



ADAPTED PHYSICAL EDUCATION ASSESSMENT SCALE II



A motor performance test for students ages 4.6 to 17 years

Developed by:
The American Association for Physical Activity and Recreation

In cooperation with
The Los Angeles Unified School District

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Society of Health and Physical Education (SHAPE America)
Reston, VA
Adapted Physical Education Assessment Scale II (APEAS II)
TEST MANUAL

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INTRODUCTION

The Adapted Physical Education Assessment Scale-II (APEAS II) is the revision of a test used for over 25 years in the Los Angeles Unified School District. While the test is based on scores of students in the general school population, its greatest use has been to identify students to receive special education services in adapted physical education. The revision has been a 3 year project with an effort to enlist the help of over 140 data collectors from across the country and the 70 itinerant adapted physical educators in the LAUSD. Whereas data are included nationally, the number of subjects tested has not met expectations. Therefore, the project team will continue to seek data to be included until the number of approximately 7,900 is reached. Currently, approximately 2,300 data sets have been included across all age groups.

The test measures four (4) areas of motor performance and Adaptive Behaviors—those behaviors that, in spite of adequate motor performance, limit a student’s ability to safely and successfully participate in general physical education. The test measures:

- Perceptual Motor Function
- Object Control
- Locomotor Skills
- Physical Fitness
- Adaptive Behaviors

The APEAS II has two levels—elementary and secondary. The Elementary Level test consists of 23 items measuring motor performance. The Secondary Level test consists of 20 performance items. Both tests also measure height and weight-converted to body mass index (BMI-- and adaptive behaviors. The test’s unique features include:

- Comprehensive measurement of developmental and acquired motor skills and health-related physical fitness.
- Norms are based on the general school population—all students in school ages 4.6 to 17 years.
- Students with disabilities are included in the norming sample.
- Provides for rating adaptive behaviors, often the influencing factor in decisions for appropriate class placement.
- Measures movement quality to help teachers identify deficits leading to instruction that would help children move more efficiently, effectively and with more enjoyment.
- Test items are order-independent so items can be given in any order, only parts of the test (sub-tests of the 4 performance areas) or selected items can be administered without affecting the validity or reliability of the scores.
- Both levels of the test utilize equipment commonly found in schools and is easily transported making its use by itinerant teachers trouble-free.
- Scores are converted to percentile ranks reflecting the relative position of a given student’s score when compared to that of his or her peers.
- Scaled scores are based on a national sample of students in the general school population ages 4.6 to 17 years of age.

DATA ANALYSIS

The Los Angeles Unified School District administered the APEAS II in the Spring of 2005, collecting scores from students aged 5 to 18 years who were receiving daily physical education. From the Fall of

2005 to Spring 2007, data collectors from around the country were recruited to assist in the effort to obtain scores making this a nationally standardized test. Data were also collected in Fall 2005 on students who were under 5 years old. Over 140 professionals signed-up to participate. Data were analyzed to create norm-referenced tables by gender and age. Young children (under age 8) were separated into .5 year groupings, while those over 8 were in whole year groupings for age. Very few students were in the 18 year old range, and therefore those data were not included in this version of the norm-referenced standards.

Additionally, all data were analyzed to determine the scores at 1.5 standard deviations below the mean at each age level and for each sex. This is the score used by LAUSD to represent a criterion score for identifying children eligible for adapted physical education. While it is expected that as many as 7% of a population will have scores below the criterion score on any one measure, this cut was chosen as an indicator of psychomotor difficulty. One score in the battery below the criterion is not a cause for alarm, but several scores would indicate a more serious concern. Further discussion of the use of these criteria for determining eligibility for adapted physical education or other support services and the norms is found later in this section.

NORMING PROCEDURES

Twenty-five items for the elementary test and twenty three items for the secondary test were selected from a pool of test items sampling motor performance in the four performance areas mentioned above. An expert panel of five adapted physical education field advisors, a physical education instructional specialist, an adapted physical education consultant and measurement consultant reviewed the items for practicality, ease of administration and efficiency of equipment and facility use.

In addition, experimental administration procedures were used with 3 items on the secondary level test: Imitation of Postures, Standing Balance and the Paddle Rally. In the case of IP, only 4 postures (#7, 12, 13, 14) requiring midline crossing and contrasting use of body sides were administered rather than the full 15 postures. After 25 years of use, it was found that secondary students, who had significant deficits in their ability to imitate postures, could be identified just as accurately using these four items as the entire array. The Standing Balance test item measured standing balance with eyes closed only. Again, the prevailing wisdom of the field advisors was that balancing on one foot with eyes open did not sufficiently discriminate secondary students for placement in specially designed or adapted physical education. The Paddle Rally experimented with the use of a racquetball racquet in schools in which the wooden paddle was not available. No significant differences in scores were found between students using the racquetball racquet and thus scores using both were included in the norms.

Three experimental test items were included on the secondary test and two experimental items on the elementary test. Push-up Position and the Endurance Ladder Run were used on both. In addition, a basketball chest pass was used as an experimental measure of upper body strength on the secondary level test. As can be seen when comparing scores for the Push-up Position and the Push-up, the Push-up Position test did a better job of discriminating performances at the low end of the scale. The relationship between scores on these two tests was low ($r = .56$) indicating they do not measure the same variable. Whereas the push-up is commonly used to measure upper body/arm strength, holding the push-up position requires more core strength. It is believed that mastering the push-up position, however, can be considered a prerequisite to doing a push-up. Both items are norm-referenced and included for use.

The Endurance Ladder Run was an experimental item intended to be an alternate to the Pacer. It required very little equipment and used the same concept of running intervals as the Pacer except for increasing the

distance of the interval rather than decreasing the time to run the interval. In a collateral study with college students there was no evidence that the Ladder Run was a valid measure for measuring cardiovascular endurance when compared with performance on the Pacer. Thus, only the Pacer appears in this test.

The Basketball Chest Pass was utilized as an alternate measure of upper body strength. It was not found to be helpful in measuring this parameter; therefore it was not included in the final test. Thus, the revised APEAS—APEAS II contains 23 motor performance items for the elementary level student and 20 performance items for the secondary student. Both measure body mass index and adaptive behaviors.

An in-service training session was held to train the 70 itinerant adapted physical educators in LAUSD on administration of the scale. Prior to gathering data for norming, each adapted physical educator administered the scale to a minimum of 10 students in order to assure their reliability in administration. Questions regarding administration were clarified at meetings held by the field advisors. Training data collectors nationally was done through the use of a DVD and detailed data collection procedures mailed to each person who signed-up to help. The DVD demonstrated the administration of each item and pointed out specific “tips” the administrator would find helpful.

The nation-wide data collection effort netted 2,295 useable scores—1,526 elementary and 769 secondary. At the elementary level, there were 778 females and 748 males. Of scores obtained at the secondary level, 386 were from females and 383, males. The reason for this low number is that in California, physical education can be waived after grade 10 and in many states; there is no required physical education at all at the secondary level. The intent was to stratify students with disabilities into the norming sample at an incidence level commensurate with that found in the general school population. Since the total number of scores is so small, at this point all 63 students identified as having a disability have been included. This represents 2.7% of the norming sample.

GENERAL PROCEDURES

The test is designed for item independence so that the performance on one item will not influence the performance on the next item. As with most physical fitness tests, Item 23 on the Elementary test and Item 20 on the Secondary test—ENDURANCE, SHOULD BE ADMINISTERED LAST OR ON A SEPARATE DAY than the other test items. The examiner may administer items in any order that is convenient, with ENDURANCE always administered last. Any items selected as appropriate for use with any one student may be given in any order.

These data are intended to serve as normative information and give the teacher an idea of what typical children at each age and gender are able to do. If a child scores in the 50th percentile as a 7 year old, for example, this indicates that the child scored equal to or better than 50% of the children in that age and gender grouping. Due to the small number of scores in most age and gender groupings, the user is not to infer that the child is typical of all year olds. Unless the table indicates at the bottom of the column there were at least 50 students’ scores (N=50) reflected in that table, making broad inferences should be done with caution. These data are not intended to make age level comparisons, but only to indicate where a child is performing relative to his or her own age.

Care must also be taken when comparing the data for 11 year olds. Some 11 year olds are in the 5th grade, and some in 6th. The 11 year olds who were in elementary school (5th grade) when the data was collected for the norms, are included in the elementary norms. The 11 year olds who were in middle schools (6th grade) were administered the secondary level of the test and are included in the secondary norms. There

are slight differences in the batteries of tests for elementary and for secondary students, but for the test items that were the same across the two tests, no significant differences were found in the scores.

Children do not mature in a linear fashion, so there are peaks and valleys in the data. In other words, the performances do not consistently improve from one age grouping to the next. So, when comparing a score for a 6 year old male that places him at the 50th percentile, while it might be better than the score at the 50th percentile for 5 year olds, it may also be better than the 50th percentile score for 7 year olds as well. This variation is partially due to variations in the rate of maturity and, in part, due to the low number of scores at each age.

Adaptive Behaviors is a new variable on the APEAS II and a variable not often included in a motor performance test. Too many times teachers arrive at the IEP meeting with “border-line” performance scores from a student, but with trepidation to recommend that the student remain in the general physical education class. Students who need instructional assistance to interact with peers; who need frequent rest periods; who need three or more modifications of an activity; who are unable to open a lock without assistance; who need direct assistance to dress for class; who have difficulty participating appropriately and who have difficulty managing their own behavior may not be best served in a general physical education class. While normative standards cannot be captured in a set of scaled scores, considering these behaviors in the development of the IEP can be helpful in crafting the best, most appropriate program for the student.

PROPOSED ELIGIBILITY CRITERIA

Tables 1-4 are normative data sets in which raw scores obtained can be compared with other students of the same age and sex and converted to percentile ranks. Federal legislation does not mandate at what performance level students should be considered for special programming. That is the prerogative and responsibility of each local education agency (LEA). Criteria should be established by each LEA to determine when it is appropriate to provide special services for the student for consistency of service across the LEA. It is important to note that on the flexibility test, ocular control and the agility test, the lower the score the better the score. Therefore, any score GREATER THAN the selected criteria is cause for concern. On all other measures, scores less than the selected criteria are indicators of concern. These tables are intended for use to determine whether or not a student should/could be considered for special services. They should be further used when planning an instructional program or measuring progress once an IEP is implemented.

Proposed eligibility criteria for adapted physical education instruction include the following:

1. Significantly reduced performance level of two (2) or more years or 1.5 standard deviations below the mean in areas of:
 - Perceptual Motor Function
 - Object Control
 - Locomotor Skills
 - Physical Fitness
2. There is a significantly reduced performance level because of a severe disability or impairment, which requires significant modification of activities and precludes safe or successful participation in the general physical education or special physical education program.

3. Temporary disabilities or restrictions to movement caused by injury, illness, pregnancy or other health impairments that can be managed in a general physical education class, should be provided specially designed physical education instruction in the general class with appropriate supports.
4. *Adaptive Behaviors* determined by the student study team to be significantly off the norm so as to preclude safe and successful participation in a general physical education class, should be considered an important variable in the team's placement decision.

SUGGESTIONS FOR TEACHERS

Teachers should consider the condition of the pupil, such as obesity and convalescence, adverse extreme weather conditions, such as temperature, humidity, or smog, before the decision to administer the ENDURANCE test item to a particular pupil and on a particular day.

An occasional reaction to exercise may not necessarily be cause for medical referral, but recurring or persistence of any of the following conditions in conjunction with physical activity indicates the need for medical referral and avoidance of exercise until the pupil has been approved medically for vigorous activity: (1) headache; (2) dizziness; (3) fainting; (4) broken night's sleep; (5) digestive upset; (6) pain not associated with injury; (7) undue pounding or uneven heartbeat; and (8) disorientation or personality changes.

The teacher should consult with the classroom teacher and/or school nurse to determine the physical and/or health limitations of any pupil before administering this test. Teachers should watch for symptoms of poor reactions to vigorous exercise as pupils participate in any running activities, especially as the distance and duration are increased. The teacher should be alert to the following conditions, which may or may not indicate a health problem for a pupil:

Excessive Breathlessness: Some breathlessness is normal with exercise. But breathlessness that persists long after exercise is cause for medical referral.

Bluing of the Lips: Except in a cold wet environment, bluing of the lips or nail beds is an unnatural reaction to exercise. Its occurrence in the ordinary exercise setting is cause for medical referral.

Pale or Clammy Skin: Pale or clammy skin or cold sweating following or during exercise is not a normal reaction to physical activity within the usual temperature ranges of the gymnasium or playing field. Again, medical referral is recommended.

Unusual Fatigue: Excessive fatigue as evidenced by unusual lack of endurance or early failure to maintain moderate activity also suggests the need for medical referral. It is dangerous to attribute such reactions to the pupil's attitude until possible organic causes have been ruled out.

Persistent Shakiness: Unusual weakness or shakiness that continues for more than ten minutes following vigorous exercise is cause for medical referral. Normally, recovery will be reasonably prompt—within 3-5 minutes.

Muscle Twitching: Muscular contractions, such as twitching, whether localized or generalized, sometimes occur as an unusual reaction to exercise. They may be abnormal and warrant medical investigation.

ORGANIZATION AND USE OF THE NORMS

Tables 1-4 are normative data sets. Table 1 consists of norms for all female students administered the elementary level test, ages 4.6 to 11 years. They are broken down into ½ year intervals for ages 4.6 to 8 and full year intervals for ages 8-11. Table 2 contains the scaled scores for all females who took the secondary level test and were between 11 and 17 years old. Tables 3 and 4 contain the norms for males broken down by age and test level as above.

