



Louisiana Believes

Determining Eligibility for Adapted Physical Education

Assessment Protocols

CTAPE

Competency Testing for School Age Students

LaMAP

La Motor Assessment for Preschoolers

CLAS

CTAPE & LaMAP Supplement

2015

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Determining Eligibility for Adapted Physical Education

Table of Contents

INTRODUCTION

SECTION I

Competency Testing for Adapted Physical Education - CTAPE

- *Instructions for Use*
- *Equipment*
- *Level I*
- *Level II*
- *Level III*
- *Level IV*
- *Level V*
- *Level VI*

SECTION 2

Louisiana Motor Assessment for Preschoolers - LaMAP

- *Testing Procedures*
- *Equipment*
- *Test Level A*
- *Test Level B*
- *Test Level C*

SECTION 3

CTAPE & LaMAP Assessment Supplement - CLAS

- *Instructions for Use*
- *Equipment*
- *Skill Checklists*

APPENDIX

INTRODUCTION

Public Law 101-476 (Individuals with Disabilities Education Act - IDEA) and Louisiana Revised Statute 17:1941 et seq. mandate the inclusion of physical education instruction in the special education program of all students with disabilities. *Physical education* is defined as the development of 1) physical and motor fitness; 2) fundamental motor skills and patterns; and 3) skills in aquatics, dance and individual and group games and sports. In Louisiana *adapted physical education* is defined as a direct instructional service for school aged students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program on a full time basis. It is also a specially-designed program for children with disabilities aged three through five, who meet specific criteria.

In Louisiana, students with disabilities who are unable to participate successfully in a general physical education program are screened and evaluated through a process established by Bulletin 1508, the *Pupil Appraisal Handbook*. The *Pupil Appraisal Handbook* outlines the methodology to evaluate the of motor skills of students aged three through five and the physical education competency level of the students aged six through twenty-one.

In the past, considerable controversy surrounded the concept of using a competency-based assessment with students with disabilities because many individuals suggested that non-disabled children could not "pass" the test. No data had been available either to support or refute the argument. A two-year study conducted by the Louisiana Department of Education validated the use of a competency test in determining the need for adapted physical education. The end product of the study was a fully standardized edition of *CTAPE: Competency Testing for Adapted Physical Education*. The CTAPE clearly differentiates between children who have average motor skills and children who have significantly below average motor skills. *CTAPE* continues to meet the requirements of the *Pupil Appraisal Handbook* and in identifying school age students eligible for adapted physical education services in Louisiana.

In addition to the CTAPE, this manual includes the *Louisiana Motor Assessment for Preschoolers (LaMAP)*, and a supplemental tool for designed for students with significant motor disabilities or impairments. This supplement is entitled *CLAS (CTAPE/LaMAP Assessment Supplement)*.

The *LaMAP* is designed to assess the motor skills of children under the age of six and evaluates four fundamental motor skill areas; locomotor skills, manipulative skills, balance, and body/spatial awareness. It contains three levels for testing, 2 years 6 months to 3 years 5 months, 3 years 6 months to 4 years 5 months, and 4 years 6 months to 5 years 11 months. Use of the *LaMap* is mandatory for determining eligibility for adapted physical education for preschool students.

The *CLAS* was developed at the request of the adapted physical education personnel throughout Louisiana. It provides additional data for students with significant motor disabilities or impairments who score 15% or below on the standard assessment. The function of this supplement is to provide additional information that accurately describes the student's gross motor abilities for the initial evaluation. It can also be used to assist adapted physical educators in assessing student performance, documenting student progress, and providing

appropriate adapted physical education programming for each student with severe gross motor deficits.

Please Note:

Included in the appendix of this document is a chart that contains all test items in CTAPE Levels I - VI. Each test item has been correlated to the physical education standard(s) published by the Louisiana LDOE for teachers and curriculum developers. These references will provide adapted and general physical education teachers with the information needed to appropriately modify instruction in specific skill areas for students with disabilities.

CTAPE

CTAPE

INTRODUCTION

CTAPE is not biased against a racial or gender group, and is, in fact, fairly well balanced with regard to its being challenging without being frustrating. CTAPE discriminates between children who have average motor skills and children who have significantly below average motor skills. In this case *significantly below* is defined as different from 90% or more of the population. Children with motor skills that differ to this extent clearly need special help.

