

TIERED QUESTIONING SET

The following tiered question sets are based on Webb's Depth of Knowledge (DOK) Levels. These sample sets are designed to assess student understanding of physical education academic language vocabulary found within the Virginia Physical Education Standards of Learning. Model these questions with other vocabulary words or critical concepts.

Competency [9.1: Motor Skill Development]

DOK 1: What does competency mean?

DOK 2: What do you know about motor skill competency?

DOK 3: How is skill competency related to personal confidence?

DOK 4: Develop a practice plan that will help you improve your skill competency in a lifetime activity of your choice.

Muscle Contraction [9.2: Anatomical Basis of Movement]

DOK 1: What is a muscle contraction?

DOK 2: How can muscle contractions affect a physical performance (positively and negatively)?

DOK 3: How is your ability to perform muscle contractions related to personal fitness?

DOK 4: Design and conduct an experiment that will provide evidence to support a claim that a muscle contraction will either positively or negatively affect the performance of a specific physical activity/task.

FITT Principle [9.3: Fitness Planning]

DOK 1: What is the FITT Principle?

DOK 2: How would you apply the FITT Principle in a personal fitness plan?

DOK 3: How is the FITT Principle related to each component of health-related fitness?

DOK 4: Develop a comprehensive personal fitness plan that incorporates the FITT Principle.

Psychological Benefits [9.4: Social Development]

DOK 1: What would you include on a list about the psychological benefits of exercise?

DOK 2: How would you compare and contrast the psychological benefits with the physiological benefits of exercise?

DOK 3: How might you adapt an exercise routine to increase the psychological benefits?

DOK 4: What information can you gather to support your ideas about the psychological benefits of exercise?

Chronic Disease [9.5: Energy Balance]

DOK 1: How can you recognize a chronic disease?

DOK 2: How does chronic disease affect a person's ability to work and earn a living?

DOK 3: How is energy balance related to chronic disease?

DOK 4: What information can you gather to support the importance of energy balance concepts in the prevention of chronic disease?

Learn more about DOK Question Stems for Physical Education at the [OPENPhysEd.org Blog](https://www.openphysed.org/blog).