COMPASS

LOCOMOTOR SUBSCALE

Hop

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Was the hanging leg's knee bent 90 degrees or less, with a vertical thigh? — YES	Did the hanging leg's foot swing across the support leg's line like a pendulum? — YES	4 Proficient
	Did the hanging leg's foot swing across the support leg's line like a pendulum? — NO	3 Developing
Was the hanging leg's knee bent 90 degrees or less, with a vertical thigh? — NO	Was the hanging leg held in front of the body? — NO	2 Emerging
	Was the hanging leg held in front of the body? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

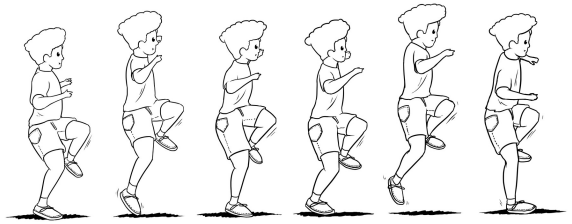
- Create a 15-foot travel lane with cones.
- Tape starting and ending lines on the floor, with a cone 1 foot before each line.
- Stand perpendicular to the lane so you can see both ends.

SAY TO THE CHILD

- I want to see you hop on one leg. Choose the leg you like best.
- Start at the starting line and don't stop until you pass the ending line, then come back on the same leg.
- This is not a race; show your best form.
- Watch as I demonstrate.

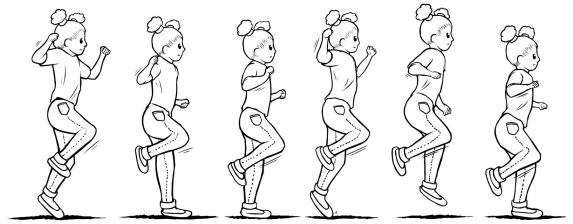
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).



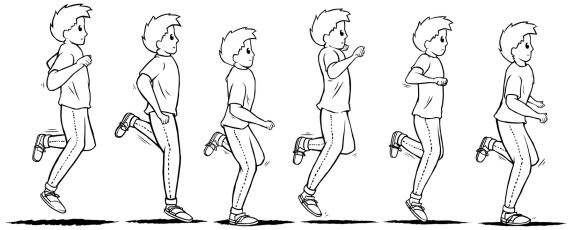
1 Initial

The hanging leg is held in front of the body.



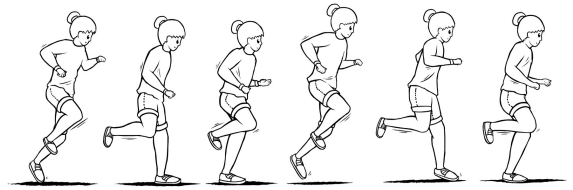
2 Emerging

The knee is bent, with the foot of the hanging leg held near the buttocks.



3 Developing

The hanging leg is held back, with the thigh vertical.



4 Proficient

Like Level 3, but the foot of the hanging leg swings across the line of the support leg like a pendulum.

