

**Table 1---NCPEID’s Assessment Chart**  
**Compiled by Melissa Bittner & Amanda Young (CSU-Long Beach)**

*Selected Adapted Physical Education Assessments*

Assessment	Purpose	Target population	Standardization	Interpretation of results
<i>Adapted Physical Education Assessment Scale (APEAS)</i> <ul style="list-style-type: none"> <li>• <i>Preschool</i></li> <li>• <i>Elementary</i></li> <li>• <i>Secondary</i></li> </ul>	To assess perceptual motor function, object control, locomotor skills, physical fitness, and adaptive behaviors to determine APE need	2 to 4.6 years	Non-standardized (informal)* Has NOT been published/peer reviewed	Percentile rankings
		4.6 to 11-year-olds		
<a href="https://www.shapeamerica.org/prodev/workshops/adapted/apeasii.aspx">https://www.shapeamerica.org/prodev/workshops/adapted/apeasii.aspx</a>				
<i>Apache Motor Skill Assessment Test (AMSAT)</i>	Advanced motor movements	10 to 19 years	Non-standardized (informal)* Has NOT been published/peer reviewed	Norm referenced Criterion referenced
<a href="https://www.adaptedpe.com/">https://www.adaptedpe.com/</a>				
<i>Brigance Diagnostic Inventory of Early Development</i>	Preambulatory Motor Skills and Behaviors, Gross Motor Skills and Behaviors	Birth to 7 years	Standardized (formal)	Test yields a composite score as well as scaled scores for each subtest item (if the student cannot participate in direct assessment, you can still get scaled scores for items A-1, A-5, and A-6 which can assist in determining eligibility)
<a href="https://www.curriculumassociates.com/products/brigance">https://www.curriculumassociates.com/products/brigance</a>				
<i>Brockport Physical Fitness Test (Winnick &amp; Short)</i>	To assess physical fitness of youth with disabilities	10 to 17-year-olds	Standardized (formal)	Each test item scored based on criterion referenced standards (Healthy Fitness Zone; Adapted Fitness Zone)

	<a href="https://us.humankinetics.com/products/brockport-physical-fitness-test-manual-2nd-edition-with-web-resource">https://us.humankinetics.com/products/brockport-physical-fitness-test-manual-2nd-edition-with-web-resource</a>			
<i>Bruinicks Oseretsky Test of Motor Proficiency (BOT-2)</i>	To assess bilateral coordination, running speed and agility, and strength in APE	4 to 21.11 years old	Standardized (formal)	Utilize point scores to obtain percentile ranking and standard scores to compare performance. Total point scores range from 0-320
	<a href="https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Bruininks-Oseretsky-Test-of-Motor-Proficiency-%7C-Second-Edition/p/100000648.html">https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Bruininks-Oseretsky-Test-of-Motor-Proficiency-%7C-Second-Edition/p/100000648.html</a>			
<i>Competency Testing for Adapted Physical Education (CTAPE)</i>	Evaluative assessment of locomotor, kinesthetic, balance, and sport skills in conjunction with fitness levels to determine APE need	6 to 15-year-olds	Non-standardized (informal)* Has NOT been published/peer reviewed	70% to 100%= average motor skills 69% to 45%= mild motor deficit 44% to 20%= moderate motor deficit, 19% to 0%= severe motor deficit
	<a href="https://www.wrightslaw.com/info/ape.la.elig.crit.pdf">https://www.wrightslaw.com/info/ape.la.elig.crit.pdf</a>			
<i>CTAPE and LaMAP Assessment Supplement (CLAS)</i>	To provide additional information on a student gross motor abilities after scoring 19% or below on the CTAPE or LaMAP	2.6 to 15-year-olds	Non-standardized (informal)	(+) = performed skill as stated (-) = did not or could not perform skill as stated E= emerging skill, slow progress N/A = non-applicable
	<a href="https://www.wrightslaw.com/info/ape.la.elig.crit.pdf">https://www.wrightslaw.com/info/ape.la.elig.crit.pdf</a>			
<i>Curriculum, Assessment, Resources, Evaluation (CARE-R2)</i>	To assess object control, health and fitness, perceptual and fine motor skills	All ages	Non-standardized (informal)	Age equivalency
	<a href="https://www.lacoe.edu/Portals/0/Curriculum-Instruction/SH_PE/CARE-R%20Flyer.pdf?ver=2020-11-16-195353-827">https://www.lacoe.edu/Portals/0/Curriculum-Instruction/SH PE/CARE-R%20Flyer.pdf?ver=2020-11-16-195353-827</a>			
<i>FitnessGram</i>	Assessment designed to enhance fitness by providing feedback on student's health-related fitness	5 to 19-year-olds	Standardized (formal)	Standardized scores by age and gender leading to classification of "Health Risk Zone", "Needs Improvement Zone", or "Healthy Fitness Zone"
	<a href="https://us.humankinetics.com/products/fitnessgram-administration-manual-5th-edition-with-web-resource">https://us.humankinetics.com/products/fitnessgram-administration-manual-5th-edition-with-web-resource</a>			