Ninety percent, rather than the 1.5 standard deviation, is used because the criterion-referenced standards used in the CTAPE do not meet the assumptions of parametric statistics and 90% is an approximation of 1.5 standard deviations as a non-parametric technique.

Assessment is one of the most important aspects of the total educational program; without it an appropriate program of instructional activities cannot be developed. The information obtained through this process will assist the adapted physical educational teacher and the IEP team in determining the type of physical education program needed to meet individual student needs.

Because instruction for students with severe disabilities may begin with functional skills at a much lower level than those identified in CTAPE, additional assessment instruments may be utilized to obtain baseline data. Although there is no mandate, best practice indicates the use of a developmental assessment in addition to CTAPE to determine an accurate motor functioning level for students with severe disabilities.

INSTRUCTIONS FOR USE

TEST LEVELS

CTAPE consists of six testing levels, each addressing the identified grade level minimum standards in the competency-based curriculum for regular physical education. Chronological age is the determining factor in selecting the appropriate testing level.

<u>Test Level</u>	<u>Age Group</u>	
I	6 Years 0 Months	- 7 years 6 Months
II	7 Years 7 Months	- 8 Years 11 Months
III	9 Years 0 Months	- 10 Years 11 Months
IV	11 Years 0 Months	- 12 Years 11 Months
V	13 Years 0 Months	- 14 Years 11 Months
VI	15 Years 0 Months and Older	

SUMMARY PROFILE

The first page of each test level is the summary profile. Once completed, the summary provides, at a glance, the movement profile of a student. The profile will indicate whether the student is average, poor in one type of skill, or weak in all areas. The bold column of numbers represents passing scores; the scores to the left of the bold numbers indicate scores that are not acceptable (failing); NA indicates not attempted. **NA may be a result of an inability to perform (physical impairment) or refusal to perform (non-compliant behavior).**

Examiners should include their specific comments and recommendations for physical education or adapted physical education on the summary profile sheet. The information then should be provided to the IEP team. Recommendations should be based on the results of the CTAPE and any additional information or assessment results obtained by the evaluator.

TESTING PROCEDURE

- Step 1. Select the appropriate level to be administered.
- Step 2. Read through the test and gather the appropriate equipment. Record the personal data on the Summary Sheet (e.g., date of birth, name, etc.). Include any pertinent information.
- Step 3. Begin assessment by administering the test, preferably in sequential order. Testing must be completed within five days, but may be completed within one session. Note items that have practice trials and items that should be demonstrated. This information is supplied in the margin next to the individual items. Record the score for each part of each item by circling the appropriate score.
- Step 4. Compute the totals for each item and record the total score in the box at the lower right-hand corner.

Step 5. Transfer the item totals to the summary sheet provided for the test level. All possible scores are not presented on the summary sheet, so make a circle approximately where the exact score would be located.

Step 6. Count the number of circles falling to the left of the bold numbers: bold numbers represent passing scores. Multiply the number of circles by four. Subtract this number from 100 to obtain a percentage score.

To check the answer, count the number of bold numbers circled and the number of circles to the right of the bold numbers. Multiply the total number of circles by four. The two answers should match. If these do not match, count the circles again to make sure each item on the test has been administered and recorded.

Step 7. Identify the level of deficit; identify strengths, weaknesses, and individual needs. Provide recommendations for instructional services and make a professional recommendation for programming as appropriate for IEP Committee consideration.

Deficits:

70% - 100% Indicates motor skills are in the average range. The student does not qualify for adapted physical education services.

69% - 45% Indicates a **mild** motor deficit; the student is eligible for adapted physical education services. Full time or part time services may be considered.

44% - 20% Indicates a **moderate** motor deficit; adapted physical education on a full time basis should be considered.

19% - 0% Indicates a **severe** motor deficit; adapted physical education in small instructional groups on a full time basis should be considered.

Step 8. Copies of the test and the score sheet (Summary Profile) should go into the adapted physical education teacher file.

LaMAP

Louisiana Motor Assessment for Preschoolers

TESTING PROCEDURE

Step 1: Select the appropriate level. All test items are to be administered exactly as stated.

Step 2: Record the personal data on the test sheet (e. g. name, date of birth, etc.). Read through the test and gather the appropriate equipment. Include any pertinent information (wheelchair, blind, walker, etc.) in the comment section.

