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A Subjective Evaluation of Fundamental Locomotor Movement in Modern Dance Using a Five Point Rating Scale

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A SUBJECTIVE EVALUATION OF FUNDAMENTAL LOCOMOTOR MOVEMENT IN
MODERN DANCE USING A FIVE POINT RATING SCALE

BY

SANDRA ERICKSON DVORAK

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Physical Education, South Dakota
State University

1967

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A SUBJECTIVE EVALUATION OF FUNDAMENTAL LOCOMOTOR SKILLS IN
MODERN DANCE USING A FIVE POINT RATING SCALE

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor

Date

Head, Physical Education
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26618

A SUBJECTIVE EVALUATION OF FUNDAMENTAL LOCOMOTOR MOVEMENT IN
MODERN DANCE USING A FIVE POINT RATING SCALE

Abstract

Sandra Erickson Dvorak

Under the supervision of Associate Professor Glenn Robinson

The purpose of the study was to develop a test of fundamental locomotor movement for students enrolled in the modern dance classes at South Dakota State University. A five point rating scale was used to subjectively evaluate students who took the test.

The following procedure was employed. A letter of inquiry was sent to fifteen colleges and universities to obtain information as to the availability of locomotor skills tests for modern dance fundamental locomotor movement. From the thirteen replies received, it was found that only two institutions possessed a form of locomotor skills test, and these were not in print.

The writer devised a test of fundamental locomotor movement and conducted a pilot study. As a result of the first pilot study, certain changes were necessary for successful administration of the test. A second test was devised using only locomotor movement in pattern combinations. A second pilot study was conducted. As a result of the second pilot study, all changes made appeared feasible, and the final testing periods were planned.

The final form of the test contained two parts. Part I, consisting of six items, was for beginning students in modern dance. Part II, containing ten items, was for intermediate to advanced students in modern dance. Part I of the test was administered to 19

freshman women. Part II of the test was administered to 17 women physical education majors. The test for each group was administered twice, with two days between the test re-test. On both days of testing, three judges used the five point rating scale to evaluate the students who performed the test in groups of three. The students received two test scores; one score for the first administration of the test, and one score for the re-test.

As a result of the findings obtained during the investigation, the following conclusions appear warranted: 1) Part I of the fundamental locomotor skills test can be used in testing dance proficiency for beginners in modern dance locomotor movement at South Dakota State University. A correlation of $+0.54$ was obtained, which was statistically significant beyond the five percent level of significance. 2) Part II of the fundamental locomotor skills test can be used in testing dance proficiency for intermediate to advanced students in modern dance locomotor movement at South Dakota State University. A correlation of $+0.89$ was obtained, which was statistically significant beyond the one percent level of significance. 3) The use of judges to subjectively evaluate students taking the test, using a five point rating scale, is a satisfactory method of obtaining a test score.

The generalizations made by the writer, concerning her test, include the following: 1) It would appear that a classification test for students in modern dance is needed to determine the skill levels among beginning, intermediate, and advanced students. 2) It would appear that the test developed in this study is economical to

administer and practical for use in modern dance classes, since an entire class of twenty students can be tested in one 40 minute class period. 3) It would appear that if a teacher of modern dance did not wish to use the entire test, items could be selected from the test for use as challenge, motivation, and/or enjoyment.

ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to her advisor, Mr. Glenn E. Robinson, Associate Professor of Physical Education, Miss Geraldine Crabbs, Assistant Professor of Physical Education, and the many students and colleagues who gave so graciously of their time and assistance in making this study possible. A special thanks is due her family for their patience and perserverence while the study was being completed.

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TABLE OF CONTENTS

Chapter	Page
I Introduction	1
II Review of Related Studies	8
III Procedure for Obtaining Data	19
IV Analysis of Data	25
V Summary	31
References Cited	35
Appendix A: Letter of Inquiry	38
Appendix B: Instructors in Colleges and Universities Who Replied to the Letter of Inquiry	
Panel of Judges	39
Appendix C: Tests Existing in Colleges and Universities, but not in Print	41
Appendix D: Locomotor Skills Tests Used in First Pilot Study	42
Appendix E: Locomotor Skills Test Used in Second Pilot Study and Thesis	53
Appendix F: Raw Data	65
Appendix G: Enlarged Checklist for Beginners Test	77

TABLE OF TABLES

Table	Page
I Summary of the <u>t</u> Test for Part I of the Fundamental	
Locomotor Skills Test	27
II Summary of the <u>t</u> Test for Part II of the Fundamental	
Locomotor Skills Test	28

Chapter I

INTRODUCTION

Justification of the Study

Dance activity, as an integral part of the total physical education activity program, plays an important role in the life of the student. The modern day physical education instructor is now evaluating progress in most activities by the use of objective and subjective testing procedures. However, evaluation of basic locomotor movement in modern dance is one phase of dance activity that, according to Hayes,¹ "is not always given the serious consideration

¹ Elizabeth Hayes, An Introduction to the Teaching of Dance, 1964, p. 48.

that it deserves." The principles underlying good movement should apply especially to the basic locomotor steps because all other steps are made from them.

