

Locomotor: Hop					Student ID							
Was the hanging leg's knee bent 90 degrees or less, with a vertical thigh?	Y	Did the hanging leg's foot swing across the support leg's line like a pendulum?	Y	Level 4								
			N	Level 3								
	N	Was the hanging leg held in front of the body?	N	Level 2								
			Y	Level 1								

Set up

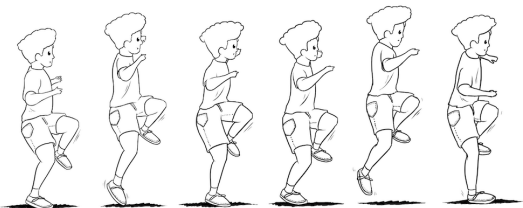
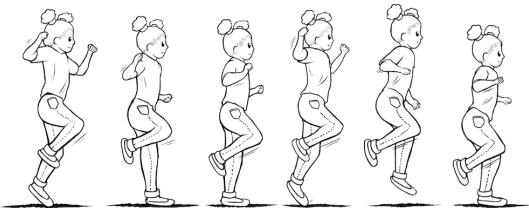
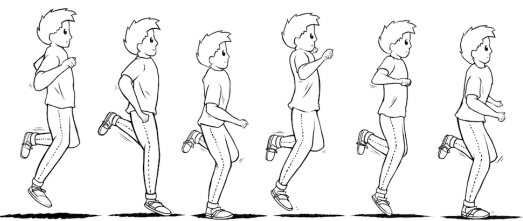
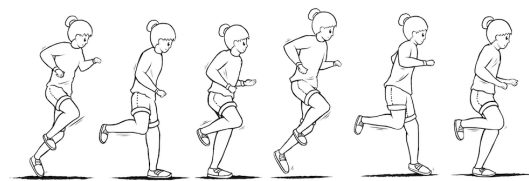
- Create a 15-long traveling lane using cones.
- Tape starting and ending lines on the floor.
- Stand perpendicular to the traveling lane to see the starting and ending points.
- Place two cones (each end) 1 foot before the starting and ending lines.

Directions for performers

- I want to see you hopping on one leg.
- Choose your preferred leg to hop.
- Start from that starting line and do not stop until you pass the ending line; then come back using the same leg.
- This is not a race; show your best form.
- Watch as I demonstrate.

Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).
- A behavior is considered present (answering YES) if observed in at least two trials.

<p>Level 1→ The suspended leg is held in front of the body.</p> 	<p>Level 2→ The knee is flexed with the foot of the hanging leg held near the buttocks.</p> 
<p>Level 3→ The hanging leg is held back with the thigh vertically.</p> 	<p>Level 4→ Similar to Level 3, the foot of the hanging leg crosses the line of the support leg like a pendulum.</p> 

Locomotor: Horizontal Jump					Student ID							
Did the arms move forward & upward upon takeoff and downward at landing?	Y	Did the hands exceed the height of the head at liftoff?	Y	Level 4								
			N	Level 3								
	N	Was the takeoff/landing executed on one foot?	N	Level 2								
			Y	Level 1								

Set up

- Tape two parallel lines on the floor two feet apart.
- Stand perpendicular to the jumping action facing the side of the child.

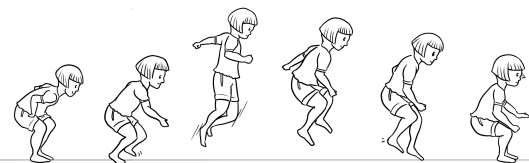
Directions for performers

- I want to see you jumping forward over the second line and using both feet.
- Walk up to the first line and stop completely.
- Then, jump as far as you can over the second line.
- Use both feet when taking off and landing.
- Then, walk back to the starting point and do it again.
- There is no rush; show your best jump.
- Watch as I demonstrate.

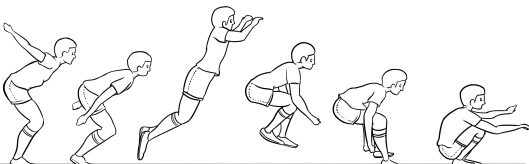
Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).
- The child must stop completely behind the line before jumping.

Level 1→ The arm action is inconsistent with no defined pattern, sometimes even motionless. The takeoff and/or landing is executed on one foot.