<i>Kounas Assessment of Limited Mobility Students Revised- (KALMS)</i>	Specifically for Orthopedically Impaired students	3 to 21 years	Non-standardized (informal)	Subtests include Mobility, Body Awareness, Unilateral and Bilateral Coordination, Game Skills
	<a href="http://kalmstest.com/">http://kalmstest.com/</a>			
<i>Hawaii Early Learning Profile (HELP)</i>	Family centered curriculum-based assessment process for infants and toddlers and their families.	Birth to 3 years and 3 to 6 years (separate protocols)	Non-standardized (informal)	Subtests including: Cognitive, Communication (receptive and expressive), Gross Motor, Fine Motor, Social-Emotional, Adaptive/Self-Help
	<a href="https://www.vort.com/">https://www.vort.com/</a>			
<i>Louisiana Motor Assessment for Preschoolers (LaMAP)</i>	To assess motor skills of young kids	2.6 to 5.11-year-olds	Non-standardized (informal)	70-100% = no motor deficit 45-69% = mild motor deficit 20-44% = moderate motor deficit 0-19% = severe motor deficit
	<a href="https://www.wrightslaw.com/info/ape.la.elig.crit.pdf">https://www.wrightslaw.com/info/ape.la.elig.crit.pdf</a>			
<i>Oregon Project</i>	To assess gross motor skills of visually impaired preschool students	3 to 5-year-olds	Non-standardized (informal)	+ Has skill - Items the child cannot do
	<a href="https://www.perkinselearning.org/content/oregon-project-visually-impaired-blind-preschool-children-skills-inventory">https://www.perkinselearning.org/content/oregon-project-visually-impaired-blind-preschool-children-skills-inventory</a>			
<i>Peabody Developmental Motor Scales</i>	To assess the gross and fine motor skills of children	Birth to 5 years	Standardized (formal)	Composite scores for "Gross Motor Quotient", "Fine Motor Quotient", and "Total Motor Quotient"
	<a href="https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Peabody-Developmental-Motor-Scales-%7C-Second-Edition/p/100000249.html">https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Peabody-Developmental-Motor-Scales-%7C-Second-Edition/p/100000249.html</a>			
<i>Physical Activity Profile of Independence for Individuals with Severe and Profound</i>	Assesses the levels of independence for engaging in rudimentary skills, fundamental skills, and personal-social skills.	5 to 21-year-olds	Non-standardized (informal)	Levels of independence and task analysis related to the Physical Education National Standards

<i>Impairments (PAPI ISAPI)</i>	<a href="https://docs.google.com/file/d/0B-NTczGMqliIX2ttQkVIY3ZwTEU/view?resourcekey=0-DLGdmbFPTdkwPhgQnDGWAQ">https://docs.google.com/file/d/0B-NTczGMqliIX2ttQkVIY3ZwTEU/view?resourcekey=0-DLGdmbFPTdkwPhgQnDGWAQ</a>			
<i>Project MOBILITEE</i>	APE assessment of physical/motor fitness to develop a curriculum guide going forward	5–21-year-olds	Non-standardized (informal)	Scoring system from 1-4 for each item as dictated by the instructions. 1 = there is a significant deficit 4 = an average score
	<a href="https://www.tahperd.org/web/images/pdfs/about%20us/divisions/Project_MOBILITEE.pdf">https://www.tahperd.org/web/images/pdfs/about%20us/divisions/Project MOBILITEE.pdf</a>			
<i>Sensory Processing Assessment of Responses (Weiner &amp; Davis, 2019)</i>	Assesses individual responses to stimuli through the eight sensory systems: auditory, gustatory, interoception, olfactory, proprioception, tactile, vestibular, and visual.	3+ years	Non-standardized (informal)	Avoids (A), No Response (N), Seeks out (S)). Check the box that is most often observed. There are two options next to the behavioral response descriptors [Yes (Y) and No (N)]
	<a href="mailto:brad.m.weiner@gmail.com">brad.m.weiner@gmail.com</a>			
<i>Special Olympics Motor Activities Training Program</i>	To prepare athletes for sport-specific activities appropriate for their ability levels	8 years +	Non-standardized (informal)	Ability to compete in Special Olympics
	<a href="https://www.specialolympics.org/our-work/sports/motor-activity-training-program">https://www.specialolympics.org/our-work/sports/motor-activity-training-program</a>			
<i>Test of Gross Motor Development-3 (Ulrich, 2019)</i>	Assessment to identify children with gross motor deficits	3 to 10.11-year-olds	Standardized (formal)	Norm referenced Criterion referenced Gross motor composite score
	<a href="https://www.proedinc.com/Products/14805/tgmd3-test-of-gross-motor-developmentthird-edition.aspx">https://www.proedinc.com/Products/14805/tgmd3-test-of-gross-motor-developmentthird-edition.aspx</a>			
<i>Test of Secondary Basic Sport Skills (Vetter, 2021)</i>	Identifies deviations or performance errors in performing skills	11.6 to 15.5 years	Standardized (formal)	10 skills and Behavior Observation Checklist
	<a href="https://us.humankinetics.com/products/test-of-secondary-basic-sports-skills-digital-manual">https://us.humankinetics.com/products/test-of-secondary-basic-sports-skills-digital-manual</a>			

