

## Movement Skills: Locomotion

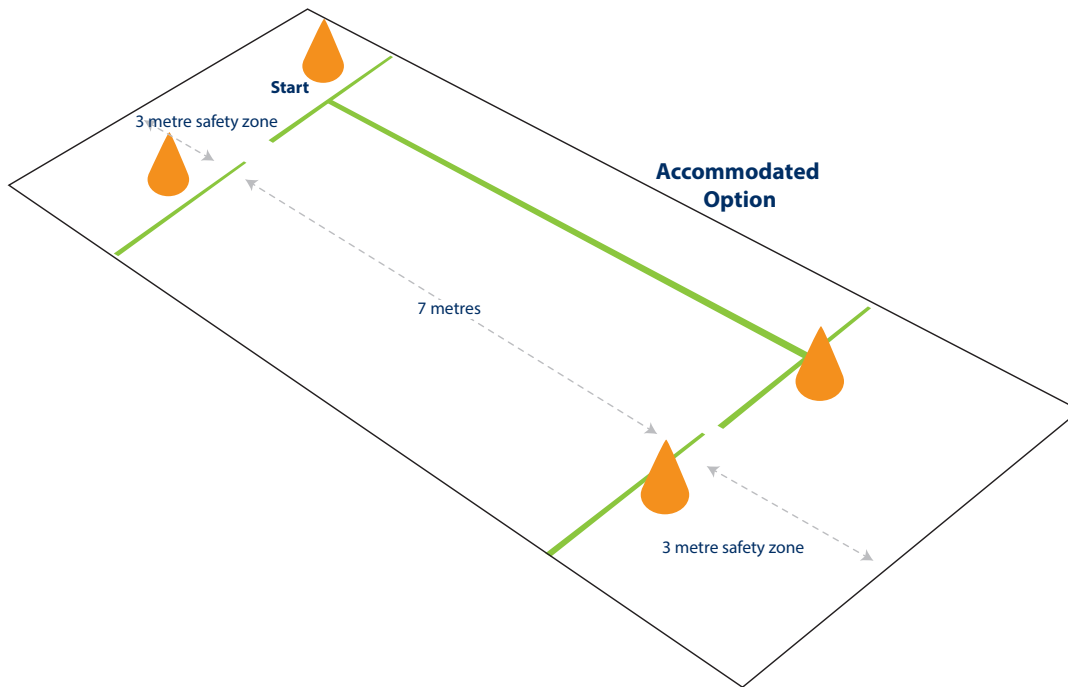
**Objective:** To assess the students' ability to run, stop and change direction in a controlled manner.

### EQUIPMENT:

<input type="checkbox"/> 13 m flat surface	<input type="checkbox"/> gym-friendly tape
<input type="checkbox"/> 2 cones	<input type="checkbox"/> 1 clipboard
<input type="checkbox"/> Measuring tape (10 m minimum)	<input type="checkbox"/> 1 assessment recording form
<input type="checkbox"/> 1 pencil	

**Set-Up:** Place two cones 7 metres apart on a flat, clean surface, free of obstacles or debris (e.g., gymnasium or multi-purpose room). It is important to measure exactly 7 metres every time for consistency. Placing gym-friendly tape on the floor is an option. Place one horizontal line at the start, one horizontal line at the 7 metre point and another vertical line connecting the two lines. If tape is used, ensure it is straight.

**For safety, ensure that at least 3 metres of open space is available on either end of the 7-metre lane** (i.e., the 7-metre mark should not be right up against a wall).

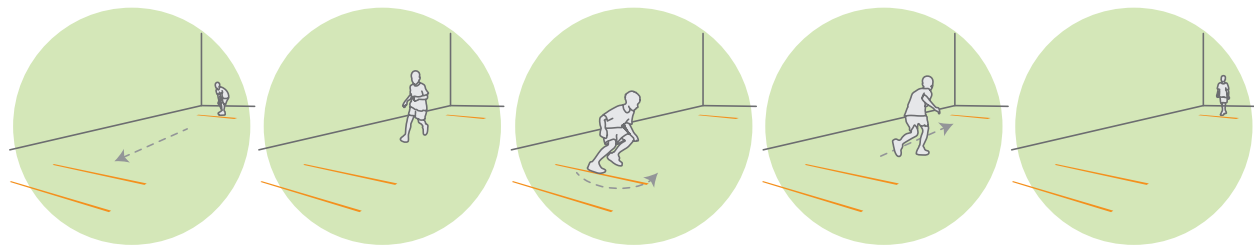


## Instructions:

Following these instructions there are various accommodations provided for the assessment. Providing students with a disability the opportunity to choose how they complete the assessment allows for a safe environment that increases participation levels for these students.