Level 3→ The arms move forward and upward during takeoff and then downward at landing. But the hands do not exceed the height of the head at liftoff.



Level 2→ The arm action may still be inconsistent, but the takeoff/landing is executed on both feet.



Level 4→ A pattern similar to Level 3, but the hands are high above the head during the liftoff.



Locomotor: Skip					Student ID							
Did the arms move rhythmically in opposition to the legs?	Y	Was there a low vertical lift on the hop?	Y	Level 4								
			N	Level 3								
	N	Was there a break in the rhythm caused by a double hop or step?	N	Level 2								
			Y	Level 1								

Set up

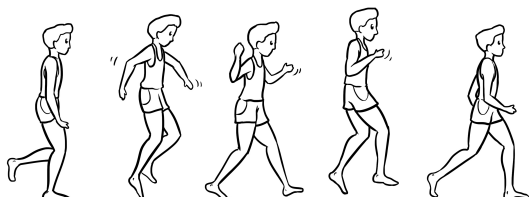
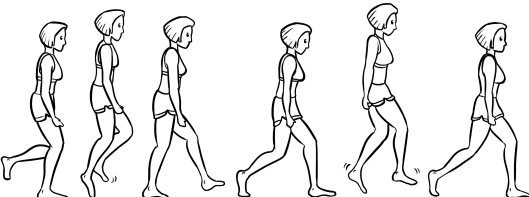
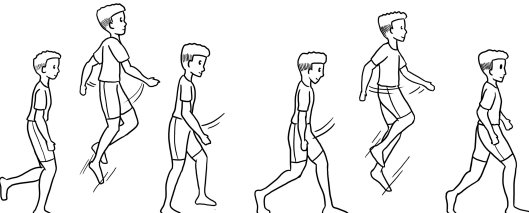
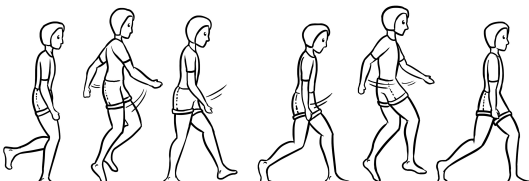
- Create a 15-long traveling lane using cones.
- Tape starting and ending lines on the floor.
- Stand perpendicular to the traveling lane to see the starting and ending points.
- Place two cones (each end) 1 foot before the starting and ending lines.

Directions for performers

- I want to see you skipping.
- Start from that starting line, and do not stop until you pass the ending line.
- This is not a race; show your best form.
- Watch as I demonstrate.

Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).
- A behavior is considered present (answering YES) if observed in at least two trials.

<p>Level 1→ The arm action is inconsistent, with no defined pattern. A double hop or step affects the rhythm.</p> 	<p>Level 2→ The arm motion may improve but is still inconsistent and often motionless. The action of the feet is well coordinated and not affected by a double hop or step.</p> 
<p>Level 3→ Arms move rhythmically in opposition to the legs, but the hop has an exaggerated vertical lift.</p> 	<p>Level 4→ The arms move rhythmically in opposition to the legs, and the vertical lift on the hop is low.</p> 

Locomotor: Vertical Jump					Student ID							
Did the arms move backward during preparation?	Y	Did one arm reach upward at the flight's peak while the other swung downward?	Y	Level 4								
			N	Level 3								
	N	Was the takeoff/landing executed on one foot?	N	Level 2								
			Y	Level 1								

