

Movement Skills: Locomotion

Objective: To assess the students' locomotor ability.

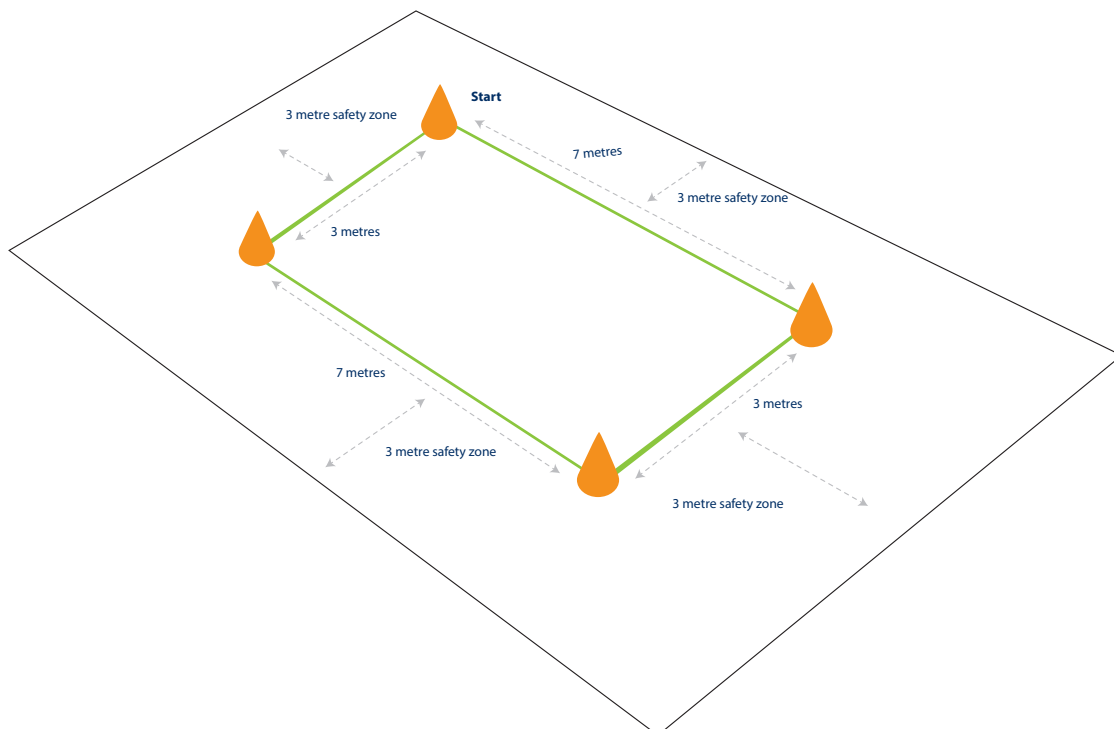
Rationale: The ability to move efficiently, with confidence and competence, is a key component of numerous activities, games, sports and leisure pursuits. Therefore, locomotor skills are important to teach and assess.

EQUIPMENT:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> flat surface – 13 m x 9 m (includes the safety zone) | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> 4 cones | <input type="checkbox"/> 1 pencil |
| <input type="checkbox"/> measuring tape | |

Set-Up: Place four cones - one in each corner of a rectangular formation (7 m x 3 m) - on a flat, clean surface free of obstacles or debris (e.g., gymnasium or multi-purpose room).

For safety, ensure that there are at least 3 metres of open space available on all sides of the rectangular area.



Instructions:

The student should stand to the **left** of the pylon facing the 7-metre length of the rectangle.

1. On your prompt, the student is to run as fast as he or she can up to and **slightly** past the pylon at the 7 metres distant.
2. The student then performs a rightward side shuffle to the adjacent pylon 3 metres to the right
3. Upon reaching this pylon, the student then back pedals toward the final pylon 7 metres to the rear and stops.

The student does not return to the original pylon. In all, the student performs a “U” shaped motion—running forward, then side shuffling, then back pedaling to a stop.

The student will perform this as quickly and as controlled as possible.

Each student will do this activity **twice**. After the first trial, the student may wish to change something about his or her running technique based on what he or she learned.



