

FG-COMPASS

Examiner Group Record Form



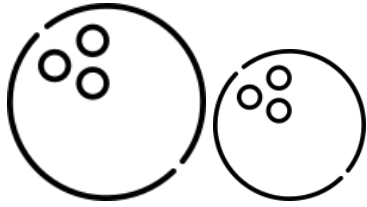
Brief Introduction

This document includes the Examiner Group Record Forms utilized to collect data for the Furtado-Gallagher Children Observational Movement Pattern Assessment System (FG-COMPASS). The FG-COMPASS is a criterion-related (process-oriented) assessment tool designed to evaluate the proficiency levels of fundamental movement skills (FMS) in children aged five to ten years. Although performances may be videotaped for subsequent assessment, the FG-COMPASS was developed for live, in situ evaluation of skill performance. Test administrators must thoroughly familiarize themselves with the testing protocols prior to conducting assessments. Currently, only the paper-and-pencil version of the test is available; however, a mobile version will be released in the near future.

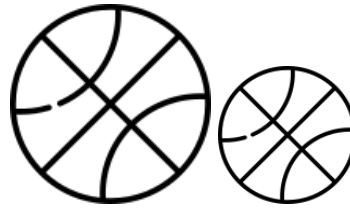
General Instructions

1. Review the questions within the decision tree, ensuring they are consistent with the corresponding illustrations.
2. To promote reliable assessment, evaluate each performer across three trials. The behavior observed should be evident in at least two of the three trials to confirm consistency.
3. Avoid inferring performance levels based on the performer's apparent age, as chronological age is not indicative of optimal performance.
4. During demonstrations, avoid simultaneous speaking and demonstrating. Refrain from providing additional verbal information before or after the demonstration, unless specifically prompted (refer to Notes for Examiners), as excessive information may confuse the performer.
5. To improve efficiency, assess three to five children simultaneously. Confirm that each child can view your demonstration and is following the instructions. In this context, demonstrations should be performed only once.

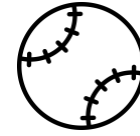
EQUIPMENT



4- and 8-inch nerf balls



Small and medium sized basketballs



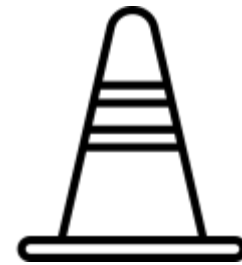
Nerf softballs



Floor tape



4- to 5-inch beanbags



Plastic cones



Plastic basket



Name tags



Stopwatch



Locomotor Subscale



Skip

ID →

Examiner Group Record Form

Did the arms move rhythmically in opposition to the legs?	Y	Was there a low vertical lift on hop?	Y	Level 4 →															
			N	Level 3 →															
	N	Is there a break in the rhythm caused by a double hop or step?	N	Level 2 →															
			Y	Level 1 →															

Set up

- Create a 15-long traveling lane using cones.
- Tape starting and ending lines on the floor.
- Stand perpendicular to the traveling lane so that you can see both the starting and ending points.
- Place two cones (each end) 1 foot before the starting and ending lines.

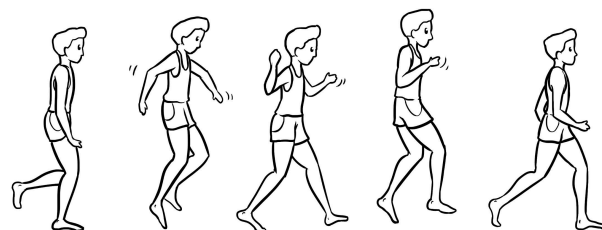
Directions for performers

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

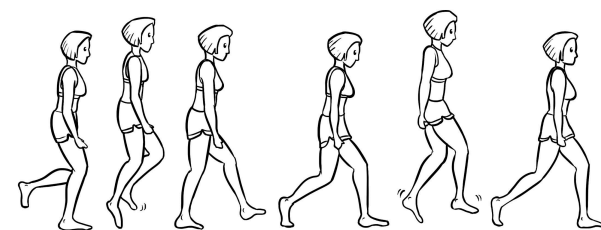
Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).

Level 1 → The arm action is inconsistent with no defined pattern. The rhythm is affected by a double hop or step.



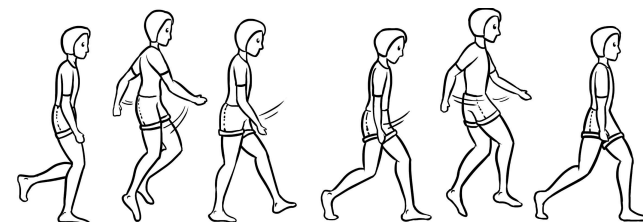
Level 2 → The arm motion may improve, but it is still inconsistent and often motionless. The action of the feet is well coordinated, not being affected by a double hop or step.



Level 3 → Arms move rhythmically in opposition to the legs, but there is an exaggerated vertical lift on hop.

Image coming soon

Level 4 → The arms move rhythmically in opposition to the legs, and the vertical lift on hop is low.





ID →

Did the arms move backward during preparation?	Y	Did one arm reach upward at the flight's peak while the other swung downward?	Y	Level 4 →																											
			N	Level 3 →																											
	N	Was the takeoff/landing executed on one foot?	N	Level 2 →																											
				Y	Level 1 →																										

Set up

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

Directions for performers

- I want to see you jump high.
- Walk up to the wall and stand sideways.
- When I say so, jump up and touch the highest point on the wall using your dominant hand.
- Use both feet when taking off and landing.
- Then, get back to the starting position.
- There is no rush; show your best jump.
- Watch as I demonstrate.

