

# Supplementary Materials

## Research Article

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## Identifying Criteria for a Physical Literacy Screening Task: An Expert Delphi Process

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# Delphi Round 2 Survey

Thank you for agreeing to be a part of our Delphi expert panel. We really appreciate your support and willingness to contribute your experience and expertise.

The survey is a total of 99 questions and will take approximately 10-15 minutes to complete. Each question is structured as a statement. You will be asked to indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement.

For each question you should give the most suitable response based on your perspective of what would work best for your REACH sector.

If you have any questions or problems completing the survey please contact Stacey Alpous (aalpous@cheo.on.ca or 613-737-7600 ext. 4003).

1) Please type in your email address:

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**A few questions about you and your expertise:**

2) What REACH sector most represents you?

- Recreation
- Education
- Allied-Health
- Coaching
- Health-Care

3) How many years of experience do you have in this sector?

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4) In what other REACH sector do you have a lot of involvement?

- None
- Recreation
- Education
- Allied-Health
- Coaching
- Health-Care

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**What criteria should the physical literacy screening task(s) meet?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement.**

**To be most appropriate for my REACH sector, the physical literacy screening task(s) should be:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5) Accompanied by educational information for REACH leaders, explaining the purpose of the screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Accompanied by educational information for parents, explaining the purpose of the screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Suitable for the healthy population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Suitable for children with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Administered in the same way to healthy children and children with chronic illness or disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Suitable for use with 1 child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Suitable for groups of 10-20 children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Suitable for use with groups with more than 20 children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) Suitable for use in all REACH sectors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) Suitable for use in research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Built on existing tests/tools/questionnaires/checklists already being used by REACH sectors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16) Compatible with the scope of practice of each REACH sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17) Culturally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) Available to all children, even those in remote areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19) An objective measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20) Appropriate for a child's chronological age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) Appropriate for a child's developmental age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)					

Mandated by the government.

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**What should the physical literacy screening task(s) assess?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement.**

**To be most appropriate for my REACH sector, the physical literacy screening task(s) should assess:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23) Motor Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) Cardiorespiratory Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25) Body Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26) Upper Body Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27) Lower Body Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Manual Dexterity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29) Knowledge of Physical Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30) Motivation towards Physical Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31) Core Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32) Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33) Daily Physical Activity Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34) Daily Sedentary Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35) The Physical Environment of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36) The Social Environment of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37) The Emotional State of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38) The Motivational State of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**What results should the physical literacy screening task(s) provide?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement.**

**To be most appropriate for my REACH sector, the physical literacy screening task(s) should give an indication of a child's:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39) Motor Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40) Cardiorespiratory Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41) Body Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42) Upper Body Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43) Lower Body Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44) Manual Dexterity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45) Knowledge of Physical Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46) Motivation Towards Physical Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47) Core Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48) Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49) Daily Physical Activity Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50) Daily Sedentary Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51) The Physical Environment of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52) The Social Environment of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53) The Emotional State of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54) The Motivational State of a Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**What should the components of the physical literacy screening task(s) be?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement.**

**To be most appropriate for my REACH sector, the content of the physical literacy screening task(s) should:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
55) Include a physical test (e.g. movement, strength, endurance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56) Include questions (e.g. motivation, daily physical activity behaviour, knowledge).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57) Be based on skill progressions (e.g. standing long jump to triple jump).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58) Include skills that can be assessed in all REACH sectors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59) Include only one component of physical literacy (e.g. handgrip or plank or knowledge questionnaire).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60) Be specific to one domain of physical literacy (i.e., knowledge, fitness, motivation, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61) Be pieced together in the form of a circuit, reflecting all physical literacy domains.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62) Maintain the domains of the Canadian Assessment for Physical Literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63) Be the same for each REACH sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64) Differ depending on REACH sector (i.e., different REACH leaders can choose different screening tasks depending on their needs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65) Be something a child can practice on his or her own time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66) Be able to be used by parents at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67) Be an active assessment of a child performing specific activities that can be observed and scored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68)					



Include a questionnaire to assess motivation.

69) Include a self-report measure of physical activity.

