movement sequences to be performed on a gymnastics floor. Some of the students have successfully learned to perform a cartwheel at an appropriate speed on a straight line. Which of the following movements would logically follow a cartwheel in the movement sequences students are creating?

A. Split Lean Without Traveling

B. Backflip

C. Handstand Hold

D. Roll Forward

When planning a floor sequence, linking skills that keep the movement in the same direction with controlled energy matters. After a cartwheel done along a straight line, the most natural follow-up is a Split Lean Without Traveling. This choice uses the momentum from the cartwheel and continues in place, showcasing balance and flexibility without changing direction or requiring a reset. It maintains flow in the routine and builds toward further connected elements. Backflip would introduce a large rotational leap and height, making it a much more advanced, separate action rather than a seamless continuation. Handstand hold, while a solid balance element, would require reorienting from a sideways cartwheel into an inverted position, breaking the smooth directional flow. Roll forward changes the line of travel and disrupts the continuous straight path, making the sequence less cohesive.

2. A physical education teacher would most likely structure a unit using which models-based practice to achieve collaborative outcomes?

A. Cooperative Learning

B. Guided discovery

C. Direct instruction

D. Individual practice

To achieve collaborative outcomes, a cooperative learning approach is the best fit. This model organizes students into small teams that tackle shared goals, with tasks designed so that each member's contribution is necessary for the group's success. In a physical education unit, this translates to activities where students must communicate, negotiate roles, and support one another while practicing skills or working through game-based problems. The teacher designs the tasks, assigns roles, and then facilitates group processing afterward, helping students reflect on teamwork, decision-making, and collective problem-solving in addition to skill development. Guided discovery centers on students uncovering movement ideas with teacher prompts, which develops understanding and problem-solving but isn't inherently structured around interdependence. Direct instruction is teacher-centered and focuses on demonstrations and practice, and individual practice keeps students working solo. Neither emphasizes the collaborative interdependence that cooperative learning explicitly targets, making cooperative learning the best choice for fostering collaborative outcomes.

3. While observing high school students lifting dumbbells overhead and performing full squats with hips dropping below the knees on each repetition, which action by the teacher would be most appropriate?

A. Coaching the student to limit knee flexion to no less than 90 degrees

B. Encouraging deeper knee bend

C. Stopping the session immediately

D. Praising the technique as is

Controlling how deep the squat goes is key for safety and proper technique when lifting overhead. When hips drop below the knees on each rep, the knee bend becomes deeper and the torso must work harder to stay stable, which can increase stress on the knee joint and the spine, especially with an overhead load. Coaching students to limit knee flexion to at least 90 degrees (keeping the thighs roughly parallel to the floor or above) helps keep the movement within a safer, more controllable range while they build strength and mobility. This approach prioritizes control, spinal alignment, and joint health, and can be adjusted as the student gains proficiency. Pushing for a deeper knee bend would raise risk, stopping the session immediately isn't necessary if technique can be corrected, and simply praising the current form would overlook an unsafe depth.

4. In a first-grade lesson on catching a ball, which strategy would best support all students at an appropriate level for individual success?

A. Emphasizing the number of successful catches

B. Asking students to think about the movements they use to catch the ball

C. Focusing on how many trials each student completes

D. Providing identical tasks to every student

When teaching a first-grade ball catch, focusing on the movements a student uses to catch the ball supports success at an individual level. By having students think about and discuss how they position their hands, track the ball, and prepare their body, you provide targeted feedback on specific aspects of the skill. This lets you tailor cues and practice steps to each learner's current ability, so they can gradually refine technique rather than simply trying to achieve a certain number of catches. Counting successful catches centers on outcomes, which can be discouraging for beginners who improve their form but haven't yet achieved many catches. Focusing on how many trials a student completes emphasizes quantity over quality and may reinforce repetition without correcting technique. Providing identical tasks to every student ignores differences in readiness and does not offer the necessary supports or progressions for diverse learners.

5. Which of the following activities, done three to four times per week, is most developmentally appropriate and effective for improving cardiovascular endurance in sixth-grade students?

A. Varied exercises such as jump rope, running, run-walk intervals

B. Heavy resistance training

C. Swimming laps only

D. Prolonged sitting

Developing cardiovascular endurance in sixth graders is best achieved through regular aerobic activity that is varied, accessible, and safe for growing bodies. Doing varied activities several times a week provides the right ongoing stimulus to improve heart and lung efficiency while keeping workouts engaging and easier to progress. A mix like jump rope, running, and run-walk intervals lets students work at moderate to vigorous intensity, switch modes to reduce boredom, and gradually increase challenge as fitness improves. This approach also supports different skill levels and reduces the risk of overuse by spreading effort across activities and muscle groups. While strength-focused resistance training has its place, it isn't the most effective primary method for building cardio endurance. Swimming laps is cardio, but relying on one mode can limit endurance gains and accessibility for all students. Prolonged sitting obviously does not promote endurance. So, combining varied aerobic activities done three to four times per week best supports steady, sustainable cardiovascular improvements for sixth graders.