Each table is headed by the age, sex and test level (elementary or secondary) of scores represented in the table. The raw scores for each test item appear in the body of the table and the corresponding percentile ranks along the left margin. A percentile rank is a scaled score that indicates the percentage of scores below a given raw score. The tables in this version of the test are written as percentages, since the formulae are still active and more data is to be added to the database. Therefore, the point on the left margin that shows .40, is the point at which all the raw scores in that row are equal to or better than scores obtained by 40% of the students in the norming sample of that sex and age. To reverse this, find a raw score in the body of the table obtained by a student of a given sex and age. Follow the row across to the left to find the percentile rank which tells you what percentage of students of that sex and age scored equal to or poorer than the raw score you are looking up. Descriptive data including the mean, standard deviation and number of students of that age and sex taking that test item appears at the bottom of each column.

Unique to this test is the break-down of low scores showing the scores of the lowest 1, 2.5, 5 and 7.5 percent of the norming sample. Most norm-referenced tests only show percentile ranks as low as 5 or 10 percent. Thus, if a student scores below that, there is no way of knowing at what percentile the student has scored—they are simply “off the scale.” By including the raw scores at this level, it is possible to measure progress at low levels of performance and in small increments. In reading the tables, once you have the child’s raw score for a test item, turn to the table which corresponds with his or her age and sex. Find the name of the test item across the top of the table; follow down that column until you find the score obtained by your student. If the exact score does not appear, use the closest that is LESS THAN your student’s score then follow across the row to the left to find the percentile rank. That number represents the number of students of that age and sex who scored equal to (if the exact raw score is found) or less than your student’s score. Some examples appear below for your understanding.

Fractional scores (scores with decimals) appear throughout the norming tables and will be readily seen by users who are using the paper and pencil method. These fractions are the result of mathematical procedures. You will notice that the mean, or average number of *Bent knee curl-ups* for 11 year old males is 32.4 and the 90th percentile is 55.2. Clearly, no one was scored as completing 4 tenths or 2 tenths of a curl-up, but as a result of averaging and other mathematical procedures, a fraction was derived. When using the norms, if your student’s score exceeded the value at a given percentile, but does not exceed the value in the next higher rank, the student’s percentile rank is the lower rank. Users of the eScoresheet will see only whole numbers displayed when the exact percentile rank is calculated.

Example 1

You are testing a girl who is 5 years 3 months on the *Alternate Hopping* test item. She completes 5 complete 2-2 patterns in the 10 seconds allowed. Go to section of Table 1 for elementary females age 5 and find the column headed *Alternate Hopping*. Run your finger down the column to the space where her score of 5 would be—it is between 4.1 and 6.0. Using the row for 4.1, run your finger across to the left to see that she scored better than 70% of the females 5 years of age in the norming sample. So her percentile rank is 70. Since her score is approximately half-way between 4.1 and 6, you can project that she probably scored at the 75th percentile, but you can safely say she scored BETTER than 70% of the girls her age.

Example 2

You are testing a 13 year old boy who is able to do 75 curl-ups. Go to the section of Table 4 for secondary males age 13 and find the column headed *Bent Knee Curl-Up*. You won't go down the column very far before you find the raw score of 75. Looking across at the percentile rank you see that this score is at the 99th percentile. If you go down the column further you will see the score of 75 all the way down to the 70th percentile. The lowest percentile rank that shares that raw score is what should be reported. In this example, your student scored equal to or better than 70% of the 13 year old males in this sample on *Bent Knee Curl-Ups*.

Example 3

A girl, who is 5 years, 8 months is attempting to kick a rolling ball (Item 12). She makes contact one time sending the ball in the wrong direction, but misses the ball entirely on the other 4 trials. Looking at Table 1, the section for elementary females age 5.5-6.0 years, find the column headed *Kick Rolling Ball*. Go down the column until you find a raw score of 1 which is at the very bottom. Tracking that row across, you find she scored at the percentile rank of 1. In other words she scored equal to or better than 1% of the population for her age and sex.

COMPLETING THE SCORE SHEET

There are two forms of score sheets (electronic and hardcopy) that can be used depending on the resources available to the teacher.

Paper and Pencil. “Hardcopy” score sheets are provided for teachers who do not have technology available to them.

The individual score sheet (Appendix A) lists the test items in order with a brief description of the expected performance (procedure) and scoring system cues for each test item. There is space to record the raw score obtained by the student. There is also a class score sheet for each level of the test that can be used for those items that lend themselves to group testing. (See Appendix B)

The ‘Performance Profile’ hardcopy scoring sheets can be printed one sheet at a time by selecting “Print Profile Page” or the entire set can be printed by selecting “Print Profile Set.”

Body Mass Index The Body Mass Index (BMI) can be calculated by hand using the following formula:

$$\text{BMI} = [\text{Weight in Pounds} / (\text{Height in inches}) \times (\text{Height in inches})] \times 703$$

Another option for determining BMI is to go to <http://www.bmi-calculator.net> enter the age, height and weight of the student and the BMI will be calculated for you. In either case, the BMI can be compared with the BMI Healthy Zone table in Appendix F to determine if the student is in the zone, under weight or over weight.

Electronic/on-line Score sheets. There are two on-line tools: the eScoresheet and the Performance Profile. The electronic version of the score sheet, or eScoresheet, is a time-saver (see Appendix C). While the scores may need to be entered into a paper score sheet originally, after the teacher transfers the scores and demographic data for the student onto the eScoresheet, entering the scores in the spaces provided initiates the conversion to scaled scores automatically. An eScoresheet is included with each purchased test. The Performance Profile, also used on-line, provides a graphic representation of the student's total performance. An example of what it looks like once completed can be found in Appendix D.

APPENDIX

Included with the APEAS II package are the following resources that examiners may find useful.

A. Individual Test Score Sheets – Elementary and Secondary Levels. These hard copy score sheets are provided for teachers who do not have technology available to them. They may also be used for the pencil and paper documentation 'in the field.' The score sheets include a brief description of the scoring for each test item. It is recommended that examiners carefully read the entire protocol for each test item prior to administration.

B. Class Score Sheets – Elementary and Secondary Levels. These score sheets were very useful in the normative data gathering project in which children were tested in groups of ten or more. They are included for use by the licensed APEAS II users who may be testing classes of students for baseline performance, classification of students or grading. There is no scoring information on these sheets so it is important for the examiner to be familiar with the test and keep the testing protocols nearby for reference as needed.

C. eScoresheet. A copy of the electronic score sheet that automatically calculates the percentile rank, z-score and standard score for the user. This can only be used on-line. Instructions for use will be found in the eScoresheet Users Guide.

D. Performance Profile. This tool is provided to graphically represent a student's profile of performance in a way that compares the performance with the norm-referenced data. A copy appears in the appendix to demonstrate how the tool looks as it might appear in a student's report. Instructions for use will be found in the eScoresheet Users Guide.

E. Locomotor Skills Rubrics. These are easy to use rubrics for scoring the quality of movement on Elementary Level Items: 13 to 17 and Secondary Level Items: 11 and 12. It is suggested that new examiners keep a copy handy while testing and refer to it often until they are experienced users of APEAS II. It is also recommended that all examiners review the criteria prior to administering the test.

F. BMI Healthy Zone Table. This table provides a reference for calculated BMI for males and females. If the student's BMI falls within the range for their age and gender, they are in the "Healthy Zone." Any number greater is at risk for obesity, any number lower than the range is under weight.

FUTURE PLANS

As previously mentioned, the APEAS II team plans to continue to collect data until a substantial number of scores (at least 50 in each age and sex grouping) are available for inclusion in the norms. The vision is to then stratify students with disabilities into the norms at the incidence rate that each occurs in the general school population. Further data analysis is planned which will determine the ability of the scorer to accurately measure performance—or measurement error inherent in scoring this test. A Rausch analysis will be completed verifying the validity of each test item. There is also a vision for providing age equivalent norms, so that scores can be expressed in the same unit of measure as most academic subject areas such as reading and math. As plans develop for test revisions and the availability of test-related products, go to www.aapar-apeas.org.

DISCLAIMER

The test items in APEAS II have been used with over 10,000 children over the years and are found to be safe when administered according to the instructions in the Test Manual. The test generates information which can be used for a variety of purposes including identifying movement deficits. This variance may be used for considering modifying, providing supports in the physical education curriculum or placing students into a specially designed or adapted physical education class to meet their needs. It is the responsibility of the user to determine how the data is to be used and how students are going to be served within the program options available in their education agency.

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Elementary Level

ELEMENTARY LEVEL—APEAS II ADMINISTRATION OF TEST ITEMS

Equipment Needed

1. 8½” Rubber ball
2. 18” Ruler or yard stick
3. Measuring Tape (20 meters/ 75 feet)
4. 5 Bean bags (6” x 6”)
5. Stopwatch
6. Whistle
7. Imitation of Posture chart(s)
8. Score sheets
9. Chalk
10. Pencil with eraser
11. Pacer CD or Cassette Tape
12. CD or tape player (Boom box)
13. Wall mounted measuring device (height)
14. Scale (weight)
15. Mats (optional)
16. Cones (optional)
17. Clip board for holding score sheets (optional)
18. Masking tape (optional)
19. Damp cloth (optional)

Facilities Needed

1. A wall free of distracting stimuli
2. 18” x 3’ target 18” above ground with sidelines extended to the ground.
3. An appropriate place for students to do curl-ups (grass area, mat etc.)
4. On a hard top surface prepare the following areas as per diagrams in test booklet.
 - 2’ Square - may be marked with chalk or masking tape
 - Agility run – space for circles 15 feet apart* (Item 19)
 - Endurance - space for 2 lines 20 meters apart* (Item 23)
5. Semi private area for height and weight measurement (for BMI)

*Space for these running items should be ample to allow for “run-out” beyond the lines that mark the boundary of the testing area.

ITEM 1

OCULAR CONTROL

EQUIPMENT:

Pencil with eraser

FACILITIES:

Wall free from distracting stimuli

OBJECTIVE:

To follow a moving object with the eyes as a measure of ocular control.

PROCEDURE:

- Examiner stands with back to wall facing student.
- Examiner holds pencil at midline about 12" from student's face.
- Examiner says: "FOLLOW THE ERASER OF MY PENCIL WITH YOUR EYES. DON'T MOVE YOUR HEAD."
- Examiner then moves the pencil in an arc at eye level, so that the eraser is never more than 12" from the face.
- The pencil should be moved at a rate that takes about three seconds from midline to extreme right or left side. If student moves head, examiner can remind him/her twice not to move head.

1. Move the pencil to the student's right about 45 degrees from the midline
2. Move the pencil back across the midline and without stopping move to the student's left, about 45 degrees past the midline
3. Move back to student's right 45 degrees past the midline
4. Move the pencil up about 6" above eye level
5. Move diagonally across midline to the student's left, to a point about 6" below eye level
6. Move pencil up to 6" above eye level on the student's left
7. Then move diagonally back to midline
8. Move the pencil in to within 4" of the bridge of the student's nose

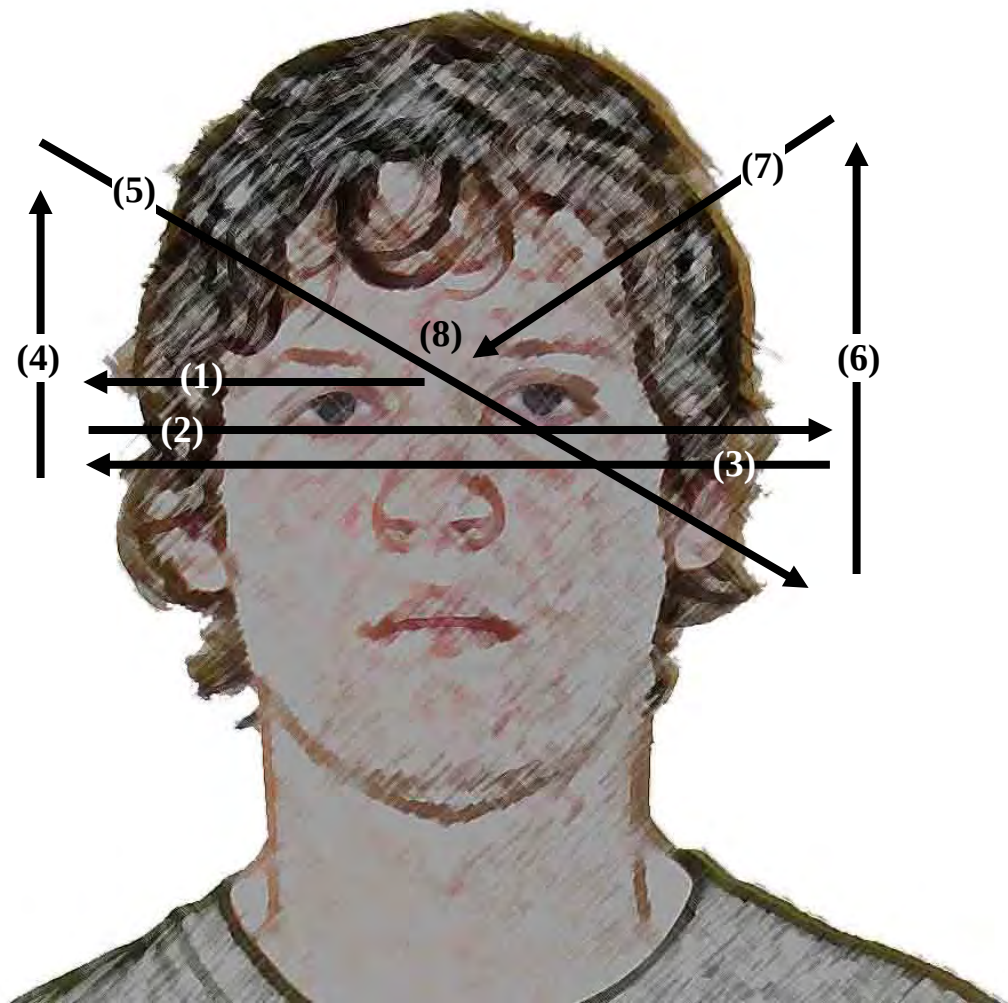
CRITERIA:

The student's eyes should move smoothly and easily while following the pencil eraser. They should move smoothly across midline and remain on target, not lagging behind or darting ahead. The head should remain stationary during this task.