Step 3: Administer all test items. Testing must be completed within five days but may be completed within one session. **Note** the number of demonstrations and the number of trials for each item. A **passed item** indicates that a student performed the skill exactly as stated (or better) **at least once during the allotted number of trials**; otherwise, it is a **failed item**. Record the score for each item by circling the result: **pass** or **fail**.

All items should be administered using a **structured procedure**. However, observations are acceptable as deemed necessary (**maximum of 5 observations per test**). Indicate the procedure used by circling “**S**” or “**O**” for each item.

S: Structured Items: items administered directly to the child by the evaluator(s).

O: Observed Items: evaluator(s) observed child in relevant activities.

Step 4: Count the number of passed items and failed items. Record these numbers in the appropriate space provided. Multiply the number of passed items by 5. This result will indicate the percentage score. Record this percentage score on the form in the appropriate places.

Step 5: Sign the form as the evaluator. Add additional comments as needed (non-compliant, shy, sick, etc.).

Step 6: Identify the level of deficit. Record this level on the test form by circling the correct deficit.

70% - 100%	Indicates NO motor deficit (none) .
45% - 69%	Indicates a MILD motor deficit .
20% - 44%	Indicates a MODERATE motor deficit .
0% - 19%	Indicates a SEVERE motor deficit .

Step 7: Make appropriate copies. Distribute to evaluation personnel.

TESTING TIPS:

- **CHRONOLOGICAL AGE:** The child's age in years and months needs to be calculated. Calculate the difference between the date of assessment and the child's birthday in years, months, and days. Once calculated, use the years and months for the age. Do not round up the days to months. For example, if a child is 3 years, 5 months, 29 days, he is considered 3 years, 5 months.
- **JUMP:** Taking off on 2 feet and landing on 2 feet at the same time (Boom, not Boom-Boom).
- **MEASURING JUMP:** Measure from a starting line to the back of the child's heel after landing.
- **EVALUATOR'S SIGNAL:** Can be a whistle, a cue word, such as "turn" or "change," or a gesture, such as a hand clap.
- **LEG SWINGS:** "Front-back-front" or "back-front-back" equals 3 swings. "Front-back-front-back-front" or "back-front-back-front-back" equals 5 swings. The leg swing is front to back, not side to side.
- **WALKING SIDEWAYS:** Can be side steps or feet can cross.
- **RAIL SUPPORT:** May use wall or adult arm for support if no rail is available.

CLAS

CTAPE and LaMAP Assessment Supplement

The CTAPE and LaMAP Assessment Supplement (CLAS) is to be administered when a student scores 19% or below on the CTAPE or LaMAP. The function of this supplement is to provide additional information that accurately describes the student's gross motor abilities for the initial evaluation. It will also be used to assist adapted physical educators in assessing student performance, documenting student progress, and providing appropriate adapted physical education programming for each student with severe gross motor deficits.

INITIAL EVALUATION PROCEDURE

Step 1: Record the personal data (name, date of birth, age, gender, test date, student concerns/ diagnosis, assessment with score and test date, and evaluator).

Step 2: Read through the supplement and gather the appropriate equipment.

Step 3: Administer test items. Record the appropriate mark for each item. Items are to be marked with a **+**, **-**, **E**, or **NA**.

(+) indicates that a student performed the skill as stated.

(-) indicates that a student did not or could not perform the skill as stated.

E indicates an **emerging** skill with the student showing progress toward the skill as stated.

NA indicates **non applicable**. A comment should be included to explain all NA's.

Step 4: Utilize the "comment section" to describe student's performance as needed.

Step 5: Report a summary of the supplement results along with the student's CTAPE or LaMAP score on the initial evaluation. Include the student's strengths, weaknesses, and emerging skills on the APE section of the student's evaluation.

Step 6: Make appropriate copies. Distribute to evaluation personnel.

NOTE: The second purpose of this supplement is to assist adapted physical educators who service students with severe gross motor deficits. The supplement can be utilized to assess student performance at critical times during each student's educational process (i.e., grading period reports, IEP updates, and re-evaluations).