6. The Game Sense model approach to volleyball would involve which sequence?

A. Having students play a series of modified volleyball games, asking questions that arise in the modified games, then finishing the lesson with a full version of a volleyball game

B. Teacher lectures on volleyball rules and then tests

C. Only practicing service skills in isolation

D. Running laps after the game

The sequence being tested reflects a game-centered, inquiry-based approach to learning volleyball. Start with modified games that put players into real-game decision-making situations, then prompt students with questions that arise during those games to deepen tactical understanding, and finish by playing a full version of the game to apply what they've explored in a complete context. This order aligns with Game Sense by learning through playing, making decisions in context, and gradually transferring those decisions to a full game. Why this fits best: it emphasizes learning through practice and reflection rather than isolated drills or passive instruction, helping students develop game awareness, adaptability, and decision-making under pressure. Why the other options don't fit: lecturing about rules and testing focuses on rote knowledge rather than game decisions; practicing service skills in isolation misses the tactical context of volleyball; running laps after the game doesn't support learning volleyball in a game-oriented, cognitive-rich progression.

7. Which biomechanical concept causes torque when a person is running or jogging?

A. Rotary Motion

B. Linear Motion

C. Potential Energy

D. Shear Force

Torque is the turning effect produced when a force acts at some distance from a pivot. In running, your leg segments rotate around joints such as the hip, knee, and ankle. The muscles pull on tendons at a distance from these joint axes, creating a turning moment that causes the limb to rotate. This rotational (angular) motion is what generates the torque you feel as you push off and swing your leg forward. Linear motion, by contrast, would be straight-line movement without this joint rotation, and potential energy or shear force don't describe the turning effect around a joint. So the concept that best explains the torque seen in running is rotary (angular) motion.

8. A physical education teacher could use a discussion of which physical activities to most effectively promote students' awareness of the relationships between physical activity and environmental awareness?

A. Running laps on the track

B. Walking and bicycling

C. Weight lifting

D. Swimming laps

Connecting physical activity with environmental awareness is best achieved when the activity naturally happens in outdoor or community settings and invites noticing and considering the surrounding environment. Walking and bicycling fit this idea because they're commonly used as everyday transportation and recreation in real-world spaces like streets, parks, and trails. This context lets students observe how the built environment supports or hinders active life—things like bike lanes, sidewalk quality, air quality, traffic, green spaces, and how route choices affect safety, time, and energy use. While engaging in these activities, students can discuss how choosing active transportation reduces emissions, preserves resources, and encourages respect for public spaces and nature, linking fitness to environmental stewardship. Other activities listed are often practiced indoors or in isolated settings, offering fewer opportunities to connect with the environment. For example, running laps on a track is usually a controlled, either indoor or closed outdoor space with limited environmental context; weight lifting is typically gym-based with little direct environmental interaction; swimming laps occurs in pools, far removed from environmental considerations. This makes walking and bicycling the strongest vehicle for teaching the relationship between being active and caring for the environment.

9. Why are cooperative jump rope activities emphasized in physical education?

A. They encourage students to work cooperatively together

B. They test maximum speed

C. They isolate individual effort

D. They focus on competition

Cooperation and teamwork are what cooperative jump rope activities aim to build in physical education. When students work together to coordinate jumps, timing, and rope movement, they practice listening, giving feedback, and supporting each other to reach a shared goal. This approach helps all students participate, strengthens social skills, and creates a positive, inclusive class climate that supports skill development for everyone. In these activities, students share roles, take turns, and help peers who are still learning, which reinforces collaboration and confidence. That focus on working together is what makes cooperative jump rope so valuable, rather than emphasizing speed, isolated effort, or competition.

10. Under IDEA, the Child Find obligation primarily affects young children by which of the following?

A. Building continued screening and assessment intended to identify and evaluate as early as possible all young children with disabilities

B. Providing extended school year services for all students

C. Funding assistive technology for classrooms

D. Setting district-wide general education benchmarks

Child Find is about finding children who may have disabilities so they can receive help as early as possible. The best choice describes ongoing screening and assessment aimed at identifying all young children with disabilities early, so they can start appropriate services sooner rather than later. Under IDEA, states must identify, locate, and evaluate children from birth through 21 who may need special education and related services, with a strong emphasis on early identification for younger children to maximize developmental outcomes. The other options focus on services or general education requirements (like extended school year, assistive technology funding, or district benchmarks) rather than the identification and evaluation process that Child Find centers on.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://texespe258.examzify.com

We wish you the very best on your exam journey. You've got this!