

Rating Scale Examples for Academic Motor Skills

The Academic Motor Skills questionnaire includes activities important during elementary school years. The Academic Motor Skills Questionnaire includes 3 anchors (i.e., *Typical for Age*, *Delayed*, and *Not Observed*). This document will provide teachers with some guidance surrounding the anchors for the Academic Motor Skills subtest.

- **Not Observed:** Given that TX-KEA was designed to be used by kindergarten teachers approximately 1 month after school entry, we do not anticipate the need for teachers to use the “Not Observed” anchor routinely. For instance, by the time TX-KEA is administered, we anticipate that teachers would be able to spend time with all students in their classroom participating in small group activities to observe multiple items (e.g., use of a 3-fingered pencil grip, name writing, ability to draw recognizable shapes). At the minimum, a child’s ability to appropriately use writing implements can be observed as the students complete the Written Spelling subtest. In addition, teachers can easily ask students to complete many of these activities (e.g., ability to use scissors, sorting activities, ability to trace letters, etc.) if these skills have not observed within a natural setting.
- **Delayed:** The “Delayed” anchor should be used when the student’s skills are clearly outside of the norm. The “Delayed” rating should be utilized in cases where the student is clearly outside of the norm for kindergarten (e.g., bottom 10 percent of students in kindergarten). In terms of using a 3-fingered pencil grip, a student who receives a “Delayed” score would be one who is unable to maintain the tripod grip even after being provided with assistance. In terms of drawing recognizable shapes, a student who receives a “Delayed” score would have difficulty drawing any recognizable shapes.
- **Typical for Age:** The “Typical for Age” rating anchor should be used for students who are able to complete activities suggested in the Academic Motor Skills category in a manner that is similar to most kindergarten aged students. In relation to examples included in questionnaire, students do NOT have to be able to complete all of the examples. For example, a student’s ability to draw recognizable shapes is evaluated in one of the items. Examples included in this item include the ability to draw a circle, square, smiley face, or stick figure. In order to receive an item score of “Typical for Age”, the student should be able to successfully draw some but not all of the suggested shapes/figures. As previously mentioned, a student who is unable to draw any recognizable shapes would receive a “Delayed” score on the item.

While it is recognized that questionnaire data introduces some ambiguity (i.e., ensuring that teacher ratings are consistent across students, schools, and school districts), these types of scales can be an efficient means to collect data on large groups of students in an efficient manner.

Example 1 (Fine Motor from the Academic Motor Skills Survey)

The child is able to use scissors to cut a reasonably straight line and cut out simple shapes (e.g., circle, square).

- Typical for Age
- Delayed
- Not Observed

Typical-The child is able to hold/use scissors reasonably well. By 5 years of age, children typically hold scissors with their dominant hand and the thumb facing up. The child can cut out a reasonable straight line consistently. Cutting shapes simple shapes (e.g., a circle) is typically accomplished by kindergarten. Children progress in terms of their ability to cut out more complex shapes as they move through the early grades. Most children will use their non-dominant hand to hold the object they are attempting to cut.

