

TEXES PHYSICAL EDUCATION (258) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

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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

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- 1. How many simultaneous games are played in the described mini-soccer lesson?**
 - A. One
 - B. Two
 - C. Three
 - D. Four
- 2. List three safety protocols you would implement before starting a PE lesson to minimize risk. Which option correctly matches the protocols?**
 - A. Pre-activity equipment and area check; clear warm-up and dynamic stretching; clear emergency plan and supervisor roles.
 - B. Post-activity stretch only; no area check; no emergency plan.
 - C. Use of high-risk activities without warm-up.
 - D. Students running without supervision.
- 3. Which of the following is least appropriate for the associative (Stage 2) stage of motor learning in PE?**
 - A. Introducing completely new tasks without error monitoring.
 - B. Reducing extraneous feedback and focusing on error correction.
 - C. Longer practice sessions.
 - D. Emphasizing refined technique with consistent cues.
- 4. What is the field configuration used for the mini-soccer activity?**
 - A. Full field
 - B. Half field
 - C. Quarter field
 - D. Three-quarters field
- 5. Which statement correctly contrasts gross motor and fine motor skills with examples?**
 - A. Gross motor skills involve small muscles; fine motor involve large muscle groups.
 - B. Gross motor skills involve large muscle groups; fine motor involve small muscles.
 - C. Gross motor skills develop later than fine motor skills.
 - D. Gross motor skills are only for athletic contexts.

- 6. Which 15-lesson unit activity would most effectively support high school students' sense of personal accountability for their own learning in folk, square, and line dance?**
- A. Teacher lectures the class on dance history
 - B. In small groups, students choose a style of dance movement to create a square or line dance and teach it to the class
 - C. Students perform only their own original dances individually
 - D. The teacher assigns a fixed routine for the class to perform
- 7. In a volleyball serving assessment, students are scored by the number of serves that land inbounds. This scoring method primarily evaluates which aspect of performance?**
- A. Skill accuracy and consistency
 - B. Endurance
 - C. Power
 - D. Reaction time
- 8. Which rotation sequence would primarily consist of anaerobic exercises?**
- A. 10 box jumps, 5 burpees, 100-meter sprint
 - B. 800-meter jog, 20 sit-ups, 2-minute wall sit
 - C. 5-minute light jog, 10 bodyweight squats, 15-second planks
 - D. 2-km run, 20 push-ups, 20-minute cool-down walk
- 9. How does the PE climate influence student motivation and engagement, and what strategies promote a positive climate?**
- A. A positive climate fosters autonomy, relevance, and mastery; use clear expectations, inclusive activities, and positive reinforcement
 - B. A cold climate with strict discipline and public shaming
 - C. A neutral climate with vague goals
 - D. A focus only on competition, ignoring individual needs
- 10. Prior to starting a field hockey activity, what step should a PE teacher take to support emergent bilingual students?**
- A. Pre-teaching new and unfamiliar vocabulary terms, including types of equipment and field hockey movements
 - B. Providing a translated rule sheet only
 - C. Waiting until students ask questions about field hockey
 - D. Having students complete a written test on vocabulary afterward

Answers

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

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Explanations

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1. How many simultaneous games are played in the described mini-soccer lesson?

- A. One
- B. Two**
- C. Three
- D. Four

In a mini-soccer lesson, the number of games played at the same time is guided by keeping students actively involved, managing space, and allowing for quick rotation and feedback. Two simultaneous small-sided games fit well: you can split the class into two groups and run two short matches on two half-fields (or divided space). This setup ensures most students are touching the ball and playing, while you circulate to coach skills, correct technique, and provide quick demonstrations between halves or during transitions. It also keeps supervision manageable and minimizes idle time. One game would leave many students waiting for their turn, reducing active practice time. More than two games can demand more space, goals, and staff to supervise safely, which can lead to crowding, longer setup, and slower transitions. So, two is the practical balance that maintains high participation and smooth flow.

2. List three safety protocols you would implement before starting a PE lesson to minimize risk. Which option correctly matches the protocols?

- A. Pre-activity equipment and area check; clear warm-up and dynamic stretching; clear emergency plan and supervisor roles.**
- B. Post-activity stretch only; no area check; no emergency plan.
- C. Use of high-risk activities without warm-up.
- D. Students running without supervision.

