

## Movement Skills: Object Manipulation

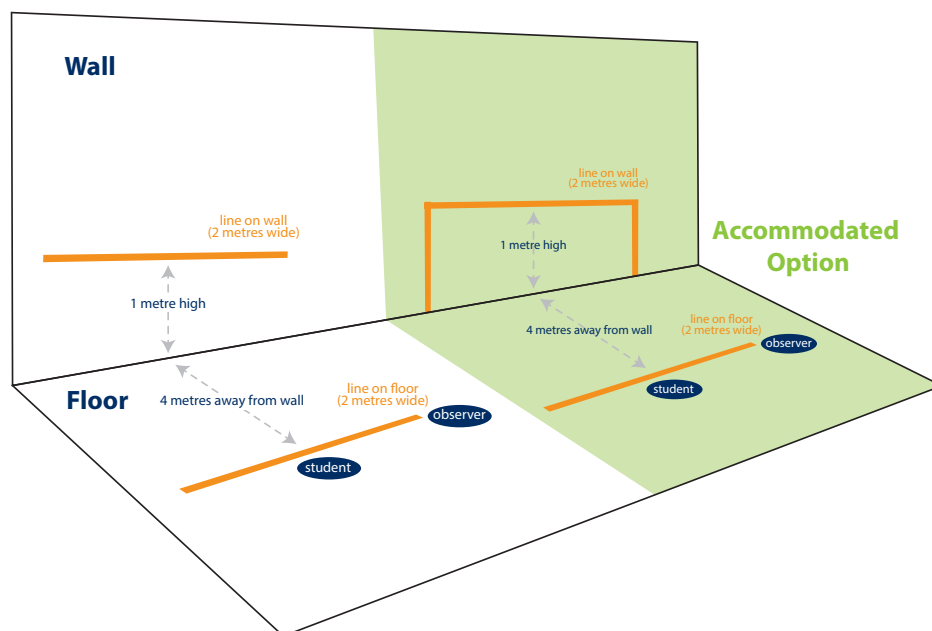
**Objective:** To assess the students' object control and manipulation skills using tasks that involves both the upper and lower body and a ball.

**Rationale:** Students in grades 3-6 should have acquired the ability to kick (or send) a ball at either a target (e.g., net) or to a person when the ball is stationary or dropped from the hands. The purpose of having the target line 1 metre off the floor is to require a certain level of power and accuracy. Also, having the target line at this height requires minimal kicking technique. This assessment involves two kicks: a place kick (while the object is stationary) and a dynamic kick (while the object is in motion). If the student successfully completes the stationary kick on the first attempt, he or she attempts the dynamic kick.

### EQUIPMENT:

<input type="checkbox"/> flat, non-slip surface	<input type="checkbox"/> 1 clipboard
<input type="checkbox"/> clear wall space (i.e., no nets, boards or attachments)	<input type="checkbox"/> 1 pencil
<input type="checkbox"/> 1 saucer cone or masking tape roll	<input type="checkbox"/> gym-friendly tape (for line marked horizontally on the wall)
<input type="checkbox"/> 1 multi-purpose ball (25 cm)	

**Set-Up:** Ensure that the gymnasium floor is clear of debris and obstacles. Using gym-friendly tape, place a line on the floor that runs parallel to the wall. This line should be 4 metres away from the wall and 2 metres long. Opposite the line on the floor, tape a horizontal line on the wall. This line should be 1 metre up from the floor and 2 metres long.