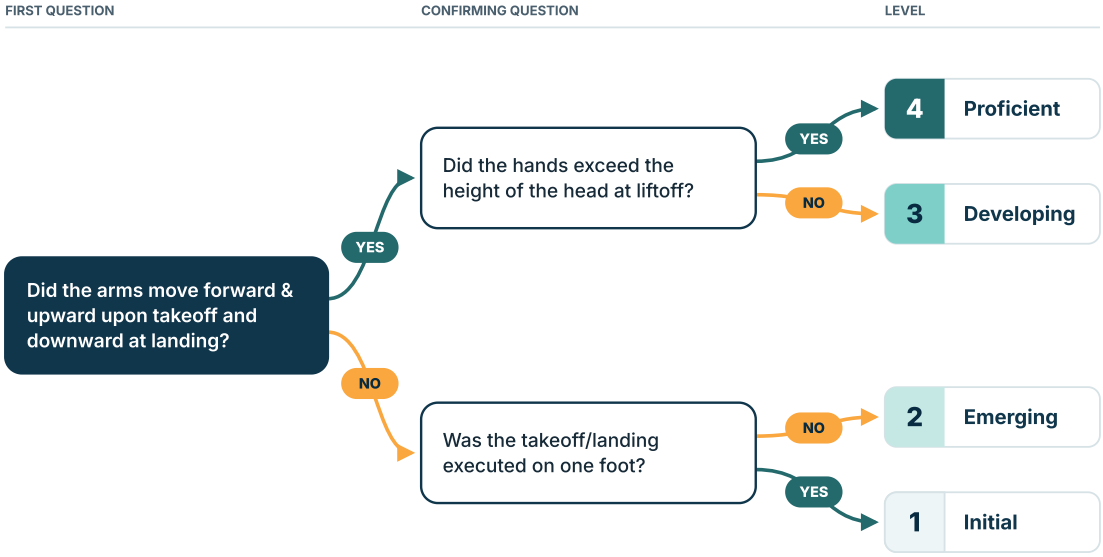
Updated 17 Nov 2026

COMPASS

LOCOMOTOR SUBSCALE

Horizontal jump

Child ID _____



Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

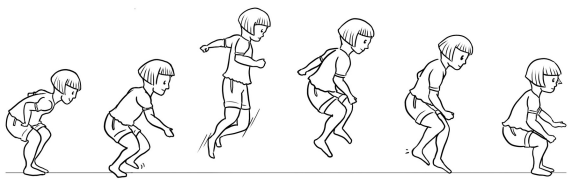
- Tape two parallel lines on the floor, 2 feet apart.
- Stand perpendicular to the jump, facing the side of the child.

SAY TO THE CHILD

- I want to see you jump forward over the second line using both feet.
- Walk up to the first line and stop completely. Then jump as far as you can over the second line.
- Use both feet to take off and land. Then walk back and do it again.
- There is no rush; show your best jump. Watch as I demonstrate.

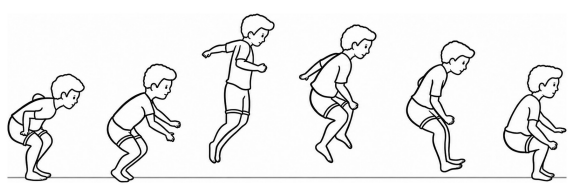
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- The child must stop completely behind the line before jumping.



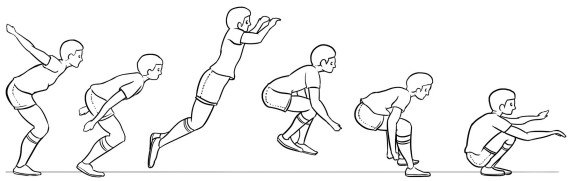
1 Initial

The arm action is inconsistent with no defined pattern, sometimes motionless. Takeoff and/or landing is on one foot.



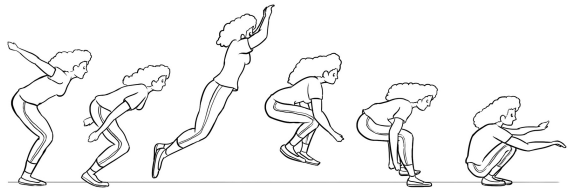
2 Emerging

The arm action may still be inconsistent, but takeoff and landing are on both feet.



3 Developing

The arms move forward and upward at takeoff and downward at landing, but the hands do not go above the head at liftoff.



4 Proficient

Like Level 3, but the hands rise above the head at liftoff.

