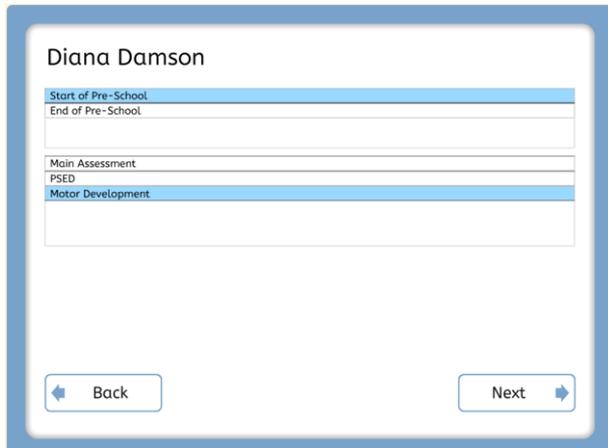


Motor Development

Scores for the Motor Development Assessment are recorded using the ASPECTS assessment software. Select either the Start of Pre School, or End of Pre School and then Motor Development.



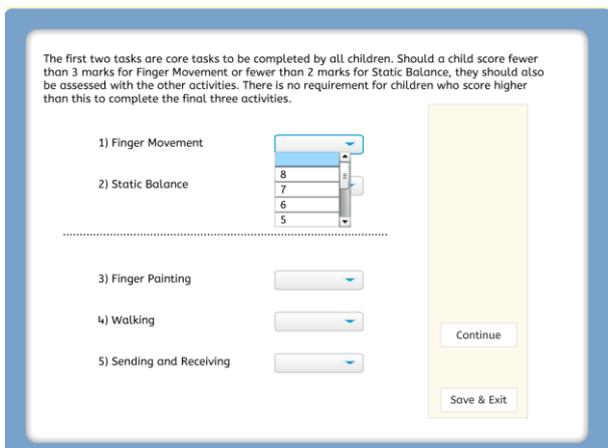
Diana Damson

Start of Pre-School
End of Pre-School

Main Assessment
PSED
Motor Development

Back Next

Use the drop-down menu to enter the scores for those sections assessed.



The first two tasks are core tasks to be completed by all children. Should a child score fewer than 3 marks for Finger Movement or fewer than 2 marks for Static Balance, they should also be assessed with the other activities. There is no requirement for children who score higher than this to complete the final three activities.

1) Finger Movement

2) Static Balance

3) Finger Painting

4) Walking

5) Sending and Receiving

Continue

Save & Exit

You will only receive motor development feedback for pupils who have completed **all** the activities in the section.

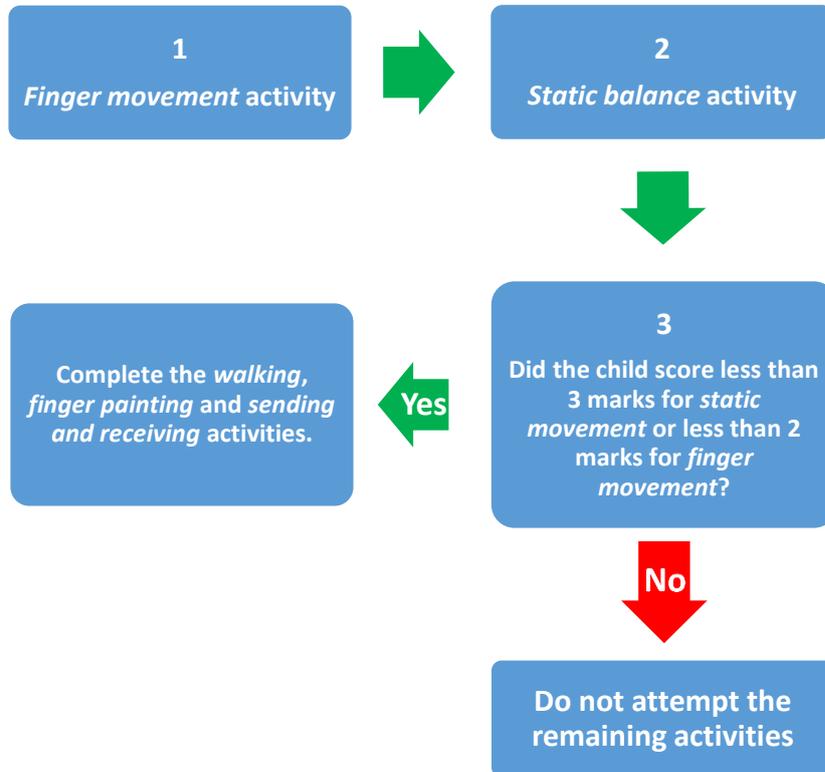
The assessment of motor development involves several activities:

- Finger movement
- Static balance
- Walking
- Finger painting
- Sending and receiving

It is quite time consuming to assess children on all of the activities in the motor development section. We therefore suggest that if you choose to use the motor development assessment, you initially administer just the *Finger Movement* and *Static Balance* activities with all children. If any child scores less than 3 marks for *Finger Movement* or less than 2 marks for *Static Balance*, their fine

or gross motor skills may still be emerging. Children with low scores should also be assessed with the other activities in this section.