APPENDIX

CTAPE Level 1**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> <u>Grades K-2</u>	<u>Elementary</u> <u>Grades 3-5</u>	<u>Middle</u> <u>Grades 6-8</u>	<u>High School</u> <u>Grades 9-12</u>
1. Run 50 feet.	4P1 4P2 4P3			
2. Jump forward 3 times in succession.	1P1 2P4 2P5 4P1 4P2 4P3			
3. Hop 10 feet on each foot.	4P1 4P2 4P3			
4. Run and leap.	4P1 4P2 4P3			
5. Gallop 10 feet on each foot.	3P2 3P4 4P1 4P2 4P3			
6. Slide 10 feet each side.	4P1 4P2 4P3			
7. Skip a distance of 15 feet.	4P1 4P2 4P3			
8. Roll an 8 ½ inch playground with 2 hands between 2 cones set 4 feet apart.	1P3 2P2 2P4 2P5 4P4 5P3			
9. Roll a tennis ball underhanded from a distance of 10 feet between 2 cones, set 4 feet apart.	1P3 2P2 2P4 2P5 4P4 5P3			
10. Throw a tennis ball underhanded to a partner standing 10 feet away.	1P3 2P2 2P4 2P5 4P4 5P3			
11. With 2 hands throw overhand an 8 ½ inch playground ball as far as possible.	1P3 2P2 2P4 2P5 4P4 5P3			
12. Throw 5 inch bean bag overhand as far as possible.	1P3 2P2 2P4 2P5 4P4 5P3			
13. Standing drop—let bounce once and catch an 8 1/2 inch playground ball.	1P3 2P2 2P4 2P5 4P4 5P3			
14. Toss an 8 ½ inch playground ball above head level and catch it.	1P3 2P2 2P4 2P5 4P4 5P3			
15. Using 1 hand, underhand strike an 8 ½ inch playground ball which is placed 2 feet in front of student.	1P3 2P2 2P4 4P4 5P2 5P3			
16. Kick a stationary 8 ½ inch playground ball from a running start.	1P3 2P2 2P4 4P4 5P2 5P3			
17. Dribble an 8 ½ inch playground ball with each hand.	1P3 2P2 2P4 4P4 5P2 5P3			
18. Touch, upon verbal request, the following body parts:	1P1 1P2 2P2 2P4 2P5 5P2			
19. Upon verbal request, distinguish fast and slow by demonstrating pairs of movements.	1P1 2P2 2P3 2P4 2P5 5P2			
20. Identify upon verbal request the following body surfaces by touching them.	1P1 1P2 2P2 2P4 2P5 5P2			

21. Execute the following non-locomotor skills upon request:	1P1 1P2 2P2 2P4 2P5 5P2			
22. Identify right and left sides of the body upon request.	1P1 2P2 2P3 2P4 2P5			
23. Move in the following directions upon verbal request.	1P1 2P2 2P3 2P4 2P5			
24. Stand on preferred leg for 10 seconds with hands on hips.	1P1 2P4 2P5			
25. Walk 6 consecutive steps on a 2 inch wide, 10 foot line.	1P1 2P4 2P5			

CTAPE Level 2**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> <u>Grades K-2</u>	<u>Elementary</u> <u>Grades 3-5</u>	<u>Middle</u> <u>Grades 6-8</u>	<u>High School</u> <u>Grades 9-12</u>
1. Run 50 feet.		4E1 4E2 4E3 4E4 4E5		
2. Jump forward a distance of 2 feet.		4E1 4E2 4E3 4E4 4E5		
3. Jump down from an adult chair.		4E1 4E5		
4. Jump forward and backward over a line.		1E1 1E2 1E3 1E4		
5. Hop 3 times in place on each foot.		1E1 1E2 1E3 1E4		
6. Run and leap over a 12 inch high obstacle.		1E2 1E3 4E1 4E3 4E4 4E5		
7. Gallop, alternating lead foot; 5 gallops on each foot.		1E2 1E3 4E1 4E3 4E4 4E5		
8. Skip forward 20 feet.		1E2 1E3 4E1 4E3 4E4 4E5		
9. Slide, alternating lead foot after 5 slides.		1E2 1E3 4E1 4E3 4E4 4E5		
10. Perform smoothly without stopping 2 jumps 2 hops.		1E2 1E3 4E1 4E3 4E4 4E5		
11. From a distance of 15 feet, using a moving approach, underhand roll a tennis ball between 2 cones placed 4 feet apart.		1E2 1E3 1E4 2E1		
12. Underhand throw a tennis ball to a partner (evaluator) 15 feet away.		1E2 1E3 1E4 2E1		
13. Overhand throw a beanbag to a partner (evaluator) 15 feet away.		1E2 1E3 1E4 2E1		
14. Catch an 8½ inch playground ball that was tossed underhand 10 feet.		1E2 1E3 1E4		
15. With 1 hand, underhand strike a self-bounced 8½ inch playground ball.		1E2 1E3 1E4 2E1 2E2		
16. From a running start, kick an 8½ inch playground ball rolled from 20 feet.		1E2 1E3 1E4 3E2		
17. Dribble an 8½ inch playground ball with either hand while moving forward.		1E2 1E3 1E4 2E1 2E2		
18. Soccer style dribble an 8½ inch playground ball.		1E2 1E3 1E4 2E1 2E2		
19. Catch a plastic softball thrown overhand from 15 feet.		1E2 1E3 1E4		
20. Using an oversized plastic bat, strike a plastic softball tossed underhand from a distance of 15 feet.		1E2 1E3 1E4 2E1 2E2		