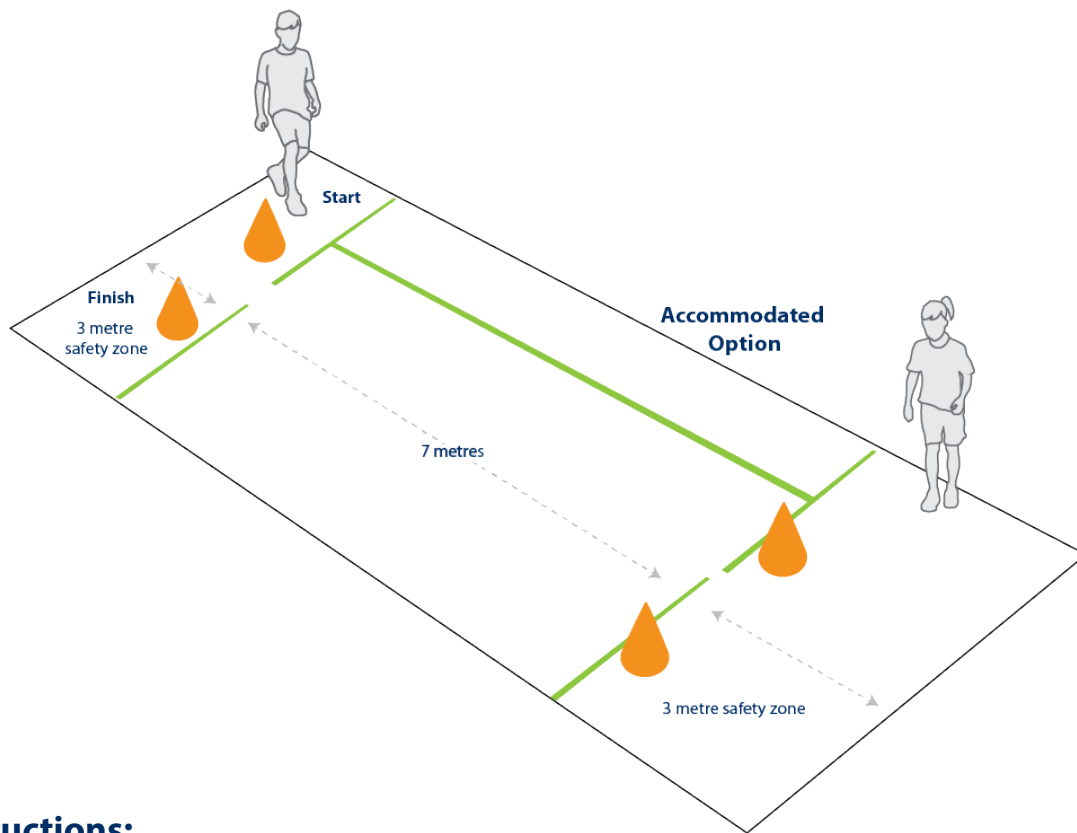
Accommodation Options for Students with a Disability:

SUGGESTED EQUIPMENT

☐ scooter board

☐ tether (e.g., short rope, towel)

Set-Up: Have a volunteer stand near each pylon to serve as a visual and audible marker and to remind students what to do next.



Instructions:

The student should start to the left of the pylon facing the 7-metre length of the rectangle.

1. On your prompt, the student is to move as fast as he or she can up to and slightly past the pylon 7 metres away. The volunteer should verbally guide the student to move around them and then move sideways to the right.
2. The student then performs a rightward side movement (e.g., shuffle) to the adjacent pylon 3 metres to the right

Note: The volunteers standing at each pylon make guiding calls similar to the volunteer at the first pylon.

3. Upon reaching this pylon, the student then moves backwards toward the final pylon 7 metres to the rear and stops.

The objective of the assessment can be achieved in a wheelchair the same way it is achieved by running. However, in place of a side shuffle, the wheelchair user will turn and wheel to the third pylon, coming to a controlled stop, before turning and wheeling backwards to the final pylon.

The student does not return to the original pylon. In all, the student performs a “U” shaped motion—moving forward, then sideways then backwards to a stop.

The student will perform this as quickly and as controlled as possible.

Each student will do this activity **twice**. After the first trial, the student may wish to change something about his or her movement technique based on what he or she learned.

