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|  **Domain: Physical Well-Being and Motor Development** |
| **Strand: Physical Education** |
| **Learning Progression: Coordination–Large Motor** |
| **Operational Definition: Becomes increasingly proficient in control, coordination, and balance of large muscles in locomotor and non-locomotor skills** |
|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |
| **Locomotor Skills** | Demonstrates a variety of locomotor skills with limited control, coordination, and balance (e.g., jumps down from a step with both feet). |  | Demonstrates a variety of locomotor skills with some control, coordination, and balance (e.g., hops on one foot a few times in a row). | Demonstrates a variety of locomotor skills with nearly complete control, coordination, and balance (e.g., hops on one foot several times, followed by several hops on other foot). | Demonstrates a variety of locomotor skills with complete control, coordination, and balance (e.g., hops sideways six steps; jumps and turns so that feet land in opposite direction from starting position). |
| **Non-Locomotor Skills** | Demonstrates a variety of non-locomotor skills with limited control, coordination, and balance (e.g., imitates standing on one foot while watching adult demonstration). |  | Demonstrates a variety of non-locomotor skills with some control, coordination, and balance (e.g., stands on tiptoes with hands overhead for a few seconds). | Demonstrates a variety of non-locomotor skills with nearly complete control, coordination, and balance (e.g., stands on one foot for several seconds). | Demonstrates a variety of non-locomotor skills with complete control, coordination, and balance (e.g., stands on each foot for several seconds with hands on hips). |
| **Spatial Awareness** | Demonstrates spatial awareness and limited coordination in using objects during active play (e.g., throws a ball underhand by moving arm down and back). |  | Demonstrates spatial awareness and some coordination in using objects during active play (e.g., throws a ball overhand by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). | Demonstrates spatial awareness and nearly complete coordination in using objects during active play (e.g., throws a ball overhand to hit a close target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). | Demonstrates spatial awareness and complete coordination in using objects during active play (e.g., throws a ball overhand to hit a distant target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). |

 **Physical Well-Being and Motor Development: Coordination–Large Motor Learning Progression**

**Locomotor Skills**

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| **Directions** | **Level Descriptors** | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they demonstrate locomotor skills.For each child, pay attention to the following details as you observe: * what the situation is that provides the opportunity for the child to demonstrate the locomotor skill
* what locomotor skill the child demonstrates (e.g., jumping, hopping)
* what skill level the child demonstrates
* how much control, coordination, and balance the child demonstrates when demonstrating the locomotor skill

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child demonstrates a variety of locomotor skills with limited control, coordination, and balance (e.g., jumps down from a step with both feet). | **Jessica—**Jessica walked up a short flight of stairs, using alternating feet on each step, but she placed both feet on each step as she walked down the stairs. |
| **3** | Child demonstrates a variety of locomotor skills with some control, coordination, and balance (e.g., hops on one foot a few times in a row). | **Lana—**Lana ran all the way around the playground, making sharp turns to avoid obstacles, using one hand to steady herself at times.  |
| **4** | Child demonstrates a variety of locomotor skills with nearly complete control, coordination, and balance (e.g., hops on one foot several times, followed by several hops on other foot). | **Haerin—**Haerin was challenged to a hopping contest by Charlie. The challenge was to see which of the two could get across the room the fastest by hopping on one foot. Haerin hopped across the room, periodically switching feet, and reached the opposite wall the fastest. |
| **5** | Child demonstrates a variety of locomotor skills with complete control, coordination, and balance (e.g., hops sideways six steps; jumps and turns so that feet land in opposite direction from starting position). | **Blake—**Blake skipped across the playground to where his friends were having a jump-rope contest. He easily jumped 15 times without missing and won the contest. |

**Non-Locomotor Skills**

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| **Directions** | **Level Descriptors** | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they demonstrate non-locomotor skills. For each child, pay attention to the following details as you observe: * what the situation is that provides the opportunity for the child to demonstrate the non-locomotor skill
* what non-locomotor skill the child demonstrates (e.g., standing on one foot or on tiptoes)
* what skill level of complexity the child demonstrates
* how much control, coordination, and balance the child demonstrates when demonstrating the non-locomotor skill

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child demonstrates a variety of non-locomotor skills with limited control, coordination, and balance (e.g., imitates standing on one foot while watching adult demonstration). | **Lorelai—**Lorelai posed leaning against her mother with her right foot raised up to scratch the back of her left leg. Though steady in that position, Lorelai wavered when her mother moved away, and she moved to standing on both feet. |
| **3** | Child demonstrates a variety of non-locomotor skills with some control, coordination, and balance (e.g., stands on tiptoes with hands overhead for a few seconds). | **Franky—**Franky and Kate were dancing “like ballerinas.” They stood on their tiptoes with hands overhead for a few seconds before bumping into each other and falling down laughing. |
| **4** | Child demonstrates a variety of non-locomotor skills with nearly complete control, coordination, and balance (e.g., stands on one foot for several seconds). | **Joaquin—**Joaquin was practicing yoga during a stretch session. He stood on one foot with his hands pressed together in front of his chest for several seconds, though he had to put his arms out a few times to re-steady himself. |
| **5** | Child demonstrates a variety of non-locomotor skills with complete control, coordination, and balance (e.g., stands on each foot for several seconds with hands on hips). | **Keiko—**During a story play, Keiko was pretending to be a statue. She stood in a position where she was standing on one foot with her hands on her hips for a few minutes during the performance. She switched between feet every once in awhile, standing on each for several seconds at a time. |

**Spatial Awareness**

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| **Directions** | **Level Descriptors** | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they demonstrate spatial awareness.For each child, pay attention to the following details as you observe: * what the situation is that provides the opportunity for the child to demonstrate spatial awareness
* what parts of the child’s body are engaged in the movement
* how much control, coordination, and balance the child demonstrates when demonstrating spatial awareness

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child demonstrates spatial awareness and limited coordination in using objects during active play (e.g., throws a ball underhand by moving arm down and back). | **Edith—**Edith tossed a stuffed toy to Paul when he requested it at naptime. She threw it underhand so that it landed gently on the cot. |
| **3** | Child demonstrates spatial awareness and some coordination in using objects during active play (e.g., throws a ball overhand by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). | **Victor—**Victor, Holly, and Lizzie were kicking a soccer ball back and forth. Victor kicked the ball to each girl, coordinating his whole body in the movement, but the girls had to move a few steps sideways in order to retrieve the ball each time. |
| **4** | Child demonstrates spatial awareness and nearly complete coordination in using objects during active play (e.g., throws a ball overhand to hit a close target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). | **Jill—**Jill was practicing throwing a ball at a target during recess. With well-coordinated arm movement, she threw the ball overhand, hitting close to the target. |
| **5** | Child demonstrates spatial awareness and complete coordination in using objects during active play (e.g., throws a ball overhand to hit a distant target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement). | **Stephanie—**Stephanie was playing soccer with some friends during recess. After dribbling down the small field, she got her body in position to shoot (putting her left foot next to the ball, eyeing her target, and getting her body in position so she could guide her foot to hit the ball). The ball glided easily through the small cones that marked the goalposts. |