TEXES PHYSICAL EDUCATION (258) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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.

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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!

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Questions

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1. Which statement correctly describes body composition as a health-related fitness component?

A. Body composition relates to knowledge tests.

B. Sprinting alone improves body composition.

C. Body composition can't be influenced.

D. Body composition is best addressed by combining physical activity with nutrition goals.

2. Which activities exemplify best practices for promoting positive social behaviors in elementary physical education?

A. Games and peer challenges in which success is measured in a variety of ways rather than simply through wins and losses

B. Traditional drills with emphasis on competition and wins

C. Independent practice with no partner interaction

D. Quiet reading about sportsmanship

3. A middle school physical education teacher asks students to plan and perform a floor exercise routine that includes a forward roll, a cartwheel, a back walk-over, and a scissors leap. Participation in this activity would most support students' development of which personal trait or ability?

A. Perceived self-efficacy

B. Physical endurance

C. Cooperation with peers

D. Knowledge of safety rules

4. In a lesson on levers, which activity would best assess knowledge of a third-class lever?

A. Hitting a baseball with a bat

B. Lifting a heavy box overhead

C. Pushing a door open

D. Using a crowbar to pry a board

5. For a student focusing on muscular strength, what is essential in a targeted plan?

A. Establishing schedules that include appropriate activities and recovery time

B. Training with maximal effort every day

C. Skipping rest days to maximize growth

D. Only lifting free weights with no rest

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6. During practice, which method supports adjusting task difficulty in real time?

A. Quick checks

B. Adaptable task difficulty based on performance

C. Final exam

D. Retrospective interview

7. Which ethical considerations should guide evaluation and feedback in physical education?

A. Fairness and confidentiality

B. Non-discrimination only

C. Constructive feedback focused on growth

D. Non-discrimination, fairness, confidentiality, and constructive feedback

8. How should a PE unit align to TEKS standards, and what evidence demonstrates mastery at the EC-12 level?

A. Align objectives to the TEKS, design performance-based assessments, collect and analyze data across students to show mastery and growth toward standards.

B. Align objectives to the TEKS but do not collect data on mastery.

C. Use only endurance tests to demonstrate mastery and disregard TEKS alignment.

D. Focus on drills without documenting objectives or progress.

9. What is a clear benefit of using small-sided games to teach skills and strategy in PE?

A. Longer setup times reduce engagement.

B. Fewer touches and less feedback.

C. More active participation, more touches, faster feedback, and greater decision-making opportunities.

D. They prioritize scoring over learning.

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10. What is the primary purpose of balancing skill practice with fitness activities in a PE unit?

A. To balance motor skill development with health-related fitness and meet standards.

B. To focus only on technique and neglect fitness.

C. To minimize time spent on fitness activities.

D. To increase safety concerns.

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Answers

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

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Explanations

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1. Which statement correctly describes body composition as a health-related fitness component?

A. Body composition relates to knowledge tests.

B. Sprinting alone improves body composition.

C. Body composition can't be influenced.

D. Body composition is best addressed by combining physical activity with nutrition goals.

Body composition is the proportion of fat mass to lean mass (muscle, bone, and organs) in the body, and it matters for health and daily function. The best way to influence it is by combining physical activity with nutrition goals. Regular exercise—especially a mix of cardio to burn calories and resistance training to build or preserve lean tissue—paired with a balanced diet that supports energy balance and adequate protein helps reduce fat while maintaining or increasing muscle. Relying on exercise alone without proper nutrition, or focusing only on nutrition without activity, won't optimize body composition. The other statements don't reflect how body composition responds to lifestyle changes, and they miss the essential link between activity and nutrition.

