


Instructions: Identify the stage you believe the child is at, compared to other children the same age. First, use the rubric to choose a box (the rubric is found on pages 8–11). Next, place a vertical line in the box to indicate the child’s skill. The right side of the box indicates a higher level of skill.



Place a vertical line along the box that best captures where you think this child is in their physical literacy journey now.

See example below:

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

How would you rate this child on each of the following, compared to other children of the same age?

1. Sending upper body (using body only/no equipment; e.g., arms/hands/head):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

2. Sending lower body (using body only/no equipment; e.g., legs/feet):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

3. Sending with equipment (e.g., bat, stick):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

4. Receiving upper body (using body only; e.g., catching with hands/arms):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

5. Receiving lower body (using body only; e.g., stopping an object with feet):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

6. Receiving with equipment (e.g., glove, stick):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

7. Transporting upright (e.g., run/hop/jump/skip):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

8. Transporting prone (e.g., rolling/tumbling):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

9. Body control stationary (e.g., maintaining balance while putting on shoes):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

10. Body control moving (e.g., is able to maintain balance when moving to catch a ball)

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

The next few items are about everyday activities and play common in the preschool setting that require coordinated movements. This time, check the box that applies.

How would you rate the child on the following, compared to children of the same age?

11. Uses a variety of moving vehicles (e.g., tricycle, pedal car, scooter) outside during play.

Never

Sometimes

Often

Always

12. Uses playground equipment (e.g., climbing apparatus, slide).

Never

Sometimes

Often

Always

13. Can move inside the classroom *without* bumping into objects or people who are NOT moving.

Never

Sometimes

Often

Always

14. Can move inside the classroom without bumping into moving objects or people.

Never

Sometimes

Often

Always

The following items are about motivation and enjoyment related to physical literacy. Check the box that applies.

Do you agree or disagree with the following statements, compared to children of the same age?

15. When given the choice, this child will usually choose active games/play that use movement competencies (e.g., jumping, throwing, kicking, etc.) instead of more sedentary activities (e.g., playing in the sandbox, building blocks, colouring).

Strongly disagree

Disagree

Neither agree
nor disagree

Agree

Strong agree

16. When participating in active games and play that use a variety of different movement competencies, the child often seems confident in their abilities.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. When the opportunity to participate in new active games and play that use a variety of movement competencies, the child seems cautious/hesitant.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. When participating in active games and play that use a variety of different movement competencies, the child seems to enjoy the experiences.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Overall, when thinking about this child's physical literacy (combined movement skills, coordinated action, motivation and enjoyment), how would you rate this child compared to other children the same age?
Place a vertical line along the box that best captures where you think this child is in their physical literacy journey now.

Limited in their physical literacy

Extremely physically literate