

## Appendixes

Appendix A: MN Rules and Policy Information -----	34
Appendix B: Formal Assessment Tools-----	32
Appendix C: Informal Assessments, Checklists, & Dr Authorization-----	52
Appendix D: NASPE Standards-----	62
Appendix E: MN PE Standards, Benchmarks and Activities-----	64

## **Appendix A**

### **Minnesota Rules and Policy Information**

Minnesota Department of Education DAPE Letter of Clarification  
September 9, 2004  
DRAFT

The purpose of this memorandum is to address questions and issues that have been raised in the field of Developmental Adapted Physical Education (DAPE). This memorandum replaces previous department letters of memorandums on these issues.

**A.** When required to meet the needs of a student with a disability, DAPE is a mandated part of special education. The term “special education” means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. (34 CFR 300.26(a)). The term special education includes physical education. (34 CFR 300.26 (a)(ii)). In Minnesota the term DAPE covers physical education that meets the definition of special education that which has been specially designed to meet the unique needs of a student.

**B.** In order to qualify for DAPE in Minnesota, a student must meet the criteria of Minnesota Rule 3525.1352, Subp.2. The criteria include:

The student must be found eligible for special education by meeting a specific disability category (All except speech/language and Early Childhood from birth to 3 years)

The pupil is determined by the IEP team to need specially designed instruction because:

The pupil’s performance on an appropriately selected, technically adequate, norm-referenced psychomotor or fitness instrument is 1.5 standard deviations or more below the mean.

**OR**

The pupil’s development or achievement and independence in school, home, and community settings are inadequate to allow the pupil to succeed in the regular physical education program. See Minnesota Rule 3525.1352 for full entrance criteria.

**C.** A student does not qualify for special education by virtue of needing accommodated or modified physical education. DAPE is part of the array of special education instruction available for students who qualify for special education and are found by the IEP team to need DAPE but it is, not in itself, an eligibility category for special education. DAPE is not a related service; rather, it is part of special education.

**D.** It is unlikely that a student would have an IEP that provides only DAPE. If a student’s level of need rises to the level of meeting initial criteria and DAPE entry criteria, it is likely that their needs due to their disability would have an impact in the classroom situation beyond physical education. Students do not necessarily require DAPE simply because they are receiving other special education services. Many students with disabilities are able to participate successfully in regular physical education programs.

**E.** Eligibility for DAPE services is not guaranteed through meeting eligibility criteria of any one particular disability category. The need for DAPE is made on an individualized basis through the IEP team process. If the IEP team suspects that the student has a need in the area of physical education, the evaluation must include examination of needs relative to the DAPE criteria. If a student does require DAPE, the IEP should address the manner in which the student will participate in physical education in the least restrictive environment and how the student will access the regular physical education curriculum, just as the team would address this issue for other parts of the student's services.

**F.** It is anticipated by the rule that DAPE services will be provided when required only to children age three or older (Minnesota Rule 3525.1352). Children under age three may have motor skills or other physical issues to address, however the DAPE teacher would not provide those services.

**G.** There is also no single DAPE curriculum that meets the needs of all students who require DAPE services. Free and Appropriate Public Education (FAPE) requires specially designed instruction to meet the unique needs of a student with a disability. DAPE as part of special education must be specially designed to meet the unique needs of the student. The regular physical education curriculum and the DAPE scope and sequence documents may serve as valuable resources, but ultimately the delivery of special education services require that there is no universal curriculum that singly meets the needs of all students who qualify for DAPE services.

**H.** An appropriately licensed DAPE teacher must provide DAPE. Paraprofessionals may assist the students, but not provide direct instruction of DAPE. It is the appropriately licensed teacher that designs the specialized instruction to meet the needs of the students.

**I.** For the purpose of special education funding and reimbursement for DAPE instruction, a single instructor may not deliver simultaneously a physical education class lesson while also providing specially designed instruction to a student that requires DAPE services.

This Letter of Clarification will help make a difference in educating Minnesota children and youth with disabilities.