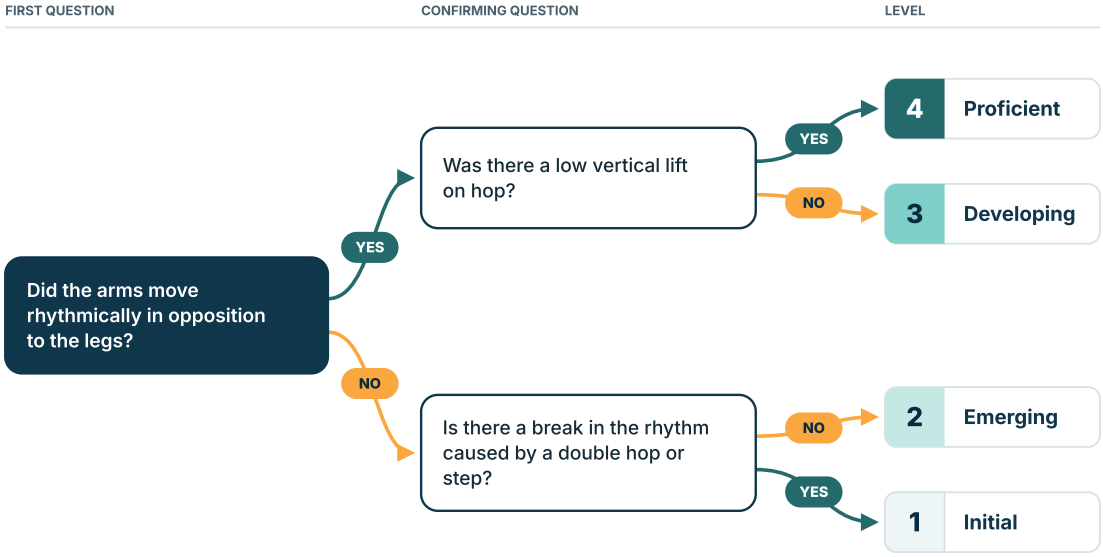
Updated 17 Nov 2026

COMPASS

LOCOMOTOR SUBSCALE

Skip

Child ID _____



Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

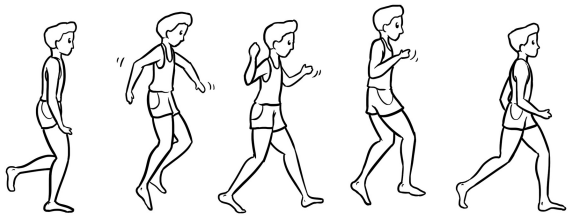
- Create a 15-foot travel lane with cones.
- Tape starting and ending lines on the floor, with a cone 1 foot before each line.
- Stand perpendicular to the lane so you can see both ends.

SAY TO THE CHILD

- I want to see you skipping.
- Start at the starting line and don't stop until you pass the ending line.
- This is not a race; show your best form.
- Watch as I demonstrate.

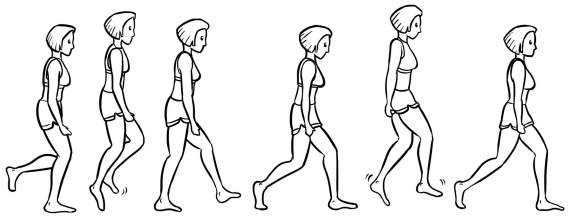
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).



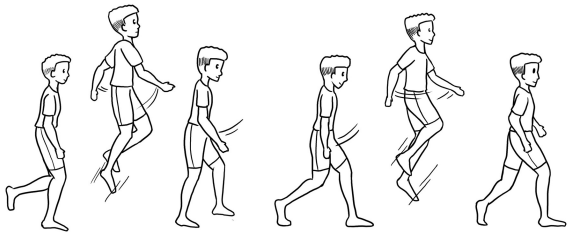
1 Initial

The arm action is inconsistent with no defined pattern. The rhythm is broken by a double hop or step.



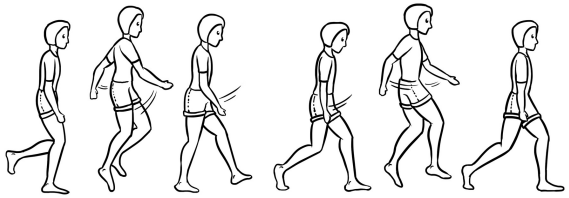
2 Emerging

The arm action may improve but is still inconsistent and often motionless. The feet are well coordinated, without a double hop or step.



3 Developing

The arms move rhythmically in opposition to the legs, but there is an exaggerated vertical lift on the hop.



4 Proficient

The arms move rhythmically in opposition to the legs, and the vertical lift on the hop is low.

Updated 17 Nov 2026

COMPASS

LOCOMOTOR SUBSCALE

Vertical jump

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Did the arms move backward during preparation? — YES	Did one arm reach upward at the flight's peak while the other swung downward? — YES	4 Proficient
	Did one arm reach upward at the flight's peak while the other swung downward? — NO	3 Developing
Did the arms move backward during preparation? — NO	Was the takeoff/landing executed on one foot? — NO	2 Emerging
	Was the takeoff/landing executed on one foot? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

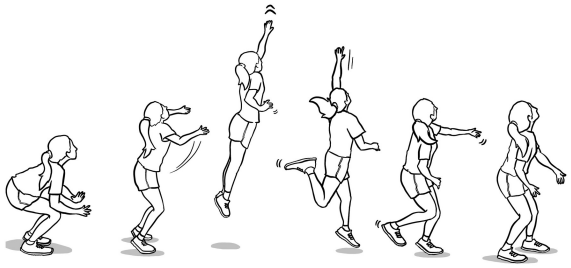
- Tape four parallel lines on the wall, 2 feet apart.
- Stand perpendicular to the jump, facing the side of the child.
- Ask the child to stand sideways with the dominant arm facing the wall.