21. Upon verbal request, touch the following body parts.		2E1		
22. Upon verbal request, distinguish fast and slow movements.		1E2 1E3 2E2 2E3		
23. Upon verbal request, move in the following directions		1E2		
24. Stand on preferred leg for 10 seconds with hands on hips and eyes closed.		1E1 1E2 1E3 1E4		
25. Walk heel-to-toe 6 consecutive steps on a 2 inch wide, 10 foot line.		1E1 1E2 1E3 1E4		

CTAPE Level 3**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> Grades K-2	<u>Elementary</u> Grades 3-5	<u>Middle</u> Grades 6-8	<u>High School</u> Grades 9-12
1. Run 50 yards as fast as possible.		1E2 1E3 4E1 4E2 4E3 4E4 4E5		
2. Execute a standing long jump as far as possible.		1E2 1E4 4E1 4E2 4E3 4E4 4E5		
3. Jump a self-turned rope.		1E1 1E2 1E3 1E4 4E1 4E2 4E3 4E4 4E5		
4. Hop 3 times on one foot; then shift to the other foot, hop 3 times.		1E1 1E2 1E3 1E4 4E1 4E2 4E3 4E4 4E5		
5. Run backward for 10 feet.		1E1 1E2 1E3 1E4 4E1 4E2 4E3 4E4 4E5		
6. Overhand throw a tennis ball as far as possible.		1E2 1E3 1E4 2E1		
7. Overhand throw a tennis ball to a partner (evaluator) 15 feet away.		1E2 1E3 1E4 2E1		
8. Side kick a stationary 8½ inch playground ball with the outside of the foot.		1E2 1E3 1E4 2E2		
9. From a running start, kick an 8½ inch playground ball rolled from 20 feet.		1E2 1E3 1E4		
10. Dribble an 8½ inch playground ball with dominant hand 5 times forward and 5 times backward.		1E2 1E3 1E4 2E1 2E2		
11. Using hands only, catch a 5 inch playground ball tossed from 15 feet.		1E2 1E3 1E4		
12. Field a 5 inch playground ball thrown from a distance of 20 feet.		1E2 1E3 1E4		
13. Using a standard sized bat, strike a tossed cloth ball from 20 feet.		1E2 1E3 1E4 2E1 2E2		
14. Overhand pass a self-set 13 inch beach ball.		1E1 1E3 1E5 2E3 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5		
15. Punt a soccer ball.		1E2 1E3 1E4 3E2 7E		
16. From a moving position, trap a soccer ball rolled from 15 feet.		1E2 1E3 1E4 3E2 7E1		
17. Soccer style dribble a soccer ball 15 feet.		1E2 1E3 1E4 2E1 2E2		
18. Crab walk with stomach up for a distance of 10 feet.		4E1 4E2 4E3 4E4 4E5		

19. Walk heel-to-toe on a 2 inch wide, 10 foot line, forward and backwards.		1E1 1E2 1E3 1E		
20. Jump vertically 10 times consecutively.		4E1 4E2 4E3 4E4 4E5		
21. Execute 5 consecutive windmills.		4E1 4E2 4E3 4E4 4E5		
22. Execute 5 consecutive trunk rotations.		4E1 4E2 4E3 4E4 4E5		
23. Execute 10 consecutive jumping jacks.		4E1 4E2 4E3 4E4 4E5		
24. Upon verbal request, touch the following body parts.		2E1		
25. Upon verbal requests, move in the following directions.		1E2		

