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

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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** | | | | |
|  | **A** | **B** | **C** | **D** |
| **Locomotor Skills** | Moves body or body parts with increasing control. | Moves body through space. | Moves through space in upright position with limited coordination and balance on even, flat surfaces. | Demonstrates ability to move in upright position across a variety of surfaces. |
| **Non-Locomotor Skills** | Demonstrates increasing ability to control position of head. | Maintains seated position without support. | Demonstrates ability to be in upright position with limited balance (standing up). | Maintains balance while in stationary upright position (standing up) and demonstrates ability to bend down and reach for something from upright position although may still use support. |
| **Spatial Awareness** | Demonstrates awareness of parts of body. | Adjusts body or body parts to reach or control objects. | Explores how body and objects fit in relation to one another (e.g., attempts to fit body through an opening in a tunnel, adjusts soft block to fit through tunnel). | Adjusts the position of body or objects to move or fit in relation to one another. |

**Observational Rubric:** Locomotor Skills

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child moves body or body parts with increasing control. | **Bethany**—Bethany makes movements when I turn on music. |
| **B** | Child moves body through space. | **Daniel**—Daniel used his body to move toward a soft ball that rolled just out of his reach. |
| **Adaptations: Evidence Examples** | **Motor:** | **Maryann**—Maryann moved her body through space using an adapted scooter board by pulling with her arms and then pushing with her legs. Today, she used these pulling and pushing skills to scoot over to the rug where other children were playing. |
| **C** | Child moves through space in upright position with limited coordination and balance on even, flat surfaces. | **Mallory**—Mallory walked toward me without assistance, but when the tile floor turned to carpet, she grasped the side of the wall to steady herself before continuing to walk toward me. |
| **Adaptations: Evidence Examples** | **Motor:**  **Vision:** | **Tony**—Tony moved his body through space in an upright position using a walker. He placed both hands on his walker andkept his balance as he took a few steps forward on the cement outside toward the water table.  **Carrie**—Carrie traced her hands along the table to walk toward me without assistance when I encourage her to read a story with me. |
| **D** | Child demonstrates ability to move in upright position across different flat surfaces or some sloped surfaces. | **Ehli**—Ehli walked across the carpet and over the tumbling pad on the floor. He then grasped the railing and walked up a small ramp to the platform where I was seated. |
| **Adaptations: Evidence Examples** | **Motor:**  **Vision:** | **Paul**—Paul used his walker and was able to walk up the ramp toward the classroom door.  **Hilary**—Hilary used her cane today to walk across different surfaces on the playground moving from the grass to the asphalt on the bike path. |

**Observational Rubric:** Non-Locomotor Skills

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child demonstrates increasing ability to control position of head. | **Jacob**—Jacob briefly lifted his head today toward my voice while he was lying on his tummy. |
| **Adaptations: Evidence Examples** | **Motor:** | **Amy**—Amy held her head up briefly in midline and looked at me when I sang a song to her. She was secured in her special seat that gave her good trunk and hip support. |
| **B** | Child maintains seated position without support. | **Sylas**—Sylas sat in the middle of the carpet as he patted a large drum. |
| **C** | Child demonstrates ability to be in upright position with limited balance (standing up). | **Cate**—Cate stood for several seconds before reaching toward the table in front of her to help her reestablish her balance. |
| **Adaptations: Evidence Examples** | **Motor:** | **Ann**—Ann stood unassisted for a few seconds before reaching toward her walker. |
| **D** | Child maintains balance while in stationary upright position (standing up) and demonstrates ability to bend down and reach for something from upright position although may still use support. | **Brian**—Brian stood in the middle of the reading area looking at a book. He bent down and placed the book back on the bookrack and reached for another book on the floor. Brian grabbed the edge of the bookrack as he stood up and looked at me while communicating that he wanted me to read the book to him. |
| **Adaptations: Evidence Examples** | **Motor:** | **John**—John dropped his jacket today. Using his walker for support, he bent down with one hand on the walker and used the other hand to pick up his jacket. Then he stood back up. |

**Observational Rubric:** Spatial Awareness

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child demonstrates awareness of parts of body. | **Ani**—Ani looks at her hand as she moves it around. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Amy**—Amy batted at a toy that makes sound.  **Gregory**—Gregory watched the movement of his hands when placed in side-lying position. |
| **B** | Child adjusts body or body parts to reach or control objects. | **Roberto**—Roberto reached toward a large soft block on the floor. He wrapped his arms around the block, hugging it close to his body. |
| **Adaptations: Evidence Examples** | **Motor:** | **Kyle**—When I positioned Kyle on his tummy over a small wedge so that he could get his arms and hands out in front of him, he reached directly for a stuffed toy monkey that I placed in front of him. |
| **C** | Child explores how body and objects fit in relation to one another (e.g., attempts to fit body through an opening in a tunnel, adjusts soft block to fit through tunnel). | **Mona**—Mona moved toward the opening of a soft tunnel. When her head gently bumped into the opening of the tunnel, she crouched down lower and slithered through. |
| **Adaptations: Evidence Examples** | **Motor:** | **Joel**—Joel ducked his head down when he moved his wheelchair under the sheet we were raising up and down. |
| **D** | Child adjusts the position of body or objects to move or fit in relation to one another. | **Nathan**—Nathan picked up a large rectangular cushion from the floor and turned it lengthwise. He then placed the cushion on a low rectangular wooden bench and laid his body down on the cushion to read a book. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Nadine**—Nadine picked up several nesting blocks and explored their size and shapes. I physically guided her through nesting the blocks. She then nested several of the blocks inside one another by feeling the rims and insides of the blocks.  **Jamie**—Jamie climbed from the floor into the low side of a small cube chair and turned around to sit for circle time, while I held the chair so that it would not move. |