## Instructions:

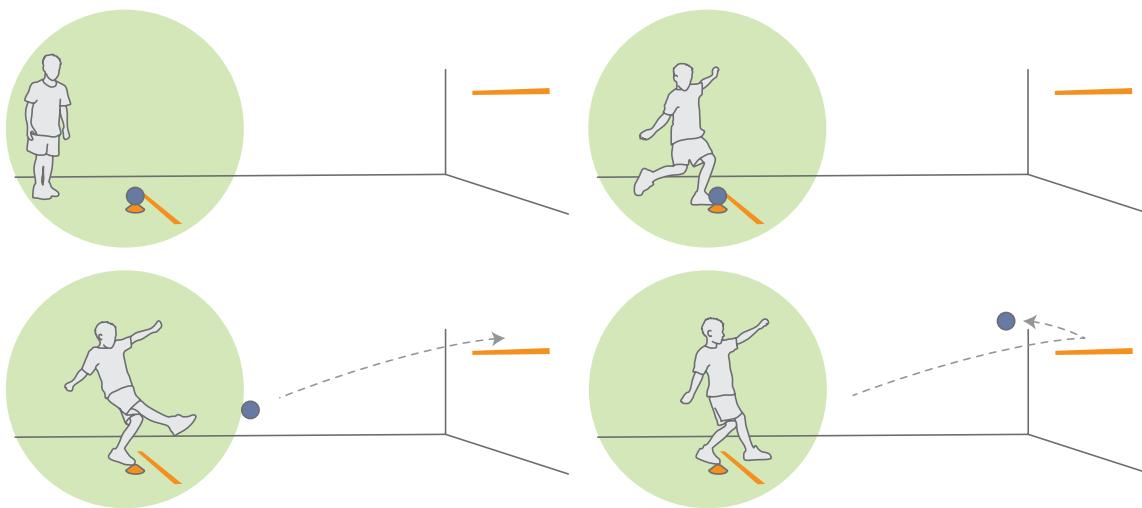
*Following these instructions there are various accommodations provided for the assessment. Providing students with a disability the opportunity to choose how they complete the assessment allows for a safe environment that increases participation levels for these students.*

Students work with a partner. The partner provides support and feedback as needed. The student is not sending the object for distance or speed – rather to achieve the object rising above the target line on the wall.

### Kick One – Place Kick

The student kicks a ball that is stationary on the floor (with a saucer cone or masking tape roll - something to hold the ball in place) from a position 4 metres from the wall. The student should aim to have the ball hit the wall above the target line. **Allow one practice trial** before the assessment trials.

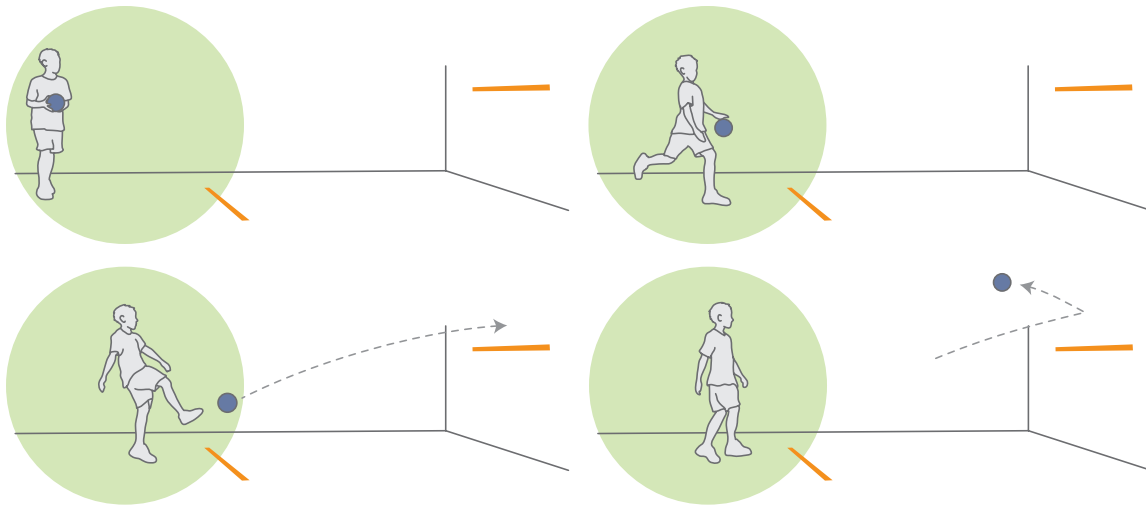
If the student successfully kicks the ball above the target line on the first trial, move to Kick Two. If the student is not successful, have the student attempt the place kick a second time.



### Kick Two – Punt Kick

The student stands behind the line 4 metres away from the wall. The student holds the ball in his or her hands, steps forward, releases the ball and kicks it without letting it hit the ground first. The student should aim to punt the ball above the target line on the wall. **Allow one practice trial** before the assessment trials.

If the student successfully punts the ball above the target line on the first trial, the student tries a second time. If the student is not successful, the assessment is finished.



## Accommodation Options for Students with a Disability:

### SUGGESTED EQUIPMENT:

- |   |   |
|---|---|
| <input type="checkbox"/> gym-friendly tape                              | <input type="checkbox"/> foam implement |
| <input type="checkbox"/> skipping ropes (i.e. to create *tactile lines) | <input type="checkbox"/> audible ball   |

*\*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).*

**Set-up:** Tape a line down to the floor on either side of the horizontal lines already on the wall to create a box target.

