ADAPTED PHYSICAL EDUCATION EVALUATION

The Adapted Physical Education Evaluation is perhaps the most important part of ensuring that each student receives the most appropriate physical education program in the least restrictive environment.

Evaluation includes collecting information from screening and testing instruments, observation, community based and ecological survey report, review of records, consult with parents, and then using that information to identify a student's need.

The five purposes for evaluation in APE are as follows:

a. Establish Present Level of Performance – identify student strength and challenge areas.
b. Program Development - determine which activities would promote development of delayed areas as well as activity modifications necessary to permit participation
c. Placement – assist in determining the most appropriate physical education placement in the lease restrictive environment
d. Prediction – enable the teacher to make an educated estimate about what the student is capable of achieving
e. Measure Achievement – determine whether the student has achieved the established educational goals.

EVALUATION TOOLS

Selection of the appropriate assessment tools is essential in developing accurate student information necessary to determine placement and program development. Each LEA must ensure that the tests and evaluation tools utilized are validated for the specific purpose used. There are several validated and standardized norm or criteria referenced tests that are available. The following chart outlines those tests recommended to be used as the primary and secondary assessment tools. Primary assessment tools are recommended because they are age and developmentally appropriate and they are closely related to the general physical education curriculum. Secondary tests are selected when the primary assessment tool is not developmentally appropriate. Non-standardized instruments are appropriate to use as supplementary information gathering tools.
In order to address the various needs of students with different disabilities, especially those students with moderate to severe motor difficulties who display little if any baseline information on the recommended norm-referenced evaluation instruments, Region 10 APE specialists designed a package of alternative evaluation tools available for ambulatory students with low motor performance, students with visual impairments, students with orthopedic impairments, and secondary students with an emphasis in life-time recreational pursuits. In addition, available in the Region 10 ESC package of APE evaluation tools are Ecological Surveys, the Physical Education Participation Inventory (P.E.P.I.), and the Lifetime Leisure Survey.

Adapted Physical Education Evaluations Tools

Years of Age	Evaluation Tool(s)
0 - 5 yr. 11	Louisiana Motor Assessment for Preschoolers Adapted Physical Education Assessment Scale (APEAS) Preschool Brigance

6 - 22

Primary Tools

CTAPE
APEAS II
Fitness Test – Fitnessgram
P.E. Participation Inventory (P.E.P.I.)

6 - 22

Secondary Evaluation Instruments

Severe / Profound
Functional Motor (MATP)
Project Mobility
CTAPE and LaMAP
Assessment Supplement

Low Motor (Ambulatory)
Test of Gross Motor Development
Region 10 Low Motor Evaluation
Project Mobility
Fitnessgram
Lifetime Leisure Supplmnt (11-22)

Orthopedic
Mobility Screening
Wheelchair Motor Evaluation
Project Mobility
Fitness - Brockport
Lifetime Leisure Supplement

Visually Impaired
APE Evaluation for VI
Fitnessgram
Fitness – Brockport
Lifetime Leisure Supplmnt (11-22)

Synopsis of Adapted Physical Education Evaluation Tools

1. CTAPE (Competency Test for Adapted Physical Education) -

- This guide contains minimum standards for RPE in grades K – 10.
- Adapted physical education eligibility criteria require evidence of a motor deficit. This deficit is demonstrated by performance or at least one and one-half standard deviations below the mean on a standardized instrument such as CTAPE.
- This test is not biased against a racial or gender group, and is, in fact, fairly well balanced with regard to being challenging without being frustrating.
- CTAPE will discriminate between children who have average motor skills and children who have significantly below average motor skills.
- In this case, "significantly below" is defined as different from 90% or more of the population.
- The CTAPE consists of six testing levels, each addressing the identified grade level minimum standards in the competency based curriculum for RPE. Chronological age is the determining factor in selecting the appropriate testing level.

