TESTING PROTOCOLS

FG-COMPASS

Brief Introduction

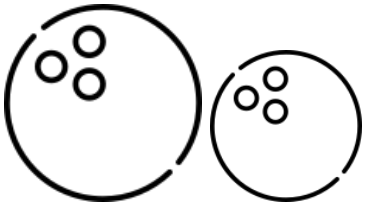
As part of this document, you will find the testing protocols used to collect data for the FG-COMPASS. This is a criterion-related (process-oriented[1]) assessment tool intended to assess fundamental movement skill proficiency levels of children 5-10 years of age. Although test users may videotape performances for later assessment, the FG-COMPASS was developed to assess skill performance live, *in situ*. This requires test users to study its testing protocols before conducting the assessments. Currently, only the paper-and-pencil version of the test is available. Soon, its mobile version will be released.

General Instructions

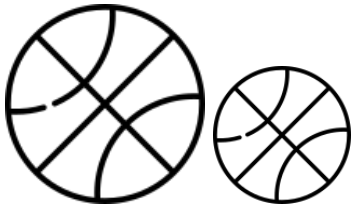
1. Study the criteria (questions) in the decision trees and compare them with the illustrations;
2. Watch the performance 3 times and look for consistency in the performance;
3. Answer **YES** if a criterion (behavior) is present in **at least 2 of the 3 trials**; otherwise, answer **NO**;
4. Don't try to predict the performance level based on the apparent age of the performer as chronological age is NOT determinant of optimal performance.
5. When giving demonstrations, don't speak and demonstrate at the same time. Unless asked to do so (under Notes for Assessors), do not say anything before/after demonstration as too much information may confuse the performer.
6. To save time, you may test three to five children at once. Ensure they are paying attention to the instructions and can see your demonstration. In this case, give demonstrations only once. Visit our website (www.fgcompass.com/help) for further help.

[1] Assess the qualitative aspects of fundamental movement skills.

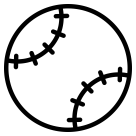
EQUIPMENT



4- and 8-inch nerf balls



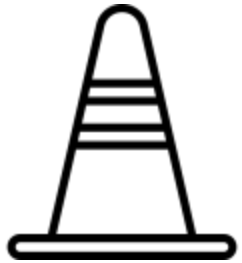
Small and medium sized basketballs



Nerf softballs

Floor tape

4- to 5-inch beanbags



Plastic cones

Plastic basket

Name tags

Stopwatch

FG-COMPASS

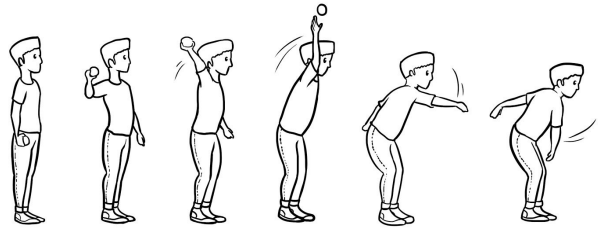
Manipulation → **Overhand Throw**

					Child's ID					
Does the trunk rotate to the side of the throw during the preparation action?	**Y**	Is there a long contralateral step forward?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Is there a step forward with either foot?	**Y**	**Level 2 →**						
			N	**Level 1 →**						

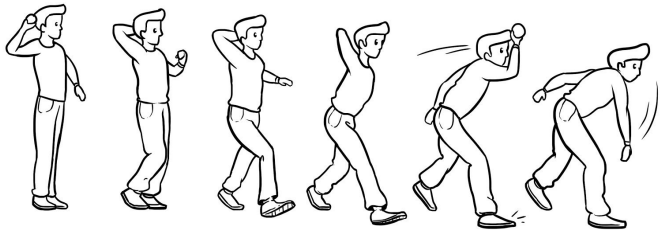
Set up
- Tape a line on the floor 20 feet from the wall
- Stand about 10 feet from the examinee so that you can have a side-view of the action
- Have a basket with several beanbags inside, which should be **placed 3 feet before the line**

Directions for performers
- I want to see your throw
- Walk up to the basket, grab one beanbag; then, walk near the line. When I say so, throw the beanbag against the wall as hard as you can
- Then, repeat it 3 more times
- Watch as I demonstrate

