

Examiner Group Record Form



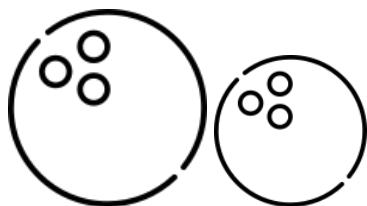
Brief Introduction

This document includes the Examiner Group Record Forms utilized to collect data for the Furtado-Gallagher Children Observational Movement Pattern Assessment System (FG-COMPASS). The FG-COMPASS is a criterion-related (process-oriented) assessment tool designed to evaluate the proficiency levels of fundamental movement skills (FMS) in children aged five to ten years. Although performances may be videotaped for subsequent assessment, the FG-COMPASS was developed for live, in situ evaluation of skill performance. Test administrators must thoroughly familiarize themselves with the testing protocols prior to conducting assessments. Currently, only the paper-and-pencil version of the test is available; however, a mobile version will be released in the near future.

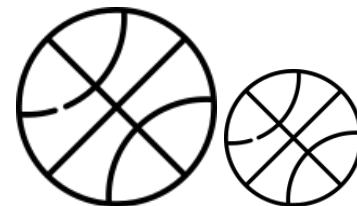
General Instructions

1. Review the questions within the decision tree, ensuring they are consistent with the corresponding illustrations.
2. To promote reliable assessment, evaluate each performer across three trials. The behavior observed should be evident in at least two of the three trials to confirm consistency.
3. Avoid inferring performance levels based on the performer's apparent age, as chronological age is not indicative of optimal performance.
4. During demonstrations, avoid simultaneous speaking and demonstrating. Refrain from providing additional verbal information before or after the demonstration, unless specifically prompted (refer to Notes for Examiners), as excessive information may confuse the performer.
5. To improve efficiency, assess three to five children simultaneously. Confirm that each child can view your demonstration and is following the instructions. In this context, demonstrations should be performed only once.

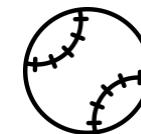
EQUIPMENT



4- and 8-inch nerf balls



Small and medium sized basketballs



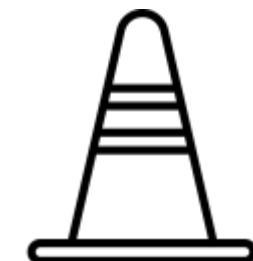
Nerf softballs



Floor tape



4- to 5-inch beanbags



Plastic cones



Plastic basket



Name tags



Stopwatch



Manipulative Subscale



Throw

10

Set up

- Tape a line 20 feet from the wall on the floor.
 - Stand about 10 feet away 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

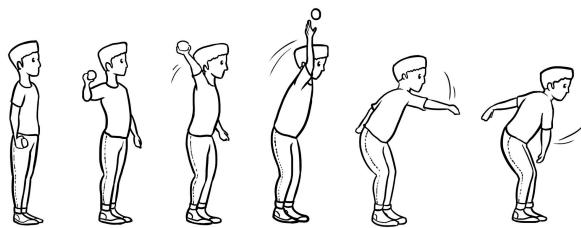
- I want to see your throw.
 - Walk up to the bucket, grab one beanbag, and throw it as hard as you can against the wall without stepping over the line.
 - Then do it three more times.
 - Watch as I demonstrate.

Notes for examiners

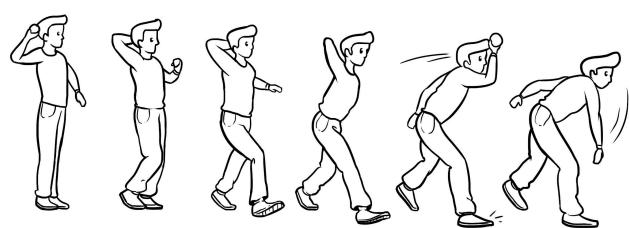
- Give the performer four trials (the first trial is for practice only).
 - Do not allow performers to step over the line.

The trunk faces the target, and there is no step forward.