SAY TO THE CHILD

- I want to see you jump high.
- Walk up to the wall and stand sideways. When I say so, jump and touch the highest point you can with your writing hand.
- Use both feet to take off and land, then go back to the start.
- There is no rush; show your best jump. Watch as I demonstrate.

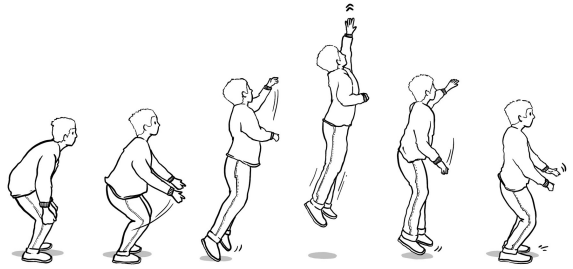
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- Ask which hand the child writes with to find the dominant hand.



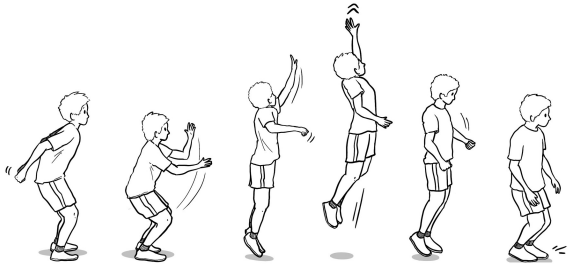
1 Initial

The arms don't move back before takeoff; the child takes off and/or lands on one foot.



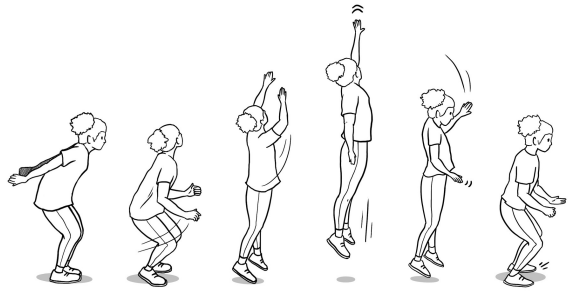
2 Emerging

The arms don't move back before takeoff; takeoff and landing are on both feet.



3 Developing

The arms move back before takeoff, but only the reaching arm reaches up.



4 Proficient

The arms move back before takeoff; the reaching arm goes up while the other arm moves down at the peak of the flight.

Updated 17 Nov 2026

COMPASS

LOCOMOTOR SUBSCALE

Gallop

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Was the action smooth (not choppy) and performed at a moderate speed? — YES	Did the arms move in unison, upward during takeoff and downward during landing? — YES	4 Proficient
	Did the arms move in unison, upward during takeoff and downward during landing? — NO	3 Developing
Was the action smooth (not choppy) and performed at a moderate speed? — NO	Did the trailing foot land in front of the leading foot? — NO	2 Emerging
	Did the trailing foot land in front of the leading foot? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

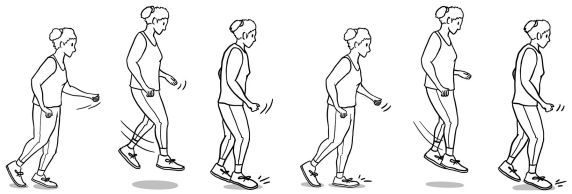
- Create a 15-foot travel lane with cones.
- Tape starting and ending lines on the floor, with a cone 1 foot before each line.
- Stand perpendicular to the lane so you can see both ends.

SAY TO THE CHILD

- I want to see you galloping.
- Start at the starting line and don't stop until you pass the ending line.
- This is not a race; show your best form.
- Watch as I demonstrate.

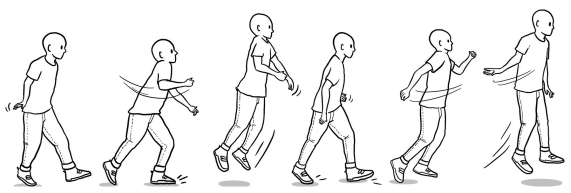
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).