CTAPE Level 4**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> Grades K-2	<u>Elementary</u> Grades 3-5	<u>Middle</u> Grades 6-8	<u>High School</u> Grades 9-12
1. Upon verbal request, execute the following skills.		1E2	1M1	
2. Perform smoothly 2 skips, 4 gallops, 3 jumps		1E2 2E1 2E2	1M1 1M4	
3. Execute a standing long jump as far as possible.		1E2 4E1 4E2 4E3 4E4 4E5	1M1 4M1 4M2 4M3 4M4	
4. Overhead pass a volleyball tossed by the evaluator.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
5. Use a forearm pass to contact a volleyball tossed from 10 feet away.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
6. Serve a volleyball a distance of 20 feet, 6 feet high.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
7. Catch a cloth softball tossed from 40 feet approximately 20 feet high.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
8. Field a cloth softball thrown from a distance of 40 feet.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
9. Using a standard sized bat, strike a cloth softball tossed underhand from 30 feet.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
10. Catch a football thrown from 30 feet.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
11. Run down field at a moderate speed and catch a football thrown from 30 feet.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
12. Soccer style dribble a soccer ball around 3 objects spaced 5 feet apart for a distance of 15 feet.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
13. Kick a stationary soccer ball with the upper surface of the foot.		1E1 1E3 1E5 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	

14. Using a soccer ball, execute a volley kick with the dominant foot.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
15. While running at a moderate speed, dribble a basketball 40 feet with dominant hand.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
16. Chest pass a basketball within reach of a receiver from 15 feet away.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
17. Execute a V-sit with support.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
18. Execute a scale.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
19. Execute a 180° jump turn.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
20. Perform the shuttle run as quickly as possible.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
21. Perform V-sit.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
22. Execute 5 consecutive windmills.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
23. Execute push-ups.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
24. Execute bent-knee crunches.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
25. Jog and/or walk for ½ mile.		1E1 1E3 1E5 3E3 4E3 5E1 5E2 5E3 6E3 7E4 7E5	1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	

CTAPE Level 5**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> Grades K-2	<u>Elementary</u> Grades 3-5	<u>Middle</u> Grades 6-8	<u>High School</u> Grades 9-12
1. Perform smoothly (without stopping) 2 skips, 4 gallops, 3 jumps			1M1 1M4 2H3	
2. Slide in the following patterns.			1M1 1M4	2H3
3. Serve a volleyball a distance of 20 feet, 6 feet high.			1M3 1M4 1M5 2M3 2M4 3M1 3M3 4M1 4M4 5M1 5M3 6M1 6M3 7M1 7M2	
4. Catch a cloth softball tossed from 40 feet approximately 20 feet high.			1M1 1M3 2M3	1H1 2H1 2H2
5. Field a cloth softball thrown or hit from 50 feet.			1M1 1M2 1M3 1M5 2M1 2M2 2M3 2M4 3M3	1H1 1H2 2H1 2H2 2H3 5H1 7H1
6. Overhand throw a cloth softball within reach of a receiver a distance of 50 feet.			1M1 1M3 2M1 2M2 2M4	1H1 2H1 2H2 2H3 5H1 7H1
7. Using a standard sized bat, strike a cloth softball tossed underhand from 40 feet.			1M1 1M2 1M3 1M5 2M1 2M2 2M3 2M4 3M3	1H1 1H2 2H1 2H2 2H3 5H1 7H1
8. Pass a football within reach of a receiver 30 feet away.			1M1 1M3 2M1 2M2 2M4	1H1 2H1 2H2 2H3 5H1 7H1
9. Run down field at a moderate speed and catch a football thrown from 30 feet.			1M1 1M3 2M3	1H1 2H1 2H3
10. Soccer style dribble a soccer ball around 3 objects spaced 5 feet apart for a distance of 15 feet.			1M1 1M2 1M3 1M5 2M1 2M2 2M3 2M4 3M3	1H1 1H2 2H1 2H2 2H3 5H1 7H1
11. Punt a soccer ball.			1M1 1M2 1M3 1M5 2M1 2M2 2M3 2M4 3M3	1H1 1H2 2H1 2H2 2H3 5H1 7H1
12. Dribble a basketball around 4 stationary objects spaced 6 feet apart.			1M1 1M5 2M3 3M1 3M3 4M1	1H1 1H2 3H1 4H1 4H3 6H1 7H1 7H2
13. Execute a 2 hand bounce pass with a basketball to a receiver 10 feet away.			1M1 1M3 2M1 2M2 2M4	1H1 2H1 2H2 2H3 5H1 6H2 7H1
14. Execute a jump with a full turn.			1M1 1M3 1M4 1M5	1H1 3H2 7H1
15. Execute 5 consecutive roll-outs.			1M1 1M3 1M4 1M5 4M1 4M2 4M3 4M4	1H1 3H2 4H1 4H2 4H3
16. Execute 5 consecutive windmills.			4M1 4M2 4M3 4M4	4H1 4H2 4H3
17. Execute a standing long jump as far as possible.			1M1 4M1 4M2 4M3 4M4	2H3 4H1 4H2 4H3
18. Execute push-ups for 1 minute until student stops or body rests on floor.			4M1 4M3	4H1 4H2 4H3
19. Execute bent-knee crunches.			4M1 4M3 4M4	4H1 4H2 4H3

