

Assessment: What is Appropriate?



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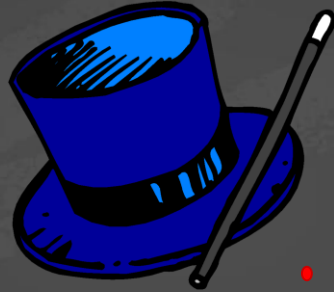
What are our roles?



Learn



Collaborate



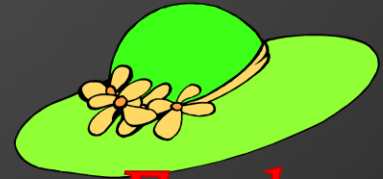
Communicate



Provide Services



Disseminate



Evaluate

Ask Yourself ...

- ▣ Why are assessments needed?
- ▣ When are assessments needed?
- ▣ Who are you assessing?
- ▣ Why are you assessing?



What areas do we assess based on Individuals With Disabilities Education Improvement Act (2004)?



Assessment Across the Life Span

Ages	Focus
Infant and toddlers	Spontaneous movements, reflexes, motor milestones
Early childhood pre-K	Fundamental motor skills, orientation skills, locomotor and object control skills, play skills, water readiness
Elementary age	Locomotor skills, nonlocomotor skills, object-control skills, movement concepts, rhythm and dance, aquatics, fitness, leisure activities
Adolescents	Sport-related skills, fitness, leisure activities, aquatics, activities of daily living, dance
Adults	Leisure activities, fitness, activities of daily living, aquatics, sport skills, mobility, balance

IDEIA (2004)



- ▣ Physical and Motor Fitness
- ▣ Fundamental Motor Skills and Patterns
- ▣ Individuals Group Games and Sports
- ▣ Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

Appropriate Assessments

- ▣ Most important part of ensuring each student receives the **most appropriate physical education program.**
- ▣ The program must be in the student's **least restrictive environment.**



Purpose of Assessments

- **Establish the Present Level of Academic Achievement and Functional Performance (PLAAFP):** identify student's strengths and weaknesses.
- **Program Development:** selection of specific activities, skills, and modifications or accommodations needed for participation and success.



Purpose of Assessments

- ▣ **Placement:** determine the most appropriate physical education placement.
- ▣ **Prediction:** development goals and objectives of what the student is able to achieve.
- ▣ **Measure Achievement:** ongoing data collection.



Assessments Include

Collecting information

- ▣ A review of student's records
- ▣ Informal observations
 - (e.g., recess, physical education class)
- ▣ Formal Assessments
 - (e.g., CTAPE, TGMD, Brockport)

Note: DO NOT JUST USE THE TEST SCORES FOR DECISIONS



Assessments Include

- ▣ Teacher/Paraeducator Input
- ▣ Parent Input
- ▣ Community-based Information
- ▣ Ecological Survey/Transition Documents



Screening



- ▣ This is the first step in the process – but if recommendation comes from the IEP committee; then use and formal assessment, not a screening.
- ▣ Purpose:
 - Help confirm concerns regarding student development status.
 - Aid in the identification of students' needs that may have gone unnoticed.
 - Stops, in many cases, being dumped on.



Adapted Physical Education Screening Form

General Educator

Adapted Physical Education Teacher

Educational Diagnostician

Initial Date

Initial Date

Initial Date

Student _____ ID# _____ DOB _____ School _____
 Type of class (unit) teacher _____ Evaluation requested by _____ Medical concerns _____
 Major concerns about student in physical education _____
 School contact for adapted physical education _____
 Method of ambulation _____ Form of communication _____

Please check(s) the appropriate responses: General Education (GE) column Adapted Physical Education (APE) column Y = Yes, N = No, and S = Sometimes

PRESENT LEVEL OF Motor Movement Skills:	Place a Y, N, or S	
	GE	APE
Demonstrates capability for voluntary movement		
Reacts to noise/activity/touch		
Rolls from front to back		
Sits assisted/unassisted		
Stands assisted/unassisted		
Walks in cross pattern		
Runs in cross pattern		
Ascends/descends stairs		
Jumps with mature pattern		
Hops (1 foot) with mature pattern		
Leaps with mature pattern		
Gallops with mature pattern		
Skips with mature pattern		
Slides with mature pattern		
Walks a straight line/heel-to-toe		
Stands on one foot for 5 sec		
Catches an 8.5 inch ball with mature pattern		
Bounces and catches a playground ball to self		
Kicks a stationary ball with mature pattern		
Kicks a rolled ball with mature pattern		
Throws a ball with mature pattern		
Self-turn rope using rhythmic form while jumping		
Cognitive Development:		
Can remember visual and/or auditory information		
Can understand cause and effect		
Exhibits appropriate on-task behavior		
Can follow directions		
Affective Development:		
Indicates a dislike for physical activity		
Prefers to play solo		
Has a low frustration tolerance, cries easily		
Tends to be impulsive		
Shows physical/verbal aggression toward others/self		
Has a short attention span		
Distracts others		
Respects authority, rules, and others		