Additional Accommodation Options:

Motor

- The student uses a scooter board or any other form of movement to get to the line and back as fast as they can.

Sensory

- The student has a partner, each holding one end of a tether (a short rope or piece of towel) and guides the student on the course.

Behavioural and/or Intellectual

- Model the assessment first.

Assessment:

Observers are looking for

- a strong acceleration (speeding up)
- a well-planned slowing down suitable to the turn-around point
- controlled right-ward cutting action (not a rounded corner)
- converting fluidly into a side movement to the pylon 3 metres away
- followed by a cutting action at this pylon fluidly converting from a side movement to a backwards movement
- an immediate re-acceleration after turn-around to show speeding up
- a deceleration to a controlled stop

Observers are looking for the overall quality of competence in this movement sequence. Slight deviations from proper form are permissible (for instance, arms may not be exhibiting perfectly reciprocal movements with legs when running).

Observers are looking for signs of lack of control (e.g., tripping, stumbling), signs of lack of balance (e.g., flailing arms, sliding, falling down) and overall smoothness or fluidity of the movement.

Complete the assessment twice. Allow 30 seconds between trials. On the recording form, record the trial results in each column and the better trial in the rating column.

Use the teacher rubric to determine the level the student achieves in each trial.

TEACHER RUBRIC

Grades 7-9	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Locomotion	<p>Stumbles on the start, and/or trips or stumbles during moving forward or backward.</p> <p>Is unable to stop in a controlled manner demonstrated by over-shooting or under-shooting the pylons.</p> <p>Does not exhibit a side movement. Performs the backwards movement very tentatively with low speed (less than a jog).</p> <p>A mature movement* pattern is not evident.</p>	<p>Either stumbles on the start OR trips/ stumbles when running in either direction.</p> <p>Stop is more controlled, but there is evidence of 'sliding' or extra steps, with arm movements to maintain balance at turn.</p> <p>Uses extra smaller movements (shuffling or stutter movements) during cutting forwards to side movement OR side movement to backwards movement.</p> <p>The speed is limited, but approaching medium speed. Motion appears rounded at the corners.</p> <p>Mature movement* pattern is developing.</p>	<p>Clearly illustrates a speed up and slow down for both the forward and backward sections (medium speed or higher).</p> <p>Illustrates a clear sideways motion. Minimal number of corrective or slowing movements at each corner.</p> <p>May lack fluid conversion from forward to sideway motion and from sideway to backward motion.</p> <p>Able to control body motion to allow cutting and stops to occur at each pylon.</p> <p>Mature movement* pattern is evident.</p>	<p>Moves quickly to the pylon with a mature movement pattern*.</p> <p>Cuts efficiently (90 degrees) and converts fluidly to a sideways movement with speed, and then cuts efficiently from side shuffle to backwards movement.</p> <p>Shows an increase and decrease in backwards speed and a controlled stop.</p> <p>Motion appears rectangular and not rounded.</p>

* Mature movement pattern includes: arms moving opposite to legs with bent elbows, brief period where both feet are off the ground, narrow foot placement landing on the heel-toe (not flat-footed or on toes).

Movement Skills: Object Control

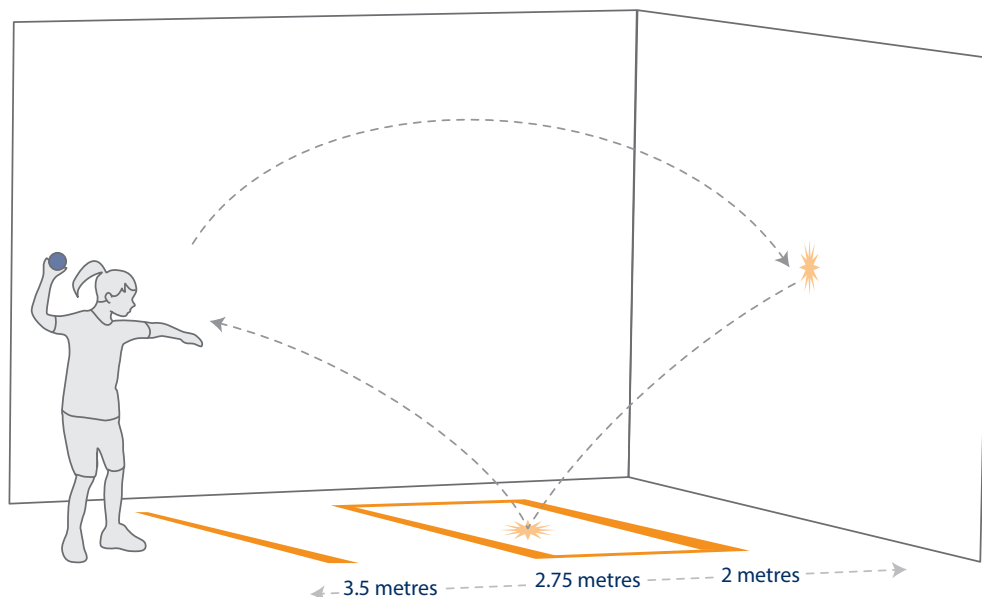
Objective: To assess the students' ability to throw a ball with accurate direction, velocity and trajectory and to catch the same ball that they threw.