SCORING:

If any of the deviations are noted, check the space(s) provided on the score sheet. Score each deviation according to the values shown below and record the total number of points in the spaces provided for ITEM 1.

- | | |
|----------|---|
| 4 points | Eyes do not converge to 4" in front of face |
| 3 points | Eye movement jerky or hesitant (especially at midline) |
| 2 points | Eyes lose pencil or dart ahead of pencil |
| 1 point | Student moves head instead of or in addition to moving eyes |
| 0 points | All of the criteria are met |



OCULAR CONTROL

ITEM 2

IMITATION OF POSTURES

<u>EQUIPMENT:</u>	Imitation of Postures Chart										
<u>FACILITIES:</u>	Wall free from distracting stimuli										
<u>OBJECTIVE:</u>	To imitate as many postures as possible as an indication of kinesthetic awareness, visual perception, bilateral control and motor planning.										
<u>PROCEDURE:</u>	Have the student stand facing the wall, which is free of distracting stimuli. Examiner demonstrates and says: “MOVE YOUR ARMS AND HANDS THE SAME WAY I DO, LIKE LOOKING IN A MIRROR. IF I USE THIS ARM (holding up right arm), YOU USE THIS ONE (point to student’s left). IF I USE MY OTHER ARM (holding up left), YOU USE YOUR OTHER ONE” (points to student’s right). Examiner then allows the following two trials: 1. Right hand on head, left hand on shoulder 2. Left hand on nose, right hand on ear Make corrections as needed. The examiner proceeds with the test items by mirroring the postures on the chart. • Each posture is held a maximum of four seconds. • If student assumes correct posture in less than four seconds, go onto the next. • After each posture, examiner returns arms to starting position with arms at side so that any error on the previous item will not affect the motor planning involved in assuming the next posture.										
<u>SCORING:</u>	Each posture is scored separately in the spaces provided on the score sheet under ITEM 2. • Postures 4, 5, 6, 8 and 15 require that both arms do the same thing. • Postures 2, 3, 10, 12 and 14 require the arms to assume contrasting positions. • Postures 1, 7, 9, 11 and 13 require midline crossing. <table> <tr> <td>1 point</td><td>Student assumes the correct posture in four seconds or less</td></tr> <tr> <td>1 point</td><td>Student assumes an incorrect posture but corrects it within four seconds.</td></tr> <tr> <td>0 points</td><td>Student takes more than four seconds</td></tr> <tr> <td>0 points</td><td>Student assumes an incorrect posture</td></tr> <tr> <td>0 points</td><td>Student changes from a mirrored to an exact image of the examiner</td></tr> </table>	1 point	Student assumes the correct posture in four seconds or less	1 point	Student assumes an incorrect posture but corrects it within four seconds.	0 points	Student takes more than four seconds	0 points	Student assumes an incorrect posture	0 points	Student changes from a mirrored to an exact image of the examiner
1 point	Student assumes the correct posture in four seconds or less										
1 point	Student assumes an incorrect posture but corrects it within four seconds.										
0 points	Student takes more than four seconds										
0 points	Student assumes an incorrect posture										
0 points	Student changes from a mirrored to an exact image of the examiner										

Imitations of Postures



ITEM 3

STANDING BALANCE

EQUIPMENT:

Stopwatch

FACILITIES:

Asphalt surface or non-carpeted floor

OBJECTIVE:

To stand as long as possible on each foot as an indication of static balance.

PROCEDURE:

Student should be wearing tennis shoes or appropriate rubber soled shoes.

- Student folds arms (with hands grasping opposite elbows) and holds close against the chest.
- Examiner touches the students' right leg and says: "RAISE THIS FOOT AND BALANCE UNTIL I TELL YOU TO STOP, LIKE THIS."
- Examiner demonstrates the standing posture with arms folded as described and right foot off the ground approximately 6" without legs touching.
- Examiner says: "NOW YOU DO IT."
- If student has difficulty balancing within the first five seconds he/she may begin that trial again.
- The watch is started as soon as the right foot leaves the ground and continues until the command "STOP" is given:

The "STOP" command is given when any of the following occur:

- The standing foot moves.
- The two legs touch.
- A hand is extended to regain balance.
- Student has successfully balanced for 90 seconds on one foot.

Record the time for that trial and repeat the procedure for the left leg.

Now say: "LET'S SEE HOW LONG YOU CAN BALANCE WITH YOUR EYES CLOSED", examiner then demonstrates, "LIKE THIS" with standing posture and eye closed. Examiner touches right leg and says: "CLOSE YOUR EYES, RAISE THIS FOOT AND BALANCE UNTIL I TELL YOU TO STOP". The watch is started as soon as the right foot leaves the ground and continues until the command "STOP" is given as described above. Record the time for that trial and repeat the procedure for the left leg; record the time.

SCORING:

Record the total number of seconds for each trial when the command "STOP" was given. Record the number of seconds for each trial in the spaces provided for ITEM 3.

ITEM 4

ALTERNATE HOPPING

EQUIPMENT:

Stopwatch

FACILITIES:

2-foot square marked on floor or asphalt with chalk or masking tape.

OBJECTIVE:

To hop as many 2-2 patterns as possible in 10 seconds, as an indication of dynamic balance and motor planning.

PROCEDURE:

Mark a 2' x 2' square on the floor with chalk or masking tape.

Examiner demonstrates and allows two trial patterns.

Student stands facing the examiner in the center of the square. On the signal "READY, GO" the student hops twice on one foot then twice on the other foot, inside the square. This completes one pattern. Student continues hopping pattern, alternately, for 10 seconds.

If either foot lands outside the square, that pattern is not counted and the examiner continues counting with the next pattern.

SCORING:

1 point = each completed 2-2 pattern

When rhythm is broken, the next pattern must be counted continuing with the opposite foot. The total number of patterns in which both feet were inside the square and hopped correctly is the score.

Record the total number of patterns correctly completed in the space provided for ITEM 4.

ITEM 5

HAND PREFERENCES

EQUIPMENT: Five 6” x 6” bean bags, masking tape or chalk

FACILITIES: 18” x 36” target on wall (18” off the ground)

OBJECTIVE: To determine hand preference.

PROCEDURE: While student is completing the practice trials for ITEM 6, THROWING ACCURACY, observe and record the hand used for throwing.

SCORING: Students’ hand preference will not be scored. It is noted for instructional purposes.

Examiner may request additional throws as needed.

Record the hand used for throwing in the space provided for ITEM 5.

ITEM 6

THROWING ACCURACY

EQUIPMENT:

Five 6" x 6" bean bags, masking tape or chalk

FACILITIES:

18" x 36" target on wall (18" off the ground)

OBJECTIVE:

To throw the bean bag into the target as many times as possible in five trials as an indication of eye-hand coordination.

PROCEDURE:

Student stands on line 15' from target marked on the wall.

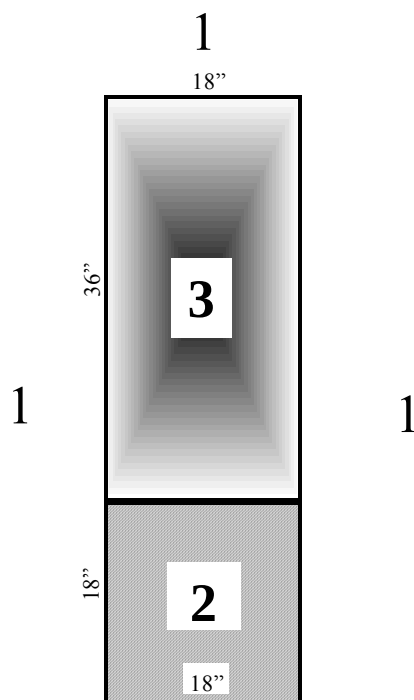
Examiner demonstrates using an overhand throw and allows three practice trials.

- When the student is ready, the bean bag is thrown at the target using the overhand pattern.
- One step forward beyond the line is allowed.
- Each student has five successive trials.

SCORING:

Each throw is scored to the highest value for throws hitting on the line. The sum total of the five trials is recorded in the space provided for ITEM 6.

- | | |
|----------|---|
| 3 points | Bean bag strikes target in flight within the 18" x 36" boundaries |
| 2 points | Bean bag strikes wall in flight within the 18" x 18" downward extension of the target on the wall |
| 1 point | Bean bag hits wall in flight, outside the target or its extension, or goes beyond the wall |
| 0 points | Bean bag does not reach wall |



ITEM 7

THROWING QUALITY

EQUIPMENT: Five 6" x 6" bean bags, masking tape or chalk

FACILITIES: Area free from distracting stimuli

OBJECTIVE: To determine quality of movement.

PROCEDURE: While student is completing practice trials in ITEM 6, THROWING ACCURACY, observe the student for:

- ☐ Cross extension (side orientation, opposite foot and hand used)
- ☐ Weight shift (from rear foot to front during throwing motion)
- ☐ Follow through (finishes with weight forward and facing target)
- ☐ Hand consistency (uses same hand)

SCORING: Check item(s) adequately performed on score sheet.

Examiner may request additional throws as needed. Score one point for each item checked. Four equals maximum score. Record the score in the space provided for ITEM 7.

ITEM 8

CATCHING

EQUIPMENT: 8-1/2" rubber ball—measuring tape, chalk or masking tape.

FACILITIES: Space free from distracting stimuli.

OBJECTIVE: To catch the ball as many times as possible out of five trials as an indication of eye-hand coordination.

PROCEDURE: Examiner marks two lines 10' apart for kindergarten through first grade or 15' apart for second through fifth graders.

Examiner and student stand behind opposite lines. Ball is thrown underhand from behind the line to the student at midline waist high. Student has two practice trials and five successive trials for score.

Any balls not considered accurately thrown may be re-thrown.

SCORING: Each catch is scored to the highest value as noted below. The sum total of the five trials is recorded in the space provided for ITEM 8.

- 3 points Ball is caught and controlled by the hands.
- 2 points Ball is trapped by arms or between hands and body.
- 1 point Student attempts to catch ball but misses.
- 0 points Student misses without attempting to catch.

ITEM 9

CATCHING QUALITY

EQUIPMENT: 8-1/2” rubber ball, measuring tape, chalk or masking tape.

FACILITIES: Space free from distracting stimuli.

OBJECTIVE: To determine quality of movement.

PROCEDURE: While student is completing the practice trials in ITEM 8, CATCHING, observe the student for:

- ☐ Student keeps eyes on ball (eyes follow the ball from the point of release to final contact).
- ☐ Arms and body in position to receive throw (arms are bent at the elbows and held relaxed at the sides or in front of the body in preparation to receive the throw. For a catch above the waist, the fingers are spread and pointed up; thumbs are kept close together with palms facing forward. For a catch below the waist, the fingers are kept close together with palms facing forward).
- ☐ The arms and hands make adjustments to variations in the flight of the ball (arms are extended to meet the ball, arms make adjustments to variations in the flight of the ball, hands are brought together as contact is made).
- ☐ The arms give to absorb the balls force (arms give upon contact with the ball to absorb its force).

SCORING: Check item(s) adequately performed on score sheet.

Examiner may request additional catches as needed. Score one point for each item checked. Maximum score of 4 points. Score is recorded in the space provided for ITEM 9.

ITEM 10

FOOT PREFERENCE

EQUIPMENT:

8-1/2" rubber ball, measuring tape, 6" x 6" bean bag, chalk or masking tape.

FACILITIES:

Space free from distracting stimuli, 18" x 36" target on wall (18" off the ground).

OBJECTIVE:

To determine foot preference.

PROCEDURE:

While student is completing practice trials for ITEM 11, KICKING FOR ACCURACY, observe the foot used for kicking. Examiner should stand behind the student to best observe foot preference.

SCORING:

Record the foot used for each kick in the space provided.

Examiner may request additional kicks as needed. Students' foot preference will not be scored. It is noted for instructional purposes. Foot usage for each trial should be recorded in the space provided for ITEM 10.

ITEM 11

KICKING FOR ACCURACY

EQUIPMENT: 8-1/2" rubber ball, measuring tape, 6" x 6" bean bag, chalk or masking tape.

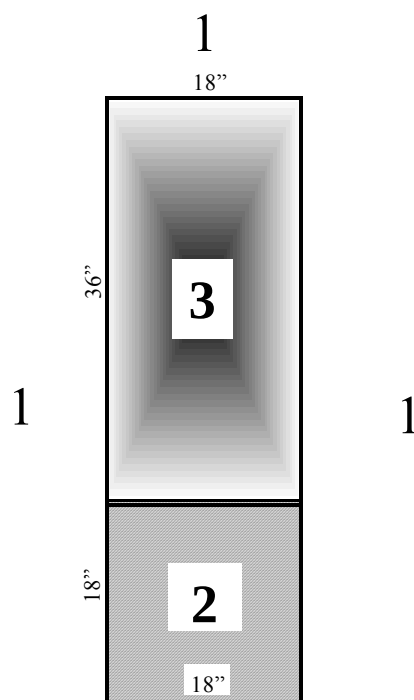
FACILITIES: 18" x 36" target on wall (18" off the ground)

OBJECTIVE: To kick the ball into the target as many times as possible out of five trials as an indication of eye-foot coordination and kicking accuracy.

PROCEDURE: Place a bean bag on a line 15' from the target marked on the wall. Place the ball on the bean bag. Student kicks the ball at the target. The student may take one step with the non-kicking foot. Other students waiting to be tested can retrieve the ball. Examiner demonstrates and allows three practice kicks.

SCORING: Each kick is scored to the highest value for balls hitting on the line. The total score is recorded in the space provided for ITEM 11.

- 3 points Kicked ball strikes target in flight within the 18" x 36" boundaries
- 2 points Kicked ball strikes wall in flight within the 18" x 18" downward extension of the target on the wall
- 1 point Kicked ball hits wall in flight, outside the target or its extension, or goes beyond the wall
- 0 points Kicked ball does not reach wall in flight or student attempts to kick the ball but does not make contact with the ball.



