

TEST OF GROSS MOTOR DEVELOPMENT

Test Administration and Scoring Procedures

Time Requirements

During the collection of norms, approximately 15 minutes was required to assess one child. Testing time will vary with the age of the child and ability of the test administrator. Test administrators should have several balls available for the striking, catching, kicking, and throwing items to minimize the time spent on retrieval after each trial.

Testing Conditions

The testing environment should be arranged to minimize distractions and according to specific directions for each item. The equipment specified in each item is commonly found in motor skill programs and is listed in the directions for each item. Testing conditions should be arranged prior to beginning the test to help minimize administration time. A list of needed equipment is described below.

Student Record Book

- Masking tape, chalk, traffic cones, or other marking devices
- 4-6 inch light-weight ball
- Plastic bat
- 8-10 inch playground ball
- 6-8 inch sponge ball
- 8-10 inch plastic or slightly deflated playground ball
- Tennis ball

Students should wear rubber soled shoes for testing. This minimizes the chance of slipping and falling, thus promoting safety and maximum effort in performing many of the locomotor skills.

General Guidelines for Test Administration

The examiner can assure a reliable administration of the test by following several general guidelines.

1. Read the entire test to acquaint yourself with items, equipment, directions, and performance criteria.
2. Practice administering the test several times.
3. Establish rapport with the child. Initiate friendly conversation emphasizing how much fun he or she will have performing the skills. Encourage the student to give maximum effort. Using terms such as “throw hard” or “jump far” will promote the best efforts. For young children, explain that several of the skills may be too hard for them to perform and they are not expected to be good at everything. Provide positive reinforcement for effort in attempting to perform skills that are beyond their ability.
4. Although the test administrator should observe one student performing at a time, it may be more economical in terms of time to test two or three students together. As each child is assessed on an item, the other students are encouraged to watch and rest. If testing students in a group, alternate the sequence of individuals so that one student does not always go first or last.

Standard Procedures

Standardized procedures must be followed when the child’s scores are to be compared with available norms. If the examiner is not interested in comparing a student’s scores with the normative data, adaptations of the procedures with the performance criteria can be made to meet the unique needs of the

examiner. Instructional decisions can be made without reference to test norms. The following requirements are standard for administering each test item in an attempt to minimize any discriminatory practices:

1. Fill in the appropriate information on the cover sheet of the Student Record Book.
2. Precede assessment with an accurate demonstration and verbal request.
3. Provide a practice trial to assure that the student understands what to do.
4. Provide one additional demonstration when the student does not appear to understand the task.

Standard Scoring Criteria

Each gross motor skill includes three of four behavioral components that are presented as performance criteria. In general, these behaviors represent a mature pattern of the skills. The specific steps in scoring all items are listed below.

1. Require the subject to perform three trials of each gross motor skill.
2. Observe the student performing the skill and concentrate on the performance criteria.
3. Where the student performs a behavioral component two out of three trials correctly, mark a "1" in the appropriate box in the correct assessment column. Where the student does not perform a behavioral component two out of three trials correctly, mark "0." There are two separate columns provided for each of the assessment occasions. The student's initial assessment data should appear in the first column.

**Test of Gross Motor Development
PRO-ED
8700 Shoal Creek Blvd.
Austin, Texas 78757
512-451-3246**

Author: D. A. Ulrich

Subtest 1. Locomotor Skills

SKILL: Run

EQUIPMENT/CONDITIONS: A minimum of 50 feet of clear space and masking tape, chalk, or other marking device.

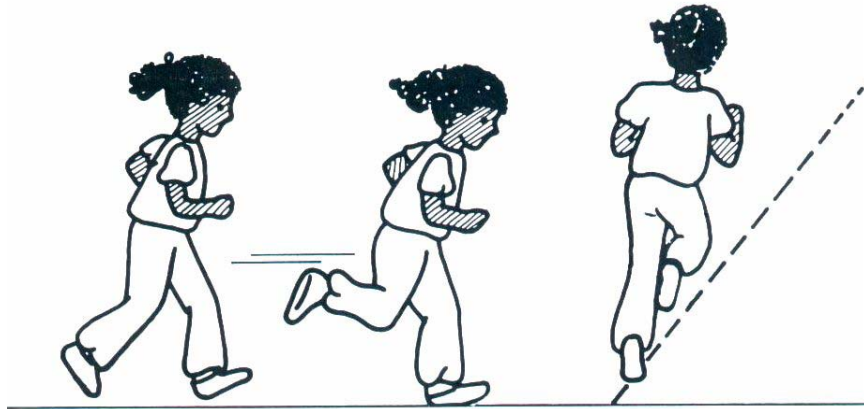
DIRECTIONS: Mark off two lines 50 feet apart. Instruct student to “run fast” from one line to the other.

