**SCHOODLES REPORT TEMPLATE –** Use this as an outline to write the Fine Motor portion of your assessment. Not all areas need to be included. We find that the report is more parent/teacher-friendly if tasks are presented in a list format. See the examples. Make sure to use terminology like ‘next steps are’ rather than, ‘is unable to’, use objective or strengths-based or neutral language and refrain from using judgment-based or negative language.

\*A more complete report template is included in the Schoodles Assessement Digital Membership

**Schoodles School Fine Motor Assessment**

*This non-standardized, performance-based assessment tool evaluates a child’s fine motor skills related to school performance and compares the student’s performance to typical students of the same age.*

**Student Performance for Fine Motor skills**

**Classroom Skills**

* Hand Dominance
* Pencil grasp
* Design Copy/Imitation/Pre-tracing
* Draw a Person
* Coloring
* Cutting
* Handwriting Sample
* Picture Assembly

**Supporting Skills**

* Visual tracking
* Eye-hand coordination
* R/L discrimination
* Upper Extremity Strength
* Finger Coordination
* Tactile Processing
* Balance
* Gross Coordination
* Core Strength
* Muscle Tone in Hands / Body
* Crossing Midline
* Proprioceptive (Body) Awareness
* Identifying Body Parts

Example #1 – 4th-grade student

**Schoodles School Fine Motor Assessment – 4th Edition**

*This non-standardized, performance-based assessment tool evaluates a child’s fine motor skills related to school performance and compares the student’s performance to typical students of the same age.*

**Student Performance for Fine Motor skills**

**Classroom Skills**

* Hand Dominance – XXX is right-handed. He uses his left hand to adequately stabilize his paper when writing.
* Pencil grasp – XXX uses a tripod grasp on the pencil and a slightly extended thumb rather than using his thumb to pinch the pencil. This does appear to be a functional pencil grasp for him.
* Design Copy – XXX was able to copy all shapes through a triangle. Next steps are to complete more challenging shapes such as a diamond.
* Coloring – XXX was able to precisely color small targets with no excursions outside of the line showing good distal finger control. Large targets were more challenging and required more control of arm movements. Cutting – XXX was able to hold scissors correctly and cut out a small circle staying on a narrow black line. Next steps are to cut near the lines of complex shapes.
* Handwriting Sample – XXX produced a legible handwriting sample. He wrote at an adequate speed to keep up in class. He was incorporating some cursive letter connections in his words. He stated he enjoys writing in cursive and is trying to learn this handwriting skill. OR XXX was able to keep some of his letters on the line and size them well, next steps would be to keep most of the letters on the line provided and to keep letters to a more uniform size.

**Supporting Skills**

* Visual Motor - XXX was able to easily catch an object and throw it back to the examiner. He was able to follow the object with his eyes as it moved toward him and he easily caught it.
* Visual Tracking - During visual tracking XXX was able to follow a moving object with his eyes both horizontally and vertically. He did show signs of distractibility during the visual tracking activity. Overall XXX demonstrated good ocular motor control.
* Upper Extremity Strength – Informal manual muscle testing was completed with XXX on both upper extremities. The strength in his shoulders and elbows was sufficient to support fine motor work. He had some difficulty holding a pinch position with his thumb and index finger when resistance was applied. He also had difficulty holding his fingers in a tight flexed position against resistance. This indicates mild weakness in his hands however this does not seem to be impacting his ability to adequately perform school tasks.
* Muscle Tone – XXX’s hands appear to be low in muscle tone. He has lower muscle definition in his hands. In addition, his mother reports a history of drooling which can be related to low muscle tone. During manual muscle testing, XXX was able to hold strong for\_\_\_ seconds when resistance was applied. Holding for less than\_\_\_\_may be related to decreased tone in muscles and may present challenges in maintaining muscle contraction over time.
* Fine Motor Coordination – XXX demonstrated normal finger coordination being able to easily imitate both familiar and unfamiliar fine motor tasks. With his dominant hand, he was able to easily rotate, translate and shift a pencil. The ability to do these tasks indicates that he has good in-hand manipulation skills. No challenges with fine motor control were noted during informal fine motor testing.
* Postural Control – XXX was able to maintain the supine flexion (egg) pose for 12 seconds. He was challenged by lifting his legs and arms off the ground simultaneously to assume the supine extension (airplane) pose. He was able to assume the plank position on his elbows and hold it for \_\_\_ seconds. He tried to maintain the position by lifting his hips high in the air. Difficulty obtaining and holding the prone extension position and the plank position indicate challenges with core strength. Co-contraction of muscle groups for sustained postural control may also be a challenge area.
* Motor Control – XXX was able to gallop, skip and perform jumping jacks indicating he has the motor control and motor planning skills to engage in the typical gross motor activities found in an elementary school. He is easily able to go up and down the steps and navigate the school environment.
* Bilateral Coordination – XXX was able to perform the basic skills of jumping jacks and skipping. He also was able to use his hands together in a coordinated fashion to cut out a small circle. No challenges with bilateral coordination were noted during informal observation.