ITEM 12 KICKING ROLLING BALL

EQUIPMENT: 8-1/2” rubber ball

FACILITIES: Space free from distracting stimuli

OBJECTIVE: To kick the ball as many times as possible out of five trials as an indication of kicking quality and eye-foot coordination.

PROCEDURE: Examiner stands on a line 15 feet from the student. Examiner rolls the ball (without a bounce) at a rate that allows the ball 2 ½ seconds to reach the kicker [to determine this rate, count “one-one-thousand, two-one-thousand, three” from the time the ball leaves examiner’s hand to the time it reaches the student].

Other students waiting to be tested can retrieve the ball after it has been kicked. Student may take one step with or without support in preparation for kicking. Examiner demonstrates and allows one or two practice trials. Student has five successive trials for score.

CRITERIA: As contact is made with the ball, the arm on the kicking side tends to swing from a forward to a backward position while the other arm tends to move from a backward or sideward position to a forward one. The trunk bends at the waist during the follow-through. The movement of the kicking leg is initiated at the hip, and there is limited knee bend. The leg swings through a long arc, and the support foot rises to its toes. The foot kicks with a complete and high follow-through.

SCORING: The total score is recorded in the space provided for ITEM 12.

- 3 points Mature pattern, able to adjust position and kick in intended direction.
- 2 points Kicks in intended direction.
- 1 point Makes contact with the ball and kicks in unintended direction.
- 0 points Misses the ball.

ITEM 13

RUNNING FORMEQUIPMENT:

None

FACILITIES:

Asphalt surface or non-carpet floor at least 20 yards in length

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student runs a distance of 20 yards.

- The examiner observes the movement and rates it according to the rubric below.
- Examiner is positioned in such a way to observe all parts of the movement.

SCORING:

Record the number that represents the students' quality of movement. Examiner may request that the student run additional lengths as needed. Record the score in the space provided for ITEM 13.

4	• Stride longer than normal walk • Momentary flight • Arms move in opposition to legs • Consistent rhythmic movement of arms and legs
3	• Mature pattern emerging • Arms move in opposition to legs with limited range and extraneous movement
2	• Limited flight phase • Additions or omissions of pattern • Lacks pattern consistency
1	• Limited or no flight • Limited use of arms • Side to side movement as child runs
0	• Unable to perform skill

ITEM 14

JUMPING FORMEQUIPMENT: NoneFACILITIES: Asphalt surface or non-carpet floor.OBJECTIVE: To determine quality of movement.PROCEDURE: The student jumps a distance of 6 feet.

- The assessor observes the movement and rates it according to the rubric below.
- Examiner is positioned in such a way to observe all parts of the movement.

SCORING: Record the number that represents the students' quality of movement. Examiner may request that the student jump additional lengths as needed. Record the score in the space provided for ITEM 14.

4	• Series of jumps over a distance of 6' • Maintains good bilateral coordination throughout • Slight forward lean as student jumps • Preparatory movement of bent knees & ankles • Body absorbs impact - execution is repetitive
3	• Torso has no forward lean • Over/under use of arms to complete jump • Pattern slightly inconsistent but still effective • Absorbs contact most of the time
2	• Pattern begins with forward lean and good bilateral coordination but breaks down after 3 or 4 jumps • Movement is labored • Pattern is inconsistent
1	• Poor execution • Poor bilateral coordination • Many inconsistencies to accomplish task
0	• Unable to perform skill

ITEM 15

HOPPING FORMEQUIPMENT:

None

FACILITIES:

Asphalt surface or non-carpet floor.

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student hops a distance of 15 feet.

- The assessor observes the movement and rates it according to the rubric below.
- Examiner is positioned in such a way to observe all parts of the movement.

SCORING:

Record the number that represents the student's quality of movement.
Examiner may request that the student hop additional lengths as needed.
Record the score in the space provided for ITEM 15.

4	• Forward movement on preferred foot with a slight forward lean • Non-support leg carried near the midline of the body lifted & bent 6-8" from the floor • Thigh of non-support leg swings forward to aid hop • Elbows flexed at sides (waist height) • Arms lift slightly together during the push off phase
3	• No body lean • Poor absorption of impact • Hopping flat footed
2	• Inability to maintain balance & pattern consistency for 15 feet • Flat footed • Needs to change leg mid stream of 15 feet • Overuse of arms for support
1	• Stops several times to re-establish pattern • Limited to no forward gain while hopping • Excessive amount of time to finish the task
0	• Unable to perform skill

ITEM 16

GALLOPING FORMEQUIPMENT:

None

FACILITIES:

Asphalt surface or non-carpet floor at least 20 yards in length

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student gallops a distance of 20 yards.

- The assessor observes the movement and rates it according to the rubric below.
- Examiner is positioned in such a way to observe all parts of the movement.

SCORING:

Record the number that represents the student's quality of movement.
Examiner may request that the student gallop additional lengths as needed.
Record the score in the space provided for ITEM 16.

4	• Consistent step forward with lead foot • Brief periods of flight • Torso faces forward • Arms are carried at waist with support of movement • Pattern is consistent for 15 feet
3	• Consistent foot step forward with torso forward • Limited use of arms effectively • Pattern lacks smooth integration/rhythm
2	• Pattern breaks down after 2 or 3 cycles • Movement is more mechanical • Pattern resembles more of a slide
1	• Needs demonstration • Torso sideways • Limited flight • Can do only 1 or 2 patterns
0	• Unable to perform skill

ITEM 17

SKIPPING FORMEQUIPMENT:

None

FACILITIES:

Asphalt surface or non-carpet floor at least 20 yards in length.

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student skips a distance of 20 yards.

- The assessor observes the movement and rates it according to the rubric below.
- Examiner is positioned in such a way to observe all parts of the movement.

SCORING:

Record the number that represents the student's quality of movement.
Examiner may request that the student skip additional lengths as needed.
Record the score in the space provided for ITEM 17.

4	• Reciprocal movement of arms & legs • Degree of arm lift is similar to the degree of leg lift • Movement is smooth and integrated • Coordination exhibited • Movement is rhythmical
3	• Degree of arm lift is dissimilar to legs • Movement is not flowing, easy or coordinated but student gets the job done • Lacks good rhythm for the entire pattern
2	• Movement is disjointed • Unable to maintain consistent pattern • Limited forward gain with each sequence • Arms do not swing freely or reciprocally
1	• Pattern is mechanical • Poor non-reciprocal movement of arms • Needs several demonstrations and pattern is still not well established • Poor pattern consistency
0	• Unable to perform skill

ITEM 18

FLEXIBILITY

EQUIPMENT:

18” ruler.

FACILITIES:

Flat hard surface, with adjacent wall.

OBJECTIVE:

To measure how far a student can reach in a long-sitting position, as an indication of leg and low back flexibility.

PROCEDURE:

- Student sits in long-sitting position on a flat, hard surface with heels touching wall (shoes off).
- Examiner demonstrates and student takes one trial.
- Legs must be fully extended with knees locked at all times.
- Student holds ruler between palms with zero touching the wall.
- As student reaches forward with both hands equally to the wall or as close to it as possible, the ruler slides through the hands.
- Student should hold this position for two seconds.
- The examiner reads the distance between fingertips and wall.

SCORING:

Record the student’s score to the nearest ½ inch (i.e. 2.5). Record a zero if student touches wall. Record the score in the space provided for ITEM 18.

ITEM 19

AGILITY RUN

EQUIPMENT:

Stopwatch, measuring tape, 5 bean bags (6”), chalk or masking tape

FACILITIES:

Asphalt surface or non-carpet floor marked with two lines 15 feet apart with a circle 1 foot in diameter on each line (see diagram below). Bean bags are placed in the line opposite the start/finish line.

OBJECTIVE:

To transfer bean bags between circles as quickly as possible as a measure of agility and motor planning.

PROCEDURE:

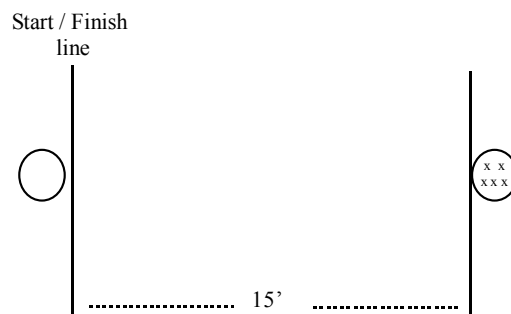
- Student stands with one foot on the start line and the other foot behind the line.
- Examiner stands so that the circles on both sidelines can easily be seen.
- Examiner demonstrates and allows two practice laps before testing.
- On the signal “READY, GO,” the student runs toward the opposite line and picks up a bean bag.
- The student returns to the starting line and places the bean bag into the circle on that sideline. This completes one lap.
- The student continues running back and forth transferring bean bags until all five have been moved.

SCORING:

The student’s performance is recorded as the time elapsed from the signal “GO” to the instant the student places the last bean bag in the circle adjacent to the start/finish line.

If conditions exist that would indicate an invalid score due to bean bags not being placed correctly, stop the trial, allow students to rest and retest – maximum of three trials allowed.

Score is recorded in seconds to the nearest tenth in the space provided for ITEM 19.



ITEM 20

BENT KNEE CURL-UP

EQUIPMENT:

Stopwatch

FACILITIES:

A suitable surface for doing curl-ups, for example a dry grassy area, tumbling or posture mats, a rubberized playground surface or carpeting.

OBJECTIVE:

To complete as many curl-ups as possible as an indication of abdominal strength.

PROCEDURE:

The student should lie on a mat, grassy area or similar padded surface in a hook lying position with feet flat on the ground and not more than 10" from the buttocks.

- The examiner or another student holds feet.
- Arms are folded in front of the chest with hands grasping opposite elbows.
- The upper arms should be extended forward forming a rectangle.

A demonstration and two practice trials are allowed to assure the student understands the performance that is expected.

- On the signal "READY, GO," the curl up performance begins by bringing head up first, then shoulders.
- Forearms must touch the thighs.
- A curl-up is completed when students' shoulder blades touch the floor.
- The buttocks may not rock or be lifted from floor during test.
- The examiner may issue one warning that the proper form is not being performed.
- The performance ends when the exercise cannot be performed rhythmically or student breaks form for the second time. The tempo may vary but movement must remain rhythmic.

SCORING:

The student scores one point each time he/she curls up and touches the forearms to the knees with a maximum of 75. Record the score in the space provided for ITEM 20.

ITEM 21

PUSH-UP POSITION

EQUIPMENT:

Stopwatch

FACILITIES:

A suitable surface for doing push-ups, for example a dry grassy area, tumbling or posture mats, a rubberized playground surface or carpeting.

OBJECTIVE:

To maintain a push-up position as long as possible as an indication of upper body and core strength.

PROCEDURE:

The student should lie on a mat, grassy area or similar padded surface in a face down position.

- A demonstration and two practice trials are allowed to assure the student understands the performance that is expected.
- In preparation, the student takes a position in ‘semi-push up position’ – a static push-up position with hands placed on mat directly below the shoulders, arms and body straight, one leg straight and the other bent with weight on one knee.
- On the signal “READY, GO,” the student straightens bent leg and assumes a static push-up position with arms and body straight.
- The performance ends when student breaks form or 90 seconds have elapsed. The examiner should have a side view so that body position can be monitored.

SCORING:

The student’s performance is recorded as the time elapsed from the signal “GO” to the instant the position is broken or 90 seconds have elapsed. Score is recorded in seconds. Record the score in the space provided for ITEM 21.

ITEM 22

PUSH-UPS

EQUIPMENT:

Tumbling or posture mats

FACILITIES:

A suitable surface for doing push-ups, for example a dry grassy area, a rubberized playground surface or carpeting.

OBJECTIVE:

To perform as many push-ups as possible at a rhythmic pace as an indication of upper body strength.

PROCEDURE:

Do not have students perform this item the same day as the Push-up Position.

The student should lie on a mat, grassy area or similar padded surface in a face down prone position.

A demonstration and two practice trials are allowed to assure the student understands the performance that is expected.

- In preparation, the student takes a prone position on the mat with hands placed under the shoulders, fingers stretched out, leg straight and toes tucked under.
- The student pushes up off the mat until arms are straight, keeping legs and back straight.
- On the signal “READY, GO,” the student lowers the body until the elbows are at a 90 degree angle and continues performing push-ups rhythmically. The tempo may vary but movement must remain rhythmic.
- The examiner may issue one warning that the proper form is not being performed.
- The performance ends when student breaks form or rhythm or has performed 75 push-ups.
- The examiner should have a side view so that body position can be monitored.

SCORING:

The student scores one point for each push-up properly performed with a maximum of 75. Record the score in the space provided for ITEM 22.

ITEM 23

ENDURANCE - PACER

EQUIPMENT: Cassette or CD player with adequate volume, CD or audio cassette for PACER*, measuring tape, marker cones, pencil, score sheets.

FACILITIES: A flat non-slippery surface at least 20 meters in length.

OBJECTIVES: To run as long as possible back and forth across a 20 meter distance at a specified pace which gets faster each minute.

PROCEDURE: Mark the 20 meter (21 yards and 32 inches) course with marker cones and a tape line or chalk line at each end. Make copies of the score sheet for each group of students to be tested. Before test day students should be allowed at least two practice sessions. First allow students to listen to several minutes of the tape so that they know what to expect. Then do a couple of practice runs.

- The test begins with a 5 second count down (5, 4, 3, 2, 1) and instructs students to “Begin”.
- Students run across the area and touch the line before the beep sounds. At the sound of the beep they run back to the other line. Students continue to run laps until they can no longer reach the line before the beep sounds.

When to stop:

- If a student does not reach the line by the beep or reverses directions on the beep before reaching the line, allow them to attempt to catch up with the pace until he/she has missed two beeps.
- Student is stopped after being unable to reach the line two times (not necessarily in succession).

SCORING: The student scores one point for each lap completed. Record the score in the space provided for ITEM 23.