PERFORMANCE CRITERIA:

- Brief period where both feet are off the ground.
- Arms in opposition to legs, elbows bent.
- Foot placement near or on line (not flat footed).
- Nonsupport leg bent approximately 90 degrees (close to buttocks).

1st

2nd



SKILL: Gallop

EQUIPMENT/CONDITIONS: A minimum of 30 feet of clear space.

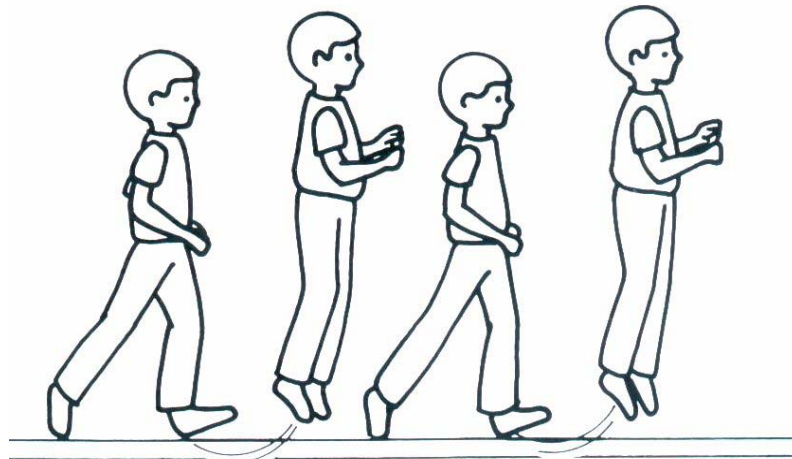
DIRECTIONS: Mark off two lines 30 feet apart. Tell student to gallop from one line to the other three times. Tell student to gallop leading with one foot and then the other.

PERFORMANCE CRITERIA:

- A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot.
- Brief period where both feet are off the ground.
- Arms bent and lifted to waist level.
- Able to lead with right and left foot.

1st

2nd



SKILL: Hop

EQUIPMENT/CONDITIONS: A minimum of 15 feet of clear space.

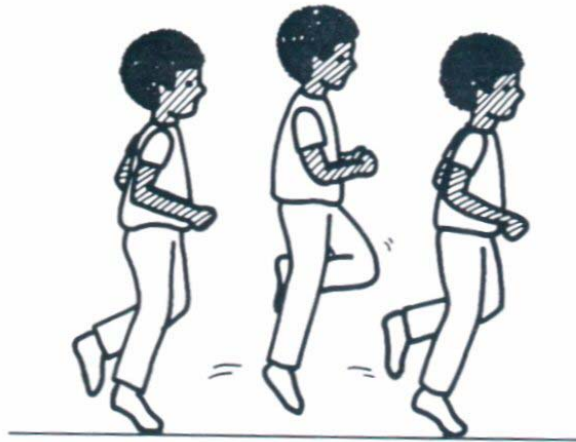
DIRECTIONS: Ask the student to hop three times, first on one foot and then on the other.

*This criteria does not require the performance of the other three.

PERFORMANCE CRITERIA:

- Foot of nonsupport leg is bent and carried in back of the body.
- Nonsupport leg swings in pendular fashion to produce force.
- Arms bent at elbows and swing forward on take off.
- Able to hop on the right and left foot.*

1st	2nd



SKILL: Leap

EQUIPMENT/CONDITIONS: A minimum of 30 feet of clear space.

DIRECTIONS: Ask the student to leap. Tell the student to take large steps by leaping from one foot to the other.