Activity sequence



You do not need any specialist equipment in order to conduct these assessments; however, you will need the following items:

- one finger painting template per child
- finger paint
- a stopwatch
- a football
- coloured masking tape, chalk or similar

Finger Movement - Maximum score = 8

- Starting with either hand, ask the child to touch his/her thumb with each of his fingers in turn (starting with the index finger, then the middle finger, ring finger and finally little finger). You may demonstrate this with your own hands.
- Repeat the exercise using the other hand.
- Award **1 mark** for each finger that the child touches with his/her thumb. The order does not matter but each finger may only be counted once.

Finger Painting - Maximum score = 20

Print one copy of the *Balloons* template for every child (see next page). Ask the child to use the paint and make one fingerprint in each of the balloons, using a different finger each time.

- The child should start by dipping their thumb in the paint and making a print in one of the balloons.
- They should then dip their index finger in the paint and make a finger print on a different balloon, continuing with the remaining fingers.
- The child may use whichever hand they prefer but should only use this one hand.
- The order does not matter but each finger may only be counted once.
- The paint should not touch the lines.
- You may remind the child of the procedure, but do not assist them.
- Score one mark for each different finger used (**max score 5 marks**).
- If the child used just one finger to make prints in all the balloons, you may only score **1 mark**.

Next, look at the accuracy of the position of the paint on the balloon.

- Award **3 marks** for each balloon where the paint is inside the balloon and not touching the line (**max score 15 marks**).
- Award **2 marks** for each balloon where more than half the paint is inside the balloon and overlapping up to half of the line.
- Award **1 mark** for each balloon where less than half the paint is inside the balloon.
- Award **no marks** if the paint is not touching any part of the balloon.

Balloons template

You may find the *Balloons* template at the end of this document.

Walking - Maximum score = 20

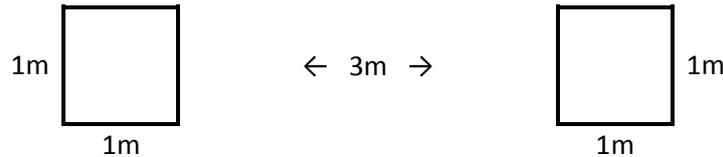
- Mark a track on the floor using masking tape or other tape which can clearly be seen by the child.
- The track should consist of two parallel lines **3 metres** long.
- The gap between them should be **15cm**, this provides a channel for the child to walk along.



- Ask the child to take normal steps along the channel between the two lines of tape, taking care not to tread on either of the lines. They can walk at whatever speed they wish.
- Allow one practice.
- Record the number of times either foot touches or goes outside the line.

Sending and Receiving - Maximum score = 10

- Mark two squares on the ground or floor, using masking tape or chalk.
- Each square should measure 1m x 1m and they should be three metres apart.



- The teacher should kneel in one box and the child should kneel outside one side of the other.
- The teacher should then roll a football into the box in front of the child.
- If the ball rolls outside the child's square, repeat the roll.
- The child should try to stop the ball using their hands and/or arms, but not their feet or their body.
- They can lean or move into the square.
- Allow one practice.
- If the ball is caught/stopped by the child before it leaves the square, award **1 mark**.
- Repeat the procedure 5 times (**maximum score 5 marks**).
- Following the same procedure, the child should now stand or kneel inside the square and roll the ball to the teacher, aiming for the ball to roll within the square. Allow one practice.
- Award **1 mark** for each successful roll. Repeat 5 times (**maximum score 5 marks**).

Static Balance - Maximum score = 30

For how long can the child stand on one leg?

- Ask the child to stand up straight with their feet together and their arms outstretched horizontally.
- Ask him/her to lift one of their legs off the floor and time how long they can stand before they put the foot down again.
- If the child wobbles and moves their foot a distance of more than 30cm from the original spot, the assessment should be stopped at that point.
- Allow one practice.
- Score 1 mark for every second the foot remains in the air up to a **maximum of 15 seconds**.

Repeat using the other leg.

- Again, score 1 mark for every second the foot remains in the air up to a **maximum of 15 seconds**. *Add both scores together*