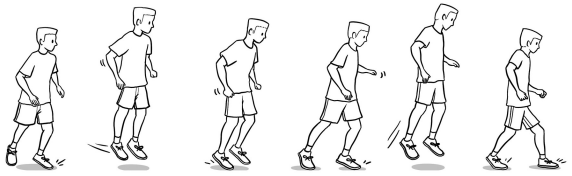
1 Initial

The action is choppy or stiff, often at a fast tempo; the trailing foot lands in front of the leading foot.



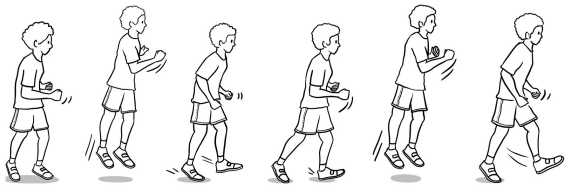
2 Emerging

Still not smooth, and the trailing foot may cross the leading foot in the air, but it does not land in front of it.



3 Developing

The action is smooth, rhythmical and at a moderate tempo, but the arm action has no defined pattern.



4 Proficient

Smooth, rhythmical and at a moderate speed; the elbows lift to waist level at takeoff and move down at landing.

Updated 17 Nov 2026

COMPASS

MANIPULATIVE SUBSCALE

Overhand throw

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Did the trunk rotate to the side of the throw during preparation? — YES	Was there a long step opposite the throwing arm? — YES	4 Proficient
	Was there a long step opposite the throwing arm? — NO	3 Developing
Did the trunk rotate to the side of the throw during preparation? — NO	Did the child fail to step forward? — NO	2 Emerging
	Did the child fail to step forward? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

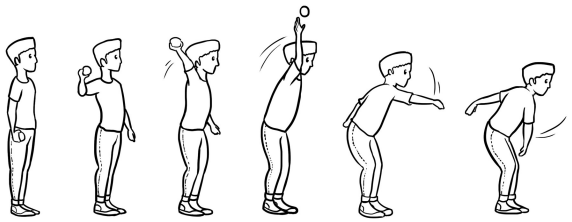
- Tape a line on the floor 20 feet from the wall.
- Stand about 10 feet from the child to get a side view of the action.
- Place a bucket with several beanbags 3 feet before the line.

SAY TO THE CHILD

- I want to see your throw.
- Walk up to the bucket, grab one beanbag, and throw it as hard as you can against the wall without stepping over the line.
- Then do it three more times.
- Watch as I demonstrate.

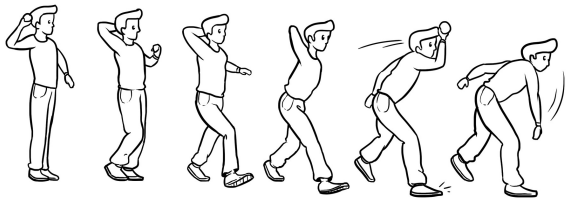
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- Do not allow the child to step over the line.



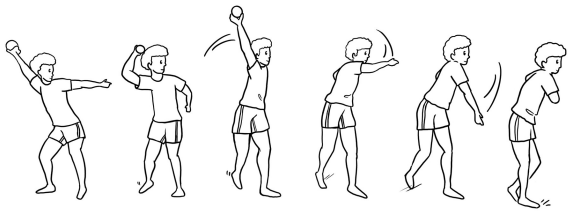
1 Initial

The trunk faces the target, and there is no step forward. Jumping up and down is not considered a step forward.



2 Emerging

Minimal or no trunk rotation during the preparatory phase. However, a forward step is taken, using either foot.



3 Developing

The throw involves rotating the trunk to the side and taking a small contralateral step forward.