Motor and Physical Fitness:	Place a Y, N, or S	
	GE	APE
<input type="checkbox"/> Completes 3 to 5 sit-ups in 30 sec		
<input type="checkbox"/> Completes 8 push-ups (on toes and knees) in 30 sec		
<input type="checkbox"/> Jumping forward 36"		
<input type="checkbox"/> Runs 45' in 6 sec or less		
<input type="checkbox"/> Grasps both ankles with legs straight		
<input type="checkbox"/> Underweight appearance		
<input type="checkbox"/> Overweight appearance		
Mobility Skills (nonambulatory):		
(Check all that the student demonstrates)		
<input type="checkbox"/> Transfers in and out of wheelchair		
<input type="checkbox"/> Has acceptable range of motion		
<input type="checkbox"/> Can open doors		
<input type="checkbox"/> Can push up ramps		
<input type="checkbox"/> Can reverse direction		
<input type="checkbox"/> Can use brake		
<input type="checkbox"/> Can pivot in wheelchair		

Recommendations to be completed by the Adapted Physical Educator:

- ☐ The student is functioning within acceptable limits in GE and does not need any further assessment at this time.
- ☐ The student is able to be included in GE class with appropriate support by the GE and/or consultation services by the APE.
- ☐ The student appears to be experiencing difficulty in the area(s) indicated above and will need further assessment by the APE for appropriate placement with some type of special services.
- ☐ The student can benefit from activities provided by the classroom teacher.

Comments/Dates of Observations:

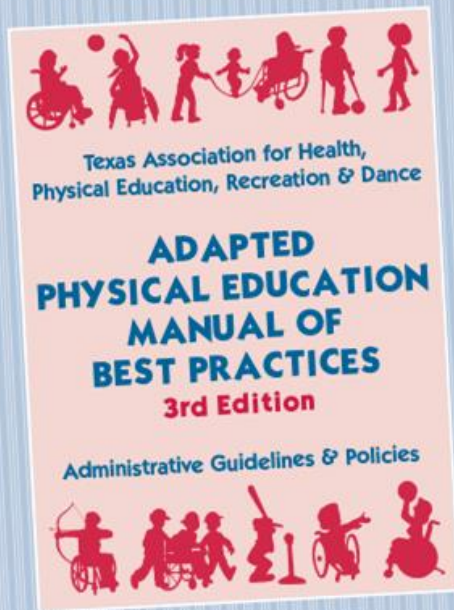
Please return this completed form to the students' Special
 Education Diagnostician/Case Manager.
 Thank you.

Signature

Date

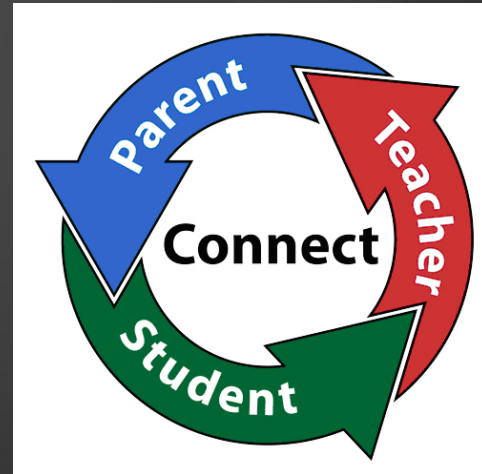
Position

Note. Modified and used with permission: Initially developed by the Fort Worth ISD APE staff (1994) and modified by the Denton ISD APE staff (2005).



Assess When

- ▣ There is a **NEED** for adapted physical education services.
- ▣ If formal assessments is needed, parental permission must be obtained. It is always important to inform parents and keep them informed throughout the assessment process.



Student Medical Screening

This form is used by the physical education teacher to gather medical data to ensure safe and successful participation in physical education.

Please indicate below any medical considerations that may impact your child's physical education participation. **All information will be kept confidential.**

Name of Pupil	Date of Birth	Grade	Classroom Teacher
Name of Parent/Guardian		Telephone	
		Home	Work
Name of Emergency Contact		Telephone	
		Home	Work

Please be specific.