*The PACER is part of the FITNESSGRAM test. Available: Human Kinetics Publishing at www.humankinetics.com or by calling: 800-747-4457. ISBN 0736060855

ITEM 24

HEIGHT

EQUIPMENT:

Wall mounted measuring device for height or measuring tape attached to wall, 18” ruler.

FACILITIES:

Semi-private area free from distracting stimuli.

OBJECTIVE:

To measure a student’s height.

PROCEDURE:

- Student stands against the wall without shoes.
- Examiner places ruler on student’s head parallel to the floor.
- Measurement is taken at the point where the ruler touches the wall along its bottom surface.

SCORING:

Record the student’s height in inches to the nearest $\frac{1}{4}$ inch in the space provided for ITEM 24.

ITEM 25	<u>WEIGHT</u>
<u>EQUIPMENT:</u>	Scale.
<u>FACILITIES:</u>	Semi-private area free from distracting stimuli and peer observation.
<u>OBJECTIVE:</u>	To measure a student's weight.
<u>PROCEDURE:</u>	• Student stands on scale without shoes or jacket. • Examiner measures student's weight.
<u>SCORING:</u>	Record the student's weight in pounds and record in the space provided for ITEM 25.

EQUIPMENT: NoneFACILITIES: NoneOBJECTIVE: To determine appropriate physical education placementPROCEDURE: Using the chart below, rate student on the behaviors indicatedSCORING: Record the student's ratings in the area provided

Score	Behavior	Domain
	Peer Interaction 0 Interacts age appropriately with peers 1 Requires occasional reminders in order to interact with peers 2 Requires regular prompting to interact with peers 3 Requires direct instructional assistance to interact with peers	Behavioral
	Fitness Level 0 Is able participate at same fitness level as peers 1 Occasionally needs a rest break 2 Can complete 50% of the class activities without a rest break 3 Requires frequent rest breaks	Motor
	Medical Condition: _____ 0 No medical conditions that affect participation 1 Is able to self manage medical condition 2 Requires regular prompting to self-manage medical condition 3 Requires direct assistance to manage medical condition	Medical
	Time, Equipment and/or Activity Modifications 0 No modifications required 1 Requires <u>one</u> modification (time, equipment or activity) 2 Requires <u>two</u> modifications (time, equipment or activity) 3 Requires <u>three</u> modifications (time, equipment and activity)	Motor
	Understanding of Rules and/or Strategies 0 Understands rule and strategies 1 Is able to comprehend with minimal supports 2 Requires regular prompting to participate appropriately 3 Requires direct assistance to participate appropriately	Cognitive
	Behavior Prevents Participation in Group Activities 0 Is able to participate in group activities age appropriately 1 Is able to manage behavior with minimal supports 2 Requires regular prompting to self-manage behavior 3 Requires direct assistance to manage behavior	Behavioral



Secondary Level

SECONDARY LEVEL—APEAS II ADMINISTRATION OF TEST ITEMS

Equipment Needed

1. Stopwatch
2. Chalk
3. Measuring Tape (20 meters/75 feet)
4. 2" Masking tape (optional)
5. 12" Softball (rubber core)
6. Soccer ball (size 5)
7. 2 Bean bags (6")
8. 2 tennis balls
9. paddle (wood) or racquetball racquet
10. 18" Ruler
11. Imitation of posture chart
12. Score sheets and pencil
13. Pacer CD or Tape
14. Wall mounted measuring device (height)
15. Scale (weight)
16. CD or tape player (Boom box)
17. Mats (optional)
18. Target (18" x 36")

Facilities Needed

1. A wall free of distracting stimuli
2. 18" x 3' Target 18" above ground with sidelines extended to the ground
3. Handball court or tennis practice wall
4. An appropriate place for students to do curl-ups (grass area, mat etc.)
5. On a hard top surface prepare the following areas as per diagram in test booklet
 - 2' Square - may be marked with chalk or masking tape
 - Agility run – space for placing bean bags 42 feet apart* (Item 14)
 - Standing long jump
 - Endurance – space for two lines 20 meters apart* (Item 20)
6. Semi private area for height and weight (BMI measurement)

*Space for these running items should be ample to allow for “run-out” beyond the lines that mark the boundary of the testing area.

ITEM 1

OCULAR CONTROL

EQUIPMENT:

Pencil with eraser.

FACILITIES:

Wall free from distracting stimuli.

OBJECTIVE:

To follow a moving object with the eyes as a measure of ocular control.

PROCEDURE:

- Examiner stands with back to wall facing student.
- Examiner holds pencil at midline about 12" from student's face.
- Examiner says: "FOLLOW THE ERASER OF MY PENCIL WITH YOUR EYES. DON'T MOVE YOUR HEAD."
- Examiner then moves the pencil in an arc at eye level, so that the eraser is never more than 12" from the face.
- The pencil should be moved at a rate that takes about three seconds from midline to extreme right or left side. If student moves head, examiner can remind him/her twice not to move head.
- Move the pencil to the student's right about 45 degrees from the midline
- Move the pencil back across the midline and without stopping move to the student's left, about 45 degrees past the midline
- Move back to student's right 45 degrees past the midline
- Move the pencil up about 6" above eye level
- Move diagonally across midline to the student's left, to a point about 6" below eye level
- Move pencil up to 6" above eye level on the student's left
- Then move diagonally back to midline
- Move the pencil in to within 4" of the bridge of the student's nose

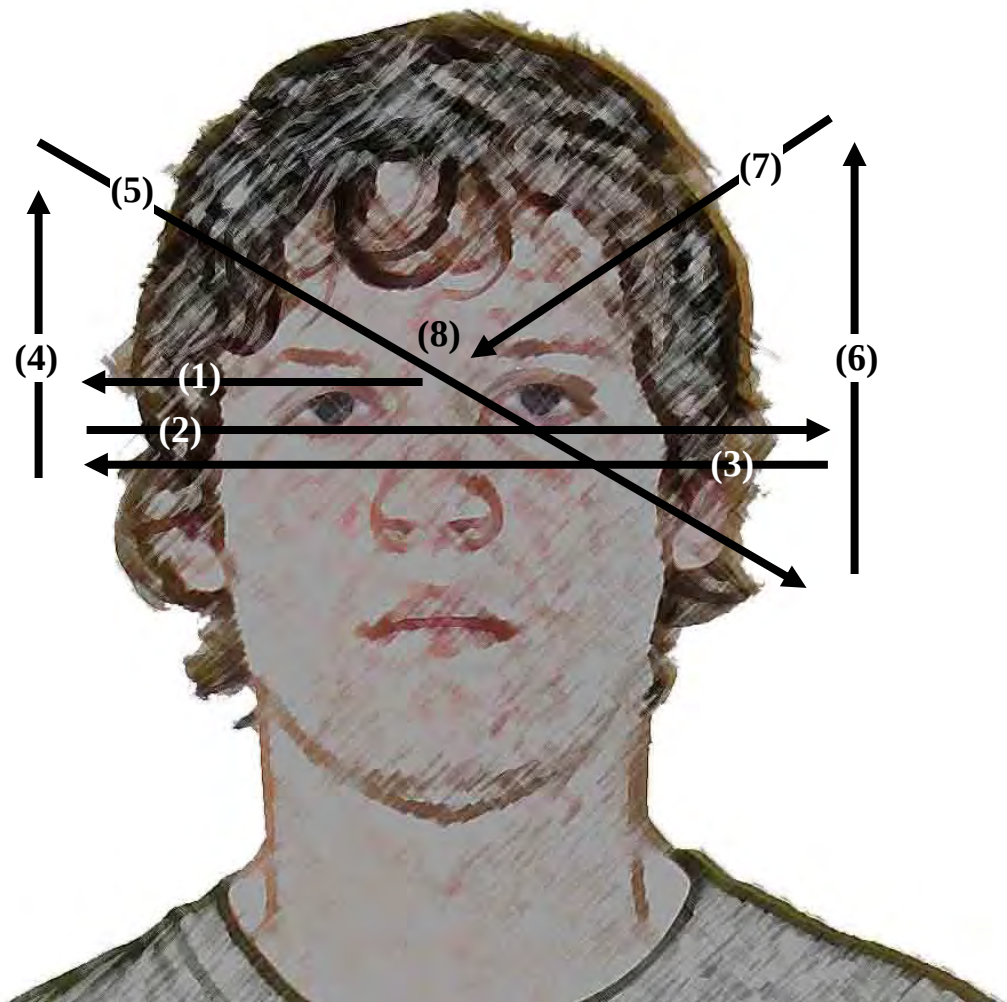
CRITERIA:

The student's eyes should move smoothly and easily while following the pencil eraser. They should move smoothly across midline and remain on target not lagging behind or darting ahead. The head should remain stationary during this task.

SCORING:

If any of the deviations are noted, check the space(s) provided on the score sheet. Score each deviation according to the values shown above and record the total number of points in the spaces provided for ITEM 1.

- | | |
|----------|---|
| 4 points | Eyes do not converge to 4" in front of face |
| 3 points | Eye movement jerky or hesitant (especially at midline) |
| 2 points | Eyes lose pencil or dart ahead of pencil |
| 1 point | Student moves head instead of or in addition to moving eyes |
| 0 points | All of the criteria are met |



ITEM 2

IMITATION OF POSTURES

EQUIPMENT:

Imitation of Postures Chart.

FACILITIES:

Wall free from distracting stimuli.

OBJECTIVE:

To imitate postures as an indication of kinesthetic awareness, visual perception, bilateral control and motor planning.

PROCEDURE:

Have the student stand facing the wall which is free of distracting stimuli.

- Examiner demonstrates and says: “MOVE YOUR ARMS AND HANDS THE SAME WAY I DO, LIKE LOOKING INTO A MIRROR. IF I USE THIS ARM (holding up right arm), YOU USE THIS ONE (point to student’s left).”
- “IF I USE MY OTHER ARM (holding up left), YOU USE YOUR OTHER ONE” (points to student’s right)

Examiner then allows the following two trials:

1. Right hand on head, left hand on shoulder
2. Left hand on nose, right hand on ear

Make corrections as needed.

Then the examiner proceeds with the test items by mirroring the postures on the chart. **ONLY ITEMS 7, 12, 13 AND 14 ARE ADMINISTERED AT THE SECONDARY LEVEL.**

- Each posture is held a maximum of four seconds.
- If student assumes correct posture in less than four seconds, go on to the next.
- After each posture, examiner returns arms to starting position with arms at side so that any error on the previous item will not affect the motor planning involved in assuming the next posture.
- If a student misses a posture, do the postures in Appendix B following the same procedures listed above.

SCORING:

Each posture is scored separately in the spaces provided on the score sheet under ITEM 2.

- Postures **12** and **14** require the arms to assume contrasting positions.
- Postures **7** and **13** require midline crossing.

- 1 point Student assumes the correct posture in four seconds or less.
- 1 point Student assumes an incorrect posture but corrects it within four seconds.
- 0 points Student takes more than four seconds.
- 0 points Student assumes an incorrect posture.
- 0 points Student changes from a mirrored to an exact image of the examiner.

Imitations of Postures - Secondary



ITEM 3

STANDING BALANCE

EQUIPMENT:

Stopwatch.

FACILITIES:

Asphalt surface or non-carpeted floor.

OBJECTIVE:

To stand as long as possible on each foot as an indication of static balance.

PROCEDURE:

Student should be wearing tennis shoes or appropriate rubber soled shoes. Student folds arms (with hands grasping opposite elbows) and holds close against the chest.

Touch the student's right leg and say: "RAISE THIS FOOT AND BALANCE UNTIL I TELL YOU TO STOP, LIKE THIS." Examiner demonstrates the standing posture with arms folded as described, right foot off the ground approximately 6" without legs touching.

Say: "NOW LET ME SEE HOW LONG YOU CAN BALANCE WITH YOUR EYES CLOSED." If student has difficulty balancing within the first five seconds he/she may begin that trial again. The watch is started as soon as the right foot leaves the ground and continues until the command "STOP" is given when:

- When the standing foot moves
- When the two legs touch
- When a hand is extended to regain balance
- When student has stood for 90 seconds on one foot

Record the time for that trial and repeat the procedure for the left leg.

SCORING:

Record the total number of seconds for each trial when the command "STOP" was given. Record the number of seconds for each trial in the spaces provided for ITEM 3.

ITEM 4 ALTERNATE HOPPING (2-2)

EQUIPMENT: Stopwatch.

FACILITIES: 2 foot square marked on floor or asphalt with chalk or masking tape.

OBJECTIVE: To hop as many 2-2 patterns as possible in 10 seconds, as an indication of dynamic balance and motor planning.

PROCEDURE: Mark a 2' x 2' square on the floor with chalk or masking tape.

Examiner demonstrates and allows two trials.

Student stands facing the examiner in the center of the square. On the signal "READY, GO" the student hops twice on one foot then twice on the other foot inside the square. This completes one pattern.
Student continues hopping pattern, alternately for 10 seconds.

If either foot lands outside the square, that pattern is not counted and the examiner continues counting with the other foot.

SCORING: 1 point = each completed 2-2 pattern

When rhythm is broken, the next pattern must be counted continuing with the opposite foot. The total number of patterns in which both feet were inside the square and hopped correctly is the score.

Record the total number of patterns correctly completed in the space provided for ITEM 4.

ITEM 5

THROWING ACCURACY

EQUIPMENT: 12 inch rubber core softball, masking tape or chalk.

FACILITIES: 18" x 36" target on wall (18" off the ground).

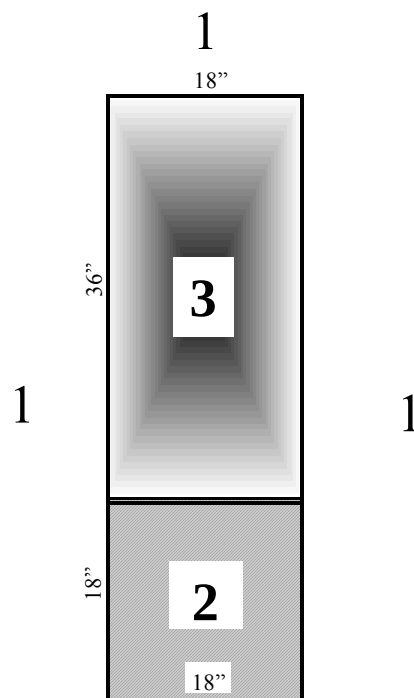
OBJECTIVE: To throw the softball into the target as many times as possible in five trials as an indication of eye-hand coordination.