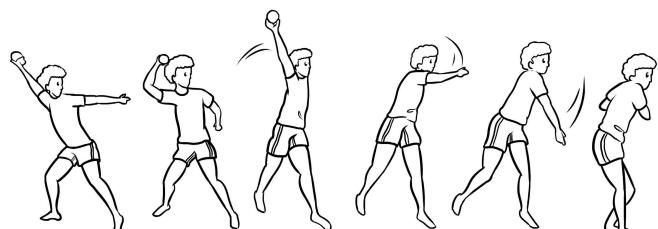
Level 1→ Jumping up and down is not considered a step forward.



Level 2→ Minimal or no trunk rotation is observed during the preparatory phase. However, a forward step is taken, using either foot.



Level 3→ The throw involves rotating the trunk to the side and taking a small contralateral step forward.



Level 4 → Trunk rotates to the side with a long contralateral step forward (at least half the performer's height).





Manipulative Subscale



Kick

ID →

Examiner Group Record Form

Did the child take a long stride/leap before ball contact?

Did the placement foot move forward following ball contact?

Y

Level 4 →

N

Level 3 →

N

Level 2 →

Y

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 bucket with several soccer balls inside, which should be placed 3 feet before the kicking line.

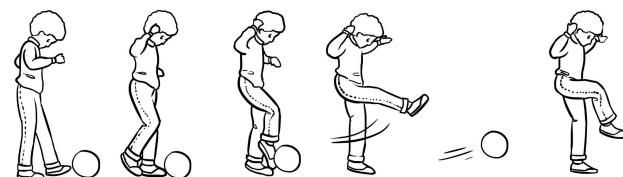
Directions for performers

- I want to see your kick.
 - Walk up to the bucket, grab a soccer ball, place it on the kicking line, and then kick it against the wall.
 - Then, repeat it three more times.
 - Watch as I demonstrate.

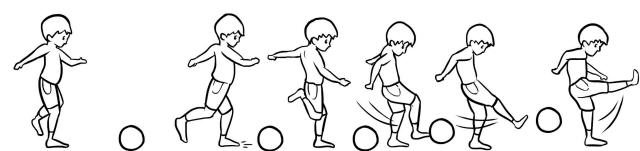
Notes for examiners

- Give the performer four trials (the first trial is for practice only).
 - Sometimes a child runs towards the ball, stops completely, and then kicks it. This is the same as not taking any steps toward the ball.
 - Swinging the body back, then forward, before the kick is not considered a complete step.

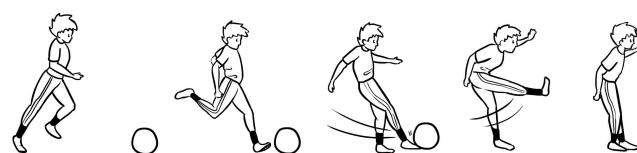
Level 1→ The child stands a step forward.



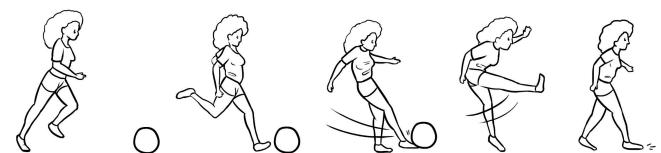
Level 2→ There is at least one step before kicking the ball without a long stride or leap. It often appears as though the child runs directly through the ball.



Level 3→ There are a few steps toward the ball with a lengthened stride or jump right before kicking. However, there is no follow-through after the kick.



Level 4→ There is a long stride or leap before contacting the ball. After contact, the placement foot continues moving forward.





Manipulative Subscale



Dribble

ID —

Examiner Group Record Form

Set up

- Tape a 4' x 4' square on the floor to designate personal space.
 - Stand about 6 feet from the examinee.
 - Have a bucket with several soccer balls inside, which should be placed 3 feet before the kicking line.

Directions for performers

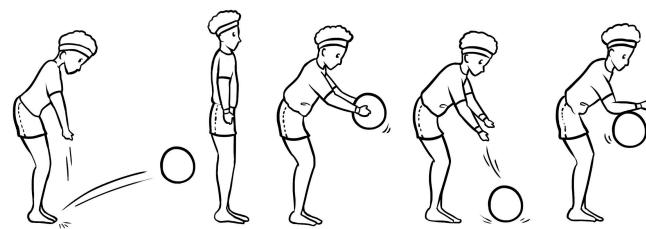
- I want to see you dribbling a basketball with one hand.
 - Try to stay inside the square while dribbling the ball.
 - If the ball goes out of bounds, pick it up, return inside the square, and then re-start.
 - I will tell you when to stop.
 - Watch as I demonstrate.