PERFORMANCE CRITERIA:

- Take off on one foot and land on the opposite foot.
- A period where both feet are off the ground (longer than running).
- Forward reach with arm opposite the lead foot.

1st	2nd



SKILL: Horizontal Jump

EQUIPMENT/CONDITIONS: A minimum of 10 feet of clear space and masking tape, or other marking device.

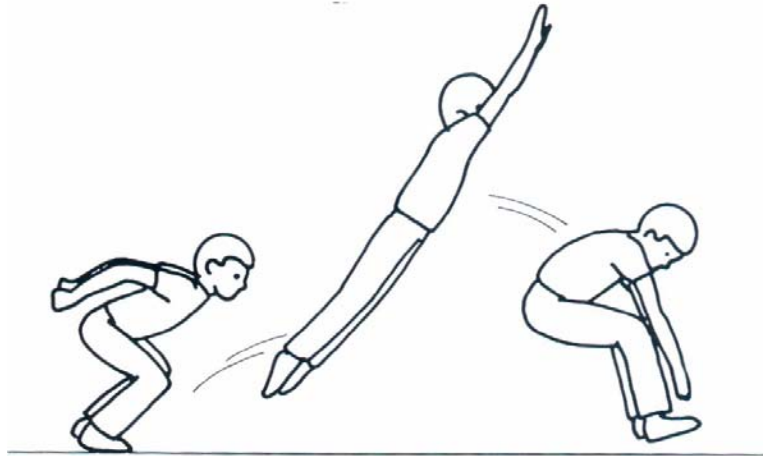
DIRECTIONS: Mark off a starting line on the floor, mat, or carpet. Have the student start behind the line. Tell the student to “jump far.”

PERFORMANCE CRITERIA:

- Preparatory movement includes flexion of both knees with arms extended behind the body.
- Arms extend forcefully forward and upward, reaching full extension above head.
- Take off and land on both feet simultaneously.
- Arms are brought downward during landing.

1st

2nd



SKILL: Skip

EQUIPMENT/CONDITIONS: A minimum of 30 feet of clear space and masking tape, or other marking device.

DIRECTIONS: Mark off two lines 30 feet apart. Tell the student to skip from one line to the other three times.

PERFORMANCE CRITERIA:

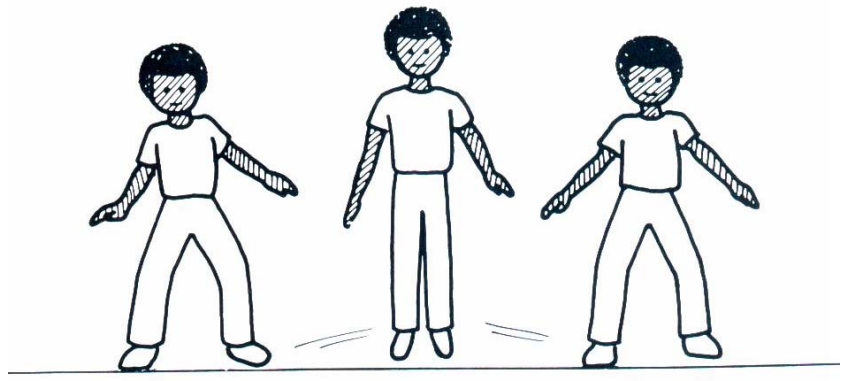
- A rhythmical repetition of the step-hop on alternate feet.
- Foot of nonsupport leg carried near surface during hop phase.
- Arms alternately moving in opposition to legs at about waist level.