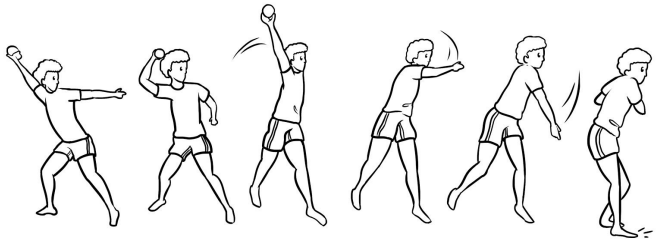
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)
- Do not allow performers to step over the line



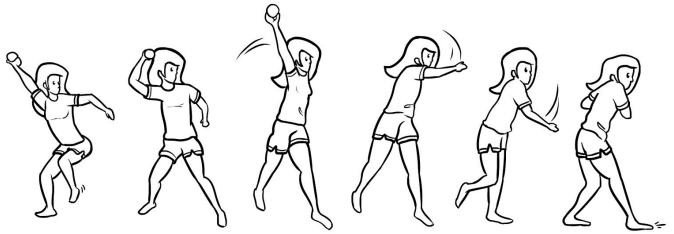
LEVEL 1: Trunk faces the target and there is no step forward. The performer may jump up and down as he/she throws but this is not considered a step forward.



LEVEL 2: Still very little or no rotation of the trunk to the side during preparation. However, there is a step forward with either foot.



LEVEL 3: There is a rotation of the trunk to the side just before throwing action begins. There is a short (i.e., the width of the step is less than half of the performer's height) contralateral step forward.



LEVEL 4: Rotation of trunk to the side is clear and there is a long contralateral step forward (i.e., the width of the step is at least half of the performer's height)

Cues: **IF** Trunk—> **Y**: long step; **IF** Trunk—> **N**: Any step | **Equipment**: 4- to 5-inch square beanbag; basket; floor tape

FG-COMPASS

Manipulation → **Kick**

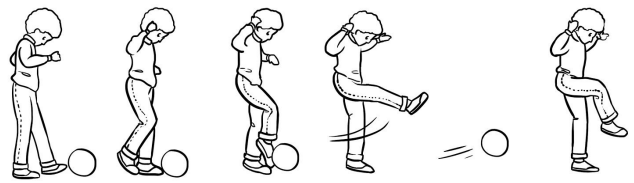
					Child's ID					
Is there an elongated stride or leap immediately prior to ball contact?	**Y**	Is there a follow-through with a step/hop forward with the stabilizing leg in the direction of the kick?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Does the child take at least one step toward the ball?	**Y**	**Level 2 →**						
			N	**Level 1 →**						

Set up
- Tape a line on the floor 20 feet from the wall (kicking line)
- Stand about 10 feet from the examinee so that you can have a side-view of the action
- Have a basket with several soccer balls inside, which should be **placed 3 feet before the kicking line**

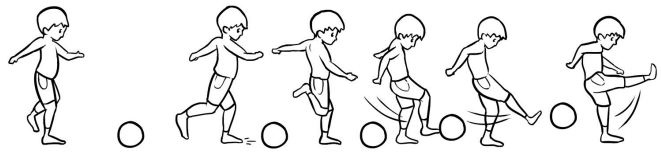
Directions for performers
- I want to see your kick.
- Walk up to the basket, grab a soccer ball, place it on the kicking line; then kick it against the wall
- Then, repeat it 3 more times
- Watch as I demonstrate

Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)
- Sometimes a child runs towards the ball, stops completely, then kicks it. This is the same as not taking any step towards the ball

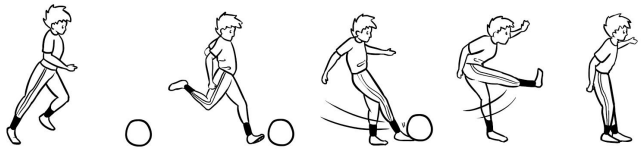
Swing the body back, then forward prior to the kick is not considered a complete step



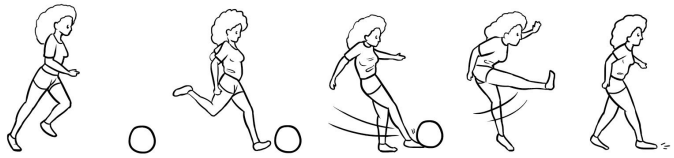
LEVEL 1: There is no step forward. The child stands behind the ball and then kicks it.



LEVEL 2: There is at least one complete step before the kick but there still no elongated stride/leap prior to the kick. The performer seems to run "through" the ball.



LEVEL 3: In addition to taking steps toward the ball, the child shows an elongated strip/leap immediately prior to the kick but there is no follow-through.