Notes for examiners

- Give the performer a practice trial (about 5 seconds).
 - Use a stopwatch to time the child's dribbling for 15 seconds. Stop time if the ball goes out of bounce. Resume timing when the child restarts dribbling.
 - Children who can control the ball with minimal glances demonstrate vision-independent control. If they lose control when not looking, they are at Level 3.

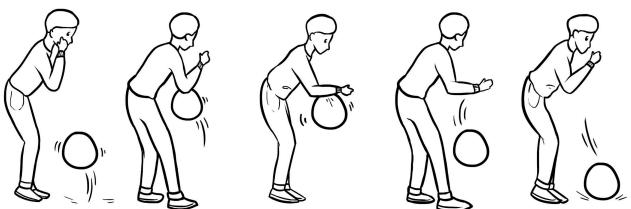
Level

The child struggles to control the ball as it bounces erratically—loses control of the ball at least once.



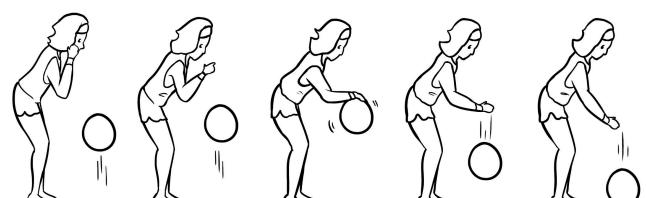
Leve

Despite a lack of control, the child bounces the ball continuously for 15 seconds.



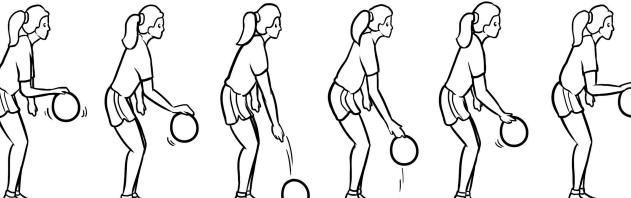
Level

Vision is used to maintain ball control. Bounces occur in front of or to the outside of their preferred foot. The child has more control over the ball.



Leve

Control is clear, and the child does not rely on vision to maintain ball control.





Manipulative Subscale



Catch

ID →

Examiner Group Record Form



Manipulative Subscale



Strike

ID →

Examiner Group Record Form

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 →	
				Level 3 →	
	N	Was the bat's motion on a downward plane from back to front?	N	Level 2 →	
	N		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 the child is left-handed.

Directions for performers

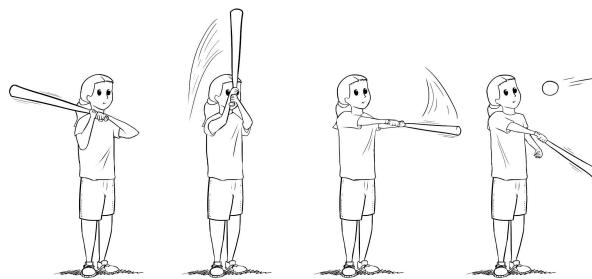
- I want to see you strike a ball tossed in your direction.
- Try to stay inside the square, but you are free to move as the ball approaches.
- Strike the ball against the wall/open space.
- Watch as I demonstrate.

Notes for examiners

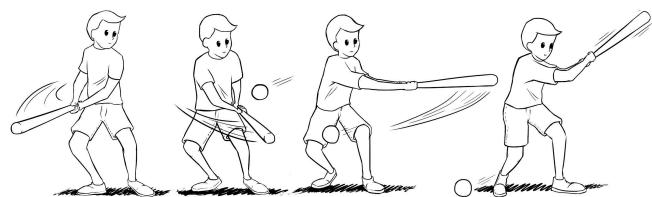
- Give the performer 4 trials (1st trial is for practice only).
- Use an underhand toss.
- Toss the ball just above the child's hip level.
- Repeat any attempt that results from a bad toss (too high/low or to the sides).
- Only assess consistency on the three "valid" tosses.
- A behavior is considered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