4 Proficient

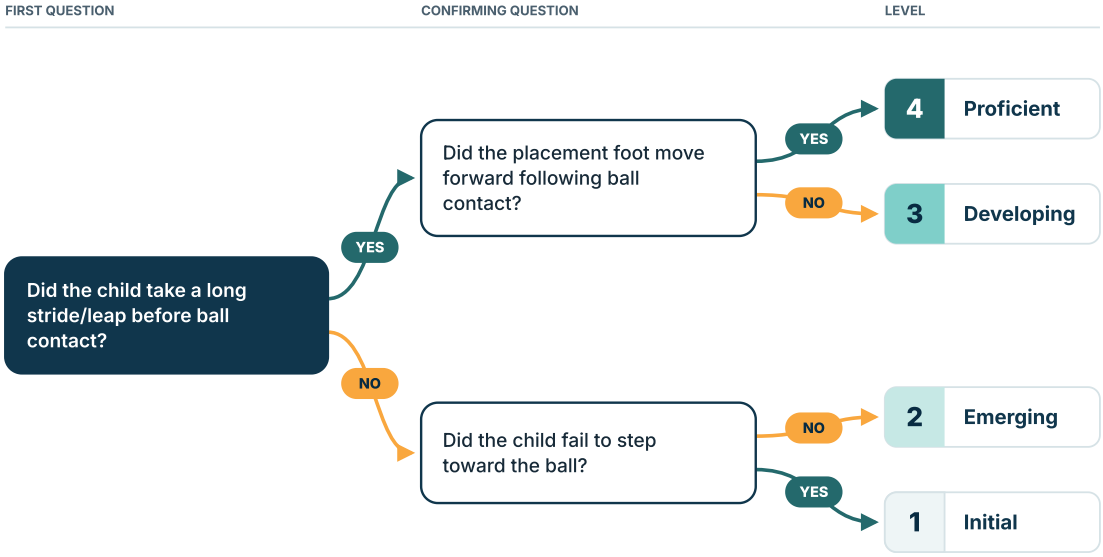
The trunk rotates to the side with a long contralateral step forward (at least half the performer's height).

Updated 17 Nov 2026

MANIPULATIVE SUBSCALE

Kick

Child ID _____



Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

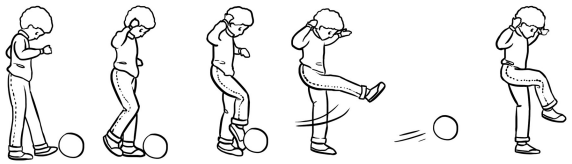
- Tape a kicking line on the floor 20 feet from the wall.
- Stand about 10 feet from the child for a side view of the action.
- Place a bucket with several soccer balls 3 feet before the kicking line.

SAY TO THE CHILD

- I want to see your kick.
- Walk up to the bucket, grab a soccer ball, place it on the kicking line, and kick it against the wall.
- Then repeat it three more times.
- Watch as I demonstrate.

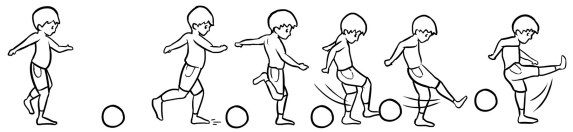
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- Running toward the ball, stopping completely and then kicking counts as taking no steps toward the ball.
- Swinging the body back and then forward before the kick is not a complete step.



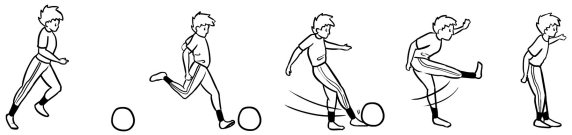
1 Initial

The child stands behind the ball and kicks it without taking a step forward.



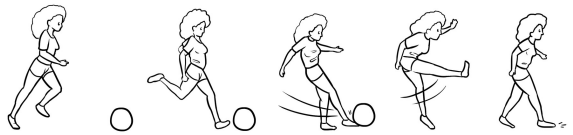
2 Emerging

There is at least one step before kicking the ball, without a long stride or leap. It often looks as though the child runs directly through the ball.



3 Developing

A few steps toward the ball with a lengthened stride or jump right before kicking, but no follow-through after the kick.



4 Proficient

A long stride or leap before contacting the ball. After contact, the placement foot keeps moving forward.

Updated 17 Nov 2026

COMPASS

MANIPULATIVE SUBSCALE

Stationary dribble

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Did the ball bounce in front/outside of the preferred foot? — YES	Was the child able to keep control without using vision? — YES	4 Proficient
	Was the child able to keep control without using vision? — NO	3 Developing
Did the ball bounce in front/outside of the preferred foot? — NO	Did the child ever lose total control of the ball? — NO	2 Emerging
	Did the child ever lose total control of the ball? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

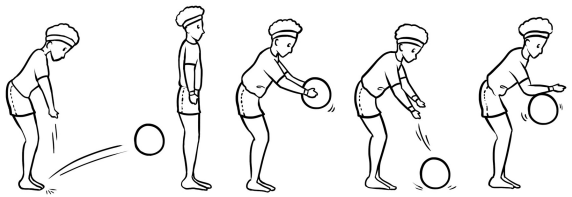
- Tape a 4' x 4' square on the floor to mark personal space.
- Stand about 6 feet from the child.
- Have a stopwatch and a small or medium basketball ready.

