CALI – Functional Skills for Independence Domain: Motor Skills
Scoring Protocol ­­― Level 1

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Setting: |
| Name of Assessor: | Dates: |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Motor Skills.*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Structured Assessment

* Record the learner’s performance in the scoring protocol. Specific instructions in regard to scoring each section can be found in the scoring protocol.
* Mark according to your knowledge of developmental norms for the particular task (i.e., performance of same aged-peers) unless otherwise indicated.
* Confirmation: if you suspect that the learner’s skills for an item might have been overestimated in the context of the assessment, follow up with the parent/guardian or caregiver/teacher to determine whether the result is an accurate reflection of the learner’s ability to demonstrate de skill.

Interview

* Record responses in the scoring protocol.
* **Confirmation**: for skills, evaluated through an interview, that require further assessment or observation to obtain a more complete picture of the learner’s capabilities, observe the learner in their natural environment or set up an opportunity to observe them demonstrate a particular skill. If such an observation is impossible, seek further information from an individual who has observed the learner demonstrate the skill.

Notes

* Record observations such as the learner’s strengths and challenges, specific materials used to assess the item, behaviour, information about the type of support required for the learner to demonstrate the skill, and other relevant information.

Structured Assessment

3.1 Motor Skills

| Learner’s name: | Age: | DOB: |
| --- | --- | --- |
| Name of Assessor: |  |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no more than one prompt
* **With support**: the learner demonstrates the skill, but needs assistance to do so. Indicate the type of support needed:
	+ **PP:** physical prompt
	+ **GP:** gestural prompt
	+ **VP:** verbal prompt
	+ **Other:** other forms of support such as modeling (demonstrating the expected response so that the learner can imitate you), visual (using pictures, drawings, or objects to illustrate the expected response); textual (using written words to indicate the expected response), etc.
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 and the learner is unable to complete the first item independently, administer the previous set.

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| 3.1.1 Gross Motor Skills |
| Does the learner? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| PP | GP | VP | Other  |
| Set 1 |
| Reach for items |  |  |  |  |  |  |  |  |
| Crawl in various directions |  |  |  |  |  |  |  |
| Support self in standing position |  |  |  |  |  |  |  |
| Sit  |  |  |  |  |  |  |  |
| Stand |  |  |  |  |  |  |  |
| Transition in and out of seated and standing positions |  |  |  |  |  |  |  |
| Squat   |  |  |  |  |  |  |  |
| Kneel and bend  |  |  |  |  |  |  |  |
| Walk |  |  |  |  |  |  |  |
| Push an object |  |  |  |  |  |  |  |
| Pull an object |  |  |  |  |  |  |  |
| Balance on one foot |  |  |  |  |  |  |  |
| Balance and move from one foot to the other  |  |  |  |  |  |  |  |
| Balance on a beam |  |  |  |  |  |  |  |
| Use stairs |  |  |  |  |  |  |  |
| Run and hop |  |  |  |  |  |  |  |
| Skip and jump in place |  |  |  |  |  |  |  |
| Step and jump over obstacles |  |  |  |  |  |  |  |
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| Set 2 |

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| Roll a ball |  |  |  |  |  |  |  |  |
| Bounce a ball |  |  |  |  |  |  |  |
| Throw a ball |  |  |  |  |  |  |  |
| Catch a ball |  |  |  |  |  |  |  |
| Kick a ball |  |  |  |  |  |  |  |
| Strike a ball with a bat or racquet |  |  |  |  |  |  |  |

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| 3.1.2 Fine Motor Skills |
| Does the learner? | Independently | With Support | Does not demonstrate |  Confirmation | Notes |
| PP | GP | VP | Other  |
| Set 1 |
| Grasp and hold objects |  |  |  |  |  |  |  |  |
| Reach for, retrieve, and release objects with their whole hand |  |  |  |  |  |  |  |
| Transfer objects from one hand to the other |  |  |  |  |  |  |  |
| Inspect objects by manipulating and using them |  |  |  |  |  |  |  |
| Stack objects |  |  |  |  |  |  |  |
| Complete independent activities that requires whole hand movements (shape sorter, large puzzle pieces, push button) |  |  |  |  |  |  |  |
| Open and close door using various door handles |  |  |  |  |  |  |  |
| Open a jar with a screw top |  |  |  |  |  |  |  |
| Close a jar with a screw top |  |  |  |  |  |  |  |
| Open and close food packages with and without the use of tools |  |  |  |  |  |  |  |
| Complete activities that requires a pincer grasp:  |  |  |  |  |  |  |  |
| * Reach for, retrieve, and release objects
 |  |  |  |  |  |  |  |
| * String beads
 |  |  |  |  |  |  |  |
| * Insert a single piece inset puzzle
 |  |  |  |  |  |  |  |
| * Open clothespin
 |  |  |  |  |  |  |  |
| * Pick up small item and put them in a container
 |  |  |  |  |  |  |  |
| Assemble and dissemble parts of an object or activity (e.g., craft, blocks) |  |  |  |  |  |  |  |
| Laces shoes |  |  |  |  |  |  |  |
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| Set 2 |

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| Use the index finger to point, push, and follow a line |  |  |  |  |  |  |  |  |
| Grasp, hold and scribble with pencil or crayons  |  |  |  |  |  |  |  |
| Colour within a boundary  |  |  |  |  |  |  |  |
| Trace (e.g. trace over dotted lines) |  |  |  |  |  |  |  |
| Copy |  |  |  |  |  |  |  |
| Draw |  |  |  |  |  |  |  |
| Cut with scissors |  |  |  |  |  |  |  |
| Fold paper in half  |  |  |  |  |  |  |  |
| Fold paper in threes |  |  |  |  |  |  |  |
| Crumple paper  |  |  |  |  |  |  |  |
| Turn pages of a book |  |  |  |  |  |  |  |
| Pick up and hold simple tools |  |  |  |  |  |  |  |
| Pick up and hold pencil correctly |  |  |  |  |  |  |  |
| Paint using hands and brushes |  |  |  |  |  |  |  |

Interview

Motor Skills

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| --- | --- |
| Learner’s name: | Interviewee’s name: |
| Date: | Relationship to learner: |

3.1.1 Gross Motor Skills

What types of *outdoor equipment* does the learner use at home or at the park (e.g., swings, tricyle, bicycle, scooter, etc.)? What do they do independently? What do they do with support? What type of support is needed?

What *sports* is the learner involved in outside of school (individual and group)? What do they do independently? What do they do with support? What type of support is needed?

What other *group activities or games* does the learner participate in outside of school? What do they do independently? What do they do with support? What type of support is needed?

Is the learner involved with an organization such as Special Olympics (if appropriate for the learner)?