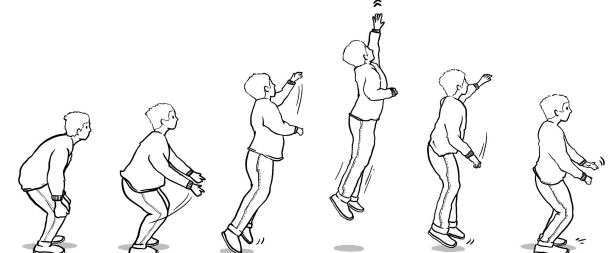
Notes for examiners

- Give the performer 4 trials (1st trial is for practice only).
- Ask the child to show the hand he/she writes with. That will help determine the dominant hand.

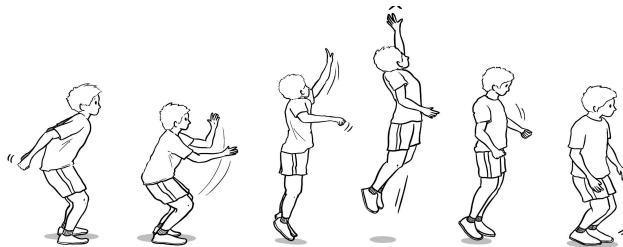
Level 1 → Arms don't move to the rear before taking off; the child takes off and/or land with one foot.



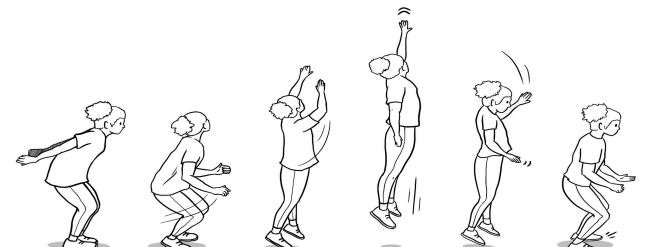
Level 2 → Arms don't move to the rear before takeoff; takeoff and landing occur with both feet.



Level 3 → Arms move to the rear before taking off, but only the reaching arm reaches up.



Level 4 → Arms move to the rear before taking off; both arms reach up, with the non-reaching arm moving down at the peak of the flight.





Locomotor Subscale



Gallop

ID →

Examiner Group Record Form

Was the action smooth (not choppy) and performed at a moderate speed?			Y	Level 4 →																								
Was the action smooth (not choppy) and performed at a moderate speed?	Y	Did the arms move in unison, upward during takeoff and downward during landing?	Y	Level 4 →																								
			N	Level 3 →																								
	N	Did the trailing foot land in front of the leading foot?	N	Level 2 →																								
			Y	Level 1 →																								

Set up

- Create a 15-long traveling lane using cones.
- Tape starting and ending lines on the floor.
- Stand perpendicular to the traveling lane so that you can see both the starting and ending points.
- Place two cones (each end) 1 foot before the starting and ending lines.

Directions for performers

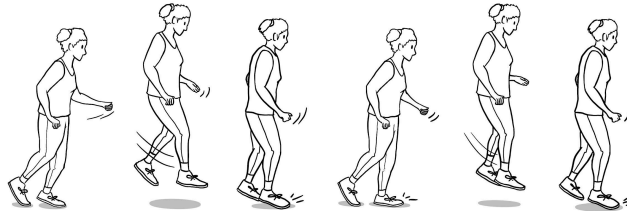
- I want to see you galloping.
- Start from the starting line and do not stop until you pass the ending line.
- This is not a race; show your best form.
- Watch as I demonstrate.

Notes for examiners

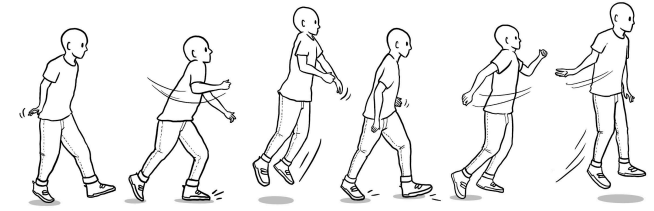
- Give the performer 4 trials (1st trial is for practice only).

Level 1 →

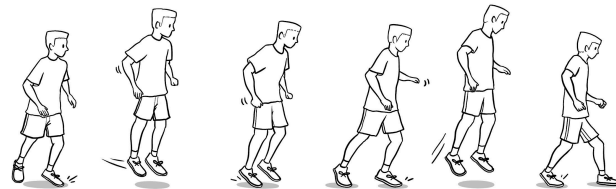
The action is not smooth and seems choppy/stiff, often done at a fast tempo; the trailing foot (foot that follows) land in front of the leading foot.

**Level 2 →**

Still not a smooth action, but while the trailing foot may cross the leading foot during airborne action, it does not land in front of the leading foot.

**Level 3 →**

The action is smooth, rhythmical, and done at a moderate tempo, but the arm action lacks a defined pattern.

**Level 4 →**

The action is smooth, rhythmical, and done at a moderate speed; the arms (elbows) are lifted to waist level at takeoff and moved down at landing.