Example #2 – Kindergarten student

**Schoodles School Fine Motor Assessment – 4th Edition**

*This non-standardized, performance-based assessment tool evaluates a child’s fine motor skills related to school performance and compares the student’s performance to typical students of the same age.*

Classroom Skills

* Pencil grasp – XXX is left-handed and uses a barrel grasp on pencils and crayons. He was applying heavy pressure when writing and coloring. He had good use of his stabilizer hand to hold the paper while working.
* Design Copy – XXX was able to independently copy various simple shapes. He had challenges copying a diamond but he was able to copy more complex shapes. Associated movements of his mouth were noted during design copy.
* Scissors / Cutting – XXX used child-sized scissors to cut a small circle. He was able to hold the scissors correctly with his left hand. He was able to cut a straight line. Next steps are to cut a curved line with close proximity and rotate the paper with his helper hand. Next steps would be to use both hands together in a coordinated fashion.
* Coloring – XXX was able to follow a 1 step direction for coloring. Next steps are to follow a 2 and 3-step direction. XXX scribbled on the page after initially demonstrating fair fine motor skills. The use of a barrel grasp may have contributed to challenges in staying within the lines of the project.
* Handwriting sample – XXX was able to copy letters and numbers. Next steps for XXX are to resolve start and sequence errors when forming individual letters. Most letters and numbers were started at the bottom and drawn in a segmented fashion. He was asked to write his name at 3 different times during the testing. He was able to write his name one time with about ½ of the letters being legible. On the other 2 occasions, he wrote his name with very large letters, taking up the page and writing over his work.

Supporting Skills

* Bilateral Coordination – XXX was able to gallop. Next steps are to skip or perform jumping jacks. Typically, a student can perform reciprocal movements to skip by the age of 6 years old. His motor patterns were hesitant and coordination appeared to be challenging, and he appeared to have somewhat decreased muscle tone. Using his two hands together to cut on a curved line in a coordinated manner would be a good next step for XXX.
* Fine Motor Coordination - XXX tried to perform thumb and finger touches following a demonstration and multiple attempts. Positioning n his fingers and to imitate other unfamiliar fine motor movements was a challenge. XXX uses a barrel grasp on his pencil. This grasp may limit coordinated finger movements.
* Body Awareness – XXX ran into the examiner during gross motor activities. While seated next to the examiner XXX bumped into and leaned on the examiner 4 times. He was able to identify his right hand. He tried to identify the right hand of the examiner. XXX was asked to draw a person. He drew a simple stick person with no hands or feet. XXX was able to identify his basic body parts such as eyes, nose, and mouth.
* Muscle Tone – XXX appears to have decreased muscle tone. Children with low tone may need to work harder to recruit their muscles into action than other children. This may also contribute to challenges with fine and gross motor skills.
* Strength – Upper extremity manual muscle testing was performed to determine overall muscle strength. XXX appears to be weaker than typical for his age in his upper extremity.
* Visual Tracking - XXX tried to track a moving object across a horizontal and vertical plane. Keeping his head still while his eyes were moving appeared to be difficult for him. XXX frequently looked away from the moving object. At one point he was encouraged to look at the toy when he was looking away. He stated, “I am looking at it.” XXX has the visual skills to safely navigate his school environment.