Bruce Suneson,  
Minnesota DAPE Statewide Specialist  
Phone: 612-638-1538 email: [bsuneson@ecs.k12.mn.us](mailto:bsuneson@ecs.k12.mn.us)

## Appendix B

Permission granted from the CDE Division of Special Education						
TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABLE
AAHPERD Motor Fitness Testing for the Mentally Retarded	Physical Fitness	Includes: arm strength, abdominal strength and endurance, power, agility, speed and endurance	6-12 yrs. Moderately retarded	Indiv. 20 min. Group 60 min.	Percentile	AAHPERD, 1900 Association Dr., Reston, VA 20091
Adapted Physical Education Assessment Scale (APEAS)	Motor performance	Test includes: motor development perceptual motor function, motor achievement, posture, fitness	5-18 yrs.	Indiv. 20 min. Group 30 min.	Percentile	Los Angeles USD, 450 N. Grand Ave., Los Angeles, CA 90010
Alberta Infant Motor Scale	Motor abilities, early movement milestones	58 items performed in 4 positions: prone, supine, sitting, and standing	Birth-18 months	20-30 min.	Criterion referenced	W.B. Saunders, 6277 Sea Harbor Dr., Orlando, FL 32821
Analysis of Sensory Behavior Inventory (Morton/Walford)	Interview and/or clinical observation	Hypo-or hyper-responsivity to sensory input	3 yrs.-adult	15-30 min.	Quantitative observation	Skills with OT, 733 W. Naomi, Unit 1, Suite 108, Arcadia, CA 91007
Assessment, Evaluation, & Programming System for Infants & Children From Birth to Three Years (AEPS)	Early movement milestones, fundamental movement skills, functional movement skills	164 objectives hierarchically organized into 6 curricular domains: fine motor, gross motor, adaptive, cognitive, social communication	Birth-3 yrs.	15-30 min.	Criterion referenced	Paul H. Brookes Publ., P.O. Box 10624, Baltimore, MD 21285-0624

TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABLE
Basic Motor Ability Test	Motor performance	Nine test items: small and large muscle control, balance, eye-hand coordination, and flexibility	4-12 yrs.	Indiv. 15 min Group 25 min.	Percentile	The Clumsy Child, Arnheim, Daniel C.Y. Mosby, St. Louis
Battelle Developmental Inventory (BDI)	Motor abilities early movement milestones, fundamental movement skills	Identify developmental strengths and weakness of children with and without disabilities in infant, preschool, and primary programs. Training needed	Birth-8 yrs.	Entire test 1-2 hrs.	Norm referenced	DLM, 1 DLM Park, Allen, TX 75002
Bayley Scales of Infant Development II	Standardized	Mental: cognitive, language, and social Motor: fine and gross	Birth: 3-5 yrs.	1-1.5 hrs.	Standard mental, developmental, and motor index	Psychological Corp., P.O. Box 839954, San Antonio, TX 78283
Brigance Inventory of Early Development	Motor development	Psychomotor skills: locomotor, balance, strength, ball skills, rhythm, and fine motor	Birth-7yrs.	Varies	Criterion referenced, age norms available	Curriculum Association, Wobum, MA 01801
Brockport	Physical fitness	Variety of fitness items, include alternative items for individuals with disabilities	10-17 yrs.	Varies	Criterion referenced	Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABLE
Bruininks-Oseretsky Test of Motor Proficiency	Motor ability	Gross and fine motor skills: speed, agility, balance, coordination, strength, dexterity, visual-motor, bilateral coordination	4.5-14.5 yrs.	Complete: 45-60 min. Short: 15-20 min.	Age-based standard score	American Guidance Service, Publisher's Building, Circle Planes, MN 55014
Cajon Valley Motor Assessment Instrument	Motor development, motor ability	Gross and fine motor skills measured while student is in various positions. Ability: transferring, maneuvering wheelchair	3 yrs. and up	Indiv. 30-40 min.	Criterion referenced, curriculum related	Cajon Valley School District, 189 Roanoke Rd., El Cajon, CA 92020
California Curriculum for Infants & Toddlers with Special Needs	Norm referenced	Cognitive, language, social, fine motor, and gross motor	Birth- 2 yrs.	Varies	Age equivalencies	Kaplan School Supply, 1310 Lewisville-Clemmons, P.O. Box 609, Lewisville, NC 27023
California Physical Performance Test	Physical fitness	Tests include: body composition, flexibility, endurance, cardiorespiratory endurance, strength	10-18 yrs.	Indiv. 30 min.	Percentile, T-scores	California State Department of Education, P.O. Box 944272, Sacramento, CA 94244



TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Callier Asuza Scale	No standardization	Assessment for blind and multidisabled children in sensorimotor, cognitive, psychosocial, work, play, and self care	Birth- 7 yrs.	Not reported	Not reported	Robert Stillman, Univ. of Texas, 1966 Inwood Rd., Dallas, TX 75235
CARE-R Curriculum, Assessment, Resources, Evaluation	Motor development, early movement milestones, fundamental movement skills, and motor ability	Curriculum based assessment: gross motor, object control, health and physical fitness, perceptual motor, and fine motor	Birth- 17yrs. Varies for each area	Varies	Age equivalencies (age ranges)	Adapted Physical Education Office/Lincoln Annex, 600 E. Grand Ave., San Gabriel, CA 91778 or L.A.C.O.E., 9300 E. Imperial Hwy., Downey, CA 90242
Carolina Curriculum for Preschool & Special Needs	Norm referenced	Cognitive, language, social, fine and gross motor	2.5-5 yrs.	Varies	Age equivalencies	Kaplan School Supply, 1310 Lewisville-Clemmons, P.O. Box 609, Lewisville, NC 27023
Cratty Six Category Gross Motor Test	Motor ability, perceptual motor	Perceptual-motor functioning involving body perception, agility, balance, throwing, and tracking skills	4-11 yrs.	Indiv. 30 min.	Decile, ranking converted to percentile	<i>Perceptual Motor Behavior &amp; Ed. Process, Cratty, Bryant J., Thomas, Springfield, IL</i>



TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Crawford Small Parts Dexterity Test	Standardized performance test	Fine eye-hand coordination for vocational testing	Adolescent-Adult	15 min.	Not reported	Psychological Corp., 304 E. 45th St., New York, NY 10017
DeGangi-Berk Test of Sensory Integration	Movement skill foundations	36 items organized into 3 sub domains: postural control, bilateral integration, reflex integration. Scores can be summed by sub domain or for all items	3-5 yrs.	30 min.	Criterion referenced	Western psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025
Denver Developmental Screening Test II	Standardized and normalized	Personal-social, language, gross motor, and fine motor	Birth- 6 yrs.	15-30 min.	Not reported	Denver Developmental Medicine, Inc., P.O. Box 20037, Denver, CO 80220
Developmental Handwriting & Hand Skills Observation (Benbow)	Informal observation, structured observation	Neurodevelopmental sensory and motor function affecting hand skills and handwriting	5 yrs. And up	30-45 min.	Criterion referenced	Mary S. Benbow, AOTA Publications
Developmental Test of Visual Motor Integration Beery (VMI)	Norm referenced	Visual motor	2-15 yrs.	15-30 min.	Age equivalencies, standard scores, percentiles	Modern Curriculum Press, 13900 Prospect Rd., Cleveland, OH 44136

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Erhardt Developmental Comprehension Assessment	Criterion referenced informal observation, structured observation	Praxis, reflexes, fine motor, visual motor and visual perception				Erhardt Developmental Hand Dysfunction, Laurel, MD
Erhardt Developmental Visual Assessment	Referenced and informal observation	Sensorimotor visual perceptual	Not reported	Not reported	Not reported	Erhardt Developmental Assessment, Laurel, MD
Evaluation of Motor Development of Infants	Motor abilities, early movement milestones	34 skills from 4 spheres of movement: head and trunk, sitting, standing, and locomotion	1 month-onset of walking	Not reported	Criterion and norm referenced	Wolanski & Zdanska-Brincken (1973)
Frostig Developmental	Sensory motor	Areas measured: eye-motor, coordination, figure-ground, constancy of shape, body perception, spatial relations	4-8 yrs.	Indiv. 30-45 min. Group 50 min.	Perceptual quotient, perceptual age	Consulting Psychologist Press, Inc., 577 College Ave., Palo Alto, CA 94306
Frostig Movement Skills Test Battery	Gross and fine motor	Sensory motor, language, perception, higher cognitive, social and emotional development	K-6th grade	Not reported	Mean and scaled score, standard deviation	Consulting Psychologist Press, Inc., 577 College Ave., Palo Alto, CA 94306
Revised Gesell Developmental Schedules	Not reported	Adaptive, language, social, fine motor, and gross motor	4 wks.- 36 mo.	30 min.-1 hr.	Age equivalencies	Developmental Test Materials, 389 Myrtle Ave., Albany, NY 12208

