

Table 5.2 Decision Matrix for Selecting Assessment Instruments

Preliminary questions							
Decision	Type of decision	What needs to be evaluated	Reference standard needed	Type of administration	Type of data needed	Equipment and space	Skill to administer
Qualification	Informal	<ul style="list-style-type: none"> General motor ability Physical fitness Locomotor skills Object control skills Body awareness Behavior Knowledge 	Norms or criteria, but usually norms	Individual or group; usually group for screening	Product or process; usually product	Do you have the necessary equipment and space to administer the test?	Do you have the prerequisite skills to administer the test?
	Formal	<ul style="list-style-type: none"> General motor ability Physical fitness Locomotor skills Object control skills Body awareness Behavior Knowledge 	Norms	Individual	May include both process and product measures, but most focus on product measures	Do you have the necessary equipment and space to administer the test?	Do you have the prerequisite skills to administer the test? Should the test be given by an APE specialist?
Curriculum	Formal	<ul style="list-style-type: none"> Physical fitness Locomotor skills Object control skills Body awareness Behavior Knowledge Appropriateness of GPE goals and scope and sequence 	GPE grade mastery standards and school district APE qualification standard	Individual	May include both process and product measures, but most focus on process measures	Do you have the necessary equipment and space to administer the needs assessment?	Do you have the prerequisite skills to administer the needs assessment? Should the test be given by an APE specialist?
Placement	PE goals	<ul style="list-style-type: none"> Present level of performance Learning rate Long-term physical and motor needs 	Combination of NRI and CRI	Individual	Product and process, with more emphasis on process	Do you have the necessary equipment and space to administer the test?	Do you have the prerequisite skills to administer the test? Should the test be given by an APE specialist?
	LRE	<ul style="list-style-type: none"> Content in the GPE curriculum Performance levels of the students in the target placements 	Physical education curriculum, local norms, and performance criteria	Group	Product and process, with more emphasis on process	Normal instructional space and equipment	Do you have the prerequisite skills to administer the test?
Instructional	Content	Where the student ranks on the content targeted for instruction in the curriculum	CRI for each objective taught in the curriculum	Individual or group; usually group	Product and process, with more emphasis on process	Normal instructional space and equipment	Do you have the prerequisite skills to administer the test?

Test selection criteria				
Validity	Reliability	Objectivity	Norms appropriate for disability	Sample sources
Is the test valid for each student's disability, age, and gender?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Are the norms applicable to the students being evaluated?	These tend to be commercial tests such as the New York State Posture Test. See chapters 7-10.
Is the test valid for each student's disability, age, and gender?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Are the norms applicable to the students being evaluated?	These tend to be commercial tests such as TGMD. See chapters 6-10.
Is the test valid for each student's disability, age, and gender?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Are the school's norms for mastery of the GPE curriculum up to date?	See Needs Assessment in Kelly (2011).
Is the test valid for each student's disability, age, and gender?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Are the norms applicable to the students being evaluated?	These can be commercial or teacher-developed tests. See chapters 6-10.
Is the test valid for the students?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Local norms created on the students in the program	These can be commercial or teacher-developed tests. See chapters 6-10.
Is the test valid for the students?	Is there evidence to support the test's reliability?	Is the test being administered by more than one person?	Local norms can be created for when mastery is demonstrated of the criteria for each objective	These can be commercial tests such as Everyone Can! CRIs or teacher-developed tests. See this chapter.