1st

2nd

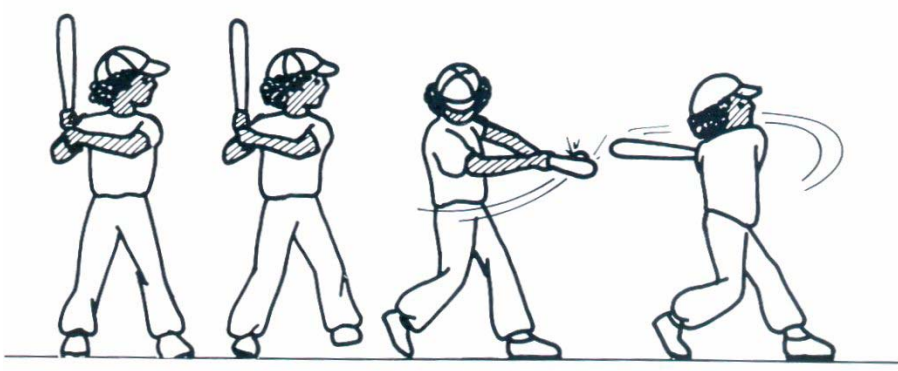


<p>SKILL: Slide</p> <p>EQUIPMENT/CONDITIONS: A minimum of 30 feet of clear space and masking tape, or other marking device.</p> <p>DIRECTIONS: Mark off two lines 30 feet apart. Tell the student to slide from one line to the other line three times facing the same direction.</p> <p>*This criteria does not require the performance of the other three.</p>	PERFORMANCE CRITERIA:		1st	2nd
	<ul style="list-style-type: none"> • Body turned sideways to desired direction of travel. • A step sideways followed by a slide of the trailing foot to a point next to the lead foot. • A short period where both feet are off the floor. • Able to slide to the right and to the left side.* 			



Subtest 2. Object Control Skill

<p>SKILL: Two-Hand Strike</p> <p>EQUIPMENT/CONDITIONS: A 4-6 inch light-weight ball and plastic bat.</p> <p>DIRECTIONS: Toss the ball softly to the student at about waist level. Tell the student to hit the ball "hard." Count only those tosses that are between the student's waist and shoulders.</p>	PERFORMANCE CRITERIA:		1st	2nd
	<ul style="list-style-type: none"> • Dominant hand grips bat above nondominant hand. • Nondominant side of body faces the tosser (feet parallel). • Hip and spine rotation. • Weight is transferred by stepping with front foot. 			



SKILL: Stationary Bounce

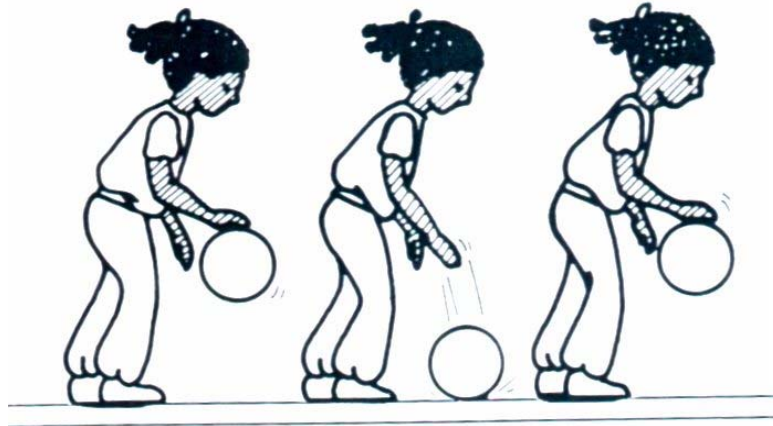
EQUIPMENT/CONDITIONS: An 8-10 inch playground ball and a flat hard surface.

DIRECTIONS: Tell the student to bounce the ball three times using one hand. Make sure the ball is not underinflated. Repeat three separate trials.

PERFORMANCE CRITERIA:

- Contact ball with one hand at about hip height.
- Pushes ball with fingers (not a slap).
- Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used.