Preventing injuries in PE starts with thorough safety protocols before any activity. Verifying equipment and the area catches hazards like damaged gear, misplaced items, or crowded spaces so you can fix or remove them before students move. A proper warm-up and dynamic stretching prepare muscles and joints, gradually raise heart rate, and lower the risk of strains by ensuring tissues are ready for the demands of activity. Having a clear emergency plan and defined supervisor roles means everyone knows who responds, where first aid is located, and how to communicate if something goes wrong, which speeds care and reduces potential harm. This combination addresses preparation, physical readiness, and incident response, making it the best match for minimizing risk before starting a lesson. The other options miss one or more of these critical elements—skipping the pre-activity checks and warm-up, or neglecting supervision and emergency planning, or encouraging high-risk activities without preparation—so they don't adequately reduce risk.

3. Which of the following is least appropriate for the associative (Stage 2) stage of motor learning in PE?

- A. Introducing completely new tasks without error monitoring.
- B. Reducing extraneous feedback and focusing on error correction.
- C. Longer practice sessions.**
- D. Emphasizing refined technique with consistent cues.

In the associative stage, the goal is to refine a movement through consistent, focused practice with ongoing but efficient error correction. The learner relies on more precise proprioceptive feedback and begins to self-correct, so practice is most effective when it's structured in shorter blocks that maintain high attention and quality of repetitions. Longer practice sessions tend to introduce fatigue and waning attention, which can dull the subtle adjustments being developed. Keeping practice blocks concise supports stable motor patterns and quicker progression toward fluency. Reducing extraneous feedback and concentrating on error correction fits this stage well because it helps the learner fine-tune mechanics without overload. Emphasizing refined technique with consistent cues also aligns with the goal of building a stable, repeatable pattern. Introducing completely new tasks without error monitoring would pull the learner back toward the cognitive demands of the initial stage, where understanding and discovering new patterns dominate learning.

4. What is the field configuration used for the mini-soccer activity?

- A. Full field
- B. Half field**
- C. Quarter field
- D. Three-quarters field

Mini-soccer benefits from small-sided play where players get lots of touches and quick decisions. A half-field setup provides enough space for dribbling, passing, and shooting opportunities while keeping the game compact, safe, and easy to manage in a PE setting. It also helps keep the pace lively so younger players stay engaged and the coach can give timely feedback. Full field would be too large for the smaller, often 4v4 or 5v5 formats used in mini-soccer, making touches sparse and the game unwieldy. A quarter field would be too cramped for meaningful patterns or spacing, and three-quarters field isn't a standard configuration for this activity. So the half-field configuration is the most appropriate choice.

5. Which statement correctly contrasts gross motor and fine motor skills with examples?

- A. Gross motor skills involve small muscles; fine motor involve large muscle groups.
- B. Gross motor skills involve large muscle groups; fine motor involve small muscles.**
- C. Gross motor skills develop later than fine motor skills.
- D. Gross motor skills are only for athletic contexts.

The main idea is that gross motor skills use large muscle groups for big, whole-body movements, while fine motor skills rely on small muscles in the hands and fingers for precise actions. Examples show the difference clearly: running, jumping, throwing, and climbing are gross motor; writing, buttoning, tying shoes, and picking up tiny objects are fine motor. This is why the correct choice states that gross motor involves large muscle groups and fine motor involves small muscles. Developmentally, gross motor skills typically appear earlier because they involve bigger movement patterns, while fine motor skills refine later as those small muscles gain control. The other statements don't fit: one reverses the muscle-size relationship, another suggests gross motor develops later, and another wrongly limits gross motor to athletic contexts.

6. Which 15-lesson unit activity would most effectively support high school students' sense of personal accountability for their own learning in folk, square, and line dance?

A. Teacher lectures the class on dance history

B. In small groups, students choose a style of dance movement to create a square or line dance and teach it to the class

C. Students perform only their own original dances individually

D. The teacher assigns a fixed routine for the class to perform

Fostering responsibility for learning through active, collaborative creation and peer teaching is what this item is testing. When students work in small groups to choose a style of dance, craft a square or line dance, and then teach it to the class, they must understand the movement vocabulary, rhythm, formations, spacing, and safety. They have to plan the sequence, rehearse, troubleshoot problems, and communicate instructions clearly to peers. This setup makes them accountable not only for their own preparation but also for how well others learn, since the learning outcome depends on their ability to lead, give constructive feedback, and adjust the routine based on how the class performs. It mirrors authentic learning where students drive the process, monitor progress, and take ownership of the result. In contrast, a teacher-led lecture is passive and centered on the teacher, which minimizes student ownership. Having students perform only their own dances individually emphasizes personal performance more than shared responsibility. Assigning a fixed routine removes student choice and agency, reducing investment and accountability for the learning outcome.

