

This Early Childhood Assessment of Physical Education Skills (ECAPES) combines the Brad's Control Assessment Tool (BCAT) and Scale of Instructional Management and Body Control (SIM-BC). These assessments are designed to evaluate the present developmental abilities and monitor progress for children between the ages of 24 and 60 months. The two sub-assessment tools have been developed based on the National Association for Sport and Physical Education (NASPE) standards and NASPE's five premises for developmentally appropriate practices with young children.

These sub-assessment tools evaluate the skill patterns, techniques and ability for movement forms related to locomotor movements, non-locomotor movements, and manipulative tasks. The examiner will identify the child's awareness and ability to visually track, balance, weight shift, show force patterns, and motor plan body movements. The child's reaction time, coordination, personal/social values, attention, and value for physical activity will also be assessed.

The BCAT focuses on the child's ability to control body movements towards performing gross motor skills. The initial skills studied are balance, force production, visual tracking, body coordination, weight transfer, and motor planning, object control, unilateral versus bilateral movements

The SIM-BC focuses on the child's ability to incorporate environmental awareness, cognitive understanding, behaviors, social/emotional skills, and coordinated balance towards engagement in Physical Education and physical activity.

**Procedures:**

The checklist of skills is scored with a mark indicated by plus (+), minus (-), or not applicable or can't be scored (x). The results are displayed in percentages. The examiner will mark the proficient skills performed by the child with a plus (+) and those not successful with a minus (-). If a skill is not assessed, and the administrator places an "x" in the appropriate location, then that skill is not weighed into the child's quantifying end score. The total number of skills performed for that area will be altered when dividing the successful skills into it.

The examiner will determine the percentage for each sub-assessment and the combined percentage for each age level. Starting with the 24 month skills, if a child scores 60% or below for any of the combined (total) levels, the test is stopped.

If a skill is not assessed, the administrator will place an "x" in the appropriate location. A skill that is not assessed should not be weighed into the child's quantified score.

This tool may be conducted multiple times throughout a year to establish a present level of performance, monitor performance and determine the yearly growth. The instructor can use an isolated setting, classroom observation, video and photography imaging (with written parental permission) to administer the assessment.

**NOTE:** This is NOT a standardized tool and should be used alongside a standardized tool as multi-confirming data when assessing to determine eligibility for adapted physical education services. The tool can be used stand alone when conducting informal procedures such as daily data collection.

### Brad's Control Assessment Tool Defined

**Pre-Control:** At this level, the child is able to perform basic gross motor movements with limited body control and is not yet controlling the direction or force of an object. The child may demonstrate difficulty with balance, coordination, and/or conceptual understanding. Skills at this level are around the *24 month developmental level*.

**Segmented Control:** At this level, the child is able to manipulate the body to perform the basic components of the skills. The child is observed performing the skill with a rigid body movement and demonstrates hesitation transitioning between movements. The movements often seem isolated. The child can propel objects with direction and can move in various ways with balance. Skills at this level are around the *36 month developmental level*.

**Control:** At this level, the child is able to transition between body movements smoothly and is performing multiple skill components in unison such as weight transfer and controlling force production. Skills at this level are around the *48 month developmental level*.

**Coordinated Control:** At this level, the child is able to transition between body movements smoothly and manipulates objects with direction and force, often utilizing the skill to complete a desired task. Skills at this level are around the *60 month developmental level*.

Brad's Control Assessment (BCAT) Skills		Scale of Instructional Management and Body Control (SIM-BC) Skills	
Kicking	Walking/Running	Body Awareness	Rhythms and Dance
Throwing	Jumping	Spatial Awareness	Static Balance
Catching Object Tossed	Sliding	Instruction Concepts	Dynamic Balance
Striking	Galloping	Social	Balance Bean or Curb
Rolling Object	Skipping	Emotional	Kidnastic Rolling
Catching Object Bounced	Tricycle		
Catching Object Rolled			

# The Early Childhood Assessment of Physical Education Skills

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner's Name and Title: \_\_\_\_\_