Rationale: Throwing and catching are considered core movement skills. This task will require the student to appropriately coordinate a throw in order to achieve a ball trajectory to bounce off a wall, to hit a target area on the floor and be suitable to catch. This assessment considers the **overall performance** of the task and **not** specific throwing form. It is implicit that adequate throwing form will be required to undertake this task.

EQUIPMENT

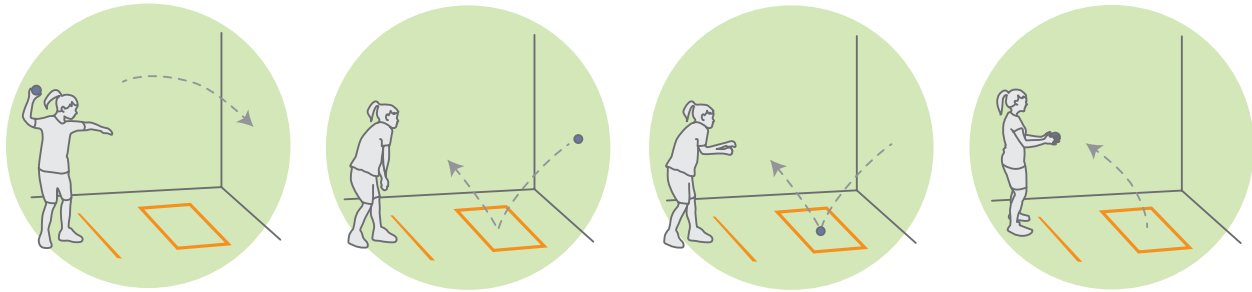
<input type="checkbox"/> 1 tennis ball (that bounces easily)	<input type="checkbox"/> 1 clipboard
<input type="checkbox"/> 1 wall – free from obstructions – for bouncing	<input type="checkbox"/> 1 assessment recording form
<input type="checkbox"/> gym-friendly floor tape	

Set-Up: Ensure that the gymnasium floor is clear of debris and obstacles. On the floor, tape three lines—each 1 metre in length and parallel to the wall – at 2.0 metres, 2.75 metres and 3.5 metres from the wall. The target box is between the 2.0 metre and the 2.75-metres lines and is 1 metre wide (the length of the taped lines). Tape the perimeter of the target area. It should measure 1 m x 0.75 m.



Instructions:

The student will stand behind the 3.5 metre line on the floor. The student will throw the ball at the wall, have the ball bounce in the target area and then catch the ball after the bounce. The student will do this activity three times. The first trial will be for practice. The second and third trials will be assessed.



Accommodation Options for Students with a Disability:

