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

| **Domain:** **Physical Well-Being and Motor Development** |
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| **Strand: Physical Education** |
| **Learning Progression: Coordination–Small Motor** |
| **Operational Definition: Demonstrates the ability to use small muscles to perform fine motor skills in play and learning situations** |

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|  | **A** | **B** | **C** | **D** |
| **Tool and Object Manipulation** | Uses body to explore objects. | Uses part of body to manipulate objects. | Uses an object in a goal-directed way. | Manipulates tools/objects with limited control and coordination of hands, fingers, and wrists to perform fine motor tasks. |
| **Writing Tool Grasp** | Uses body to explore objects. |  | Adjusts hand before grasping and using an object. | Holds writing and drawing tools using a fisted grasp to make scribbles with large vertical strokes. |

**Observational Rubric:** Tool and Object Manipulation

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| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| (Same as Levels 1-5) | **A** | Child uses body to explore objects. | **Jamie**—Jamie appeared interested in a nearby ball and reached out to touch it. |
| **Adaptations: Evidence Examples** | **Vision:** | **Sam**—I put the soft bear in Sam’s hand, and he grasped it and touched it with his other hand. |
| **B** | Child uses part of body to manipulate objects. | **Alexia**—Alexia reached toward a small toy car, wrapped her fingers around it, and grabbed it. |
| **Adaptations: Evidence Examples** | **Vision:** | **Carly**—I helped Carly find the soundmaker that was on the table with her hand, and she grasped it and shook it. |
| **C** | Child uses an object in a goal-directed way. | **Jorge**—Jorge grasped a knobbed puzzle piece, turned it around in his hand, and then released it onto the puzzle board. |
| **Adaptations: Evidence Examples** | **Motor:** | **Kelly**—Kelly grasped the knobbed puzzle pieces and inserted them when provided wrist support. |
| **D** | Child manipulates tools/objects with limited control and coordination of hands, fingers, and wrists to perform fine motor tasks. | **Summer**—Summer held scissors with both hands and squeezed the handles together as the blades pressed down on the edge of a piece of paper I was holding for her, making a small cut on the edge of the paper. |
| **Adaptations: Evidence Examples** | **Motor:** | **Jenny**—When positioned in her chair with trunk and head support, Jenny picked up large buttons and placed them into piles. |

**Observational Rubric:** Writing Tool Grasp

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| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| (Same as Levels 1-5) | **A** | Child uses body to explore objects. | **Marco**—Marco appeared interested in a nearby ball and reached out to touch it. |
| **C** | Child adjusts hand before grasping and using an object. | **Marie**—Marie reached for the handle of a maraca with an open hand and then closed her fingers around the handle before picking it up and shaking it. |
| **Adaptations: Evidence Examples** | **Vision:** | **Veronica**—Veronica searched for a spoon on her tray. She found it with one hand and then adjusted her hand before grasping it with the other. |
| **D** | Child holds writing and drawing tools using a fisted grasp to make scribbles with large vertical strokes. | **Tyler**—Tyler grasped a large chunky marker in his fist and moved his arm up and down on the paper, making vertical marks on the page. |
| **Adaptations: Evidence Examples** | **Motor:** | **Kenny**—Kenny held a crayon and scribbled in a back-and-forth motion when he has good trunk support and is seated in his wheelchair. |