Preferred Hand:  Left  Right Preferred Foot:  Left  Right Disability: \_\_\_\_\_

Skill	24 Month Skills	+/-
<b>K2</b>	Maintains balance after kicking (making contact with feet) a ball in pathway.	
<b>TO2</b>	Propels object forward with hand(s) (overhand, underhand, hurling, pushing motions) without direction.	
<b>C-OR2</b>	Visual tracks a 6" – 8" ball rolling to midline from 10 feet away, but not make an attempt to stop it.	
<b>C-OT2</b>	Extends arms showing hands and attends to the ball tossed; but does not catch it.	
<b>C-OB2</b>	Extends arms showing hands and attends to the bounced ball; but does not catch it.	
<b>RO2</b>	Pushes a ball with hands forward so that it rolls along a flat surface.	
<b>S2</b>	Using hand and swings arm to strike an object in front of body.	
<b>W/R2</b>	<b>Walks alone through open space.</b> Limited body control and balance related to obstacles. Doesn't step onto or over obstacles independently.	
<b>J2</b>	<b>Isolated Jumps in place:</b> Takes off on two feet, lands on two feet.	
<b>SL2</b>	Attempts to side step, feet may cross over or may end up walking forward with feet parallel to each other.	
<b>G2</b>	Attempts walking motion with lead foot never changing, may end up walking forward with feet parallel to each other.	
<b>SK2</b>	Maintains standing balance while stepping over obstacles on the floor	
<b>T2</b>	Maintains sitting balance on moving equipment/toy.	
<b>BCAT Performance Percentage</b>		
<b>Number of "+" divided by 13 (or total number assessed) *100</b>		
<b>BA2</b>	Imitates locating body parts and performs unilateral movements.	
<b>SA2</b>	Looks forward and attends to the environment avoiding contact with peers/objects while <b>walking</b>	
<b>IC2</b>	Follows a daily routine and makes smooth transitions	
<b>SS2</b>	Engrossed in play and does not notice other children. <b>Solitary Play</b>	
<b>ED2</b>	Expresses likes and dislikes while engaged in self-directed play.	
<b>RD2</b>	Self-directed movements to music	
<b>SB2</b>	Maintains sitting balance on a moving object for 30 seconds	
<b>DB2</b>	Maintains standing balance while weight shifting on and over multiple low obstacles in pathway.	
<b>BB2</b>	Maintain standing balance while stepping up onto and immediately off a 6" wide balance beam and or curb.	
<b>KR2</b>	Demonstrates 3 consecutive log rolls along a flat surface.	
<b>SIM-BC Performance Percentage</b>		
<b>Number of "+" divided by 10 (or total skills assessed) *100</b>		
<b>Total Percentage of Performance</b>		
<b>Number of "+" divided by 23 (or total skills assessed) *100</b>		