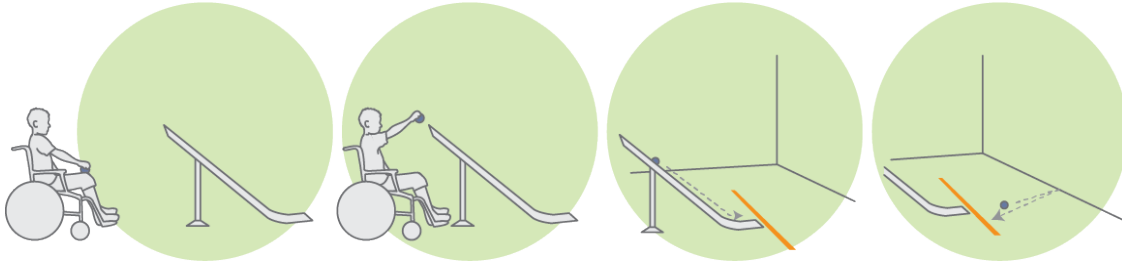
SUGGESTED EQUIPMENT

- | | |
|--|--|
| <input type="checkbox"/> ball - provide options for students who may need a different sized ball | <input type="checkbox"/> gym-friendly floor tape |
| <input type="checkbox"/> Boccia-style ramp (2 hockey sticks taped together, pvc pipe, etc.) | |

Set-up: Set up the Boccia ramp and tape lines down to create a target box and sending line as appropriate for the student.

Instructions:

Using a ramp (Boccia), the student sends the ball so that it rolls or bounces to the wall within the target box and then receives the ball without going over the line.



Additional Accommodation Options:

Motor

- The student uses another body part to send and receive the ball.
- The student uses a target to receive the ball rather than receiving it himself or herself.
- The student has a partner receive the ball.
- The student uses a ball they think is the most appropriate for them to send and receive.

Sensory

- Use a ball with a bell or rice inside or wrap plastic around a ball for an auditory cue.
- The student has a partner that taps the target as student aims for an auditory cue.
- The student has a partner that provides verbal feedback to assist with receiving the ball.

Behavioural and/or Intellectual

- The student sends the ball against a Tchoukball net and catches it after it rebounds off the net.

Assessment:

Observers are looking for

- whether the ball bounces (or rolls for the accommodated option) in designated target area (designated floor bounce)
- whether the ball hits above the line on the wall (designated wall bounce) or within the target box (for the accommodated option)
- whether the student receives the ball
- whether the student crosses the throwing line (3.5 m) on the floor when sending or receiving

Use the teacher rubric to determine the level the student achieves in each trial. Complete this activity **three times**. Allow **5-10 seconds** between trials. The first trial will be for practice. The second and third trials will be recorded. Record the better trial in the rating column on the recording form.

TEACHER RUBRIC

Grades 7-9	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Object Control	<p>Student moves over the line to send the ball, the ball bounces well short of the target area. (i.e., student is unable to demonstrate a well propelled ball).</p> <p>If student is rolling the ball, they move over the line to roll the ball on the floor. The ball hits the wall but not within the target box. Student does not retrieve the ball.</p>	<p>Ball bounces in target area and student fumbles to catch or trap ball, or requires multiple movements to intercept the ball. A fumbled or sloppy receiving of the ball is permissible.</p> <p>If student is rolling the ball, ball hits the wall but not within the target box. Student receives the ball as it rolls back but crosses the line on the floor.</p>	<p>Ball bounces in the target area but student must move (1 step or major trunk motion) to Receive the ball. Student does not cross line to receive it .</p> <p>If student is rolling the ball, ball hits the wall within the target box and student receives the ball with one or two steps or shuffles necessary but not crossing the line.</p>	<p>Ball bounces in target area. The student receives the ball easily e.g., with one hand in a controlled manner without major body movement. Student remains in same position to receive the ball.</p> <p>If student is rolling the ball, ball hits the wall within the target box and the student receives the ball with control and adjusts body or ramp according to ball's trajectory. No steps or shuffles required to receive the ball.</p>

* Sidearm, underhand or overhand throwing is permissible.