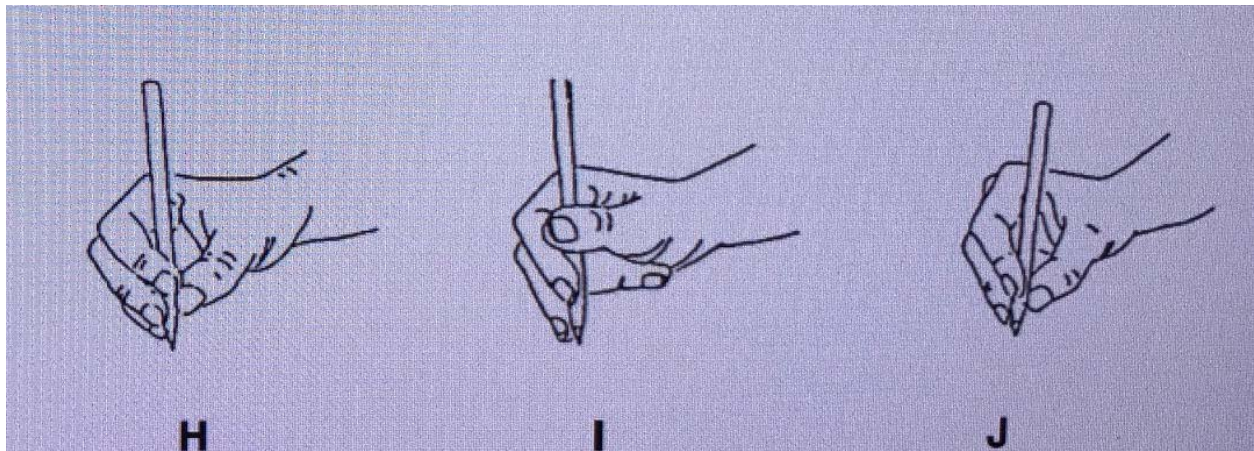
Delayed- Children with delayed skills in this area are like to hold scissors inappropriately (using two hands), unable to coordinate the use of the non-dominant hand to hold the object being cut, and might use two hands to attempt to manipulate the scissors. Children with Delays in this area are unlikely to be able to cut straight lines and rarely be successful when attempting to cut out simple shapes (e.g., circles) or more complex shapes (e.g., triangles or squares).

Example 2 (Visual Motor Integration Item from the Academic Motor Skills Survey)

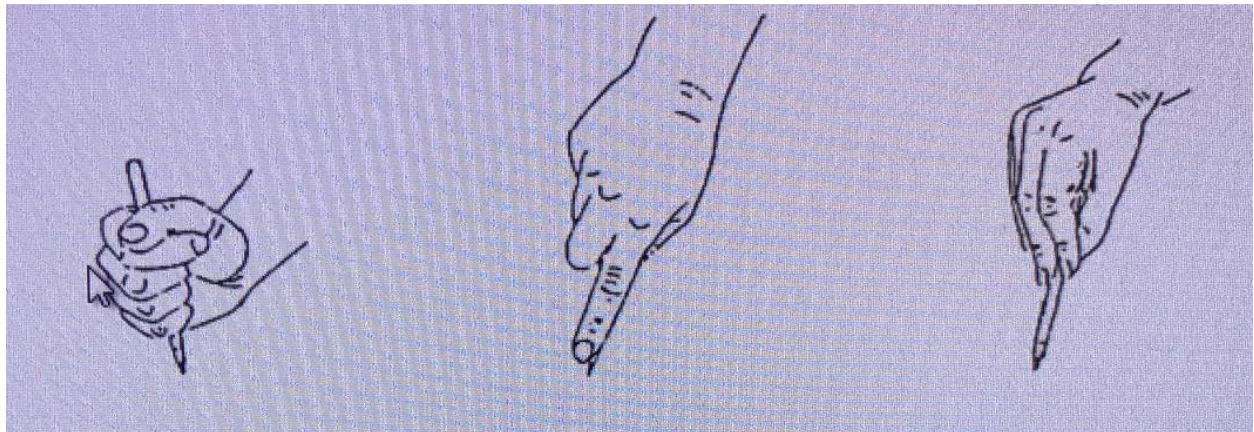
The child uses a 3-fingered pencil grip (tripod grasp) to write, draw, or color.

- Typical for Age
- Delayed
- Not Observed

Here are some examples of pencil grips that would be considered to be mature.



Here are some examples of pencil grips that would be considered to be immature.



Teachers should rate Typical for Age if the child routinely uses one of the mature pencil grips. The child may occasionally revert to an immature (e.g., full fisted pencil grip) when working with certain writing implements. For instance, a child may use a mature grasp when writing in his journal but revert to a full-fisted grip when he is standing at an easel board painting. Teachers should feel free to rate “Typical for Age” even if they occasionally have to remind a child of how to hold their pencil when writing in during a small-group activity. Teachers should rate “Delayed” if the child always or routinely uses one of the immature pencil grips.