LEVEL 4: Steps are taken, there is an elongated strid/step, prior to ball contact, and follow-through as part of the action.

Cues: **IF** Stride —> **Y**: Follow-through; **IF** Stride —> **N**: Step | **Equipment**: 8-inch nerf ball; basket; floor tape

FG-COMPASS

Manipulation → **Hand Dribble**

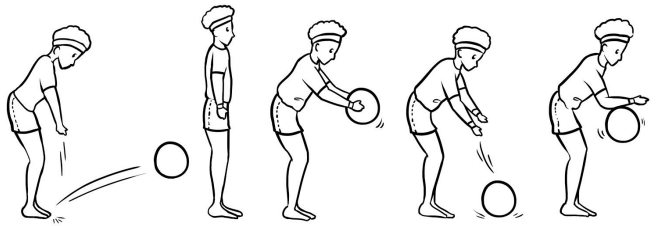
Child's ID					

Does the ball bounce in front of OR to the outside of foot on preferred side?	**Y**	Does the child rely on vision to maintain control of the ball?	**N**	**Level 4 →**							
			Y	**Level 3 →**							
	N	Has the child lost control of the ball at least once?	**N**	**Level 2 →**							
			Y	**Level 1 →**							

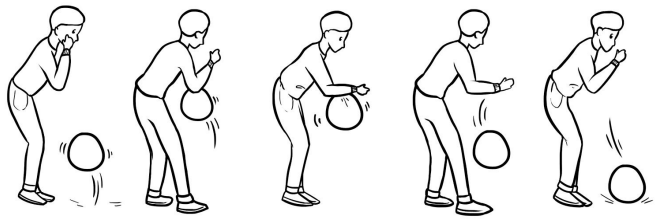
Set up
- Tape a 4'x4' square on the floor to designate personal space
- Stand about 6 feet from the examinee

Directions for performers
- I want to see you dribbling a basketball using 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, then re-start
- I will tell you when to stop
- Watch as I demonstrate

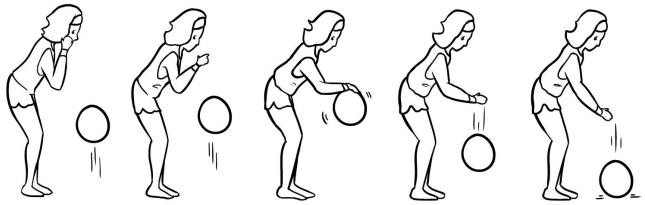
Notes for assessors
- Give the performer a practice trial (about 5 seconds)
- Use a stopwatch to time the child dribbling for 15 seconds. Stop time if the ball goes out of bounds. Then, resume timing when the child restarts dribbling
- Occasional glances at the ball does not indicate a child relies on video for ball control. If the child loses partial control whenever attempting to take eyes off the ball, this indicates a level 3



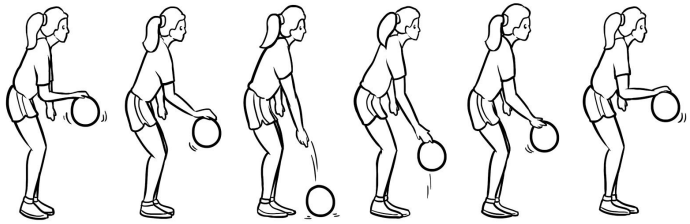
LEVEL 1: The ball bounces all over the place; the child loses control of the ball at least once.



LEVEL 2: Despite lack of control, the child manages to bounce continuously for 15 seconds.



LEVEL 3: There is more control and ball bounces in front of or to the outside of the foot on preferred side; the child relies on vision to maintain control of the ball.



LEVEL 4: Control is clear and the child does not rely on vision to maintain control of the ball.

Cues: **IF** Bounce near foot—> **Y**:Vision; **IF** Bounce near foot—> **N**: Lost control once | **Equipment**: S/M basketball ; stopwatch; floor tape

FG-COMPASS

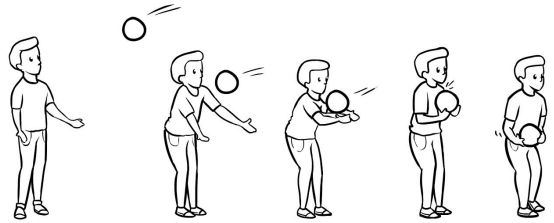
Manipulation → **Catch**

					Child's ID					
Is the ball caught with hands, without contact with any other part of the body?	**Y**	Is there a well-timed and simultaneous motion of the hands during the catch?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Is the ball secured against the chest?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