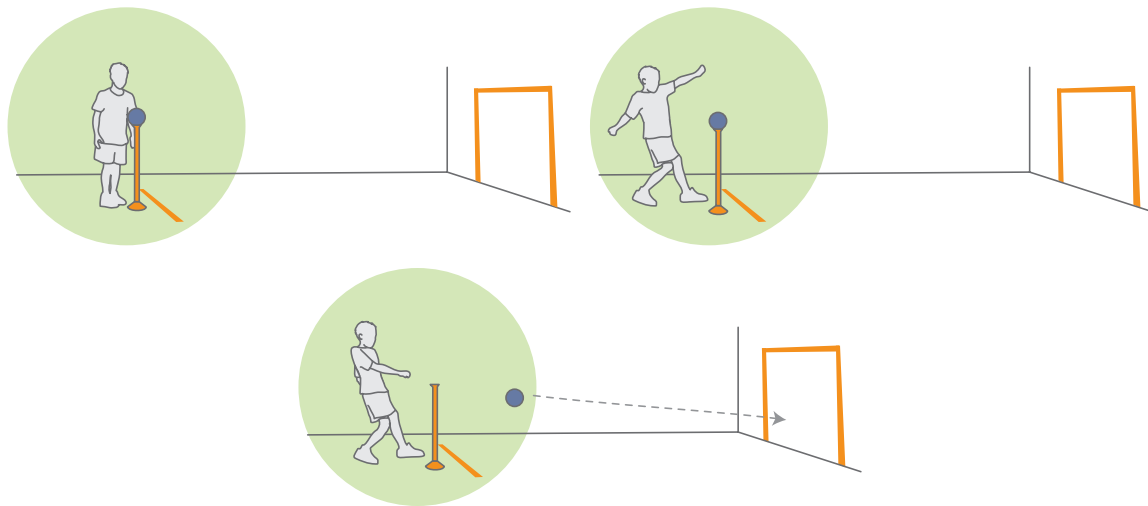
**Note:** If a student who is participating in the accommodated option of the assessment is having difficulty sending the ball from the 4m line, allow them to send the ball from a closer distance and make a note of the distance in the notes section of the recording form and also when entering data on the website.

### Instructions:

#### Send One – Stationary Send

Students position themselves behind the line on the floor and aim to hit the ball inside the target box. Model different ways the ball can be sent away from the body (e.g., use a tee and hit the ball with an arm or implement). Allow one practice trial before the assessment trials.

If the student successfully sends the ball into target box on the first trial, move to Send Two. If the student is not successful, have the student attempt the stationary send a second time.



### Additional Accommodation Options:

#### Motor

- The student has a partner provide support with stability

#### Sensory

- The students has a partner that taps the target for an auditory cue and provide verbal feedback to help describe the result
- The student uses an auditory ball to complete the send