**\*Place an "N/A" in the box if the skill is not assessed\***

Skill	36 Month Skills	+/-
<b>K3</b>	Swings foot to Kick ball towards specific target in stationary position. Does not naturally step with opposition.	
<b>TO3</b>	In a stationary position consistently throws overhand a 3" – 6" ball forward towards a specific target/area.	
<b>C-OR3</b>	Stops a 6" – 8" ball rolled to midline from a distance of 10 feet away.	
<b>C-OT3</b>	Catches a 6" – 8" ball tossed from 4 feet away in a setting without variables.	
<b>C-OB3</b>	Catches a 6" – 8" ball bounced from 4 feet away in a setting without variables.	
<b>RO3</b>	Uses one hand to roll a 3" – 4" ball forward so it reaches a distance of 10 feet away, with a maximum of 2 bounces.	
<b>S3</b>	With upper body rotation uses hand or a short paddle to strike an object forward with direction.	
<b>W/R3</b>	Walks and runs (flight phase) with body control and balance. Manipulates body over, around, under, on and off obstacles.	
<b>J3</b>	Jumps in place with ease, jumps down from a 12" height and jumps forward 18".	
<b>SL3</b>	Slowly side steps in a linear pathway for 5 feet.	
<b>G3</b>	Demonstrates a choppy gallop movement in a linear direction for a distance of 8 feet.	
<b>SK3</b>	Marches around the room with high knees and arms moving in opposition.	
<b>T3</b>	Sits on an object with wheels with hands in appropriate position and uses feet on the floor to propel forward for 5 feet.	
<b>BCAT Performance Percentage</b>		
<b>Number of "+" divided by 13 (or total number assessed) *100</b>		
<b>BA3</b>	After a verbal command locates body parts and will demonstrate the ability to cross midline	
<b>SA3</b>	Looks forward and attends to the environment avoiding contact with peers/objects while <b>running</b> .	
<b>IC3</b>	Follows one step directions and daily routines.	
<b>SS3</b>	Plays alongside peers, may mimic peers method of play, but does not engage with them. <b>Parallel Play</b>	
<b>ED3</b>	Accepts adult supported play, expressing enjoyment for movement.	
<b>RD3</b>	Imitates movement to a tempo of two beats (slow/fast) or performs an A/B pattern with hands.	
<b>SB3</b>	Maintains standing balance on a 6" wide balance beam or curb for 10 seconds.	
<b>DB3</b>	Maintains standing balance while walking across an unsteady or non-level surface.	
<b>BB3</b>	Steps up, maintains standing balance on a 6" wide balance beam or curb for 10 seconds and safely steps off.	
<b>KR3</b>	Demonstrates rolling like an egg.	
<b>SIM-BC Performance Percentage</b>		
<b>Number of "+" divided by 10 (or total skills assessed) *100</b>		
<b>Total Percentage of Performance</b>		
<b>Number of "+" divided by 23 (or total skills assessed) *100</b>		

**Note:** To determine a "+", the child needs to demonstrate 80 percent skill proficiency for each skill by performing it 4 out of 5 trials. If the child is **not** able to perform proficiency a "-" is marked. Place a "x" for skills not assessed.

Skill	48 Month Skills	+/-
<b>K4</b>	Steps into a ball kicking with appropriate force towards a peer/adult 10 feet away.	
<b>TO4</b>	Steps forward (weight shifting) while throwing a 3" – 6" ball overhand with upper body rotation for a distance of 20 feet.	
<b>C-OR4</b>	Stops a 6" – 8" ball rolled in his/her direction from a distance of 10 feet away and will roll it back with 2 bounces or less.	
<b>C-OT4</b>	Catches a 6" – 8" ball <b>tossed</b> from 6 feet away and performs a controlled movement with the ball (tossing, bouncing, throwing, etc.).	
<b>C-OB4</b>	Catches a 6" – 8" ball <b>bounced</b> from 6 feet away and performs a controlled movement with the ball (tossing, bouncing, throwing, etc.).	
<b>RO4</b>	Steps forward when using one hand to roll a 3" – 4" ball forward so it reaches a 4' – 6' wide target 10 feet away.	
<b>S4</b>	With weight transfer and upper body rotation, uses a short handle implement to strike an object with direction.	
<b>W/R4</b>	Easily transitions from a walk into a run, changing speed and directions safely.	
<b>J4</b>	Smooth transition into or out of jumping combining it with a different locomotor movement or type of jump.	
<b>SL4</b>	Sliding motion at an excelled pace in a linear direction for a distance of 10 feet.	
<b>G4</b>	Smooth galloping motion at an excelled pace in a linear direction for a distance of 10 feet.	
<b>SK4</b>	Performs isolated step-hop movements	
<b>T4</b>	Sits on a tricycle with hands on the bars and feet on the pedals, propelling forward in a linear direction for a distance of 10 feet.	
<b>BCAT Performance Percentage</b>		
<b>Number of "+" divided by 13 (or total skills assessed) *100</b>		
<b>BA4</b>	Imitates 4 bilateral arm positions (Hands up, Hands down, One hand up/other down, switch hand up and down).	
<b>SA4</b>	Moves safely without making contact with peers/objects in a play environment.	
<b>IC4</b>	Follows two step directions and daily routines.	
<b>SS4</b>	Self-initiates interaction with peers positively by borrowing or lending toys, or through imitation. <b>Associative Play</b>	
<b>ED4</b>	Differentiates enjoyable versus non-enjoyable adult directed physical activity using words.	
<b>RD4</b>	Recognizes a change in tempo and initiates a change in movement (slow/fast) or performs an A/A/B pattern with body.	
<b>SB4</b>	Performs non-locomotor movements (twist, stretch, bend, etc.)	
<b>DB4</b>	Walks a 10 foot straight line, alternating feet.	
<b>BB4</b>	Independently Walks along the balance beam or curb scooting feet.	
<b>KR4</b>	Demonstrates a choppy forward roll with hands on the side of the head; feet push off floor for force, body remains in "C" position and lands in a seated position.	
<b>SIM-BC Performance Percentage</b>		
<b>Number of "+" divided by 10 (or total skills assessed) *100</b>		
<b>Total Percentage of Performance</b>		
<b>Number of "+" divided by 23 (or total skills assessed) *100</b>		