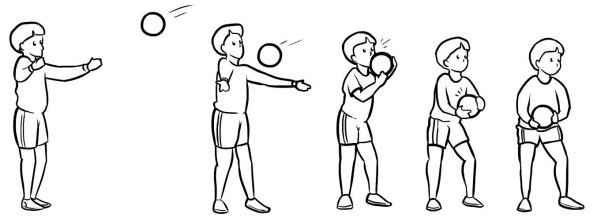
Set up
- Tape a 4'x4' square on the floor to designate personal space
- Stand about 6 feet from child

Directions for performers
- I want to see you catching a ball using two hands
- Stand anywhere inside of the square
- Watch as I demonstrate

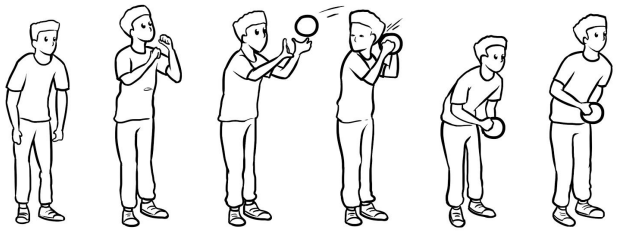
Notes to assessors
- Give the performer 4 trials (1st trial is for practice only)
- Use an underhand toss and toss the ball at child's chest level
- Repeat any attempt that results from a bad toss (too high/low or to the sides)
- Only assess consistency on the three "valid" tosses
- If the ball is caught with hands and later brought against chest, this indicates a level 2



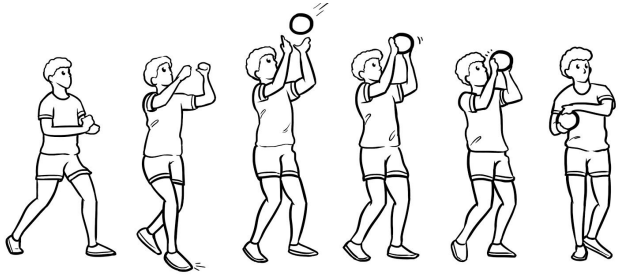
LEVEL 1: Child uses a scooping action to secure the ball against the chest.



LEVEL 2: Ball is not secured against the chest but touches a body part other than hands following successful catch.



LEVEL 3: The ball does not touch any body part, other than hands, but action is not well-timed. Often, arms are kept extended and/or face is turned to either side.



LEVEL 4: Action is well-timed with simultaneous motion of hands.

Cues: **IF** Hands only—> **Y**:Well-timed; **IF** Hands only—> **N**: Scooping | **Equipment**: 4-inch (5-7 year-olds) / 8-inch (8-10 year-olds) nerf ball; floor tape

FG-COMPASS

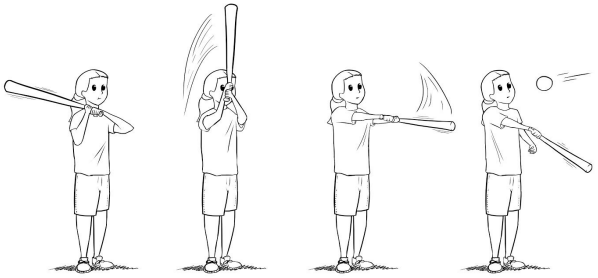
Manipulation → **Strike**

					Child's ID					
Does the strike occur in a long (full arc) horizontal plane?	**Y**	Is the weight of the body transferred from one leg to the other during movement?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Does the motion of the bat occur on a downward (back to front) plane?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

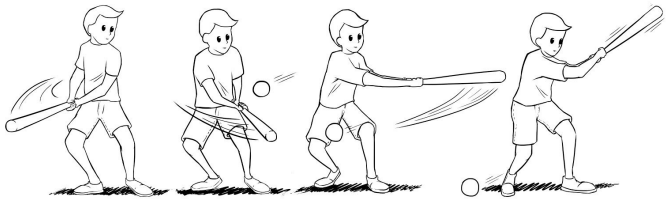
Set up
- Tape a 4'x4' square on the floor and 20 feet from the wall
- Stand slightly to the side (about 12 feet) facing the child
- invert the position (child faces the opposite wall/open space) if child is left handed

Directions for performers
- I want to see you striking 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

