



**Adapted Physical Education Program**  
*Signature Assignment for KIN 489A*  
*Assessment Summary Student Report*

**Student Learning Outcome(s) Assessed:**

SLO #2: Create an assessment report in physical education appropriate for individuals with various disabilities.

**Description of the Signature Assignment**

Candidates will write an Assessment Summary Student Report based on a specific child they are assigned to teach in the After School Adapted Physical-activity Program (ASAPP) for children with disabilities. The report needs to be based on the test data collected on the assigned child and include background information, test data information, and program activities. See the specific directions for completing the assignment that follow.

**Directions for Candidates**

The following is the information that needs to be included in the Assessment Summary Student Report for your assigned child. Organize the report and follow the bolded subheadings.

**Student Name:**

**Date of Birth:**

**Evaluator:**

**Date of Testing:** Pretest Posttest

**Student background Information:** age; physical characteristics; general behavior; brief medical history; brief motor development history; reason for referral; referral source.

**Assessment Information:** brief description of each test; what tests were administered; what does each measure; type of scores provided; description of any additional informal testing (i.e., observation).

**Summary of Specific Subtests:** (for example) Provide standardized scores, percentile rankings, age-equivalences. This section of test score results can include charts and graphs of test results. Where do these scores and observations place the child (above, at, or below age expectancy; within normal range) compared to others tested. Describe the qualitative aspects of individual's movement in objective language; for example movement strengths and deficits here such as: locomotor & object control, balance, physical fitness, perceptual motor, and posture, etc. Overall scores; rankings; where do these scores place the individual; relationships among subtest performances.

**Cooperation/Motivation:** Consider the following: cooperation, motivation, effort, is this assessment a valid/reliable presentation of student's motor performance?

**Program Activities/Behavior:** Overview of the program conducted after testing such as individual and group activities conducted. The student's behavior observed such as motivation willingness to participate and ability to get along with other students.

**Summary of Evaluation Recommendation:** Conclusions/Recommendations: Overall present level of performance; recommendation regarding placement; specific program needs in relation to areas of dysfunction. Based on test score results - do not speculate beyond the data. May include Individualized Education Plan (IEP). Recommendations in the program and outside in community.

**Professional Quality:** this report is to be placed in the student's file and the report mailed to the student's parents. The report is clear that parents can follow, understand and organized in major subheading with limited technical jargon.

**Scoring Rubric:**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Final Grade \_\_\_\_/30  
21 minimal requirement

	Does not meet expectation	Inconsistently meets expectation; Meets some expectations	Exceeds or Consistently meets expectation	Score
<b>Background Student Information</b> 0-6 pts	No or little student background info: disability, medical PLP -strengths & needs <b>(0-2)</b>	Inconsistently addresses student background info: disability, medical PLP - strengths & needs <b>(3-4)</b>	Clear, consistent, distinct student background info: disability, medical PLP - strengths & needs <b>(5-6)</b>	
<b>Test Data Information</b> 0-12 pts	No or little overall reporting of test description with pre & post test scores, Qualitative test items & overall test score results <b>(0-6)</b>	Inconsistent reporting of pre & post test scores, Qualitative test items & overall test score results <b>(7-8)</b>	Clear, consistent, distinct reporting of pre & post test scores, Qualitative test items & overall test score results <b>(9-12)</b>	
<b>Program Activities Conducted</b> 0-6 pts	No or little discussion of program activities based on test results with student routines, progress, motivation & recommendations <b>(0-2)</b>	Inconsistent discussion of program activities based on test results with student routines, progress, motivation & recommendations <b>(3-4)</b>	Clear consistent distinct discussion of program activities based on test results with student routines, progress, motivation & recommendations <b>(5-6)</b>	
<b>Contents Mechanics &amp; Organization</b> 0-6 pts	Not a well organized quality professional report lacks clear grammar & sentence structure that is easy to follow <b>(0-2)</b>	Inconsistent organized quality professional report w/ inconsistent clear grammar & sentence structure that is easy to follow <b>(3-4)</b>	Clear, consistent, distinct quality professional report with clear grammar & sentence structure that is easy to follow & read <b>(5-6)</b>	
<b>Total Score</b>				<b>30 pts</b>

If you are assigned more than one child to teach in the ASAPP to teach, select one child for this evaluation.

**Point Checklist: What follows is a checklist of the points assigned to each part of the assignment to give further clarification and detail of the grade scoring rubric above. Areas circled means this information was not accurately or consistently included:**

**Student Background Information (6 pts)**

- (1, 2, 3) \_\_\_\_\_ Background information is accurate includes age, disability, medical condition, other
- (1, 2, 3) \_\_\_\_\_ Brief distinct background with present level of performance strengths/needs paragraph

**Test Data Information (12 pts)**

- (1, 2, 3) \_\_\_\_\_ Accurate overall test selection, description & justification including test items & how to score test
- (1, 2, 3) \_\_\_\_\_ List/discussion of pre and/or post-test score that are accurate easy to follow
- (1, 2, 3) \_\_\_\_\_ Qualitative description (process oriented description) of specific skills/test items that describe both student strengths & needs for improvement
- (1, 2, 3) \_\_\_\_\_ Overall test score results provided & briefly explains what each test scores means (i.e., TGMD 2-QMQ, age equivalent etc.)

**Program Activities (6 pts)**

- (1-2) \_\_\_\_\_ Based on test score results activities conducted during program: physical, social & cognitive areas including routines/strategies/methods followed during instruction in both individual & group lessons
- (1-2) \_\_\_\_\_ Student progress & motivation level of student participation level is discussed
- (1-2) \_\_\_\_\_ Future student recommendations are made both in the program & outside -community

**Clear Content, Organization and Writing of Report (6pts)**

- (1, 2, 3) \_\_\_\_\_ Content: accurate spelling, grammar, punctuation with clear sentence structure
- (1, 2, 3) \_\_\_\_\_ Professional quality report: well organized with subheadings, sequenced, & clear for reader/parents to read, understand & follow

**Additional Comments**

- \_\_\_\_\_ If your report has no edits with my signature it is ready to be mailed.
- \_\_\_\_\_ If Not: please read my comments, make any edits/changes, and then bring report to the next class meeting. Then the report will be mailed out to the parents after my signature is provided. A copy of the report will then also be placed in the student's file.

## Legend

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-23	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-17	0 (Can't Score)