Level 1 →

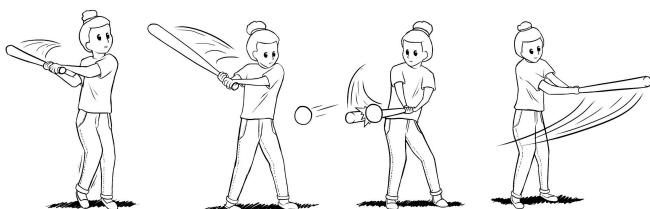
The arm action is from back to front and resembles a vertical chopping motion.

**Level 2 →**

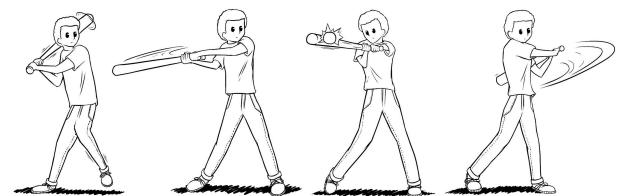
The motion occurs on the horizontal plane, but the action is limited in its amplitude. Often, the bat is held in front of the body.

**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 three, but now there is a transfer of body weight in the direction of the strike, which occurs from one to the other leg.





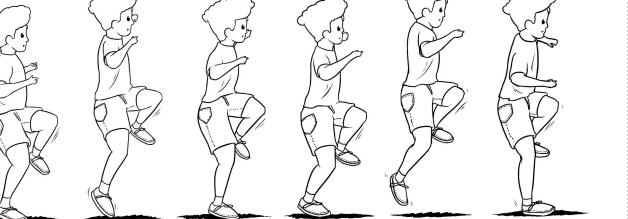
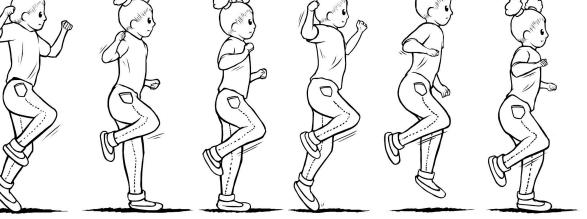
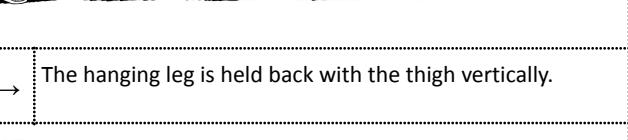
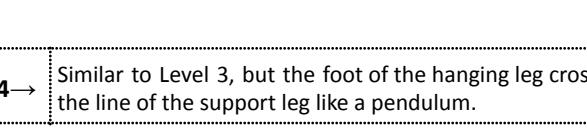
Locomotor Subscale



Hop

10 →

Examiner Group Record Form

<p>Set up</p> <ul style="list-style-type: none"> → 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. 	<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>Directions for performers</p> <ul style="list-style-type: none"> → 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. 	<p>Level 3 → The hanging leg is held back with the thigh vertically.</p> 	<p>Level 4 → Similar to Level 3, but the foot of the hanging leg crosses the line of the support leg like a pendulum.</p> 
<p>Notes for examiners</p> <ul style="list-style-type: none"> → Give the performer 4 trials (1st trial is for practice only). → A behavior is considered present (answering YES) if observed in at least two of the three trials. 		



Locomotor Subscale



Horizontal
Jump

Did the arms move forward & upward upon takeoff and downward at landing?