7. In a volleyball serving assessment, students are scored by the number of serves that land inbounds. This scoring method primarily evaluates which aspect of performance?

A. Skill accuracy and consistency

B. Endurance

C. Power

D. Reaction time

The main idea being tested is how accurately and consistently a player can place the ball with the serve. Scoring by the number of serves that land inbounds directly measures control over serve placement, requiring precise technique and repeatable execution. If a player can land most serves in the designated area, it shows reliable accuracy and consistency in their serving action. Endurance isn't the focus because the score doesn't track how long a player can sustain serves or run out a drill. Power isn't the primary measure because the score doesn't assess how hard the ball is hit, only whether it lands in bounds. Reaction time isn't the target either since serving is a planned, premeditated action rather than a rapid response to opponent cues.

8. Which rotation sequence would primarily consist of anaerobic exercises?

- A. 10 box jumps, 5 burpees, 100-meter sprint**
- B. 800-meter jog, 20 sit-ups, 2-minute wall sit
- C. 5-minute light jog, 10 bodyweight squats, 15-second planks
- D. 2-km run, 20 push-ups, 20-minute cool-down walk

High-intensity, short-duration efforts rely on anaerobic energy systems, delivering quick bursts of power without sustained oxygen use. The rotation that includes explosive box jumps, burpees, and a short sprint fits this pattern best. These activities are performed in brief, all-out efforts and rely on the phosphagen system (with some contribution from glycolysis) to generate energy quickly, leading to rapid fatigue if repeated without sufficient rest. The other sequences lean toward aerobic energy. Longer or steady-state running such as jogs or sprints lasting minutes primarily use oxygen to produce energy. Static or minimal-movement holds like a two-minute wall sit still require effort, but they don't exemplify the repeated, high-power bursts that define anaerobic work. A long cool-down walk is also low-intensity and aerobic.

9. How does the PE climate influence student motivation and engagement, and what strategies promote a positive climate?

- A. A positive climate fosters autonomy, relevance, and mastery; use clear expectations, inclusive activities, and positive reinforcement**
- B. A cold climate with strict discipline and public shaming
- C. A neutral climate with vague goals
- D. A focus only on competition, ignoring individual needs

A PE class climate that is positive shapes how motivated and engaged students are by supporting their sense of autonomy, relevance, and mastery. When students feel they have some choice in activities, understand why a task matters for their own goals, and know that their opinions are respected, they become more intrinsically motivated to participate and keep trying. Clear expectations help students know what to do and what success looks like, which reduces anxiety and boosts focus. Including activities that all students can meaningfully participate in fosters a sense of belonging, while positive reinforcement that emphasizes effort, strategy use, and improvement reinforces a growth mindset. Together, these elements make students feel capable and connected, so they invest energy, persist through challenges, and stay engaged in PE. Climates that rely on strict discipline, vague goals, or constant competition tend to undermine motivation because they erode autonomy, clarity, and belonging. Students may feel controlled, unsure of what success looks like, or left out if the activities don't fit their abilities or interests.

10. Prior to starting a field hockey activity, what step should a PE teacher take to support emergent bilingual students?

A. Pre-teaching new and unfamiliar vocabulary terms, including types of equipment and field hockey movements

B. Providing a translated rule sheet only

C. Waiting until students ask questions about field hockey

D. Having students complete a written test on vocabulary afterward

The approach being tested is pre-teaching vocabulary and concepts before the activity so emergent bilingual students can access and participate in the lesson. Introducing new and unfamiliar terms ahead of time—especially equipment names and movements you'll use in field hockey—gives students a clear language frame to understand directions, demonstrations, and safety cues. When you pair those terms with visuals, demonstrations, and simple explanations in students' home language if possible, you reduce language barriers and cognitive load during the physical task, making it easier for them to follow instructions, perform skills, and stay safe. A translated rule sheet alone can help, but it doesn't provide the dynamic, ongoing language support students need during the activity. Waiting for questions is too reactive and can leave students uncertain about what to do. A written test afterward adds language demands after the fact and doesn't help students participate effectively in the field session.

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:

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

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