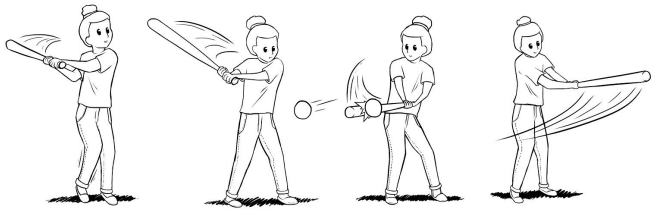
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)
- Use an underhand toss
- Toss the ball just above the child's hip level
- Repeat any attempt that results from a bad toss (too high/low or to the sides)
- Only assess consistency on the three "valid" tosses



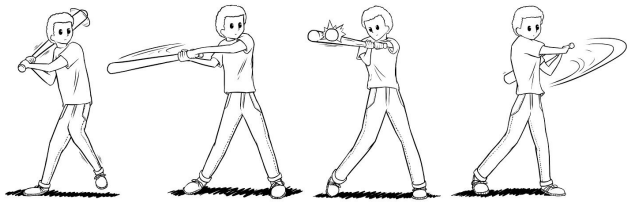
LEVEL 1: The arm action is from back to front and resembles a vertical chopping motion.



LEVEL 2: The motion occurs on the horizontal plan 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 transfer of body weight.



LEVEL 4: Same as level three but now there is a transfer of body weight in the direction of the strike, which occurs from one to the other leg.

Cues: **IF** Long horizontal plane—> **Y**: Body transfer; **IF** Long horizontal plane —> **N**: Bat back to front | **Equipment**: Plastic bat; nerf baseball; floor tape

FG-COMPASS

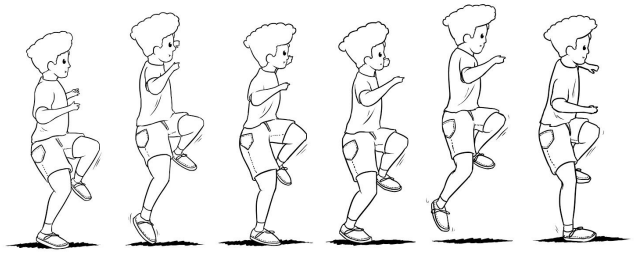
Locomotion → **Hop**

					Child's ID					
Is the thigh of the suspended leg in vertical position with knee flexed at 90 degrees or less?	**Y**	Does the foot of the suspended leg cross the line of the support leg like a pendulum?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Is the suspended leg held in front of the body?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

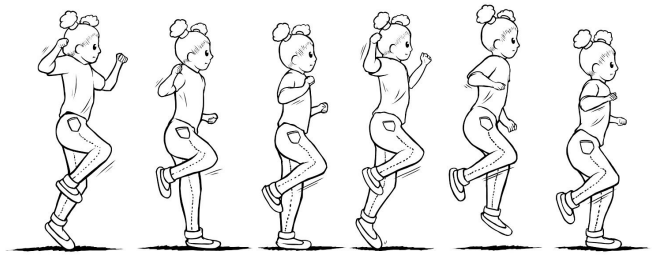
Set up
- Create a 15-long traveling lane using cones
- Tape starting and ending lines on the floor
- Stand perpendicular to the traveling lane so that you can see both the starting and ending points
- Place two cones (each end) 1 foot before the starting and ending lines

Directions for performers
- I want to see you hopping on one leg from one cone to the other
- Choose your preferred leg to hop
- Start from the 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 you best form
- Watch as I demonstrate

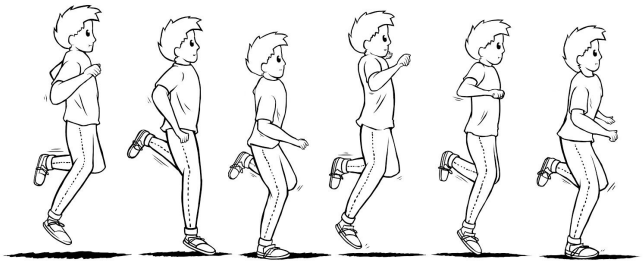
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)



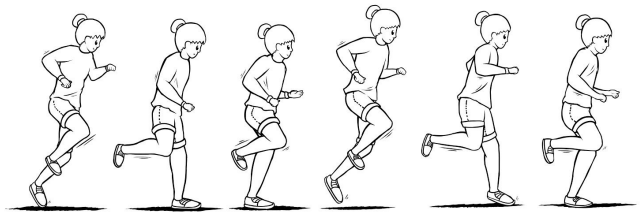
LEVEL 1: The suspended leg is held in front of the body.