20. Jump vertically 10 times consecutively.			4M1 4M3 4M4	4H1 4H2 4H3 7H1 7H2 7H3
21. Execute 5 consecutive trunk rotations.			4M1 4M2 4M3 4M4	4H1 4H2 4H3
22. Execute 10 consecutive jumping jacks.			4M1 4M2 4M3 4M4	4H1 4H2 4H3
23. While seated, execute v-sit.			4M1 4M2 4M3 4M4	4H1 4H2 4H3
24. Perform the shuttle run as quickly as possible.			4M1 4M2 4M3 4M4	4H1 4H2 4H3
25. Jog and/or walk for ½ mile.			4M1 4M2 4M3 4M4	4H1 4H2 4H3

CTAPE Level 6**Test Items/State Benchmarks**

<u>Skill</u>	<u>Primary</u> Grades K-2	<u>Elementary</u> Grades 3-5	<u>Middle</u> Grades 6-8	<u>High School</u> Grades 9-12
1. Overhead pass a volleyball against the wall for 1 minute.				2H1 2H2 2H3 3H3 5H1 7H1
2. Use a forearm pass to contact a volleyball tossed from 10 feet away				2H1 2H2 2H3 5H1 7H1
3. Serve a volleyball for a distance of 30 feet, 7 feet high.				1H1 1H2 2H1 2H2 3H1 5H1 7H1
4. Soccer style dribble a soccer ball around 3 objects spaced 5 feet apart for a distance of 15 feet.				1H1 1H2 2H1 2H2 2H3 5H1 7H1
5. Kick a stationary soccer ball with the outside of the foot.				1H1 1H2 2H1 3H1 4H1 4H3 6H1 7H1 7H2
6. Overhand throw a cloth softball within reach of a receiver a distance of 60 feet.				1H1 2H1 2H2 2H3 5H1 7H1
7. Field a cloth softball thrown or hit from 50 feet. The ball should bounce at least once.				1H1 2H1 2H3
8. Catch a cloth softball tossed from 40 feet approximately 20 feet high				1H1 2H1 2H3 7H3
9. Using a standard sized bat, strike a cloth softball tossed underhand from 40 feet, hitting the ball within fair territory.				1H1 1H2 2H1 2H2 2H3 5H1 7H1
10. Dribble a basketball around 4 stationary objects spaced 6 feet apart.				1H1 1H2 2H1 2H2 2H3 5H1 7H1
11. Execute a 2 hand bounce pass to a receiver 10 feet away				1H1 2H1 2H2 2H3 5H1 7H1
12. Execute a jump with a full turn.				1H1 3H2
13. Execute 5 consecutive roll-outs				4H1 4H2 4H3
14. Execute a V-sit without support.				4H1 4H2 4H3
15. Jump vertically 10 times consecutively.				4H1 4H2 4H3 7H1 7H2 7H3
16. Execute a standing long jump as far as possible.				2H3 4H1 4H2 4H3
17. Perform the shuttle run as quickly as possible.				4H1 4H2 4H3
18. Run 50 yards as fast as possible.				4H1 4H2 4H3
19. Hop 20 feet on each foot.				4H1 4H2 4H3
20. Execute 5 repetitions of arm and leg				4H1 4H2 4H3

lifter.				
21. Execute push-ups.				4H1 4H2 4H3
22. Execute bent-knee crunches.				4H1 4H2 4H3
23. Sit and reach.				4H1 4H2 4H3
24. Execute 10 consecutive jumping jacks.				4H1 4H2 4H3
25. Jog and/or walk for ½ mile.				4H1 4H2 4H3 5H1