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Assessment Criteria of Fundamental Movement Skills for Primary School Children: A Systematic Review

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ABSTRACT

This qualitative study investigated the motor skill proficiency of 87 boys from the SSPM Primary Day School in running, jumping, and hopping. The study utilized purposive sampling, selecting two specific classes to serve as the sample, with the researcher employing a descriptive approach to analyse the participants' performance. A four-point rubric with distinct performance criteria for each motor skill was used to assess the technique, and the results were interpreted using A, B, and C grading systems. The assessment revealed a varied distribution of motor-skill proficiency across the three tasks. While most boys demonstrated competent performance, achieving a Grade B in running (68.97%) and hopping (66.67%), their performance in jumping was notably superior. Over half of the participants (56.32%) received a Grade A their jumping form, indicating a strong command of that specific skill. Conversely, the smaller percentages of Grade A recipients for running (12.64%) and hopping (29.89%) suggest areas where the technique could be further refined. The distribution highlights a strong foundation of general motor skills within the group, with a particular strength in jumping and opportunities for targeted development in running and in hopping.

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INTRODUCTION

Fundamental movement skills are considered the basic building blocks for movement and provide the foundation for specialized and sport-specific movement skills required to participate in various physical activities. Fundamental movements skills can be categorized as locomotor (e.g., run, hop, jump, leap), object-control (e.g., throw, catch, kick, strike), and stability (e.g., static balance) skills (Gallahue, 2006).

If you take the time to observe children playing in a playground, you will notice some children whose movements are fluid and graceful. These children clearly experience the joy of successful movements and feel confident in their actions. Looking further, you may notice other, less confident children who hover on the sidelines, start fights with their peers, sit quietly by themselves on a bench, or hide away in the library reading a book.

These children find participation in playground games and other physical activities challenging, tiring, and even embarrassing. They are worried that they will miss a ball thrown to them in a game of keep-away or fall over in a game of chasey. For them, the opportunity to feel the intrinsic enjoyment of successful movement is denied, and nobody wants them on their team. Their inadequacy is very public and subsequently humiliating—much worse than the experience of a child who is still mastering math or reading, whose inadequacy is more easily concealed in the classroom (Hands, 2012).

This study assessed the fundamental movement skills (FMS) of fourth-grade students from the Lotus and Rose classes at the All-India Shri Shivaji Memorial Society's Shri Shivaji Preparatory Military Primary Day School. Researchers used the Test of Gross Motor Development–2nd Edition (TGMD-2) to evaluate performance in specific locomotor skills, including running, jumping, and hopping. The data were analyzed using a descriptive approach, with a four-point rubric employed to score the technique. These raw scores were interpreted using the A, B, and C grading system.

METHODS

The research participants for this qualitative study were 87 boys enrolled at SSPM Primary Day School. The sampling technique used was purposive sampling, which selected two specific classes to serve as the sample. This method was chosen because the researcher believed it to be the most appropriate approach for this research.

Assessment tool

The table provides a rubric for a physical assessment, such as an analysis of running, jumping, or hopping forms, and lists four performance criteria for determining the final grade of a system.

Run (25m x 2)

Performance Criteria	A	B	C
1. There is a brief period in which both feet are off the ground.			
2. The arms move in opposition to the legs, with the elbows bent.			
3. The foot placement was near or on a line (not flat-footed).			
4. The non-support leg is bent approximately 90 degrees (close to the buttocks)			
Final Grade			

Jump (10m x 2)

Performance Criteria	A	B	C
1. The preparatory movement included flexion of both knees, with the arms extended behind the body.			
2. The arms are forcefully extended forward and upward, reaching full extension above the head.			
3. Take-off and landing occurred simultaneously on both feet.			
4. The arms are brought downward during landing.			
Final Grade			

Hop (10m x 2)

Performance Criteria	A	B	C
1. The foot of the unsupported leg is bent and carried behind the body.			
2. The non-support leg swings in a pendular fashion to produce the force.			
3. The arms are bent at the elbows and swing forward on take-off.			
4. The participant was able to hop on both right and left feet.			
Final Grade			

RESULT

To give meaning to the results obtained, the next step was to determine the assessment criteria for interpreting the data using the Performance Criteria Assessment.

Table No.1 Run (25m x 2)

Results of Data Analysis

Boys	**Grade**	**Percentage**
11	A	12.64
60	B	68.97
16	C	18.39

Table 1 presents the performance results for a "Run (25m x 2)" test with a total of 87 boys. The results were categorized by grade, showing the number of boys who achieved each grade and the corresponding percentage of the total.

- **Grade A:** Awarded to 11 boy s, representing 12.64% of the boys.
- **Grade B:** Awarded to 60 boy s, representing 68.97% of the boys.
- **Grade C:** Awarded to 16 boy s, representing 18.39% of the boys.

The interpretation of this data is that most boys, almost 69%, achieved Grade B. A much smaller number of boys received either a Grade A or a Grade C. This suggests a performance distribution in which the central grade (B) is the most common, whereas the highest (A) and lowest (C) grades are less frequent.

Table No.2 Jump (10m x 2)

Results of Data Analysis

Boys	Grade	Percentage
49	A	56.32
36	B	41.38
2	C	2.30

Table 2 presents the performance results for a "Jump (10m x 2)" test with a total of 87 boys. The results are categorized by grade, showing the number of boys who achieved each grade and the corresponding percentage of the total.

- **Grade A:** Awarded to 49 boys, representing 56.32% of the boys.
- **Grade B:** Awarded to 36 boys, representing 41.38% of the boys.
- **Grade C:** Awarded to two boys, representing 2.30% of the boys.

The interpretation of this data is that most boys, more than half, achieved a Grade A, while a significant portion received a Grade B. Only a very small number of boys, only two, received a Grade C. This suggests a performance distribution in which most boys performed well, with a small number of underperformers.

Table No.2 Hop (10m x 2)

Results of Data Analysis

Boys	Grade	Percentage
26	A	29.89
58	B	66.67
3	C	3.45

Table 3 presents the performance results for a "Hop (10m x 2)" test with a total of 87 boys. The results are categorized by grade, showing the number of boys who achieved each grade and the corresponding percentage of the total.

- **Grade A:** Awarded to 26 boys, representing 29.89% of the total.
- **Grade B:** Awarded to 58 boys, representing 66.67% of boys.
- **Grade C:** Awarded to three boys, representing 3.45% of the boys.

The interpretation of this data is that most participants, approximately two-thirds, achieved Grade B. A significant portion received a Grade A very small number of boys received a Grade C. This suggests a performance distribution in which most participants performed well, with only a small number receiving the lowest grade.

CONCLUSION

The results of this qualitative study, using a Performance Criteria Assessment rubric, provide a clear picture of the motor skill proficiency of 87 boys at SSPM Primary Day School in running, jumping, and hopping. The findings revealed a varied distribution of abilities across different tasks.

Overall performance

- **Running:** The students demonstrated solid, above-average running form, with the majority (68.97%) achieving a "Grade B" by meeting most of the four specified criteria.

- **Jumping:** In contrast, the students showed a significantly higher proficiency in jumping. Over half of the participants (56.32%) achieved an outstanding "Grade A" by meeting all four criteria, indicating a strong mastery of this skill among the school's male population.
- **Hopping:** The results for hopping were like running, with most students (66.67%) achieving a "Grade B." This suggests that while their hopping form is generally competent, there is room for improvement in reaching the highest level of performance.

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