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**What do you think is an appropriate length of time for completing the physical literacy screening task(s)?**

**For the following statements, indicate which answer best represents the needs of your REACH sector.**

70) The time required for one child to complete the physical literacy screening task(s) should be:

< 30 seconds	< 2 minutes	< 5 minutes	< 10 minutes	< 20 minutes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71) The time required for 10 children to complete the screening task(s) should be:

< 5 minutes	< 10 minutes	< 15 minutes	< 20 minutes	< 25 minutes	< 30 minutes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**How many items should the physical literacy screening task(s) include?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement based on the needs of your REACH sector.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
72) The physical literacy screening task(s) should include only 1 item.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73) The physical literacy screening task(s) should include no more than 3 items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74) The physical literacy screening task(s) should include no more than 5 items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**What resources should the physical literacy screening task(s) require?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement based on the needs of your REACH sector.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
75) Equipment needed to administer the physical literacy screening task(s) should fit in a backpack or tool kit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76) Equipment needed for the physical literacy screening task(s) should already be accessible to each REACH sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77) The physical literacy screening task(s) must be feasible using existing resources of each REACH sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78) Community leaders should have the resources to encourage young participants to take part in the physical literacy screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**What space requirements are needed to complete the physical literacy screening task(s)?**

**For the following statement, indicate which answer best represents the needs of your REACH sector.**

- 79) The physical literacy screening task(s) should be able to be administered in the space of a:
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| small clinic room        | classroom-sized room     | single gymnasium         | double gymnasium         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**How should REACH leaders be trained to use the physical literacy screening task(s)?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement based on the needs of your REACH sector.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
80) REACH leaders should be able to implement the physical literacy screening task(s) without additional training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81) REACH leaders should be able to implement the screening task(s) after a review of the written training material only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82) REACH leaders should be able to implement the physical literacy screening task(s) after participating in a webinar and reviewing the written training material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83) In-person training should be provided for all REACH leaders, in addition to the written training materials and webinar, before they attempt to implement the physical literacy screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84) The physical literacy screening task(s) should only require one staff member to administer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85) Staff or volunteers should receive information about the importance of the physical literacy screening task(s) so they know how it can make a difference for their clients/patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## How can the results of the physical literacy screening task(s) be followed up by REACH leaders?

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement based on the needs of your REACH sector.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
86) The physical literacy screening task(s) should provide results that can be used by REACH leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87) The results of the physical literacy screening task(s) should follow children across all ages and be assessed on more than one occasion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88) The physical literacy screening task(s) assessment should match with existing contact/visit schedules within each REACH sector (i.e., health care visits, non-EQAO testing years, vaccinations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89) A decision tree for follow-up action should be included with the physical literacy screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90) The results of the physical literacy screening task(s) should be accompanied by educational information for REACH leaders and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91) The results of the physical literacy screening task(s) should be compatible with and embedded in the electronic medical record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92) The results of the physical literacy screening task(s) should be tracked in a database so they are available to different REACH sector leaders caring for a specific child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93) Resources need to be available for follow-up after the physical literacy screening task('s) results are obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94) Referrals to allied-health professionals (i.e., CSEP-CEPs, physiotherapists, etc.) should be available after the physical literacy screening task('s) results are obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**How long should it take REACH leaders to interpret the results of the physical literacy screening task(s)?**

**For the following statements, indicate which answer best represents the needs of your REACH sector.**

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
|   | < 1 minute               | < 2 minutes              | < 5 minutes              | < 10 minutes             |
| 95) Results of the physical literacy screening task(s) should be able to be interpreted in: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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**How should awareness of the physical literacy screening task(s) be increased?**

**For the following statements, indicate whether you strongly disagree, disagree, feel neutral towards, agree, or strongly agree with each statement based on the needs of your REACH sector.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
96) A publication/promotion plan should be developed with the physical literacy screening task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97) The physical literacy screening task(s) should be publicized in a positive way so that REACH sectors know the benefits of using it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98) The physical literacy screening task(s) do not require promotion/publication, as awareness will increase through word-of-mouth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Existing Tests or Assessments

99) Please list the existing tests or assessments that you think we should evaluate as a potential screening task.

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**Additional Comments**

100) We value your expertise as we work to identify a physical literacy screening task. Please provide us with any additional comments, recommendations, or feedback on the statements you have ranked, in order that we may better understand the needs in your REACH sector.

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