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

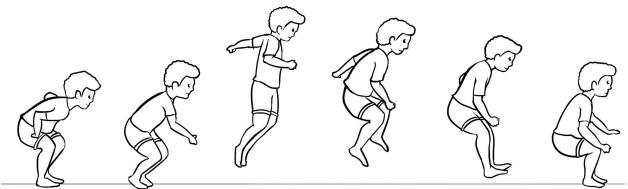
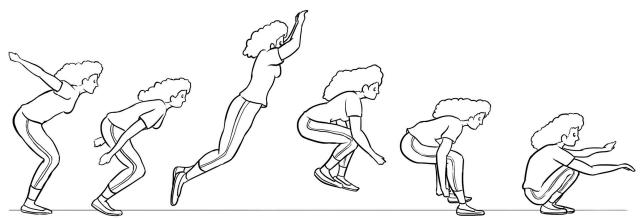
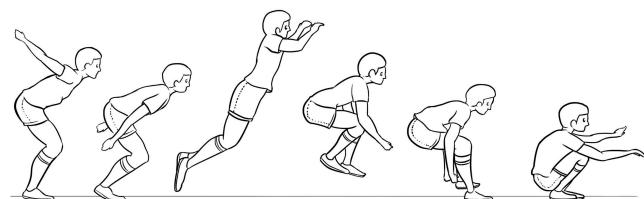


Image coming soon

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 high above the head during the liftoff.





Locomotor Subscale



Skip

|D →

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.

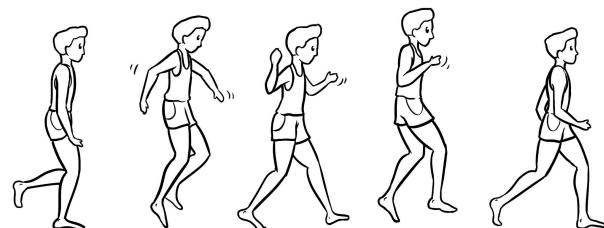
Directions for performers

- I want to see you skipping.
 - Start from 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.

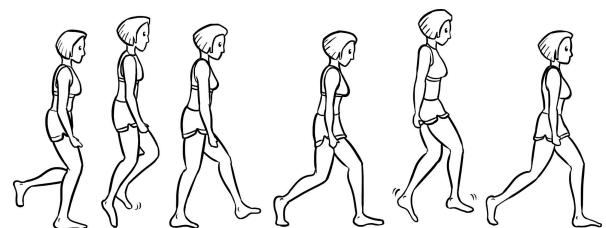
Notes for examiners

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

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



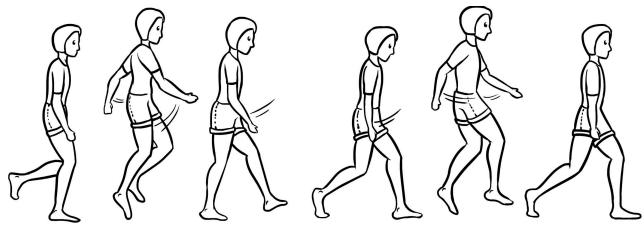
Level 2→ The arm motion may improve, but it is still inconsistent and often motionless. The action of the feet is well coordinated, not being affected by a double hop or step.



Level 3 → Arms move rhythmically in opposition to the legs, but there is an exaggerated vertical lift on hop.

Image coming soon

Level 4→ The arms move rhythmically in opposition to the legs, and the vertical lift on hop is low.





Locomotor Subscale



Gallop

ID →

Examiner Group Record Form

<p>Was the action smooth (not choppy) and performed at a moderate speed?</p> <p>Y</p> <p>Did the arms move in unison, upward during takeoff and downward during landing?</p>	<p>Y</p>	<p>Level 4 →</p>																									
			N	Level 3 →																							
<p>Did the trailing foot land in front of the leading foot?</p>	<p>N</p>	<p>Level 2 →</p>																									
			Y	Level 1 →																							
<p>Set up</p> <ul style="list-style-type: none"> → 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. <p>Directions for performers</p> <ul style="list-style-type: none"> → 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. <p>Notes for examiners</p> <ul style="list-style-type: none"> → Give the performer 4 trials (1st trial is for practice only). 	<p>Level 1 →</p>	<p>The action is not smooth and seems choppy/stiff, often done at a fast tempo; the trailing foot (foot that follows) land in front of the leading foot.</p>												<p>Level 2 →</p>	<p>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 4 →</p>	<p>The action is smooth, rhythmical, and done at a moderate tempo; the arms (elbows) are lifted to waist Level at takeoff and moved down at landing.</p>											
	<p>Level 3 →</p>	<p>The action is smooth, rhythmical, and done at a moderate tempo, but the arm action lacks a defined pattern.</p>																									