Diagnosis

Condition	Diagnosis		
	Permanent	Temporary	Estimated Duration
Neurological/Genetic Disorder (e.g., seizures, hyperactivity, coordination problems)			
Heart or Lung Condition (e.g., heart murmur, asthma)			
Orthopedic Condition (indicate area and extent of the condition, e.g., broken bones, spina bifida)			
Sensory Impairment (e.g., vision, hearing, tactile)			
Behavioral Considerations			
Medication (list all medications being taken and potential side effects; use reverse side if needed)			
Diabetes			
Insulin? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Does your child have a shunt? ☐ Yes ☐ No

If Down syndrome, does your child have atlantoaxial instability? ☐ Yes ☐ No

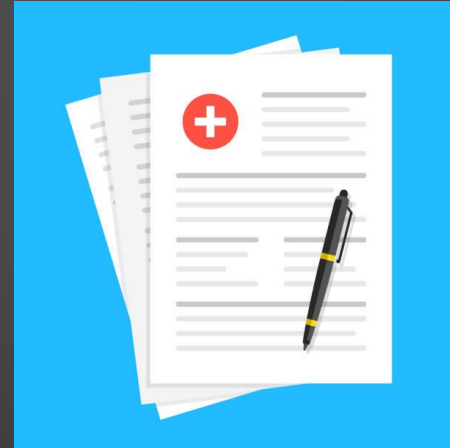
If yes, please provide a copy of x-ray results.

Parent/Guardian Signature	Date
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Please use the back of this page to indicate any conditions or concern not listed above.

**Adapted from the Texas Woman's University Issues Class (French, Fall 1995).*

Medical Form



How do you select an appropriate assessment?



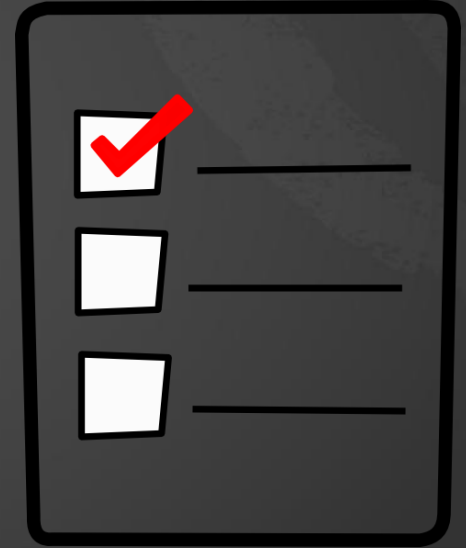
Appropriate Assessments

- ▣ Selection of appropriate assessments is essential in:
 - Developing accurate student information.
 - Determining appropriate placement and program development.



Make sure the assessment is:

- ▣ Valid
- ▣ Reliable
- ▣ Approved by the IEP Committee
- ▣ State/Local ISD support
- ▣ APPROPRIATE



Appropriate Assessments

▣ PRIMARY

- Age-appropriate
- Developmentally appropriate
- Related to general physical education curriculum
- Standardized and validated
- Norm or criterion referenced

▣ SECONDARY

- Supplemental
- Authentic/Ecological



Traditional Assessments



Assessment Options

TGMD – 3

CARE-R 2

I CAN

AUTHENTIC TESTS

PEABODY

KALMS

**Region 10
Supp. Tests**

**APEAS -
Preschool**

CTAPE

**Brockport Fitness
Test**

**PROJECT
MOBILITEE**

LaMAP

**SPECIAL
OLYMPICS
MATP**

Authentic Assessments

Uses tasks based on roles and responsibilities required in real-world settings.



Authentic Assessment

- ▣ **Three examples of authentic assessments:**
 - **Rubrics**
 - **Ecological Task Analysis**
 - **Portfolios**



Example of Rubrics

- ▣ Other names:
 - Checklists
 - Task analysis
 - Rating Scales

Disc Golf Ecological Inventory

Name _____ Date _____
School _____ Evaluator _____

Activity	yes	no	Modifications
Locate disc golf course near home.			
Indicate desire to play disc golf and procure discs.			
Obtain direction to course.			
Ask cost of disc golf game.			
*arrange for money.			
Dress appropriately.			
*wear appropriate clothing, and pack discs.			
Arrange for transportation.			
Travel safely to course.			
Safely cross parking lot.			
Locate door and enter building if necessary.			
If necessary tell attendant he/she wishes to golf.			
Pay attendant for game if necessary.			
Get discs.			
Locate starting hole # 1.			
Establish playing order if in a group.			
If hole is busy, wait turn to play.			
Select appropriate disk for distance.			

Ecological Inventory

- ▣ The teacher sets the objectives.
- ▣ Provides the students with choices within the environment.



Portfolio

- A collection of representative's work.
- Entries: videos, test results (standardized and alternative), peer evaluations, journals, logs, etc.
- Strength: multiple assessments on multiple occasions.



Appropriate Assessments

- Know your students
- Collaborate with other teachers
- Collaborate with the parents
- Try, if possible, to assess in multiple settings
- Make sure the assessment is appropriate so data can support programming and placement



References

- Block, M. E. (2016). *A teacher's guide to adapted physical education*. Paul H. Brookes Publishing..
- Silliman-French, L., & Buswell, D.J. (2008). *Adapted physical education manual of best practices: Administrative guidelines and policies* (3rd ed.). Austin, TX: Texas Association for Health, Physical Education, Recreation & Dance (TAHPERD).
- Winnick, J., & Porretta, D. L. (2016). *Adapted physical education and sport*. Human Kinetics.



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