Chapter 13 Selected Answers to Mastery Items

1. With beginning performers, simple, highly reliable tests that are not gamelike may be acceptable because of their ease of administration, mass testability, and value as a teaching tool.

2. With advanced performers, where finer discrimination is needed between performance levels, complicated, gamelike tests may be necessary.

4. There is no measure of the pace of the shot. Therefore, a performer may make a shot that could be easily stopped by a goalie in a real game.

5. The total testing time and the number of restarts could be increased to increase the variability of the test. The number of trials could also be increased.

6. Have the students run the dribble course, and then compute the ratio of dribble time to run time.

7. If students are aware of how the performance ratios are being created, they might not give a maximal performance on the speed portion of the test.

8. Since distance off line is subtracted from distance score, subjects might move closer to the line and consequently not throw the ball as far as they normally would.
   The assessment might not be taken perpendicular to the target line.
   The measurement tape might be poorly placed.
   The person making the measurement might make a reading error.

9. Review suggestions for improving rating scales in chapter 13 (page 325).

11. He could have used experts' ratings. This would have provided a potentially valid external criterion.

12. Students could have been given additional opportunities to successfully complete the task.

13. Examples include baseball, softball, football, soccer, rugby, tennis, squash, handball, racquetball, and boxing.

15. All athletes completed the same battery of test items. The physical characteristics of specific athlete groups are not totally different from other athlete groups. There is some overlap in their physical characteristics. The tennis, swimming, and volleyball athletes have some people who were classified (similar to) athletes in other sports. Interestingly, all of the skaters were predicted to be skaters.

16. The results indicate that the three teams differ significantly ($F = 4.32$, $p < .025$).
The varsity averaged team 76.2 free throws.
The junior varsity team averaged 71.6 free throws.
The freshman team averaged 68.5 free throws.