Set up

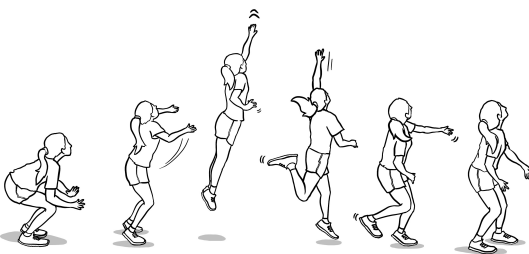
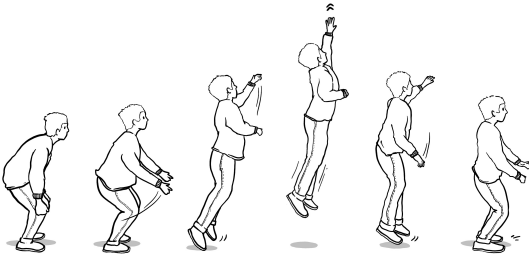
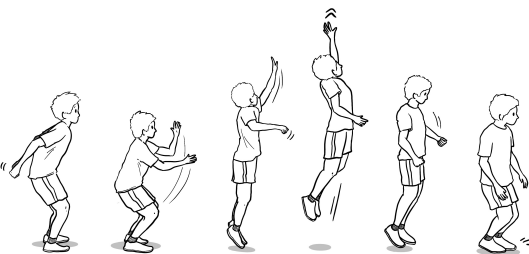
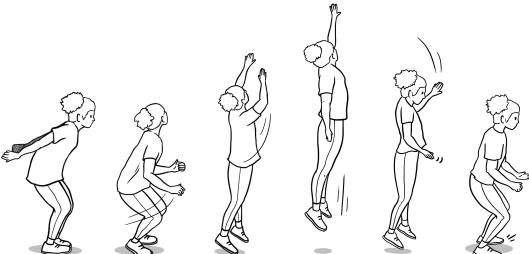
- Tape four parallel lines on the wall two feet apart.
- Stand perpendicular to the jumping action, facing the side of the performer.
- Ask the child to stand sideways with the dominant arm facing the wall.

Directions for performers

- I want to see you jump high.
- Walk up to the wall and stand sideways.
- When I say so, jump up and touch the highest point on the wall using your dominant hand.
- Use both feet when taking off and landing.
- Then, get back to the starting position.
- There is no rush; show your best jump.
- Watch as I demonstrate.

Notes for examiners

- Give the performer four trials (1st trial is for practice only).
- Ask the child to show the hand he/she writes with. That will help determine the dominant hand.

<p>Level 1→ The arms don't move to the rear before taking off; the child takes off and/or lands with one foot.</p> 	<p>Level 2→ Arms don't move to the rear before take-off; takeoff and landing occur with both feet.</p> 
<p>Level 3→ Arms move to the rear before taking off, but only the reaching arm reaches up.</p> 	<p>Level 4→ Arms move to the rear before taking off; both arms reach up, with the non-reaching arm moving down at the peak of the flight.</p> 

Locomotor: Gallop					Student ID							
Was the action smooth (not choppy) and performed at a moderate speed?	Y	Did the arms move in unison, upward during takeoff and downward during landing?	Y	Level 4								
			N	Level 3								
	N	Did the trailing foot land in front of the leading foot?	N	Level 2								
			Y	Level 1								

Set up

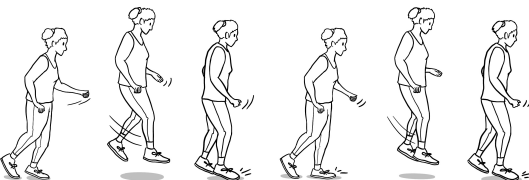
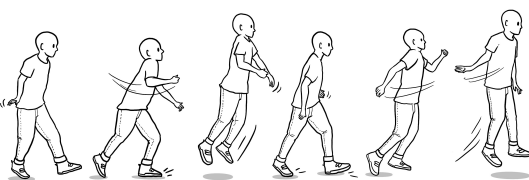
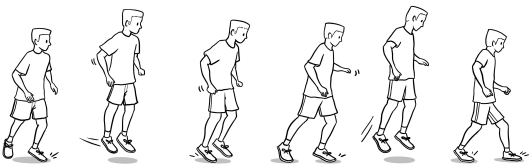
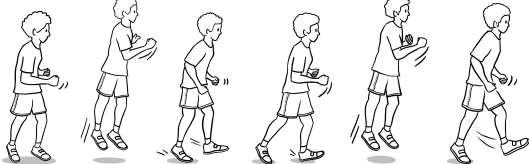
- Create a 15-long traveling lane using cones.
- Tape starting and ending lines on the floor.
- Stand perpendicular to the traveling lane to see the starting and ending points.
- Place two cones (each end) 1 foot before the starting and ending lines.

Directions for performers

- I want to see you galloping.
- Start from the starting line and do not stop until you pass the ending line.
- This is not a race, show your best form.
- Watch as I demonstrate.

Notes for examiners

- Give the performer four trials (1st trial is for practice only).