Movement Skills: Object Manipulation

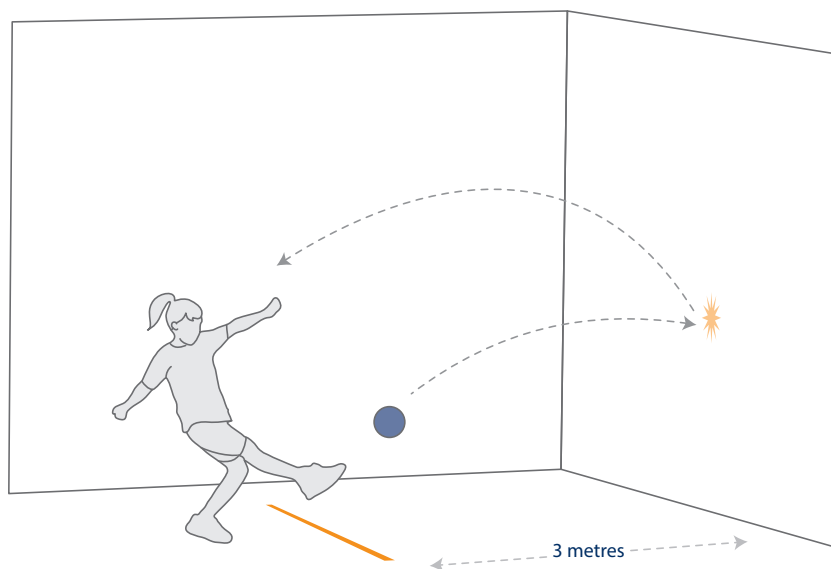
Objective: To assess the students' object control and manipulation skills using a task that involves both the upper and lower body and a ball.

Rationale: Students in Grades 7–9 should be capable of well controlled projecting skills and should be able to demonstrate the ability to coordinate the upper and lower body motion, as well as predict motion of a ball to pursue and intercept.

EQUIPMENT

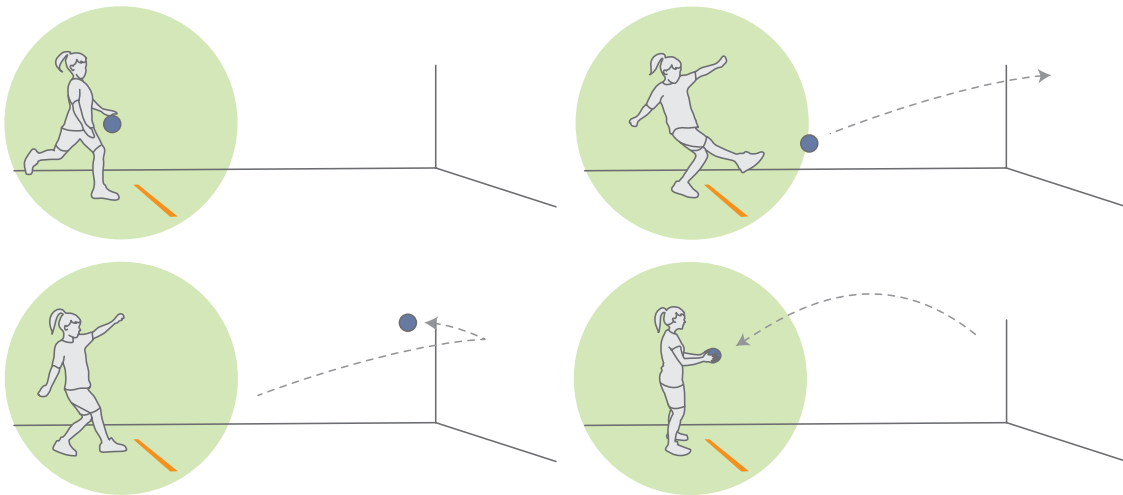
<input type="checkbox"/> flat, non-slip surface	<input type="checkbox"/> gym-friendly tape (for line marked on the floor)
<input type="checkbox"/> clear wall space (i.e., no nets, boards or attachments)	<input type="checkbox"/> 1 clipboard
<input type="checkbox"/> soccer ball	<input type="checkbox"/> 1 pencil
<input type="checkbox"/> 1 assessment recording form	

Set-Up: Ensure that the gymnasium floor is clear of debris and obstacles. On the floor, tape a line that runs parallel to the wall. This line should be 3 metres away from the wall and 1.5 metres in length.



Instructions:

The student will punt kick the soccer ball from behind the 3 metre line and catch the ball after it bounces off the wall. The student will perform a punt kick where the ball is in both hands and is dropped and kicked before it hits the ground. The student may take steps while kicking. The student should not cross the line to kick or to catch the ball. The student will have one practice trial and will then do the assessment twice.