2. Which activities exemplify best practices for promoting positive social behaviors in elementary physical education?

A. Games and peer challenges in which success is measured in a variety of ways rather than simply through wins and losses

B. Traditional drills with emphasis on competition and wins

C. Independent practice with no partner interaction

D. Quiet reading about sportsmanship

Promoting positive social behaviors in elementary physical education hinges on activities that require students to work together, communicate, and support one another while success is measured in multiple ways. When students engage in games and peer challenges with varied measures of success, they practice teamwork, turn-taking, fair play, and constructive feedback. This environment helps students learn to cheer for teammates, resolve conflicts, share leadership roles, and handle wins and losses gracefully, all within an inclusive and supportive setting. In contrast, traditional drills centered on competition can unintentionally foster rivalry and exclusion, while independent practice minimizes opportunities for social interaction, and quiet reading doesn't provide real-time practice with dynamic peer dynamics. Therefore, using cooperative games and diverse success criteria best promotes the positive social behaviors intended in elementary PE.

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3. A middle school physical education teacher asks students to plan and perform a floor exercise routine that includes a forward roll, a cartwheel, a back walk-over, and a scissors leap. Participation in this activity would most support students' development of which personal trait or ability?

A. Perceived self-efficacy

B. Physical endurance

C. Cooperation with peers

D. Knowledge of safety rules

Mastery experiences from planning and performing a sequence of gymnastic skills build a student's belief in their own ability to succeed. When learners plan the routine and then execute the forward roll, cartwheel, back walk-over, and scissors leap, they experience success and see concrete evidence that they can handle complex movements. This growing sense of capability strengthens perceived self-efficacy—the confidence in what they can achieve, which in turn encourages persistence, goal setting, and trying more challenging tasks in the future. Endurance is about how long one can sustain effort, which may improve but isn't the main focus here. Cooperation with peers centers on social interaction, not the individual belief in personal ability. Knowledge of safety rules is important but concerns understanding rather than one's belief in capability to perform the skills.

4. In a lesson on levers, which activity would best assess knowledge of a third-class lever?

A. Hitting a baseball with a bat

B. Lifting a heavy box overhead

C. Pushing a door open

D. Using a crowbar to pry a board

In a third-class lever, the effort is applied between the fulcrum and the load, which is why this setup lets you move something quickly rather than lift it with maximal force. Hitting a baseball with a bat is a clear example: the shoulder acts as the pivot (fulcrum), the ball is the load at the far end of the bat, and your hands apply force to the bat somewhere between the shoulder and the ball. This arrangement—the effort between the fulcrum and the load—best demonstrates the third-class lever. The other activities align with different lever arrangements. Pushing a door open uses the hinge as the fulcrum with effort and load on opposite sides (a first-class lever). Using a crowbar typically also involves a fulcrum between effort and load (another first-class setup). Lifting a heavy box overhead can involve moving a load with the arm where the effort comes from muscles between the pivot and load, which is closer to a third-class lever but is less clearly illustrative than the bat swing.

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5. For a student focusing on muscular strength, what is essential in a targeted plan?

A. Establishing schedules that include appropriate activities and recovery time

B. Training with maximal effort every day

C. Skipping rest days to maximize growth

D. Only lifting free weights with no rest

When aiming to improve muscular strength, a well-designed plan must balance work with recovery. Muscular gains come from progressively challenging the muscles, but they occur during rest periods when repairs and adaptations happen. Scheduling workouts with appropriate activities and planned recovery time supports safe progression, helps prevent overuse injuries, and allows neural and muscular systems to adapt so future sessions can be more effective. Overdoing it by training with maximal effort every day, skipping rest days, or lifting with no rest disrupts recovery and can hinder gains or lead to injury. Therefore, establishing schedules that include appropriate activities and recovery time is essential.

6. During practice, which method supports adjusting task difficulty in real time?

A. Quick checks

B. Adaptable task difficulty based on performance

C. Final exam

D. Retrospective interview

Adjusting task difficulty as you practice is about tuning the challenge to match what the learner needs at any moment. When performance shows movement quality and control are solid, the task can be made more demanding to push progress. If errors increase or the learner struggles, easing the task helps prevent frustration and reinforces correct technique. This real-time adaptation keeps practice within the optimal challenge zone, speeding learning and helping skills become automatic. Quick checks are useful bite sized assessments during practice but don't continuously modify difficulty. A final exam and retrospective interview occur after practice to evaluate performance or gather reflections, not to adjust tasks on the fly.