SAY TO THE CHILD

- I want to see you dribble a basketball with one hand.
- Try to stay inside the square while dribbling.
- If the ball goes out, pick it up, come back inside the square and start again.
- I will tell you when to stop.
- Watch as I demonstrate.

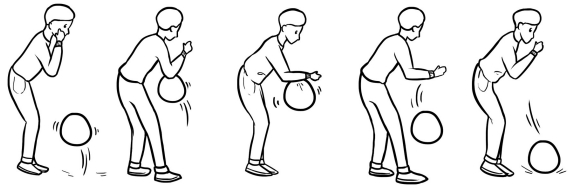
NOTES FOR EXAMINERS

- Give a practice trial of about 5 seconds.
- Time 15 seconds of dribbling. Stop the clock if the ball goes out and restart it when the child resumes.
- Children who keep control with only brief glances show vision-independent control. If they lose control when not looking, they are Level 3.



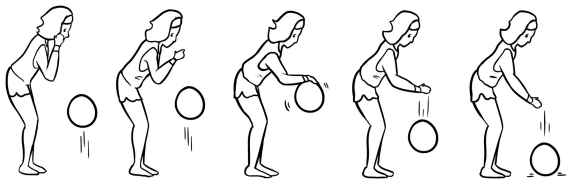
1 Initial

The child struggles to control the ball as it bounces erratically, and loses control at least once.



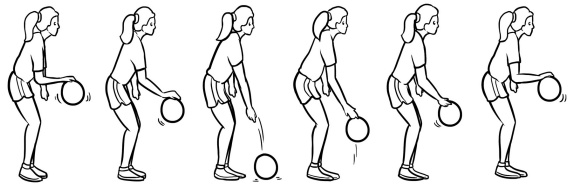
2 Emerging

Despite a lack of control, the child bounces the ball continuously for 15 seconds.



3 Developing

Vision is used to keep control. Bounces land in front of or outside the preferred foot, with more control of the ball.



4 Proficient

Control is clear, and the child does not rely on vision to keep control of the ball.

Updated 17 Nov 2026

COMPASS

MANIPULATIVE SUBSCALE

Catch

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Was the ball caught using only hands without touching any other body part? — YES	Did the hands move well-timed and synchronized while catching the ball? — YES	4 Proficient
	Did the hands move well-timed and synchronized while catching the ball? — NO	3 Developing
Was the ball caught using only hands without touching any other body part? — NO	Did the child trap the ball against the chest? — NO	2 Emerging
	Did the child trap the ball against the chest? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

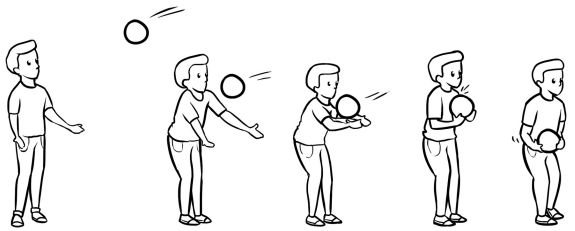
- Tape a 4' x 4' square on the floor to mark personal space.
- Stand about 6 feet from the child.

SAY TO THE CHILD

- I want to see you catch a ball with two hands.
- Stand anywhere inside the square.
- Watch as I demonstrate.

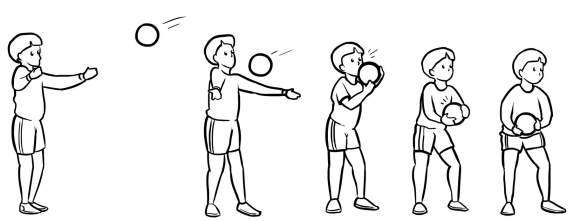
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- Use an underhand toss at the child's chest level.
- Repeat any bad toss (too high, too low or to the side) and judge only the three valid tosses.
- A ball caught with the hands and then brought to the chest indicates Level 2.



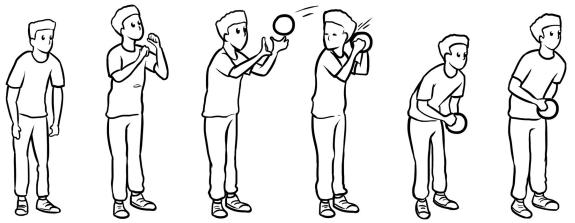
1 Initial

The child uses a scooping action to secure the ball against the chest.