Accommodation Options for Students with a Disability:

SUGGESTED EQUIPMENT:

- | | |
|---|---|
| <input type="checkbox"/> ball (e.g, soccer ball, gator gall, utility ball) - provide a choice of different sized, coloured, or textured balls | <input type="checkbox"/> skipping ropes (i.e., to create tactile lines) |
| <input type="checkbox"/> a roll of tape or flying disk to hold the ball | <input type="checkbox"/> auditory ball |
| <input type="checkbox"/> batting tee | |

Set-up: On the floor, tape a tactile line* that runs parallel to the wall. This line should be 3 metres away from the wall and 1.5 metres in length.

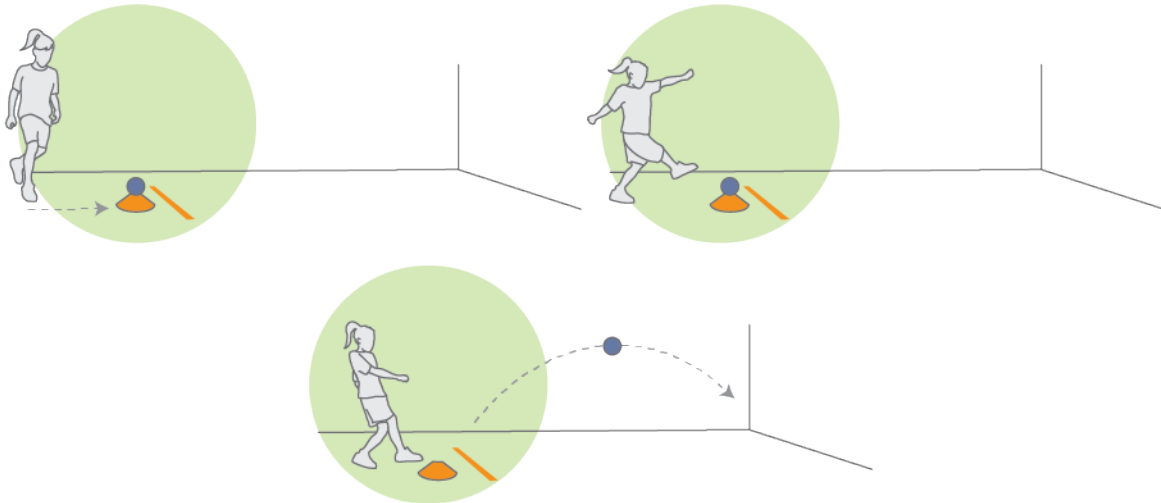
*Tactile lines are created by taping a rope along the line that students use as boundaries. This allows students with a visual impairment to be able to feel the raised line if they cannot see it. It is important to tape the rope securely for safety (i.e., tape should run along top of the rope the entire length).

Instructions:

Students work with a partner. The partner provides support and feedback as needed. The student is not sending the object for distance or speed – rather to achieve the object hitting the wall and returning back to them.

Students position themselves behind the line on the floor and place the ball on a roll of tape or flying disk that will keep it stationary. The student can then perform the send from the stationary position and aim to trap the ball after it bounces off the wall.

Model different ways the ball can be sent away from the body (e.g., use a tee and hit the ball with an arm or implement). Students can move closer or further away from the wall as needed. Allow one practice trial before the assessment trials.



Additional Accommodation Options:

Motor

- The student has a partner provide support with stability during the projection and/or receiving phase of the skill.

Sensory

- The students has a partner that taps the target for an auditory cue and provide verbal feedback to help describe the result.
- The student uses an auditory ball to complete the send.

Behavioural and/or Intellectual

- Model the assessment first.
- Provide verbal or visual prompts as required.

Assessment:

Observers are looking for

- whether the student is able to contact the ball
- whether the ball bounces back over the line
- whether the student moves to catch or trap the ball

The student will have one practice trial and will then do the assessment twice. Place a check for every successful trial. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

TEACHER RUBRIC

Grades 7-9	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Object Manipulation	Unable to contact the ball. Unable to send with sufficient force to return ball back to the line for both trials. Ball trajectory uncontrolled.	Sends the ball to the wall for at least one attempt. May or may not catch or trap the ball. Trajectory of ball must be within proximity of the student.	Sends the ball to the wall for both attempts and catches or traps at least one without moving more than a couple of steps (or minor adjustments to positioning).	Sends and catches or traps the ball on both trials with minor movement (a step).