<p>Level 1→ The action is not smooth and seems choppy/stiff. It is often done at a fast tempo, and the trailing foot (the foot that follows) lands in front of the leading foot.</p> 	<p>Level 2→ Still not a smooth action, but while the trailing foot may cross the leading foot during airborne action, it does not land in front of the leading foot.</p> 
<p>Level 3→ The action is smooth, rhythmical, and done at a moderate tempo, but the arm action lacks a defined pattern.</p> 	<p>Level 4→ The action is smooth, rhythmical, and done at a moderate speed; the arms (elbows) are lifted to waist Level at takeoff and moved down at landing.</p> 

Manipulative: Overhand Throw					Student ID							
Did the trunk rotate to the side of the throw during preparation?	Y	Was there a long step opposite the throwing arm?	Y	Level 4								
			N	Level 3								
	N	Did the child fail to step forward?	N	Level 2								
			Y	Level 1								

Set up

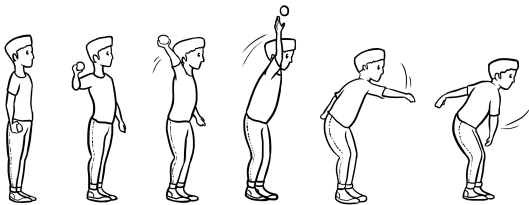
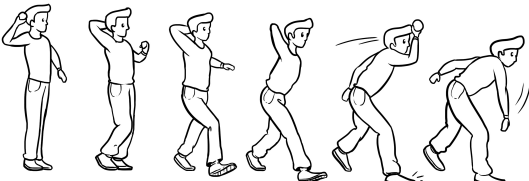
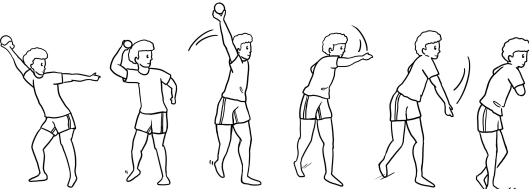

- Tape a line 20 feet from the wall on the floor.
- Stand about 10 feet from the examinee to get a side view of the action.
- Place a bucket containing several bean bags three feet ahead of the line.

Directions for performers

- I want to see your throw.
- Walk up to the bucket, grab one beanbag, and throw it as hard as you can against the wall without stepping over the line.
- Then do it three more times.
- Watch as I demonstrate.

Notes for examiners

- Give the performer four trials (the first trial is for practice only).
- Do not allow performers to step over the line.

<p>Level 1→ The trunk faces the target, and there is no step forward. Jumping up and down is not considered a step forward.</p> 	<p>Level 2→ Minimal or no trunk rotation is observed during the preparatory phase. However, a forward step is taken, using either foot.</p> 
<p>Level 3→ The movement involves a trunk rotation to one side and a slight step forward with the opposite leg.</p> 	<p>Level 4→ The trunk rotates to the side with a long contralateral step forward (at least half the performer's height).</p> 

Manipulative: Kick					Student ID							
Did the child take a long stride/leap before ball contact?	Y	Did the placement foot move forward following ball contact?	Y	Level 4								
			N	Level 3								
	N	Did the child fail to step toward the ball?	Y	Level 2								
			N	Level 1								

Set up

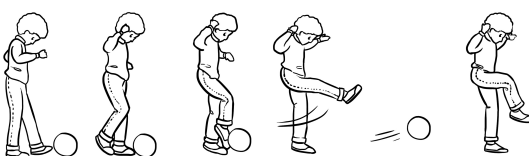
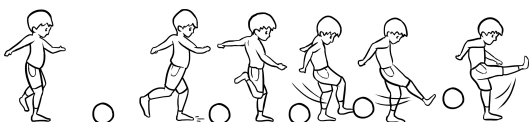


- Tape a line on the floor 15 feet from the wall.
- Place a medium-sized playground or soccer ball 3 feet ahead of the taped line.
- Stand about 10 feet from the performer to get a side view of the action.

Directions for performers

- I want to see you kick the ball.
- Kick it as hard as you can to hit the wall.
- Start behind the line.
- After you kick, go get the ball and bring it back.
- Then do it three more times.
- Watch as I demonstrate.

Notes for examiners

- Give the performer four trials (the first trial is for practice only).
- Replace the ball to the same position after each trial.

