

ORAL: CAN TEACHERS ASSESS ASPECTS OF CHILDREN'S PHYSICAL LITERACY? A SYSTEMATIC REVIEW OF RATING SCALES

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Objective: Teachers are key in fostering children's physical literacy and yet teacher assessment instruments for physical literacy are limited. This systematic review critically evaluates the psychometric properties of teacher proxy-report instruments for assessing one or more of the 30 elements within the four domains of the Australian Physical Literacy Framework (APLF), in children aged 5-12 years. **Methods:** A systematic search of eight electronic databases (Academic Search Complete, CINNAHL Complete, Education Source, Global Health, MEDLINE Complete, PsycINFO, and Sportdiscus) was conducted in October 2019. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement and the COnsensus-based Standards for the selection of health Measurement INstruments (COSMIN) were used as methodological and reporting guidelines. Quality of study results were rated against COSMIN's updated criteria for good measurement properties. Each tool's (items/subscales) alignment with the APLF was appraised. **Results:** Initial database search generated 56,615 citations. Thirty-eight studies conducted between 1936 and 2019 and evaluating the psychometric properties of 22 tools were included. Six tools captured elements related to the physical domain, eight for the psychological domain, eight for the social domain, and none for the cognitive domain. Despite being regarded as the most important measurement property, content validity was only reported for two tools. There was also underreporting of cross-cultural validity, measurement error, and responsiveness. Most reported psychometric properties were convergent validity (n = 27; 71% of studies), structural validity (n = 25; 66% of studies), and internal consistency (n = 24; 63% of studies). **Implications:** Teacher proxy-report tools are needed across all domains and elements for a comprehensive evaluation of children's physical literacy. Efforts can also be targeted at assessing other measurement properties (e.g., cross-cultural validity and responsiveness) of existing tools.