

Name \_\_\_\_\_  
 School/Agency Manchester College PEP  
 Sex: Male \_\_\_\_\_ Female X Grade 3

# TGMD

## TEST OF GROSS MOTOR DEVELOPMENT

Dale A. Ulrich

### TESTING INFORMATION

1ST TESTING				2ND TESTING			
	Year	Month	Day		Year	Month	Day
Date Tested	<u>2009</u>	<u>9</u>	<u>17</u>	Date Tested	<u>2009</u>	<u>11</u>	<u>5</u>
Date of Birth	<u>2001</u>	<u>9</u>	<u>14</u>	Date of Birth	<u>2001</u>	<u>9</u>	<u>14</u>
Chronological Age	<u>8</u>	<u>0</u>	<u>3</u>	Chronological Age	_____	_____	_____
<u>Mr. Trey Forbes</u> Examiner's Name				_____ Examiner's Name			
_____ Examiner's Title				_____ Examiner's Title			
_____ Purpose of Testing				_____ Purpose of Testing			

### RECORD OF SCORES

1ST TESTING				2ND TESTING			
Subtests	Raw Scores	%iles	Std. Scores	Subtests	Raw Scores	%iles	Std. Scores
Locomotor Skills	_____	_____	_____	Locomotor Skills	_____	_____	_____
Object Control Skills	_____	_____	_____	Object Control Skills	_____	_____	_____
Sum of Standard Scores = _____				Sum of Standard Scores = _____			
Gross Motor Development Quotient (GMDQ) = _____				Gross Motor Development Quotient (GMDQ) = _____			

### COMMENTS/RECOMMENDATIONS

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## LOCOMOTOR SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
RUN	50 feet of clear space, colored tape, chalk or other marking device	Mark off two lines 50 feet apart  Instruct student to "run fast" from one line to the other	<ol style="list-style-type: none"> <li>1. Brief period where both feet are off the ground</li> <li>2. Arms in opposition to legs, elbows bent</li> <li>3. Foot placement near or on a line (not flat footed)</li> <li>4. Nonsupport leg bent approximately 90 degrees (close to buttocks)</li> </ol>		
GALLOP	A minimum of 30 feet of clear space	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	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Brief period where both feet are off the ground</li> <li>3. Arms bent and lifted to waist level</li> <li>4. Able to lead with the right and left foot</li> </ol>		
HOP	A minimum of 15 feet of clear space	Ask student to hop 3 times, first on one foot and then on the other	<ol style="list-style-type: none"> <li>1. Foot of nonsupport leg is bent and carried in back of the body</li> <li>2. Nonsupport leg swings in pendular fashion to produce force</li> <li>3. Arms bent at elbows and swing forward on take off</li> <li>4. Able to hop on the right and left foot</li> </ol>	o	
LEAP	A minimum of 30 feet of clear space	Ask student to leap  Tell him/her to take large steps leaping from one foot to the other	<ol style="list-style-type: none"> <li>1. Take off on one foot and land on the opposite foot</li> <li>2. A period where both feet are off the ground (longer than running)</li> <li>3. Forward reach with arm opposite the lead foot</li> </ol>		
HORIZONTAL JUMP	10 feet of clear space, tape or other marking devices	Mark off a starting line on the floor, mat, or carpet  Have the student start behind the line  Tell the student to "jump far"	<ol style="list-style-type: none"> <li>1. Preparatory movement includes flexion of both knees with arms extended behind the body</li> <li>2. Arms extend forcefully forward and upward, reaching full extension above head</li> <li>3. Take off and land on both feet simultaneously</li> <li>4. Arms are brought downward during landing</li> </ol>		

### LOCOMOTOR SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
SKIP	A minimum of 30 feet of clear space, marking device	Mark off two lines 30 feet apart  Tell the student to skip from one line to the other three times	1. A rhythmical repetition of the step-hop on alternate feet	1	1
			2. Foot of nonsupport leg carried near surface during hop	1	1
			3. Arms alternately moving in opposition to legs at about waist level	1	1
SLIDE	A minimum of 30 feet of clear space, colored tape or other marking device	Mark off two lines 30 feet apart  Tell the student to slide from one line to the other three times facing the same direction	1. Body turned sideways to desired direction of travel	1	1
			2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot	1	1
			3. A short period where both feet are off the floor	1	1
			4. Able to slide to the right and to the left side	1	1
<b>LOCOMOTOR SKILLS SUBTEST SCORE</b>				25	26

### OBJECT CONTROL SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
TWO-HAND STRIKE	4-6 inch light-weight ball, plastic bat	Toss the ball softly to the student at about waist level  Tell the student to hit the ball hard  Only count those tosses that are between the student's waist and shoulders	1. Dominate hand grips bat above nondominant hand	1	1
			2. Nondominant side of body faces the tosser (feet parallel)	1	1
			3. Hip and spine rotation	1	1
			4. Weight is transferred by stepping with front foot	1	1
STATIONARY BOUNCE	8-10 inch playground ball, hard, flat surface (floor, pavement)	Tell the student to bounce the ball three times using one hand  Make sure the ball is not underinflated  Repeat 3 separate trials	1. Contact ball with one hand at about hip height	1	1
			2. Pushes ball with fingers (not a slap)	1	1
			3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used	1	1

## OBJECT CONTROL SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
CATCH	6-8 inch sponge ball, 15 feet of clear space, tape or other marking device	Mark off 2 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 and tell him/her to "catch it with your hands." Only count those tosses that are between student's shoulders and waist.	1. Preparation phase where elbows are flexed and hands are in front of body	1	1
			2. Arms extend in preparation for ball contact	1	1
			3. Ball is caught and controlled by hands only	1	1
			4. Elbows bend to absorb force	1	1
KICK	8-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, tape or other marking device	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.	1. Rapid continuous approach to the ball	1	1
			2. The trunk is inclined backward during ball contact	1	1
			3. Forward swing of the arm opposite kicking leg	1	1
			4. Following-through by hopping on nonkicking foot	1	1
OVERHAND THROW	3 tennis balls, a wall, 25 feet of clear space	Tell student to throw the ball "hard" at the wall	1. A downward arc of the throwing arm initiates the windup	1	1
			2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target	1	1
			3. Weight is transferred by stepping with the foot opposite the throwing hand	1	1
			4. Following-through beyond ball release diagonally across body toward side opposite throwing arm	1	1
<b>OBJECT CONTROL SKILLS SUBTEST SCORE</b>				19	19