<p>Level 1→ Performer attempts to strike the ball with the feet but misses and does not make contact.</p> 	<p>Level 2→ The kicking leg does not show a preparatory backswing and pushes the ball forward rather than showing a kicking action.</p> 
<p>Level 3→ The kicking leg backswings before contact, but the non-kicking foot is placed well ahead of the ball at impact.</p> 	<p>Level 4→ The kicking leg backswings, and the non-kicking foot is placed even with or slightly behind the ball at impact.</p> 

Manipulative: Hand Dribble					Student ID							
Did the ball bounce in front/outside of the preferred foot?	Y	Was the child able to keep control without using vision?	Y	Level 4								
			N	Level 3								
	N	Did the child ever lose total control of the ball?	Y	Level 1								
			N	Level 2								

Set up

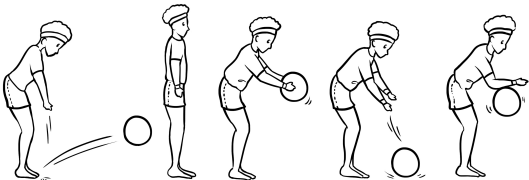
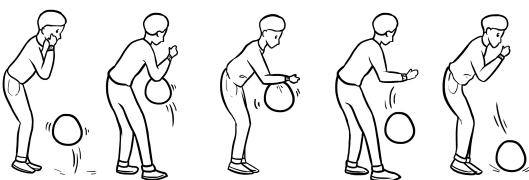
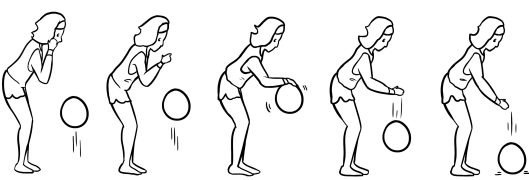
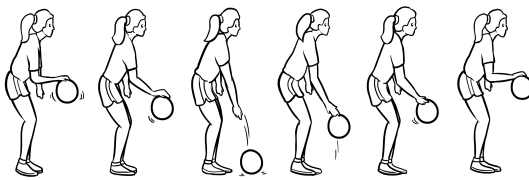
- Tape a 4'x4' square on the floor to designate personal space.
- Stand about 6 feet from the examinee.
- Place a bucket of soccer balls 3 feet before the kicking line.

Directions for performers

- I want to see you dribbling a basketball with one hand.
- Try to stay inside the square while dribbling the ball.
- If the ball goes out of bounds, pick it up, return inside the square, and re-start.
- I will tell you when to stop.
- Watch as I demonstrate.

Notes for examiners

- Inquire about the child's preferred foot
- Give the performer a practice trial (about 5 seconds).
- Time the child's dribbling for 15 seconds using a stopwatch. Stop if the ball goes out, and resume when dribbling restarts.
- Children controlling the ball without looking show vision-independent control; otherwise, they're at Level 3.

<p>Level 1→ The child struggles to control the ball as it bounces erratically and loses control at least once.</p> 	<p>Level 2→ Despite a lack of control, the child bounces the ball continuously for 15 seconds.</p> 
<p>Level 3→ Vision is used to maintain ball control. Bounces occur in front of or to the outside of the child's preferred foot, and the child has more control over the ball.</p> 	<p>Level 4→ Control is clear, and the child does not rely on vision to maintain ball control.</p> 

Manipulative: Catch					Student ID							
Was the ball caught using only hands without touching any other body part?	Y	Did the hands move well-timed and synchronized while catching the ball?	Y	Level 4								
			N	Level 3								
	N	Did the child trap the ball against the chest?	N	Level 2								
			Y	Level 1								

Set up

- Tape a 4'x4' on the floor to designate personal space.
- Stand about 6 feet from the child.

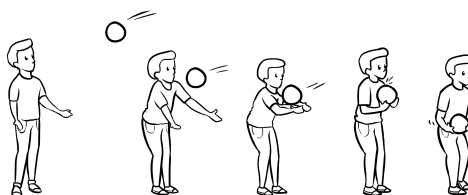
Directions for performers

- I want to see you catch a ball with two hands.
- Stand anywhere inside the square.
- Watch as I demonstrate.