PROCEDURE: Student stands on a line drawn 30' from the target on the wall. When student is ready, the softball is thrown at the target using the overhand pattern. One step forward beyond the line is allowed. Examiner demonstrates and allows three practice trials. Each student has five successive trials.

SCORING: Ball may not touch ground before reaching target.

- 3 points Ball strikes target in flight within the 18" x 36" boundaries
- 2 points Ball strikes wall in flight within the 18" x 18" downward extension of the target on the wall
- 1 point Ball hits wall in flight, outside the target or its extension, or goes beyond the wall
- 0 points Ball does not reach wall

Each throw that hits the line is scored to the highest value. Each score is recorded separately then tallied on the score sheet. The total of the five scores is recorded in the space provided for ITEM 5. Maximum score of 15 points.



ITEM 6

THROWING QUALITY

EQUIPMENT: 12 inch rubber core softball, masking tape or chalk.

FACILITIES: Area free from distracting stimuli.

OBJECTIVE: To determine quality of movement.

PROCEDURE: While student is completing practice trials in ITEM 5, THROWING ACCURACY, observe the student for:

- ☐ Cross extension
 - side orientation
 - opposite foot and hand used
- ☐ Weight shift
 - from rear foot to front during throwing motion
- ☐ Follow through
 - finishes with weight forward and facing target
- ☐ Hand Consistency
 - uses same hand

SCORING: Check item(s) adequately performed on score sheet.

Examiner may request additional throws as needed. Score one point for each item checked. Four equals maximum score. Record the score in the space provided for ITEM 6.

ITEM 7

CATCHING

EQUIPMENT: 12 inch rubber core softball, measuring tape, chalk or masking tape.

FACILITIES: Space free from distracting stimuli.

OBJECTIVE: To catch the ball as many times as possible out of five trials, as an indication of eye-hand coordination.

PROCEDURE: Examiner marks two lines 30' apart. The student stands 30' away on the end line. Ball is thrown underhand from behind the line to the student's strike zone (shoulders to knees). Any balls not considered accurately thrown may be re-thrown.

SCORING: Student has three practice trials and five successive trials for score. Record the score in the space provided for ITEM 7.

- 3 points Ball is caught and controlled by the hands
- 2 points Ball is trapped by arms or between hands and body.
- 1 point Student attempts to catch ball but misses
- 0 points Misses without attempting to catch

ITEM 8

CATCHING QUALITY

EQUIPMENT: 12 inch rubber core softball, measuring tape, chalk or masking tape.

FACILITIES: Space free from distracting stimuli.

OBJECTIVE: To determine quality of movement.

PROCEDURE: While student is completing the practice trials in ITEM 7, CATCHING, observe the student for:

- ☐ Student keeps eyes on ball
 - Eyes follow the ball from the point of release to final contact.
- ☐ Arms and body in position to receive throw
 - Arms are bent at the elbows and held relaxed at the sides or in front of the body in preparation to receive the throw.
 - For a catch above the waist, the fingers are spread and pointed up; thumbs are kept close together with palms facing forward.
 - For a catch below the waist, the fingers are kept close together with palms facing forward.
- ☐ The arms and hands make adjustments to variations in the flight of the ball
 - Arms are extended to meet the ball.
 - Arms make adjustments to variations in the flight of the ball.
 - Hands are brought together as contact is made.
- ☐ The arms give to absorb the balls force
 - Arms give upon contact with the ball to absorb its force.

SCORING: Check item(s) adequately performed on score sheet.

Examiner may request additional throws as needed. Score one point for each item checked. Four equals maximum score. Record the score in the space provided for ITEM 8.

ITEM 9 KICKING FOR ACCURACY

EQUIPMENT: Size 5 soccer ball, measuring tape, 6" x 6" bean bag, chalk or masking tape.

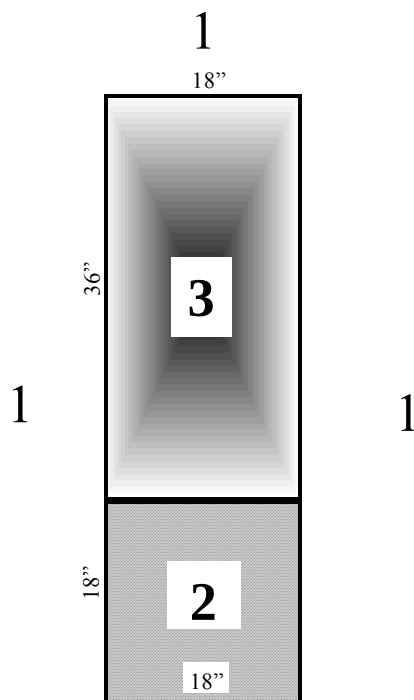
FACILITIES: 18" x 36" target on wall (18" off the ground).

OBJECTIVE: To kick the ball into the target as many times as possible out of five trials as an indication of eye-foot coordination and kicking accuracy.

PROCEDURE: Place a bean bag on line 20' from the target on the wall of the handball court. Place the ball on the bean bag. The student may take one step with the non-kicking foot. Other students waiting to be tested can retrieve the ball. Examiner demonstrates and allows one or two practice trials. Each student has five successive trials for score.

SCORING: The score for each kick is recorded in the spaces provided. Each kick is scored to the highest value for balls hitting on the line. The total score is recorded in the space provided for ITEM 9.

- 3 points Kicked ball strikes target in flight within the 18" x 36" boundaries
- 2 points Kicked ball strikes wall in flight within the 18" x 18" downward extension of the target on the wall
- 1 point Kicked ball hits wall in flight, outside the target or its extension, or goes beyond the wall
- 0 point Kicked ball does not reach wall in flight or student attempts to kick the ball but does not make contact with the ball.



ITEM 10

PADDLE RALLY

EQUIPMENT:

Stopwatch, two tennis balls, handball paddle or racquetball racquet, measuring tape, chalk or masking tape.

FACILITIES:

Handball court or tennis practice wall.

OBJECTIVE:

To hit the ball against the wall for one minute as a measure of eye-hand coordination, agility, and motor planning.

PROCEDURE:

Examiner demonstrates and allows three practice trials. The student starts the test from behind the 15' line with a drop bounce.

- The ball may be returned on zero or one bounce and may be hit from any area of the court.
- Only hits from behind the 15' line are recorded.
- On a missed ball, the student may start again with another drop bounce but scoring continues from the last correct hit.
- If the ball is hit out of the court, the examiner may give the second ball to the student. The student may start again with another drop bounce but scoring continues from the last correct hit.

SCORING:

Record the total number of successful hits from behind the 15' line in one minute. Record the score in the space provided for ITEM 10.

ITEM 11

RUNNING FORMEQUIPMENT:

None.

FACILITIES:

Asphalt surface or non-carpeted floor at least 20 yards in length.

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student runs a distance of 20 yards. The assessor observes the movement and rates it according to the rubric below. Examiner is positioned in such a way to observe all parts of the movement. Examiner may request that the student run additional lengths as needed.

SCORING:

Record the number that represents the student's quality of movement. Record the score in the space provided for ITEM 11.

4	• stride longer than normal walk • momentary flight • arms move in opposition to legs • consistent rhythmic movement of arms and legs
3	• mature pattern emerging • arms move in opposition to legs with limited range & extraneous movement
2	• limited flight phase • additions or omissions of pattern • lacks pattern consistency
1	• limited or no flight • limited use of arms • side to side movement as child runs
0	• Unable to perform skill

ITEM 12

SKIPPING FORMEQUIPMENT:

None.

FACILITIES:

Asphalt surface or non-carpet floor at least 20 yards in length.

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

The student skips a distance of 20 yards. The assessor observes the movement and rates it according to the rubric below. Examiner is positioned in such a way to observe all parts of the movement. Examiner may request that the student skip additional lengths as needed.

SCORING:

Record the number that represents the student's quality of movement. Record the score in the space provided for ITEM 12.

4	• Reciprocal movement of arms & legs • Degree of arm lift is similar to the degree of leg lift • Movement is smooth and integrated • Coordination exhibited • Movement is rhythmical
3	• Degree of arm lift is dissimilar to legs • Movement is not flowing, easy or coordinated but student gets the job done • Lacks good rhythm for the entire pattern
2	• Movement is disjointed • Unable to maintain consistent pattern • Limited forward gain with each sequence • Arms do not swing freely or reciprocally
1	• Pattern is mechanical • Poor non-reciprocal movement of arms • Needs several demonstrations and pattern is still not well established • Poor pattern consistency
0	• Unable to perform skill

ITEM 13

FLEXIBILITY

EQUIPMENT:

18” ruler.

FACILITIES:

Flat hard surface, with adjacent wall.

OBJECTIVE:

To measure how far a student can reach in a long-sitting position, as an indication of leg and low back flexibility.

PROCEDURE:

- Student sits in long-sitting position on a flat, hard surface, with heels touching wall (shoes off).
- Examiner demonstrates and student takes one trial.
- Legs must be fully extended with knees locked at all times.
- Student holds ruler between palms with zero touching the wall.
- As student reaches forward to the wall the ruler slides through the hands.
- The examiner reads the distance between fingertips and wall.
- Student reaches for toes with both hands equally.
- Student should hold this position for two seconds.

SCORING:

Record the student’s score to the nearest ½ inch (i.e. 2.5). Record a zero if student touches wall. Record the score in the space provided for ITEM 13.

ITEM 14

AGILITY RUN (POTATO RACE)

EQUIPMENT: Stopwatch, measuring tape, 2 bean bags (6 inch), chalk or masking tape.

FACILITIES: Asphalt surface or non-carpet floor marked with three lines: a start line and two lines marked 36' and 42' from start line with a circle 1' in diameter on each.
(NOTE: Half court measurement of a standard high school basketball court is 42 feet; the measurement from the end line to the center circle is 36 feet).

OBJECTIVE: To transfer bean bags between circles as quickly as possible as a measure of agility, endurance and motor planning.

PROCEDURE: One bean bag is placed in each circle on the 36 and 42 foot lines.

Examiner demonstrates race, has student walk course, and explains that failure to place bean bags in the circular areas or throwing them so that they touch the circumference of the circle invalidates their score.

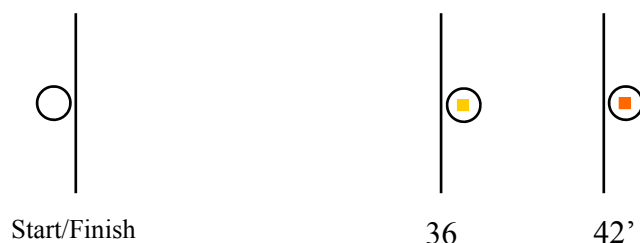
- At the signal “GO” the student starts from behind the starting line, brings the bean bags in, one at a time, and places them in the circle behind the starting line.
- The student then returns the bean bags one at a time to where they were at the start position and re-crosses the starting line. (This process requires four round trips from the starting line).

SCORING: The student’s performance is recorded as the time elapsed from the signal “GO” to the instant the student crosses the starting line.

If conditions exist that would indicate an invalid score because the bean bags are not placed correctly, stop the trial, allow student to rest and retest.

A maximum of three trials is allowed.

Score is recorded in seconds to the nearest tenth in the space provided for ITEM 14.



ITEM 15

BENT KNEE CURL-UP

EQUIPMENT:

Stopwatch.

FACILITIES:

A suitable surface for doing curl-ups, for example a dry grassy area, tumbling or posture mats, a rubberized playground surface or carpeting.

OBJECTIVE:

To complete as many curl-ups as possible as an indication of abdominal strength.

PROCEDURE:

The student should lie on a mat, grassy area or similar padded surface in a hook lying position with feet flat on the ground and not more than 10" from the buttocks.

- The examiner or another student holds feet.
- Arms are folded in front of the chest with hands grasping opposite elbows.
- The upper arms should be extended forward forming a rectangle.

A demonstration and two practice trials are allowed to ensure the student understands the performance that is expected.

- On the signal "READY, GO," the curl up performance begins by bringing head up first, then shoulders.
- Forearms must touch the thighs.
- A curl-up is completed when student's shoulder blades touch the floor.
- The buttocks may not rock or be lifted from floor during test.
- The examiner may issue one warning that the proper form is not being performed.
- The performance ends when the exercise cannot be performed rhythmically or student breaks form for the second time.

SCORING:

The student scores one point each time he/she curls up and touches the forearms to the knees with a maximum of 75. Record the score in the space provided for ITEM 15.

ITEM 16

PUSH-UP POSITION

EQUIPMENT:

Stopwatch.

FACILITIES:

A suitable surface for doing push-ups, for example a dry grassy area, tumbling or posture mats, a rubberized playground surface or carpeting.

OBJECTIVE:

To measure how long a student can hold a static push-up position as a measurement of upper body and core strength.

PROCEDURE:

Do not administer on the same day as the Push-Up, ITEM 17. The student should lie on a mat, grassy area or similar padded surface in a face down position.

- A demonstration and two practice trials are allowed to ensure the student understands the performance that is expected.
- In preparation, the student takes a position in ‘semi-push up position’ – a static push-up position with arms and body straight on one knee.
- On the signal “READY, GO,” the student straightens bent leg and assumes a static push-up position with arms and body straight.
- The performance ends when student breaks form or 90 seconds have elapsed. The examiner should have a side view so that body position can be monitored.

SCORING:

The student’s performance is recorded as the time elapsed from the signal “GO” to the instant the position is broken or 90 seconds have elapsed. Record the score in the space provided for ITEM 16.