7. Which ethical considerations should guide evaluation and feedback in physical education?

A. Fairness and confidentiality

B. Non-discrimination only

C. Constructive feedback focused on growth

D. Non-discrimination, fairness, confidentiality, and constructive feedback

Evaluating students and giving feedback in physical education should be guided by ethical practices that protect student rights and promote learning. Fairness means using the same criteria for everyone, applying rubrics consistently, and avoiding bias based on gender, race, ability, or status. Confidentiality protects private information about a student's performance and shares details only with those who need to know. Non-discrimination ensures every student has equal access to opportunities to participate and improve, regardless of background or ability. Constructive feedback focused on growth provides specific, actionable steps to improve, framed in a respectful, supportive way that encourages ongoing development. Taken together, these four aspects create an ethical approach to evaluation and feedback. Other options miss one or more elements, making them incomplete and less protective of students' rights and learning.

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8. How should a PE unit align to TEKS standards, and what evidence demonstrates mastery at the EC-12 level?

A. Align objectives to the TEKS, design performance-based assessments, collect and analyze data across students to show mastery and growth toward standards.

B. Align objectives to the TEKS but do not collect data on mastery.

C. Use only endurance tests to demonstrate mastery and disregard TEKS alignment.

D. Focus on drills without documenting objectives or progress.

Aligning a PE unit to TEKS means designing learning objectives that map directly to the Texas standards and building performance-based assessments that require students to demonstrate the knowledge, skills, and behaviors described by those standards. Evidence of mastery comes from data collected across students showing growth toward the standards, not from a single test or from activities that don't connect to the standards. In practice, you translate each TEKS standard into observable outcomes, create tasks that let students perform and apply skills in authentic movement contexts, and use rubrics or checklists to rate performance. Collecting and analyzing these data over time lets you verify that students are meeting or progressing toward the standards, inform instruction, and document accountability. Focusing only on endurance tests or drills without documenting objectives or progress misses the essential link to TEKS and fails to provide a clear, verifiable picture of student mastery.

9. What is a clear benefit of using small-sided games to teach skills and strategy in PE?

A. Longer setup times reduce engagement.

B. Fewer touches and less feedback.

C. More active participation, more touches, faster feedback, and greater decision-making opportunities.

D. They prioritize scoring over learning.

Focusing on small-sided games boosts learning by creating more opportunities for active participation and realistic decision-making. With fewer players and a smaller playing area, each student gets more ball touches and more chances to practice skills within game-like situations. That increased repetition under authentic context leads to quicker feedback from coaches and peers as play unfolds, so students can adjust technique, timing, and spacing in real time. The setup also naturally fosters faster decisions—reading defenders, choosing passes or shots, and adapting tactics on the fly—which strengthens both skill execution and strategic understanding. Longer setups reduce engagement, while fewer touches and less feedback hinder learning, and prioritizing scoring over learning shifts focus away from developing skills. This combination—more participation, more touches, faster feedback, and more decision-making opportunities—best supports skill and strategy development.

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10. What is the primary purpose of balancing skill practice with fitness activities in a PE unit?

A. To balance motor skill development with health-related fitness and meet standards.

B. To focus only on technique and neglect fitness.

C. To minimize time spent on fitness activities.

D. To increase safety concerns.

Balancing skill practice with fitness activities builds both movement competence and health-related fitness. When students practice techniques and motor skills, they gain control, coordination, and confidence in how to move. Pairing that with fitness activities develops cardiovascular endurance, strength, flexibility, and overall physical conditioning. Together, this dual focus helps students become physically literate and capable of participating in a wide range of activities throughout life, which is what many PE standards emphasize. So the primary purpose is to develop motor skills while also improving fitness, ensuring students can move well and stay healthy. Focusing only on technique or spending minimal time on fitness would miss the bigger goal of lifelong participation and health, and prioritizing safety alone wouldn't explain why both skill and fitness are included.

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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!

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