I	**6 years**	**0 months**	**-**	**7 years**	**6 months**
II	**7 years**	**7 months**	**-**	**8 years**	**11 months**
III	**9 years**	**0 months**	**-**	**10 years**	**11 months**
IV	**11 years**	**0 months**	**-**	**12 years**	**11 months**
V	**13 years**	**0 months**	**-**	**14 years**	**11 months**
VI	**15 years**	**0 months/older**			

2. Adapted Physical Education Assessment Scale (APEASII) Elementary Level and Secondary Level

- APEAS II comes from the Los Angeles Unified School – Division of Special Education.
- APEAS II is designed to measure 4 areas of motor performance: perceptual motor, object control, locomotor skills, and physical fitness.
- The Elementary level was initially normed on children 4.6 years of age to 11 years of age while the secondary level was normed on students ages 11-17 who were enrolled within the Los Angeles Unified School District.
- Proposed eligibility criteria for adapted physical education instruction include the following;
    1.) Significantly reduced performance level of 2 or more years or 1.5 standard deviations below the mean in the areas of:
        a.) Perceptual motor
        b.) Object control
        c.) Locomotor skills
        d.) Physical Fitness

3.) <u>Project Mobilitee (PM)</u>

- Project Mobilitee is an efficient and accurate assessment and curriculum guide specifically designed for use by physical educators who teach moderate and severely disabled students.
- It was developed and written by adapted physical education specialists.
- It provides IEP components and curriculum suggestions in addressing IEP goals.
- It provides specific activities to implement the curriculum and does provide accountability upon mastering recommended IEP goals.
- It includes component "Skills for Participation" which will guide and further validate placement decision; activity reference sheet, organized by grade level of functioning.
- It is a Four-Part Test: Physical/Motor Fitness, Fundamental Motor Skills, Skills for Participation, and Motor Pattern Assessments for Low Functioning Students

4.) <u>TGMD (Test of Gross Motor Development 2)</u>

- TGMD 2 is an easily, individually administered test that evaluates the gross motor functioning of children <u>3 to 10 years of age</u>.
- It measures 12 gross motor skills frequently taught to children in preschool, early elementary, and special education classes within 2 subsets; locomotion and object control.
- Skill subtests:
  Locomotion: run, gallop, hop, leap, horizontal jump, skip and slide; skills that move the center of gravity from one point to another.
  Object Control: two-hand strike, stationary bounce, catch, kick, and overhand throw; skills that project and receive objects.
- TGMD identifies children who are significantly behind their peers in gross motor development and helps to plan and develop an instructional program.

TGMD, Copyright 1985 by PRO-Ed, inc., Dale A. Ulrch, PRO-ED, 8700 Shoal Creek Blvd, Austin, TX 78758

5.) <u>The Functional Motor Assessment (MATP)</u>

- Designed for persons with the most severe handicaps who do not yet possess the physical and/or behavioral skills necessary to participate in Official Special Olympics Sports.
- The program provides a comprehensive motor activity and recreation-training curriculum for these participants that can be administered by a variety of trainers (e.g. physical educators, recreators, and therapists).
- Emphasizes training and participation rather than competition.
- MATP utilizes goals, short term objectives, task analyzed activities, assessments, and teaching suggestions for individualizing motor activity instruction so that persons with severe handicaps can participate in appropriate recreation activities geared to their ability levels.
- The test is made of 4 parts: manipulation, posture, mobility, and sensory awareness.

6.) <u>CTAPE and LaMAP Assessment Supplement</u>

- Administered when a student scores below 20% on the CTAPE or LaMAP.
- Evaluates mobility skills, position and joint mobility, postural control, manipulative skills, play and leisure skills, social, behavior and communication skills, and sensory awareness skills.
- Used to assess student performance, document student progress, and provide appropriate Adapted PE programming for each student with severe gross motor deficits.

7.) <u>Brockport Physical Fitness Test</u>

- The test consists of 4 parts: Aerobic Functioning, Body Composition, Musculoskeletal Functioning, and Flexibility/Range of Motion.
- This particular fitness assessment provides a process for making modifications to the test for youngest with unique needs. Components of fitness, profile statements, test items, and standards are suggested for youngsters in targeted populations.