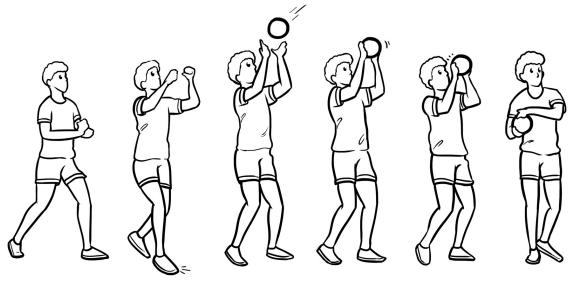
2 Emerging

The ball is not trapped against the chest, but touches a body part other than the hands after a successful catch.



3 Developing

The action lacks coordination, with the ball contacting only the hands. Children often extend their arms and/or turn their face to the side.



4 Proficient

The action is well timed, with the hands moving together.

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COMPASS

MANIPULATIVE SUBSCALE

Strike (batting)

Child ID _____

FIRST QUESTION	CONFIRMING QUESTION	LEVEL
Did the swing follow a full arc in a horizontal plane? — YES	Did the body weight shift from one leg to the other during movement? — YES	4 Proficient
	Did the body weight shift from one leg to the other during movement? — NO	3 Developing
Did the swing follow a full arc in a horizontal plane? — NO	Was the bat's motion on a downward plane from back to front? — NO	2 Emerging
	Was the bat's motion on a downward plane from back to front? — YES	1 Initial

Answer YES only if the behavior is seen in at least two of the three trials.

SETUP

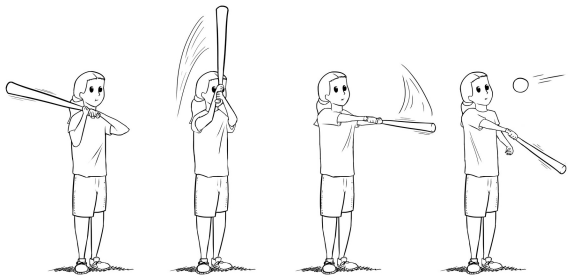
- Tape a 4' x 4' square on the floor, 20 feet from the wall.
- Stand slightly to the side (about 12 feet away), facing the child.
- For a left-handed child, invert the position (child faces the opposite wall or open space).

SAY TO THE CHILD

- I want to see you strike a ball tossed in your direction.
- Try to stay inside the square, but you can move as the ball approaches.
- Strike the ball toward the wall or open space.
- Watch as I demonstrate.

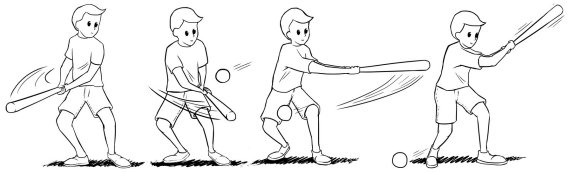
NOTES FOR EXAMINERS

- Give four trials (the first is for practice only).
- Use an underhand toss, just above the child's hip level.
- Repeat any bad toss and judge only the three valid tosses.



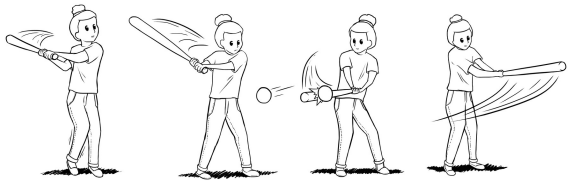
1 Initial

The arm action goes from back to front and looks like a vertical chopping motion.



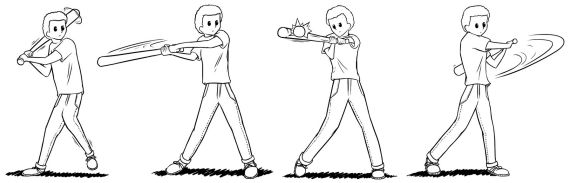
2 Emerging

The motion is on the horizontal plane but limited in amplitude. The bat is often held in front of the body.



3 Developing

The strike follows a long, full horizontal arc, but there is no body weight transfer.



4 Proficient

Same as Level 3, plus a transfer of weight from one leg to the other in the direction of the strike.

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