LEVEL 2: The knee is flexed with the foot of the suspended leg held near the buttocks.



LEVEL 3: The suspended leg is held back with the thigh in a vertical position.



LEVEL 4: Similar to level 3 but the foot of the suspended leg crosses the line of the support-leg like a pendulum.

Cues: **IF** Thigh vertical—> **Y**: Pendulum; **IF** Thigh vertical—> **N**: Leg front of body | **Equipment**: Plastic cones; floor tape

FG-COMPASS

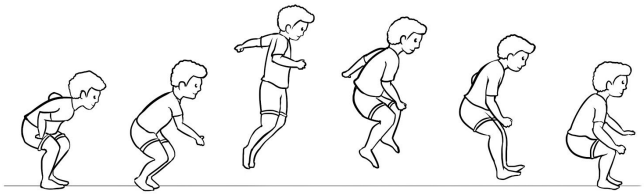
Locomotion → **Horizontal Jump**

					Child's ID					
Do the arms move forward & upward upon takeoff, and downward at landing?	**Y**	Do the hands exceed the height of the head at liftoff?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Do the arms move sideward (winging action) during the in-flight phase?	**Y**	**Level 2 →**						
			N	**Level 1 →**						

Set up
- Tape two parallel lines on the floor 2 feet apart
- Stand perpendicular to jumping action facing the side of the child

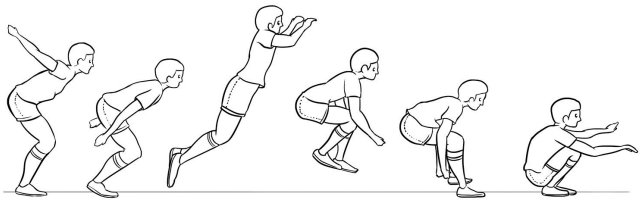
Directions for performers
- I want to see you jumping forward AS FAR AS YOU CAN over the second line using both feet
- Walk up to the 1st line and stop completely
- Then, jump as far as you can over the second line
- Use both feet when taking off and landing
- Then, walk back to the starting point and do it again
- There is no rush, show your best jump
- Watch as I demonstrate

Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)
- The child must stop completely behind the line prior to jumping

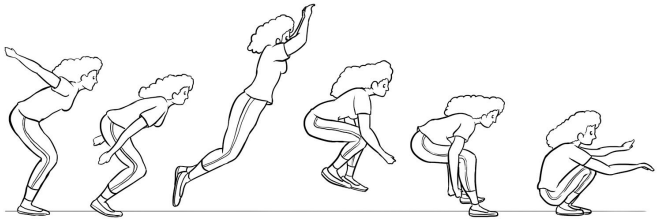


LEVEL 1: The arm action is inconsistent with no defined pattern, sometimes even motionless.

LEVEL 2: Arm pattern is more defined with both arms moving forward and upward at takeoff but to the sides during the in-flight phase (AKA winging action).



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 4: A pattern similar to Level 3 but the hands are taken high up above the head during the liftoff.

Cues: **IF** Arms up/down—> **Y**: Exceed top head; **IF** Arms up/down—> **N**: Winging action | **Equipment**: floor tape

FG-COMPASS

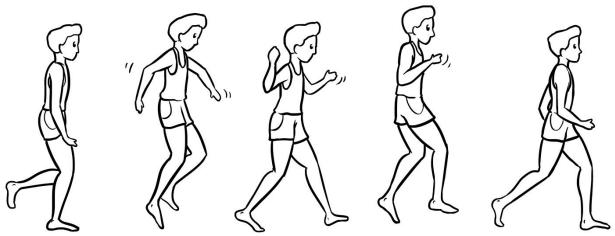
Locomotion → **Skip**

					Child's ID					
Do the arms move rhythmically in opposition to the legs?	**Y**	Do the hands meet in front of the body at least once during action?	**N**	**Level 4 →**						
			Y	**Level 3 →**						
	N	Is there a break in the rhythm caused by a double hop or step?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