1st	2nd



SKILL: Catch

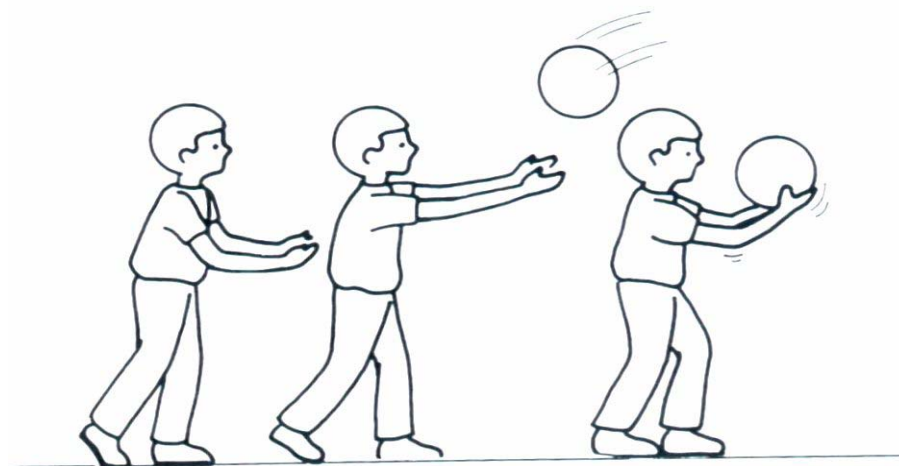
EQUIPMENT/CONDITIONS: A 6-8 inch sponge ball, 15 feet of clear space, masking tape or other marking device.

DIRECTIONS: Mark off two lines 15 feet apart. Student stands on one line and the tosser on the other. Toss the ball underhand directly to student with a slight arc, saying "catch it with your hands." Only count those tosses that are between student's shoulders and waist.

PERFORMANCE CRITERIA:

- Preparation phase where elbows are flexed and hands are in front of body.
- Arms extend in preparation for ball contact.
- Ball is caught and controlled by hands only.
- Elbows bend to absorb force.

1st	2nd



SKILL: Kick

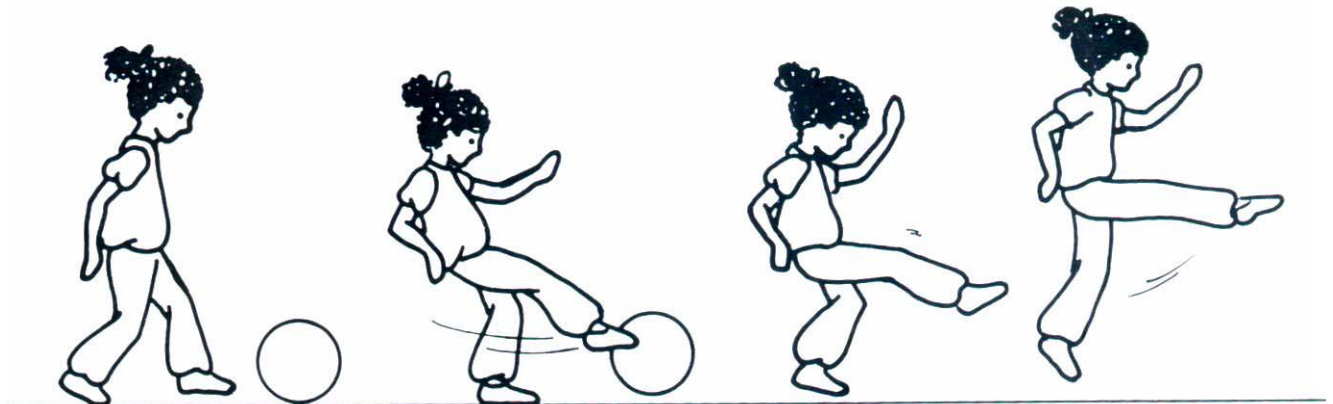
EQUIPMENT/CONDITIONS: An 8-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, masking tape or other marking device.

DIRECTIONS: Mark off one line 30 feet away from a wall and one that is 20 feet from the wall. Place the ball on the line nearest the wall and tell the student to stand on the other line. Tell the student to kick the ball "hard" toward the wall.

PERFORMANCE CRITERIA:

- Rapid continuous approach to the ball.
- The trunk is inclined backward during ball contact.
- Forward swing of the arm opposite kicking leg.
- Follow-through by hopping on nonkicking foot.

1st	2nd



SKILL: Overhand Throw

EQUIPMENT/CONDITIONS: A tennis ball, a wall, and 25 feet of clear space.

DIRECTIONS: Tell the student to throw the ball "hard" at the wall.

PERFORMANCE CRITERIA:

- A downward arc of the throwing arm initiates the windup.
- Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target.
- Weight is transferred by stepping with the foot opposite the throwing hand.
- Follow-through beyond ball release diagonally across body toward side opposite throwing arm.

1st	2nd