Skill	60 Month Skills	+/-
<b>K5</b>	Intentionally uses appropriately force to softly kick the ball forward a strides length 10 consecutive times.	
<b>TO5</b>	Uses the dominant hand to throw a 3" – 6" ball overhand and hits a 12 x 12 target 6 feet away.	
<b>C-OR5</b>	Side steps to either the right or left to retrieve a ball rolling closer from a distance of 10 feet away.	
<b>C-OT5</b>	Catches a 3" – 4" ball softly <b>tossed</b> from 3 feet away and performs a controlled movement with the ball (tossing, bouncing, throwing, etc.)	
<b>C-OB5</b>	Catches a self-bounced 6" – 8" ball in a stationary location.	
<b>RO5</b>	Steps forward, bends knees, and uses one hand to roll a 3" – 4" ball forward so it reaches a 4' – 6' wide target 20 feet away.	
<b>S5</b>	With two hands on a long handle implement, uses upper body rotation to strike a stationary object.	
<b>W/R5</b>	While running, makes quick changes in speed and direction to avoid peers and objects.	
<b>J5</b>	Bends knees, swings hands back, and jumps forward for a distance of 3 feet.	
<b>SL5</b>	Sliding motion with balance and control for a distance of 20 feet in both directions.	
<b>G5</b>	Galloping motion with balance and control for a distance of 20 feet using various pathways.	
<b>SK5</b>	Combines the step-hop alternating leg pattern with arms moving in opposition.	
<b>T5</b>	Rides a tricycle for a distance of 20 feet, changing direction and starting/stopping with control.	
<b>BCAT Performance Percentage</b>		
<b>Number of "+" divided by 13 (or total skills assessed) *100</b>		
<b>BA5</b>	Uses controlled bilateral body movements to complete a 3 sequenced movement task.	
<b>SA5</b>	Imitates locating personal space (arm's length away from peers/objects).	
<b>IC5</b>	Follows the daily routines, rules, and directions, performing the instructional tasks for 80 percent of the time allotted.	
<b>SS5</b>	Positive communication during play revolving around rules, organization, or a story line. <b>Cooperative Play</b>	
<b>ED5</b>	Dramatization of body movements that correctly relate to an emotion.	
<b>RD5</b>	Imitates body movements to a 4 beat count or moves creatively to music with appropriate body tempo.	
<b>SB5</b>	Maintains balance on dominant and non-dominant foot for 5 seconds.	
<b>DB5</b>	Maintain balance while hopping on dominant foot 3 consecutive times in place.	
<b>BB5</b>	Independently Walks along the balance beam or curb alternating feet.	
<b>KR5</b>	Demonstrates a smooth forward roll on a flat surface.	
<b>SIM-BC Performance Percentage</b>		
<b>Number of "+" divided by 10 (or total skills assessed) *100</b>		
<b>Total Percentage of Performance</b>		
<b>Number of "+" divided by 23 (or total skills assessed) *100</b>		

**Note:** To determine a "+", the child needs to demonstrate 80 percent skill proficiency for each skill by performing it 4 out of 5 trials. If the child is **not** able to perform proficiency a "-" is marked. Place a "x" for skills not assessed.