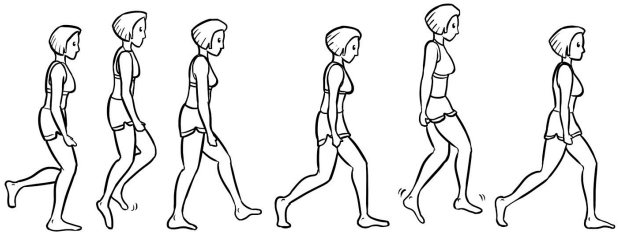
Set up
- Create a 15-long traveling lane using cones
- Tape starting and ending lines on the floor
- Stand perpendicular to the traveling lane so that you can see both the starting and ending points
- Place two cones (each end) 1 foot before the starting and ending lines

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

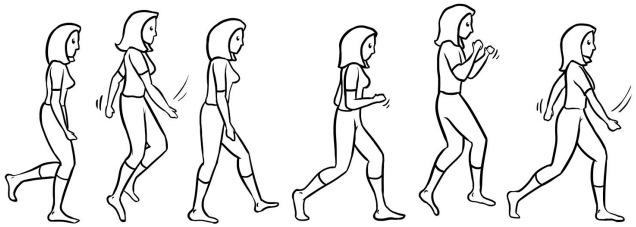
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)



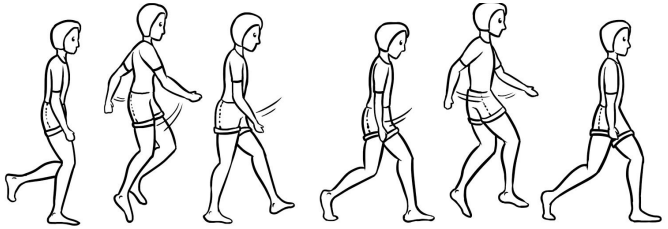
LEVEL 1: The arm action is inconsistent with no defined pattern. The rhythm is affected by a double hop or step.



LEVEL 2: The arm motion may improve but it is still inconsistent and often motionless. The action of the feet is well coordinated, not being affected by a double hop or step.



LEVEL 3: The arm action is more consistent and move rhythmically in opposition to the legs. But at one point during the action, both hands meet in front of the body.



LEVEL 4: The arm action is consistent and move rhythmically in opposition to the legs.

Cues: **IF** Arms opposition legs—> **Y**:Hands meet front; **IF** Arms opposition legs—> **N**: Double hop/step | **Equipment**: Plastic cones; floor tape

FG-COMPASS

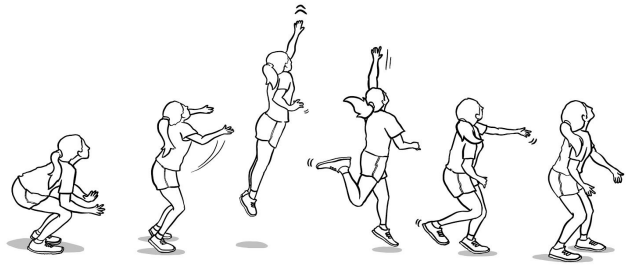
Locomotion → **Vertical Jump**

					Child's ID					
Do the arms move to the rear during the preparation phase?	**Y**	Does the reaching arm reach up while the other arm swings down at the peak of the flight?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Is there a one-foot takeoff or landing?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

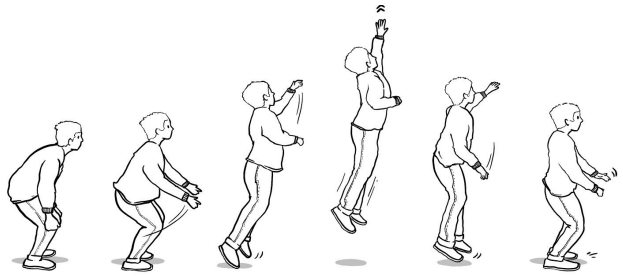
Set up
- Tape four parallel lines on the wall two feet apart
- Stand perpendicular to jumping action facing the side of the performer
- Ask the child to stand sideways with dominant arm facing the wall

Directions for performers
- I want to see you jump high up
- 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
- Then, get back to the starting position
- There is no rush; show your best jump
- Watch as I demonstrate

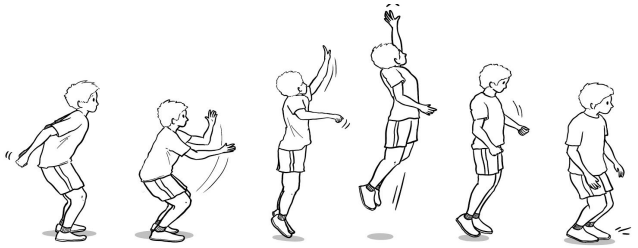
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)
- Ask the child to show the hand he/she writes with. That will help determining the dominant hand