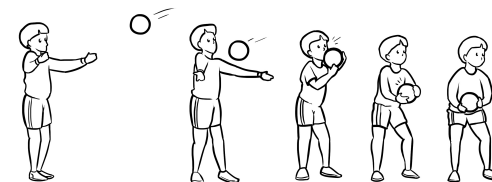
Notes for examiners

- Give the performer four trials (the first trial is for practice only).
- Use an underhand toss and toss the ball at the child's chest level.
- Repeat any attempt that results from a bad toss (too high/low or to the sides).
- Only assess consistency on the three "valid" tosses.
- If the ball is caught with hands and later brought against the chest, this indicates Level 2.
- A behavior is considered present (answering YES) if observed in at least two trials.

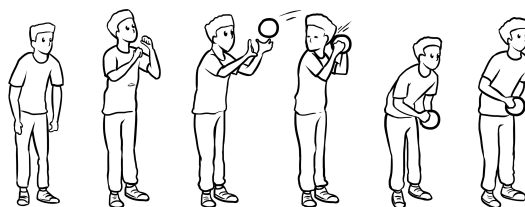
Level 1→ The child uses a scooping action to secure the ball against the chest.



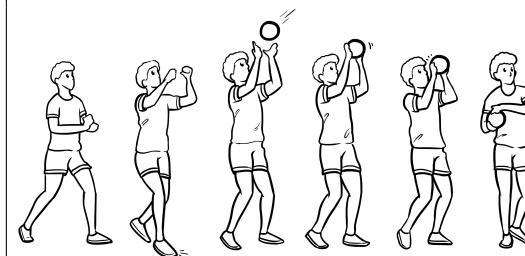
Level 2→ Following a successful catch, the ball is not secured against the chest but touches a body part other than the hands.



Level 3→ The action lacks coordination, with the ball making contact only with the hands. Players often extend their arms and/or turn their faces to the side.



Level 4→ Action is well-timed with the simultaneous motion of hands.



Manipulative: Strike					Student ID							
Did the swing follow a full arc in a horizontal plane?	Y	Did the body weight shift from one leg to the other during movement?	Y	Level 4								
			N	Level 3								
	N	Was the bat's motion on a downward plane from back to front?	N	Level 2								
			Y	Level 1								

Set up

- Tape a 4'x4' square on the floor 20 feet from the wall.
- Stand slightly to the side (about 12 feet), facing the performer.
- Invert the position (the child faces the opposite wall/open space) if left-handed.

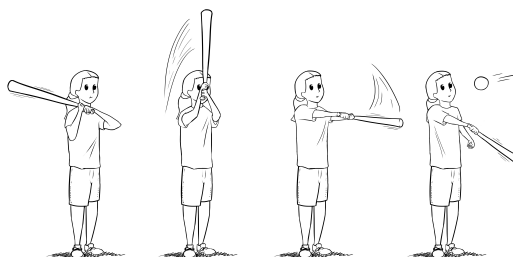
Directions for performers

- I want to see you strike a ball tossed in your direction.
- Try to stay inside the square, but you are free to move as the ball approaches.
- Strike the ball against the wall/open space.
- Watch as I demonstrate.

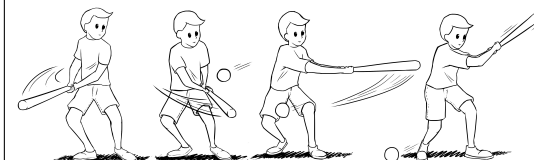
Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).
- Use an underhand toss.
- Toss the ball at the child's hip level.
- Repeat any attempt that results from a bad toss (too high/low or to the sides).
- Only assess consistency on the three "valid" tosses.
- A behavior is considered present (answering YES) if observed in at least two trials.

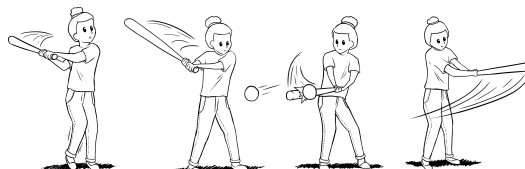
Level 1→ The arm action is from back to front and resembles a vertical chopping motion.



Level 2→ The motion occurs on the horizontal plane, but the action is limited in its amplitude. Often, the bat is held in front of the body.



Level 3→ The strike does occur in a long (full arc) horizontal plan, but there is no body weight transfer.



Level 4→ Same as Level 3, but now there is a transfer of body weight in the direction of the strike, which occurs from one leg to the other leg.