The student positions himself or herself behind the start line. On your prompt, the student is to move as fast as possible to the other line/cone. The student should then stop with control (i.e., without taking a lot of extra steps or rolls), turn around, and move quickly back.

The student will do this activity twice. After the first trial, the student may wish to change something about their movement technique based on what they have learned.



## Accommodation Options for Students with a Disability:

### SUGGESTED EQUIPMENT

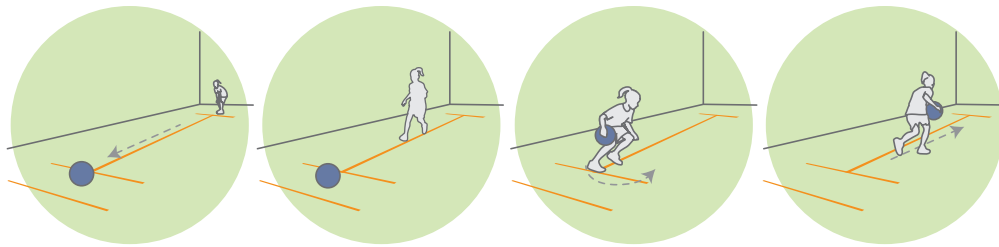
- |   |   |
|---|---|
| <input type="checkbox"/> Scooter Board      | <input type="checkbox"/> tether (e.g., short rope, towel)               |
| <input type="checkbox"/> Objects to collect | <input type="checkbox"/> skipping ropes (i.e. to create *tactile lines) |

**Set-Up:** Place two \*tactile lines 7 metres apart on a flat, clean surface, free of obstacles or debris (e.g., gymnasium or multi-purpose room). It is important to measure exactly 7 metres every time for consistency. Place one horizontal line at the start, one horizontal line at the 7 metre point and another vertical line connecting the two lines. If tape is used, ensure it is straight.

*\*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:

The student moves any way they can to touch a pylon or collect an item from the end line (a sensory prompt) and return to the start. The objective of the assessment can be achieved in a wheelchair the same way it is achieved by running.



## Additional Accommodation Options:

### Sensory

- The student has a partner who places a tether (a short rope or piece of towel) between them and guides the student on the course.

### Behavioural and/or Intellectual

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

## Assessment:

Observers are looking for

- a strong acceleration (speeding up)
- a well-planned slowing down suitable to the turn-around point
- a fluid turn-around with minimal movement past the turnaround point (students who are using wheelchairs should turn smoothly without reversing)
- an immediate re-acceleration after turn-around to running speed
- a deceleration to a controlled stop

Observers are looking for the **overall quality of competence** in this running movement sequence. Slight deviations from proper running form are permissible (for instance, arms may not be exhibiting perfectly reciprocal movements with legs). The observer is looking for signs of clumsiness (e.g., tripping, stumbling), signs of lack of balance (e.g., flailing arms, sliding, falling down) and overall smoothness or fluidity of the movement. Use the teacher rubric to determine the level the student achieves in each trial.

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.

**TEACHER RUBRIC**

Grades 4–6	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<b>Locomotion</b>	<p><b>Stumbles</b> on the start, and/or <b>trips or stumbles</b> during running in either direction.</p> <p>Is <b>unable to stop in a controlled manner</b> demonstrated by over-running the line or taking extra steps (stutter steps) when changing directions.</p> <p>A mature running* pattern is not evident.</p> <p>Exhibits various forms of locomotion including walking, jogging and running.</p>	<p>Either <b>stumbles</b> on the start OR <b>trips/ stumbles</b> when running in either direction.</p> <p><b>Stop is more controlled</b>, but there is evidence of ‘sliding’ or extra steps, with arm movements to maintain balance at turn.</p> <p>The student may over-shoot or under-shoot the turn-around point.</p> <p>The student jogs below a normal running speed.</p> <p>Mature running* pattern is developing.</p>	<p><b>Runs efficiently</b> to the line using <b>mature running pattern</b>.*</p> <p><b>Stops in control</b> at the turn-around point in a <b>fluid manner</b> (no extra steps, arms are relaxed and coordinated to the movement) and returns to the start line without stumbling or tripping.</p> <p>Speed is above jogging speed.</p> <p>The sequence appears fluid with a flow between each segment (start, stop, turn, start and final stop).</p>	<p><b>Sprints</b> to the line with a <b>mature running pattern</b>*.</p> <p><b>Stops in control</b>.</p> <p>Changes direction <b>smoothly</b> (both arms and legs).</p> <p><b>Sprints</b> to the finish line using a mature running pattern and makes a <b>controlled stop</b>.</p>

\* Mature running 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).