8.) <u>Fitnessgram</u>

- It is a health-related fitness assessment developed by The Cooper institute for Aerobic Research and is a research-based criterion referenced test.
- It is used for students in grades 3 through 12.
- It establishes a baseline of a healthy fitness zone from which students can set goals and check their progress (non-competitive) to plan for lifelong physical activity and to maintain and improve their fitness level.
- It measures students' aerobic capacity, muscular strength/endurance, flexibility and body composition.
- It provides recommended activity program options that will help students reach healthy fitness zones in those areas where they need to improve.

9.) <u>Region 10 Low Motor Evaluation</u>

- The Region 10 Low Motor Evaluation is a criterion referenced test designed to provide information in the areas of body awareness, locomotor skills, equilibrium, and visual motor skills.
- For elementary students in 3rd grade or higher, the Region 10 Low Motor Evaluation is designed to be used with a physical fitness test.
- For secondary students with low motor functioning, the Region 10 Low Motor Evaluation is designed to be used with both a physical fitness test and the Region 10 Lifetime Leisure Supplement.
- The Region 10 Low Motor Evaluation is designed for students with low motor functioning who are not considered severe/profound but who have a difficult time achieving any baseline information on one of the primary evaluation instruments.

10.) <u>The Region 10 Wheelchair Motor Evaluation</u>

- Designed for orthopedically impaired students, who utilize a manual *wheelchair as their primary means of moving about their school* environment or who use their manual wheelchair in physical education.
- The Region 10 Wheelchair Motor Evaluation measures skills in 3 distinct areas: Wheelchair Skills, Object Control Skills, and Sports and Recreational Skills.
- It is designed to be used with an appropriate physical fitness test (Brockport).

11.) <u>Region 10 Motor Evaluation for Visually Impaired Students</u>

- This is a criterion referenced test designed specifically for students who are blind or visually impaired.
- In addition to the subtests found in the areas of body awareness, locomotor skills and object control skills, a unique subtest is added that looks at sports related skills such as goalball and beep ball.
- It is designed to be used with a physical fitness test (Brockport or Fitnessgram).

12.) <u>Region 10 Lifetime Leisure Supplement</u>

- Designed for secondary students (grades 6 – 12) who have a difficult time achieving any baseline information on the primary evaluation instruments.
- It is a criterion referenced supplement that attempts to obtain baseline information on a variety of individual recreational activities and selected team sports activities.
- Usually used in conjunction with the Region 10 Low Motor Evaluation for Middle School and High School students.

13.) <u>Louisiana Motor Assessment for Preschoolers</u>

- Evaluates 2.6 years old – 5.11 years old.
- Evaluates locomotor skills, manuipulative skills, balance and body/spatial awareness.
- Utilizes percentage to indicate level of deficit.

14.) <u>Louisiana Motor Assessment for Preschoolers</u>

- Evaluates 2.0 years old – 5.0 years old.
- Evaluates balance, locomotor skills, gross motor, and fine motor
- Utilizes motor milestones based on age to indicate level of deficit.

Inventories and Surveys

1.) Physical Education Participation Inventory (P.E.P.I)

- Designed to obtain critical information regarding a students current level of participation in physical education
- Can be used as a questionnaire for regular Physical Education teachers to fill out or can be used as a set of interview questions for the Adapted Physical Education teachers to ask the regular Physical Education teacher.
- Addresses issues in the areas of psychomotor development, cognitive development, behavioral development and environmental set-up.

2.) Ecological Surveys

- Designed for students of transitional age to assist with the transition of physical education skills, recreational skills, and /or sports skills from the school environment to the community based environment.

3.) Lifetime Recreation / Leisure Survey

- Solicits information regarding the recreation/leisure needs and interests of both the student and the immediate family.
- Can be used to address transition planning as it relates to physical education.