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Gross Motor Function Measure (GMFM)	Early movement milestones, fundamental movement skills	88 items 5 dimensions: lying and rolling, crawling and kneeling, sitting, standing, walking, running and jumping	Persons with C.P. under 20 yrs.	< 1 hr.	Criterion referenced	Dept. of Pediatrics, Chedoke-McMaster Hosp., McMaster Univ., P.O. Box 2000, Station A, Hamilton, ON Canada L8N 3Z5
Gross Motor Performance Measure (GMPM)	Early movement milestones, fundamental movement skills	20 items from GMFM, each matched with 5 attributes of performance: alignment, stability, coordination, weight shift, or dissociation	Persons with C.P. under 20 yrs.	< 1 hr.	Criterion referenced	Dept. of Pediatrics, Chedoke-McMaster Hosp., McMaster Univ., P.O. Box 2000, Station A, Hamilton, ON Canada L8N 3Z5
Harris Infant Neuromotor Test (HINT) Developmental Edition	Movement foundation, early movement milestones	Identifying early motor deficits and cognitive delays in infants with known risk factors	3-12 mo.	< 30 min.	Criterion referenced	School of Rehabilitation Sciences, Univ. of British Columbia, c/o 325-2211 Westbrook Mall, Vancouver, BC Canada V6T 2B5
Hawaii Early Learning Profile (HELP)	Structured observation and checklist	Cognitive, language, fine motor, gross motor, social-emotional, and self-help	Birth-3 yrs.	30 min.-1 hr.	Age equivalencies	VORT Corp., P.O. Box 60132, Palo Alto, CA 94306

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABLE
Hughes Basic Gross Motor Assessment	Motor ability	Gross motor ability, static and dynamic balance, motor coordination, locomotor, eye-hand coordination	5.6-12.5 yrs.	Indiv. 15 min.	Mean scores	Office of Special Education, Denver, CO 80203
I CAN Instructional Management System	Early movement milestones, fundamental movement skills, specialized movement skills	A large set of criterion referenced checklists for many skills	Not specified	Specific to checklist	Criterion referenced	PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897
Jacobs Prevocational Skills Assessment	Not reported	Sensorimotor cognitive psychosocial work skills	Preadol escent and adolesc ent learning disabled	Not reported	Not reported	Jacobs Occupational Therapy Works Related Programs & Assessments, Boston: Little Brown
Jebsen Taylor Function Test	Not reported	Self help work and fine motor skills	Child- Adolescent	Not reported	Not standardized	Sand, Taylor Hill, Korsky & Rawlings (1974). "Hand Function in Children With Myelomeningocele," AJOT, 28(2) 87-90
Koontz Child Developmental Program	Motor development	Includes performances of skills which lead up primarily to ambulation	Birth-48 mo.	Varies	Functional level, training activities	Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Learning Accomplishments Profile (LAP)	Motor development	Gross motor areas: large muscle coordination, strength, stamina, ambulation, and balance	Birth-72 mo.	Varies	Criterion referenced	Chapel Hill-Outreach Prog., U.S. Office of Education, Bureau of Ed. For Handicapped, Washington, D.C.
Michigan Developmental Programming for Infants and Young Children	Criterion referenced	Personal-social communication, cognitive, self-help, gross motor, fine motor, visual motor, and integration	Birth-6 yrs.	30 min.	Age equivalencies	Univ. of Michigan, Ann Arbor, MI
Milani-Comparetti Motor Development Screening Test	Motor skill foundations	27 items in 6 categories of spontaneous motor behaviors and evoked responses	Birth-2 yrs.	4-8 min.	Criterion referenced	Meyer Children's Rehabilitation Inst., 444 S. 44th St., Univ. of Nebraska Medical Center, Omaha, NE 68131
Miller Assessment for Preschoolers (MAP)	Movement skill foundations, motor abilities, early movement milestones, fundamental movement skills	27 core indexes scored for 5 scales: neuromaturational, gross/fine/orgal motor, language, memory, problem solving, visual perception, and combined abilities	2.9-5.8 yrs.	30 min.	Norm referenced	Therapy Skill Builders, 555 Academic Court, San Antonio, TX 78204-2498