ITEM 17

PUSH-UPS

EQUIPMENT:

Tumbling or posture mat.

FACILITIES:

A suitable surface for doing push-ups, for example a dry grassy area, tumbling or posture mats, a rubberized playground surface or carpeting.

OBJECTIVE:

To perform as many push-ups as possible at a rhythmic pace as an indication of upper body strength.

PROCEDURE:

Do not administer on the same day as the Push-up Position, ITEM 16. The student should lie on a mat, grassy area or similar padded surface in a face down prone position.

A demonstration and two practice trials are allowed to ensure the student understands the performance that is expected.

- In preparation, the student takes a prone position on the mat with hands placed under the shoulders, fingers stretched out, legs straight and toes tucked under.
- The student pushes up off the mat until arms are straight, keeping legs and back straight.
- On the signal “READY GO” the student lowers the body until the elbows are at a 90 degree angle and continues performing push-ups rhythmically. The tempo may vary but movement must remain rhythmic.
- The examiner may issue one warning that the proper form is not being performed.
- The performance ends when student breaks form or rhythm or has performed 75 push-ups.
- The examiner should have a side view so that body position can be monitored.

SCORING:

The student scores one point for each push-up properly performed with a maximum of 75. Record the score in the space provided for ITEM 17.

ITEM 18

STANDING LONG JUMP

EQUIPMENT:

Measuring tape, chalk or masking tape.

FACILITIES:

Mats, turf or outdoor rubber matting, marked in inches from the take off mark.

OBJECTIVE:

To jump as far as possible from standing position as a measurement of leg power and motor planning.

PROCEDURE:

The student stands with feet several inches apart and with toes behind the take-off line, mark, or front edge of the take-off board.

The take-off is made from both feet as the student jumps forward as far as possible, landing on both feet. Failure to do so is considered a foul.

Free swinging of the arms and bending of the knees is permissible, but during this action of arms and legs the feet must not leave the take-off surface or board until the jump is made. Failure to do so is considered a foul.

SCORING:

The distance of the best jump shall be recorded in inches to the nearest inch.

Three successive fair trials (not including fouls) shall be allowed, and the best of the three scores is recorded.

The measurement is made from the take-off line to the heel or any part of the body that touches the surface nearest the take-off line. Record the score in the space provided for ITEM 18.

ITEM 19

JUMPING FORMEQUIPMENT:

None.

FACILITIES:

Asphalt surface or non-carpet floor.

OBJECTIVE:

To determine quality of movement.

PROCEDURE:

While the student is completing the trials for ITEM 18, STANDING LONG JUMP, observe the movement and rate it according to the rubric below. Examiner is positioned in such a way to observe all parts of the movement. Examiner may request that the student jump additional trials as needed.

SCORING:

Record the number that represents the students' quality of movement in the space provided for ITEM 19.

4	• Preparatory body position includes flexed knees, semi squat position, back straight, slight forward body lean, arms extended behind the body. • As arms swing forward knees and hips uncoil. • Body movement is in an up and out direction. • Legs and arms move bilaterally and the feet make contact with the floor ahead of the body.
3	• Poor preparatory body mechanics. • Forward lean absent or exaggerated. • Jump is executed more vertically. • Arm swing does not positively impact the distance of the jump.
2	• Timing of the arms and legs is disjointed. • Poor bilateral movement of arms and/or legs.
1	• Poor execution. • Pattern is mechanical, lacks rhythm. • Needs support to do the task.
0	• Unable to perform skill.

ITEM 20

ENDURANCE - PACER

EQUIPMENT:

Cassette or CD player with adequate volume, CD or audio cassette for PACER*, measuring tape, marker cones, pencil, score sheets.

FACILITIES:

A flat non-slippery surface at least 20 meters in length.

OBJECTIVES:

To run as long as possible back and forth across a 20 meter distance at a specified pace which gets faster each minute.

PROCEDURE:

Mark the 20 meter (21 yards and 32 inches) course with marker cones and a tape line or chalk line at each end. Make copies of the score sheet for each group of students to be tested. Before test day students should be allowed at least two practice sessions. First allow students to listen to several minutes of the tape so that they know what to expect. Then do two practice runs.

- The test begins with a 5 second count down (5, 4, 3, 2, 1) and instructs students to “Begin”.
- Students run across the area and touch the line before the beep sounds. At the sound of the beep they run back to the other line. Students continue to run laps until they can no longer reach the line before the beep sounds.

When to stop:

- If a student does not reach the line by the beep or reverses directions on the beep before reaching the line, allow them to attempt to catch up with the pace until he/she has missed two beeps.
- Student is stopped after being unable to reach the line two times (not necessarily in succession).

SCORING:

The student scores one point for each lap completed. Record the score in the space provided for ITEM 20.



*The PACER is part of the FITNESSGRAM test. Available: Human Kinetics Publishing at www.humankinetics.com or by calling: 800-747-4457. ISBN 0736060855

ITEM 21

HEIGHT

EQUIPMENT:

Wall mounted measuring device for height or measuring tape attached to wall, 18” ruler

FACILITIES:

Semi-private area free from distracting stimuli

OBJECTIVE:

To measure a student’s height

PROCEDURE:

- Student stands against the wall without shoes.
- Examiner places ruler on students’ head parallel to the floor.
- Measurement is taken at the point where the ruler touches the wall along its bottom surface.

SCORING:

Record the student’s height in inches to the nearest $\frac{1}{4}$ inch in the space provided for ITEM 21.

ITEM 22	<u>WEIGHT</u>
<u>EQUIPMENT:</u>	Scale.
<u>FACILITIES:</u>	Semi-private area free from distracting stimuli and peer observation.
<u>OBJECTIVE:</u>	To measure a students' weight.
<u>PROCEDURE:</u>	• Student stands on scale without shoes or jacket. • Examiner measures student's weight.
<u>SCORING:</u>	Record the student's weight in pounds and record in the space provided for ITEM 22.

ITEM 23 **ADAPTIVE BEHAVIORS FOR PHYSICAL EDUCATION PARTICIPATION**

EQUIPMENT: None

FACILITIES: None

OBJECTIVE: To determine appropriate physical education placement.

PROCEDURE: Using the chart below, rate student on the behaviors indicated.

SCORING: Record the student's ratings in the area provided.

Score	Behavior	Domain
	Peer Interaction 1 Requires occasional reminders in order to interact with peers 2 Requires regular prompting to interact with peers 3 Requires direct instructional assistance to interact with peers	Behavioral
	Fitness Level 1 Occasionally needs a rest break 2 Can complete 50% of the class activities without a rest break 3 Requires frequent rest breaks	Motor
	Medical Condition: _____ 1 Is able to self manage medical condition 2 Requires regular prompting to self-manage medical condition 3 Requires direct assistance to manage medical condition	Medical
	Time, Equipment and/or Activity Modifications 0 No modifications required 1 Requires <u>one</u> modification (time, equipment or activity) 2 Requires <u>two</u> modifications (time, equipment or activity) 3 Requires <u>three</u> modifications (time, equipment and activity)	Motor
	Understanding Rules and/or Strategies 1 Is able to comprehend with minimal supports 2 Requires regular prompting to participate appropriately 3 Requires direct assistance to participate appropriately	Cognitive
	Behavior Prevents Participation in Group Activities 1 Is able to manage behavior with minimal supports 2 Requires regular prompting to self-manage behavior 3 Requires direct assistance to manage behavior	Behavioral
	Opening a Combination Lock 1 Needs frequent reminders of combination 2 Needs verbal prompts to open lock 3 Unable to open lock – needs staff assistance	Functional
	Locker Room Supervision 1 Occasionally needs assistance in the locker room 2 Requires regular prompting to dress 3 Requires direct assistance to dress	Functional



APPENDIX A

Individual Score Sheets



SHAPE America®

APEAS

Student: _____
 DOB: _____
 CA: _____

Sex: _____
 Assessment Date: _____
 Assessed By: **Dan Cariaga**

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Perceptual Motor

1	Ocular Control		1-moves head 2-eyes dart 3-mvt jerky 4-no converge (Sum Total)
2	IP(Sum of Postures)		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (1 point each correct – Max 15)
3	Balance L Open		Standing on left foot, arms crossed, eyes open (Total seconds – Max 90)
	Balance R Open		Standing on right foot, arms crossed eyes open (Total seconds – Max 90)
	Balance L Closed		Standing on left foot, arms crossed eyes closed (Total seconds – Max 90)
	Balance R Closed		Standing on right foot, arms crossed eyes closed (Total seconds – Max 90)
4	Alternate Hopping		# of rhythmic patterns in 10 sec, pattern: r-hop, r-hop, l-hop, l-hop (1 point per pattern)

Object Control

5	Hand Preference		R R R L L L
6	Throwing		3-hits target 2-hits wall below target 1-hits wall 0-does not reach wall 15 feet to an 18"x36" target; 5 trials (Max 15)
7	Throwing Quality		cross extension follow through weight shift hand consistency (1 pt each, Max 4)
8	Catching		3- ball caught by hands 2-ball trapped 1-attempts but misses 0-misses w/o attempt Grades K/1 from 10' Grades 2-5 from 15' (5 trials, points scored per trial - Max 15)
9	Catching Quality		tracks ball body position hand adjustments absorbs impact (1 point each, Max 4)
10	Foot Preference		R R R L L L
11	Kick Accuracy		3-hits target 2-hits wall below target 1-hits wall 0-does not reach wall in flight 15 feet to an 18"x36" target; 5 trials (Max 15)
12	Kick Rolling Ball		3-mature kick, able to adjust position 2- kicks in intended direction 1-makes contact in intended direction 0-misses ball 5 trials (Max 15)

Locomotor Skills

13	Running Form		4-long stride, flight, mature 3-emerging, limited arm opposition 2-limited flight, lacks consistency 1-no flight, limited arms, side to side movement 0- Unable to perform (Max 4)
14	Jumping Form		4- bilateral coordination good, absorbs impact 3-no forward lean, inconsistent 2-mvt labored, coordination lapses after 3 or 4 jumps 1-many inconsistencies 0- Unable to perform (Max 4)
15	Hopping Form		4-smooth, effortless 3-flat footed, no body lean or absorption 2-lack of balance, overuse of arms 2-limited forward motion, stops to re-establish pattern 0- Unable to perform (Max 4)
16	Galloping Form		4-brief flight, consistent lead foot, arms assisting 3-limited use of arms, lacks smooth integration 2-mvt mechanical 1-limited flight, sideways 0- Unable to perform skill (Max 4)
17	Skipping Form		4-reciprocal mvt w/arms & legs, smooth 3-lacks good rhythm 2-mvt disjointed, pattern inconsistent 1-pattern mechanical & inconsistent 0- Unable to perform skill (Max 4)

Physical Fitness

18	Flexibility		In straight leg, long-sitting position w/ heels touching wall, student holds ruler and slides it through hands, measure the distance at student's finger tips (score in inches to nearest ½ inch)
19	Agility Run		Timed Test: start ... run 15' pick up a bean bag....run back place in 1 foot circle Repeat until 5 bean bags moved (Score in seconds)
20	Bent Knee Curl-Up		Total number of curl-ups that can be completed without stopping (# of completed curl-ups, Max 75)
21	Push-Up Position		Timed test, student in straight body push-up position with straight arms (Total seconds, Max 90)
22	Push-Ups		Test of upper body strength (un-timed—Max 75)
23	Endurance: Pacer		Two lines 20 meters apart, timed test using tape or CD (1 point for each lap as noted by tape)
24	BMI	Height	(Inches)
		Weight	(Pounds)

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BMI - From National Center for Health Statistics - National Center for Chronic Disease Prevention and Health Promotion (2003)



Student or ID: _____
 DOB: _____
 CA: _____ Dan Cariaga

Adaptive Behaviors for Physical Education Participation - Elementary Level

Score	Behavior	Domain
	Peer Interaction ☐ 1 Requires occasional reminders in order to interact with peers ☐ 2 Requires regular prompting to interact with peers ☐ 3 Requires direct instructional assistance to interact with peers	Behavioral
	Fitness Level ☐ 1 Occasionally needs a rest break ☐ 2 Can complete 50% of the class activities without a rest break ☐ 3 Requires frequent rest breaks	Motor
	Medical Condition: _____ ☐ 1 Is able to self manage medical condition ☐ 2 Requires regular prompting to self-manage medical condition ☐ 3 Requires direct assistance to manage medical condition	Medical
	Time, Equipment and/or Activity Modifications ☐ 1 Requires <u>one</u> of the above modifications ☐ 2 Requires <u>two</u> of the above modifications ☐ 3 Requires <u>three</u> of the above modifications	Motor
	Understanding of Rules And/Or Strategies ☐ 1 Is able to comprehend with minimal supports ☐ 2 Requires regular prompting to participate appropriately ☐ 3 Requires direct assistance to participate appropriately	Cognitive
	Behavior Prevents Participation in Group Activities ☐ 1 Is able to manage behavior with minimal supports ☐ 2 Requires regular prompting to self-manage behavior ☐ 3 Requires direct assistance to manage behavior	Behavioral

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Student or ID: _____
 DOB: _____
 CA: _____ Dan Cariaga

Adaptive Behaviors for Physical Education Participation

Score	Behavior	Domain
	Peer Interaction ☐ 1 Requires occasional reminders in order to interact with peers ☐ 2 Requires regular prompting to interact with peers ☐ 3 Requires direct instructional assistance to interact with peers	Behavioral
	Fitness Level ☐ 1 Occasionally needs a rest break ☐ 2 Can complete 50% of the class activities without a rest break ☐ 3 Requires frequent rest breaks	Motor
	Medical Condition: _____ ☐ 1 Is able to self manage medical condition ☐ 2 Requires regular prompting to self-manage medical condition ☐ 3 Requires direct assistance to manage medical condition	Medical
	Time, Equipment and/or Activity Modifications ☐ 1 Requires <u>one</u> of the above modifications ☐ 2 Requires <u>two</u> of the above modifications ☐ 3 Requires <u>three</u> of the above modifications	Motor
	Understanding of Rules And/Or Strategies ☐ 1 Is able to comprehend with minimal supports ☐ 2 Requires regular prompting to participate appropriately ☐ 3 Requires direct assistance to participate appropriately	Cognitive
	Behavior Prevents Participation in Group Activities ☐ 1 Is able to manage behavior with minimal supports ☐ 2 Requires regular prompting to self-manage behavior ☐ 3 Requires direct assistance to manage behavior	Behavioral
	Opening a Combination Lock ☐ 1 Needs frequent reminders of combination ☐ 2 Needs verbal prompts to open lock ☐ 3 Unable to open lock – needs staff assistance	Functional
	Locker Room Supervision ☐ 1 Occasionally needs assistance in the locker room ☐ 2 Requires regular prompting to dress ☐ 3 Requires direct assistance to dress	Functional