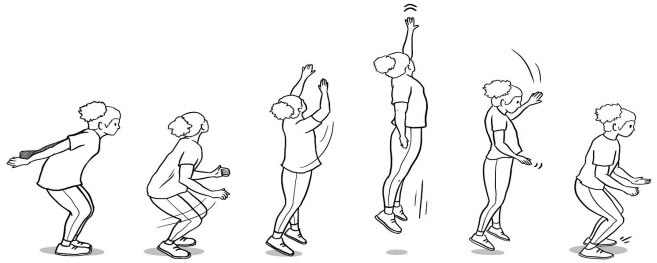
LEVEL 1: Arms don't move to the rear before taking off; child takes off and/or land with one foot.



LEVEL 2: Arms don't move to rear prior to takeoff; both takeoff and landing occur with both feet.



LEVEL 3: Arms move to rear prior to taking off; only the reaching arm reaches up.



LEVEL 4: Arms move to rear prior to taking off; both arms reach up with the non-reaching arm moving down at the peak of the flight.

Cues: **IF** Arms back—> **Y**: One arm up, other down; **IF** Arms back—> **N**: 1-foot takeoff/landing | **Equipment**: floor tape

FG-COMPASS

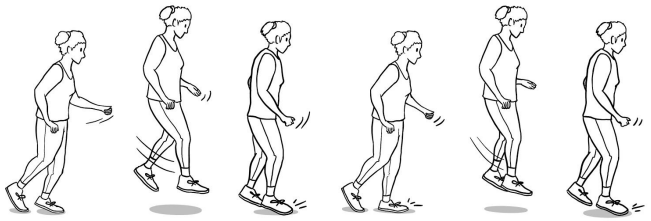
Locomotion → **Gallop**

					Child's ID					
Is the action smooth, rhythmical (not choppy/stiff) and executed at a moderate tempo?	**Y**	Are the arms (elbows) lifted to waist level at takeoff?	**Y**	**Level 4 →**						
			N	**Level 3 →**						
	N	Does the trailing foot land in front of the lead foot?	**N**	**Level 2 →**						
			Y	**Level 1 →**						

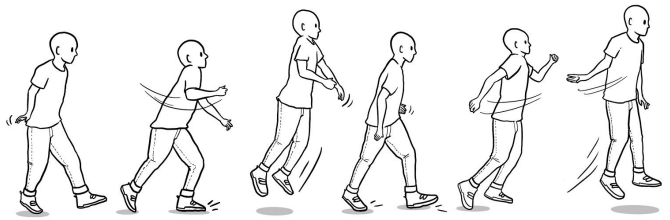
Set up
- Create a 15-long traveling lane using cones
- Tape starting and ending lines on the floor
- Stand perpendicular to the traveling lane so that you can see both the starting and ending points
- Place two cones (each end) 1 foot before the starting and ending lines

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 you best form
- Watch as I demonstrate

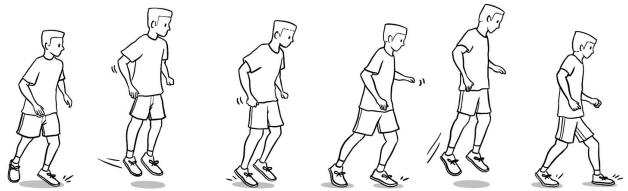
Notes for assessors
- Give the performer 4 trials (1st trial is for practice only)



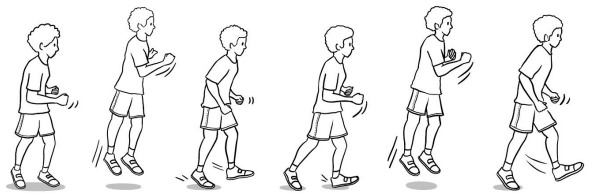
LEVEL 1: The action is not smooth/rhythmical and seems choppy/stiff, often done at a fast tempo; the trailing foot (foot that follows) land in front of the leading foot several times.



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.



LEVEL 3: The action is smooth, rhythmical and done at a moderate tempo; the arm action lacks a defined pattern.



LEVEL 4: Like Level 3, the action is smooth, rhythmical and done at a moderate tempo but the arms (elbows) are lifted to waist level at takeoff and moved down at landing.

Cues: **IF** Action rhythmical—> **Y**: Elbows lifted to waist; **IF** Action rhythmical—> **N**: Trailing foot in front lead foot | **Equipment**: Plastic cones; floor tape