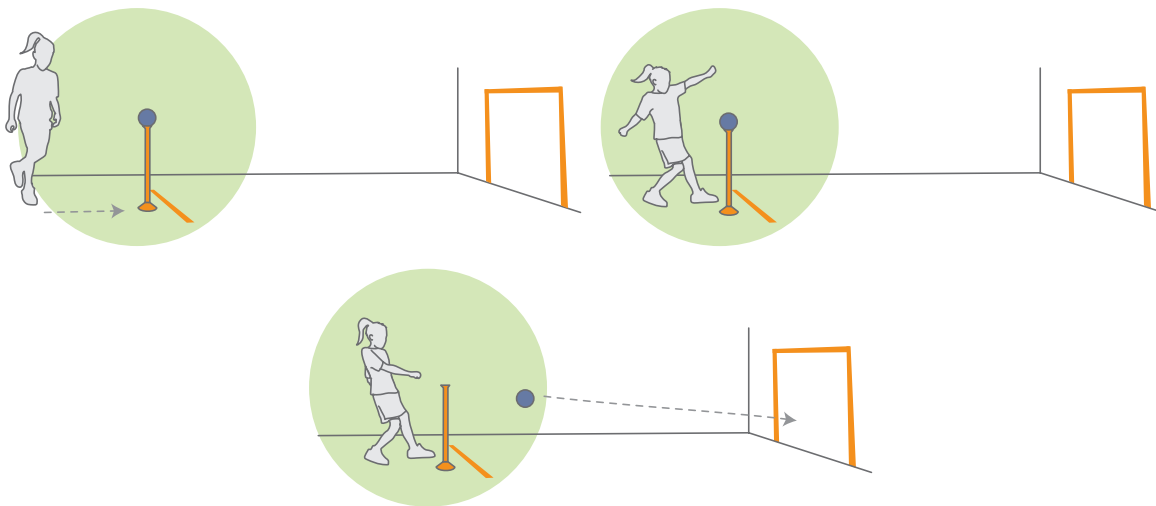
#### Behavioural and/or Intellectual

- Model the assessment first

#### Send Two – Dynamic Send

The student is behind the line 4 metres away from the wall. The student moves forward, or has a partner throw the ball toward them, and aims to hit the ball inside the target box with an arm or implement while their body is in motion. Allow one practice trial before the assessment trials.

If the student successfully sends the ball into the target box on the first trial, the student tries a second time. If the student is not successful, the assessment is finished.



### Additional Accommodation Options:

The additional accommodations for the stationary send and dynamic send are the same (see above).

### Assessment:

Place a check for every successful trial. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

**Kick One / Send One:** Observers are looking for the student to step/move forward with the opposite foot/side of the body, make solid contact with the ball (no stumbling or tripping) and kick (or send) the ball to the target (over the line or in the target box for the accommodated option). If the student sends the ball to the target on the first trial, move on to Kick Two/Send Two. **If the student is unsuccessful in the first trial, he or she completes the second trial of the place kick/stationary send (but does not move on to Kick Two/Send Two regardless of the outcome of the trial).**

**Kick Two / Send Two:** Observers are looking for the student to release the ball from his or her hands in a controlled manner, make contact with the ball in a controlled manner (before it hits the ground) and punt (or send) the ball to the target (over the line or in the target box for the accommodated option). If the student **does not** punt (or send) the ball to the target on the **first trial**, record as **Developing**. The student has completed the assessment. If the student **does** punt (or send) the ball over the line or in the target box on the first trial, the student tries a second time. If, on the second trial, the student is unsuccessful, record as **Acquired**. If the student successfully punts (or sends) the ball over the line or in the target box **on both trials**, record as **Accomplished**.

**Note:** Kicking (or sending) the ball wide of the 2-meter-long tape or to the ceiling is a lack of object manipulation.

### TEACHER RUBRIC

Grades 4–6	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Object Manipulation	<p><b>Place Kick / Stationary Send</b></p> <p>Does <b>not</b> kick (or send) the ball on or above the line (or in the target box) in either of the two placed kick (or send) attempts.</p>	<p><b>Place Kick / Stationary Send</b></p> <p>Kicks (or sends) the ball on or over the line (or in the target box) for <b>1 of the 2</b> attempts using a <b>suitable send technique</b> where the student steps forward with opposite foot, makes contact with the ball with top of the foot (or implement).</p> <p>Minimal stumbling or loss of balance upon recovery/post contact with ball.</p> <p><b>Punt Kick / Dynamic Send</b></p> <p>Student tries the punt kick (or dynamic send) but is not successful on the first trial.</p>	<p><b>Punt Kick / Dynamic Send</b></p> <p>Successfully <b>performs the first</b> punt kick (or dynamic send) on or over the line (or in the target box) <b>using suitable form</b>, consisting of stepping forward with opposite foot, releasing the ball and making contact with the ball with the foot (or implement) before the ball hits the ground.</p> <p>Ball hits the wall on or above the line (or in the target box) generally in front of the student (not directed laterally or toward ceiling).</p>	<p><b>Punt Kick / Dynamic Send</b></p> <p>Successfully <b>performs</b> punt kick (or dynamic send) on or over the line (or in the target box) <b>twice</b>.</p> <p>Whole movement is executed in a smooth motion with balance maintained throughout with good bilateral coordination.</p>

### ASSESSMENT TABLE

**Emerging** - The first and second trials for **place** kick (or stationary send) are unsuccessful (two assessments in total).

**Developing** - The first trial for **place** kick (or stationary send) is unsuccessful – the second trial for **place** kick (or stationary send) is successful (two assessments in total).

**Developing** - The first trial for **place** kick (or stationary send) is successful - the first trial for **punt** kick is unsuccessful (two assessment in total).

**Acquired** - The first trial for **place** kick (or stationary send) is successful - the first trial for **punt** kick (or dynamic send) is successful - the second trial for **punt** kick (or dynamic send) is unsuccessful (three assessments in total).

**Accomplished** - The first trial for **place** kick (or stationary send) is successful - the first and second trials for **punt** kick (or dynamic send) are successful (three assessments in total).