APPENDIX B

Class Score Sheets

Class Score Sheet - Elementary

School: _____																
Examiner: _____																
Date(s): _____	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate
Gender																
Ocular Control																
Im Postures - 1 to 5																
Im Postures - 6 to 10																
Im Postures - 11 to 15																
Balance L Open																
Balance R Open																
Balance L Closed																
Balance R Closed																
Alternate Hopping																
Throwing																
Throwing Quality																
Catching																
Catching Quality																
Kick Accuracy																
Kick Rolling Ball																
Running Form																
Jumping Form																
Hopping Form																
Galloping Form																
Skipping Form																
Flexibility																
Agility Run																
Bent Knee Curl-Up																
Push-Up Position																
Push-Up																
Stand Long Jump																
Jumping Form																
Endurance: Pacer																
Height																
Weight																



Adaptive Behaviors

School: _____	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate
Examiner: _____													
Date(s): _____													
Peer Interaction													
Fitness Level													
Medical Condition													
Time, Equipment and/or Activity Modifications													
Understanding of Rules And/Or Strategies													

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Class Score Sheet - Secondary

School: _____ Examiner: _____ Date(s): _____																				
	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate	Name	Birthdate
Gender																				
Ocular Control																				
Im Postures - 7																				
Im Postures - 12																				
Im Postures - 13																				
Im Postures - 14																				
Balance L Closed																				
Balance R Closed																				
Alternate Hopping																				
Throwing																				
Throwing Quality																				
Catching																				
Catching Quality																				
Kick Accuracy																				
Paddle Rally																				
Running Form																				
Skipping Form																				
Flexibility																				
Agility Run																				
Bent Knee Curl-Up																				
Push-Up Position																				
Push-Up																				
Stand Long Jump																				
Jumping Form																				
Endurance: Pacer																				
Height																				
Weight																				

School: _____	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate	Name Birthdate
Examiner: _____													
Date(s): _____													



Adaptive Behaviors

Peer Interaction												
Fitness Level												
Medical Condition												
Time, Equipment and/or Activity Modifications												
Understanding of Rules And/Or Strategies												
Behavior Prevents Participation in Group Activities												
Opening a Combination Lock												

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APPENDIX C

eScoresheet Sample



Student:		Sex:	Male
DOB:	11/19/2000	Assessment Date:	11/13/2007
CA:	7.0	Assessed by:	Dan Cariaga

For Demonstration Purposes Only - DOB and Assessment Date can not be changed.

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Item	Task	Raw Score	Percentile Rank	S.D. z-Score	Standard Score
Perceptual Motor					
1	Ocular Control	4	2	-2.01	80
2	Imitations of Postures	5	6	-1.61	84
3	Balance Left Open	12	30	-0.60	94
	Balance Right Open	2	16	-1.03	90
	Balance Left Closed	1	19	-0.92	91
	Balance Right Closed	5	45	-0.12	99
4	Alternate Hopping	5	63	0.34	103
Object Control					
5	Hand Preference				
6	Throwing	3	4	-1.93	81
7	Throwing Quality	2	5	-1.75	83
8	Catching	4	1	-2.94	71
9	Catching Quality	3	23	-0.78	92
10	Foot Preference				
11	Kick for Accuracy	3	12	-1.21	88
12	Kicking Rolling Ball	3	4	-1.80	82
Locomotor Skills					
13	Running Form	2	<1	-3.38	66
14	Jumping Form	3	34	-0.45	96
15	Hopping Form	2	4	-1.82	82
16	Galloping Form	2	16	-1.04	90
17	Skiping Form	1	2	-2.05	79
Physical Fitness					
18	Flexibility	33	<1	-17.80	-78
19	Agility Run	40	2	-2.37	76
20	Bent Knee Curl-Up	6	23	-0.77	92
21	Push Up Position	3	6	-1.60	84
22	Push Ups	5	82	0.89	109
23	Endurance: Pacer	11	39	-0.35	97
24	Height	48	BMI = 16.82		
25	Weight	55	Within BMI Healthy Zone		

National Center for Health Statistics - National Center for Chronic Disease Prevention and Health Promotion (2003)

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eScoresheet © 2007, Dan Cariaga, Pismo Beach, CA



APPENDIX D

Performance Profile Sample

When raw scores are entered, standard scores will be highlighted automatically.

Elementary - Ages 4.6 to 11



Student or ID:		Sex:	Male
DOB:	11/18/2000	Assessment Date:	11/13/2007
CA:	7.0	Assessed by:	Dan Cariaga

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Standard Score	<55	70	77	85	100	115	123	130	>137
z-Score / Standard Deviation	-3.0	-2.0	-1.5	-1.0	0.0	1.0	1.5	2.0	3.0
Percentile Rank	<1	2	7	16	50	84	94	98	>99

For Demonstration Purposes Only - DOB and Assessment Date can not be changed.

Perceptual Motor		Score	Mean									SD
1	Ocular Control	4	10.00	3.98	3.19	2.39	0.79	0.00	0.00	0.00	0.00	1.60
2	IP(Sum of Postures)	5	0.00	3.29	5.47	7.66	12.04	16.42	18.61	20.80	25.17	4.38
3	Balance L Open	12	0.00	0.00	0.00	0.63	28.77	56.91	70.97	85.04	113.18	28.14
	Balance R Open	2	0.00	0.00	0.00	2.92	29.29	55.67	68.85	82.04	108.41	26.37
	Balance L Closed	1	0.00	0.00	0.00	0.59	5.88	11.16	13.81	16.45	90.00	5.29
	Balance R Closed	5	0.00	0.00	0.00	0.00	6.04	14.75	19.10	23.46	90.00	8.71
4	Alternate Hopping	5	0.00	0.00	0.00	0.34	3.83	7.31	9.06	10.80	30.00	3.48
Object Control												
5	Hand Preference											
6	Throwing	3	0.00	2.74	4.58	6.42	10.09	13.77	15.61	17.45	21.12	3.68
7	Throwing Quality	2	0.00	1.80	2.19	2.58	3.36	4.14	4.53	4.92	5.70	0.78
8	Catching	4	0.00	6.78	8.26	9.74	12.70	15.67	17.15	18.63	21.59	2.96
9	Catching Quality	3	0.00	2.11	2.48	2.84	3.57	4.30	4.66	5.02	5.75	0.73
10	Foot Preference											
11	Kick Accuracy	3	0.00	2.12	4.34	6.56	11.00	15.44	17.66	19.88	24.32	4.44
12	Kick Rolling Ball	3	0.00	2.70	2.95	3.21	3.71	4.22	4.47	4.72	15.00	0.51
Locomotor Skills												
13	Running Form	2	0.00	1.86	2.23	2.59	3.33	4.06	4.42	4.79	5.52	0.73
14	Jumping Form	3	0.00	1.85	2.27	2.69	3.52	4.36	4.78	5.19	6.03	0.84
15	Hopping Form	2	0.00	0.99	1.51	2.04	3.09	4.14	4.67	5.20	6.25	1.05
16	Galloping Form	2	0.00	1.06	1.61	2.17	3.27	4.38	4.93	5.49	6.59	1.11
17	Skipping Form	1	0.00	0.00	0.00	0.00	1.35	3.13	4.02	4.91	6.69	1.78
Physical Fitness												
18	Flexibility	33	50.00	37.15	33.27	29.39	21.63	13.86	9.98	6.10	0.00	7.76
19	Agility Run	40	90.00	45.42	38.31	31.21	17.00	2.79	0.00	0.00	0.00	14.21
20	Bent Knee Curl-Up	6	0.00	0.00	6.01	20.56	49.66	78.76	93.31	107.86	136.96	29.10
21	Push-Up Position	3	0.00	0.00	0.00	0.00	1.78	5.41	7.23	9.04	90.00	3.63
22	Push-Ups	5	0.00	0.00	0.00	4.20	14.59	24.97	30.17	35.36	75.00	10.39
23	Endurance: Pacer	11	0.00	10.11	12.29	14.47	18.83	23.19	25.36	27.54	120.00	4.36
24	BMI	48	BMI = 16.8									
	Height											
	Weight	55	Within BMI Healthy Zone									

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BMI - From National Center for Health Statistics - National Center for Chronic Disease Prevention and Health Promotion (2003)



APPENDIX E

Locomotor Skills Rubric

Locomotor Skills Rubric

	Run	Jump	Hop	Gallop	Skip	
4	stride longer than normal walk momentary flight arms move in opposition to legs consistent rhythm movement of arms and legs	series of jumps over a distance of 6' maintains good bilateral coordination through out slight forward lean as student jumps preparatory movement of bent knees & ankles body absorbs impact - execution is repetitive	forward movement on preferred foot with a slight forward lean non support leg carried near the midline of the body lifted & bent 6-8" from the floor thigh of non-support leg swings forward to aid hop elbows flexed at sides (waist height) arms lift slightly together during the push off phase	consistent step forward with lead foot brief periods of flight torso faces forward arms are carried at waist with support of movement pattern is consistent for 15 feet	reciprocal movement of arms & legs degree of arm lift is similar to the degree of leg lift movement is smooth and integrated coordination exhibited movement is rhythmical	4
3	mature pattern emerging arms move in opposition to legs with limited range & extraneous movement	torso has no forward lean over/under use of arms to complete jump pattern slightly inconsistent but still effective absorbs contact most of the time	no body lean poor absorption of impact hopping flat footed	consistent foot step forward with torso forward limited use of arms effectively pattern lacks smooth integration/rhythm	degree of arm lift is dissimilar to legs movement is not flowing, easy or coordinated but student gets the job done lacks good rhythm for the entire pattern	3
2	limited flight phase additions or omissions of pattern lacks pattern consistency	pattern begins with forward lean and good bilateral coordination but breaks down after 3 or 4 jumps movement is labored pattern is inconsistent	inability to maintain balance & pattern consistency for 15 feet flat footed needs to change leg mid stream of 15 feet overuse of arms for support	pattern breaks down after 2 or 3 cycles movement is more mechanical pattern resembles more of a slide	movement is disjointed unable to maintain consistent pattern limited forward gain with each sequence arms do not swing freely or reciprocally	2
1	limited or no flight limited use of arms side to side movement as child runs	poor execution poor bilateral coordination many inconsistencies to accomplish task	stops several times to re-establish pattern limited to no forward gain while hopping excessive amount of time to finish the task	need demonstration torso sideways limited flight can do only 1 or 2 patterns	pattern is mechanical poor non-reciprocal movement of arms needs several demonstrations and pattern is still not well established poor pattern consistency	1



APPENDIX F

BMI Healthy Zone

BMI Healthy Zone

Males		Age	Females	
14.88	19.04	2	14.56	18.84
14.47	18.04	3	14.14	18.00
14.17	17.61	4	13.84	17.71
13.96	17.64	5	13.64	17.85
13.86	18.02	6	13.55	18.33
13.84	18.64	7	13.57	19.07
13.93	19.43	8	13.69	19.99
14.10	20.35	9	13.91	21.02
14.37	21.32	10	14.21	22.09
14.72	22.31	11	14.59	23.18
15.15	23.27	12	15.03	24.23
15.64	24.20	13	15.52	25.21
16.18	25.06	14	16.02	26.12
16.75	25.86	15	16.53	26.93
17.34	26.61	16	17.01	27.67
17.92	27.32	17	17.44	28.33
18.47	28.03	18	17.78	28.94
18.97	28.78	19	18.01	29.55
19.39	29.63	20	18.07	30.19
Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2003). http://www.cdc.gov/growthcharts				



APPENDIX G

Scoring the Performance Profile

Using the Paper and Pencil Method to Manually Score the Performance Profile

1. Determine the range where the raw score falls on the test item row.

In the Locomotor Skills example, for item #13 Running Form, a raw score of 3 falls between 2.59 and 3.33. The range in which the student scored is 2.59 - 3.33.

2. Circle one or two of the numbers depending upon your reporting requirements:

- * To report the range in which the student scored, circle both 2.59 and 3.33.
- * To report the score based on the lower end of the range, circle 2.59.
- * To report the score based on the higher end of the range, circle 3.33.

		Standard Score	<55	70	77	85	100	115	123	130	>137	
		z-Score / Standard Deviation	-3.0	-2.0	-1.5	-1.0	0.0	1.0	1.5	2.0	3.0	
		Percentile Rank	<1	2	7	16	50	84	94	98	>99	
Locomotor Skills			Score	Mean								SD
13	Running Form	3	0.00	1.86	2.23	2.59	3.33	4.06	4.42	4.79	5.52	0.73
14	Jumping Form	2	0.00	1.85	2.27	2.69	3.52	4.36	4.78	5.19	6.03	0.84
15	Hopping Form	2	0.00	0.99	1.51	2.04	3.09	4.14	4.67	5.20	6.25	1.05
16	Galloping Form	2	0.00	1.06	1.61	2.17	3.27	4.38	4.93	5.49	6.59	1.11
17	Skipping Form	1	0.00	0.00	0.00	0.00	1.35	3.13	4.02	4.91	6.69	1.78

Note: The Performance Profile determines a range of scaled scores for each test item which at times can appear ambiguous. If exact mathematical scaled scores are required, use the Electronic eScoresheet Method.