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Minnesota Rate of Manipulation Test	Standardized performance test	Manual dexterity for vocational evaluation	13-15 yrs. And up	Not reported	Not reported	American Guidance Services, Inc., Publ. Bldg., Circle Pines, MN 55014
Motor Control Assessment (MCA)	Motor abilities, early movement milestones, fundamental movement skills	Assessment of motor control of children with physical disabilities. Uses 5 performance areas: supine, prone, sitting, kneeling, standing and standing up, walking and general coordination.	2 yrs. And up	30-60 min.	Criterion referenced	Steel, Glover, & Spasoff (1991)
Motor Development Checklist (MDC)	Early movement milestones	Record spontaneous motor behavior in persons with severe developmental disabilities	Not reported	Minimum of 10 min.	Criterion referenced	Central Wisconsin Center for the Developmentally Disabled, 317 Knutson Dr., Madison, WI 53704
Motor-Free Visual Perceptual Test	Sensory motor	Spatial relationships, visual discrimination, closure, memory figure-ground	4-8 yrs.	Indiv. 10 min.	Perceptual age perceptual quotient	Academic Therapy Publications, Novato, CA

TEST	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Motor Skills Inventory (MSI)	Movement skill foundations	30 items organized into 5 skill areas: body management, locomotor, body fitness, object movement, and fine motor. Also a curriculum	3-16 yrs.	Not reported	Criterion referenced	American Guidance Service, 44201 Woodland Rd., P.O. Box 99, Circle Pines, MN 55014-1796
Movement Assessment Battery for Children Checklist (MABC)	Motor abilities, fundamental movement skills, specialized movement skills	Used to screen children for possible movement problems, identify children for special services, and research	5-11 yrs.	1-2 wks.	Criterion referenced	Therapy Skill Builders, 555 Academic Court, San Antonio, TX 78204-2498
Movement Assessment Battery for Children Test (MABC Test)	Motor abilities, fundamental movement skills, specialized movement skills	32 items organized into a 4 (age level) x 8 (performance category) matrix	4-12 yrs.	20-40 min.	Percentiles	Psychological Corp., Order Service Center, P.O. Box 839954, San Antonio, TX 78283-3954
Movement Patterns Achievement Profile	Motor development	Observation and evaluation: locomotor, jumping, climbing, throwing, catching, balance, and body image	2-6 yrs.	Indiv. 30 min.	Motor age	<i>They Need to be Carefully Taught, Evans, Jane R., AAHPERD, 1980</i>
Ordinal Scales	Motor development	Tests through various sub stages: strength, mobility, coordination, balance	Birth- 11 yrs.	Varies	Age norm	FOREWORKS, Box 9747, North Hollywood, CA 91609

TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Ohio State Univ. Scale of Intra- Gross Motor Assessment (SIGMA)	Fundamental movement skills	Skills tested: walking, stair climbing, running, jumping, hopping, skipping, ladder climbing, throwing, catching, striking, kicking	2-14 yrs.	Not reported	Criterion referenced	Tichenor Publ., P.O. Box 669, Bloomington, IN 47402-0696
Peabody Developmental Motor Scales	Standardized	Gross and fine motor	Birth-6.5 yrs.	30 min.-1 hr.	Age equivalencies	DLM Teaching, One DLM Park, Allen, TX 75002
Pediatric Evaluation of Disability Inventory (PEDI)	Self- administered questionnaire	Functional skills, self-care, mobility, and social function	3-18 yrs.	30 min.-1 hr.	Scaled score age norms	PEDI, New England Center Publ., Boston (1992)
Physical Best	Physical fitness	Includes tasks for fitness testing and prudential fitness gram	5-17 yrs.	30-60 min.	Percentiles	AAHPERD, 1900 Association Dr., Reston, VA 22091
Project Unique	Physical fitness	Skills modified for orthopedic and sensory impaired	5-17 yrs.	30-60 min.	Percentiles	Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076
Purdue Perceptual Motor Survey	Sensory motor	Areas tested: balance, posture, body image, motor match, ocular control, form perception	6-10 yrs.	Indiv. 45 min.	Means, standard deviations	Charles E. Merrill Publ. Co., 1300 Alum Creek Dr., Columbus, OH 43216



TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Quick Neruological Screening Test	Sensory motor	Indicates need for further testing in motor development, muscular control, motor planning, perceptual motor skills	5 yrs. And up	Indiv. 25 min.	Number score to use on chart	Jastak Associates, Inc., 1526 Gilpin Ave., Wilmington, DE 19806
Stanford Functional Developmental Assessment	Motor development	Gross motor development: coordination/stren gth, balance, locomotion, visual motor	Birth-12 yrs.	Varies	Age norm	Physically Handicapped Children, Bleck, Eugene, M.D. Grune & Stratten, FL
Test of Visual Perceptual Skills (n-m) Revised (TVPS-R)	Visual perception using non-motor response	Standardized and normed test, dev. for professionals to determine a subject's visual perceptual strengths and weaknesses based on non-motor visual perceptual testing	4.1-13 yrs.	9-25 min.	Visual-perceptual, standard score T-Score	Psychological & Educ. Publ., Inc., P.O. Box 520, Hydesville, CA 95547-0520
Test of Visual Perceptual Skills (non-motor) Upper Level (TVPS-UL)	Visual perception using non-motor response	A standardized and normed test, developed for professionals to determine a subject's visual perceptual strengths and weaknesses based on non-motor visual perceptual testing	12-18 yrs.	Varies	Stand. scores scaled score, T-Score, percentile rank, stanine	Psychological & Educ. Publ., Inc., P.O. Box 520, Hydesville, CA 95547-0520

TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Top-Down Motor Milestone Test (TDMMT)	Early movement milestones, fundamental movement skills	74 skills organized into 16 sitting, standing, and walking skill heading	Infant-young adult	15 min.	Criterion referenced	MOVE International, 1300 17th St., City Centre, Bakersfield, CA 93301
Transdisciplinary Play Based Assessment	Early movement milestones, fundamental movement skills	6 phases: unstructured facilitation, structured facilitation, child-child interaction, parent-child interaction, motor play, and snack	Birth-72 mo.	Varies by phase	Criterion referenced	Paul H. Brooks Publishing, P.O. Box 10624, Baltimore, MD 21285-0624
Ulrich Test of Gross Motor Development	Motor development	Provides performance criteria for different locomotor skills and object control skills	3-10 yrs.	Indiv. 15 min.	Percentile, standard score	ProEd, 5341 Industrial Oaks Blvd., Austin, TX 78735
Visual Motor Integration	Sensory motor	Measures the ability to copy different shapes: horizontal and vertical lines, circles, crosses, squares, and so on	2-15 yrs.	Group: 15-20 min.	Age norm	Follett Educational Corp., 1018 W. Washington Blvd., Chicago, IL 60607

TEST NAME	TYPE OF TEST	DESCRIPTION	AGE	TIME	SCORE	AVAILABILITY
Vulpe Assessment Battery (VAB)	Movement skill foundations, early movement milestones, fundamental movement skills	Designed for children with disabilities, 8 subtests: basic senses and functions, gross motor, fine motor, language behaviors, cognitive processes, organization of behavior, activities of daily living, and the environment	Birth-6 yrs.	1 hr.	Criterion referenced	National Inst. On Mental Retardation, Kinsmen/NIRNR Bldg., 4700 Keele St., North Yorke, ON Canada M3J 1P3