Evaluation is an important phase in the teaching of a motor skill. Snyder and Scott² wrote that evaluation is "a continuous

² R. A. Snyder and H. A. Scott, Preparation in Health, Physical Education, and Recreation, 1954, p. 358.

process of judging the effectiveness of learning experiences on the basis of an accepted scale of values." Throughout the authors' discussion of evaluation, they referred to "the continuous appraisal due to changes in educational opportunities." Not only must the

program continuously be improved, but also students desire and need to be observed and evaluated. Since measurement and evaluation are means to an end, their use should be for measuring proficiency as well as for improvement in the program. Smith³ stated:

Ideas are moving so swiftly today that one must keep running merely to stand still. We want to evaluate correctly our present day educational system in order that we may improve it in all ways. We want to keep the good, discard what is bad, and add anything that will help our young people learn to cope with the complexities of the modern world.

³ Bill Smith, "The Junior High School, A Launching Pad," National Association of Secondary School Principals Bulletin, 1961, p. 95.

Dance is recognized as an activity involving considerable motor skills, according to Fait⁴. He continued that the fundamental

⁴ Hollis F. Fait, Physical Education for the Elementary Child, 1964, p. 235.

motor skills involved in dance are all natural movements: walk, run, hop, jump, skip, slide, gallop, and leap. Hawkins⁵ stated that

⁵ Alma Hawkins, Creating Through Dance, 1964, p. 11.

attention should be given to these fundamental aspects of movement; that adequate measurement of fundamental locomotor movement is possible by subjective evaluation with the utilization of a rating scale.

From experience as a dance instructor, the writer has observed that the more experience the teacher has, the better she can subjectively evaluate student progress in dance. The teacher who lacks experience needs an evaluation device that is practical, valid, and reliable. What is now available in dance measurement and evaluation appears to be inadequate and outdated, since the most recent reliable test for the evaluation of locomotor movement in dance was devised fourteen years ago.

The philosophy of the physical education department at South Dakota State University is, in part, that the major in physical education should be proficient in a wide variety of activities. A skills test did not exist which determined the degree of proficiency in modern dance locomotor movement. The writer hoped to devise such a test for use by the physical education department.

Statement of the Problem

The purpose of the study was to develop a test of fundamental locomotor skills for students enrolled in the modern dance classes at South Dakota State University. A five point rating scale was used to subjectively evaluate the students.

Need for the Study

An examination of the literature revealed only two tests of locomotor movement. These were "A Gross Motor Rhythm Test" by

Ashton⁶, and "A Classification Test for Beginners" by Weckwerth⁷.

⁶ Dudley Ashton, "A Gross Motor Rhythm Test," Research Quarterly, October, 1953, pp. 253-260.

⁷ Charles A. Weckwerth, "A Classification Test for Beginners," (unpublished Master's thesis, Springfield College, Springfield, Massachusetts, 1934), pp. 72-115.

Ashton's test included the run, walk, skip, traditional schottische, polka, and waltz steps. The test by Weckwerth contained the run, walk, hop, jump, and leap. Neither of these was applicable to the modern dance curriculum offered at South Dakota State University.

No tests were found to evaluate locomotor movements in combined patterns. Advisors and other dance instructors, both in educational institutions and in private studios, agreed with the writer that evaluation of isolated locomotor skills was insufficient to evaluate students' overall locomotor dance proficiency. The literature showed that the available locomotor skills tests which evaluated isolated skills were outdated. The writer, her peers, and advisors further agreed that the ability to use fundamental locomotor movements in combination was more indicative of dance proficiency. It appeared that a more complete test was necessary to evaluate the skills of students participating in the present modern dance curriculum being offered at South Dakota State University.

Limitations of the Study

1. The test was developed for use at South Dakota State University.
2. The test was developed to evaluate only fundamental locomotor movement in selected pattern combinations.
3. The test was devised only for the use of those instructors who had a minimum of training in dance.
4. A five point rating scale was used to evaluate students taking the test.
5. The length of the test was controlled so that twenty students could be tested in one 40 minute class period.
6. The freshman women were beginners who had received only eight one hour sessions of dance instruction.
7. The physical education women majors had received only twenty-eight one hour sessions of dance instruction.

Definitions

The following definitions presented by Hayes⁸ were accepted

⁸ Elizabeth Hayes, An Introduction to the Teaching of Dance, 1964, pp. 3, 4, 47, and 66.

for use in the study.

1. Modern Dance - Movement that has been consciously given form and rhythmic structure to provide physical, emotional, or aesthetic satisfaction; certain fundamental movement skills and understandings are requisite to arrive at the goal of satisfaction--requisite not only as they pertain to dance, but also to almost all effective muscular response.

2. Locomotor Movement - The act of transporting the body from place to place in space.

3. Walk - A transfer of weight from one foot to the other without loss of contact with the ground.

4. Run - A transfer of weight from one foot to the other foot with a brief loss of contact with the ground.

5. Leap - A transfer of weight from one foot to the other, similar to the run, but involving greater height or distance, and requiring more energy for its performance.

6. Jump - A transfer of weight from both feet to both feet or from one foot to both feet.

7. Hop - A transfer of weight from one foot to the same foot.

8. Skip - A step and a hop, with the step requiring twice as much time as the hop.

9. Slide - A step (usually taken to the side) and another step (actually performed as a leap) closing to the first step. As in the skip, the first step requires twice as much time as the second step.

10. Gallop - A step and a leap, with the step requiring twice as much time as the leap.

Chapter II

Review of Related Studies

Introduction

An examination of the literature revealed few tests for determining dance proficiency. The two tests of locomotor skills, the one written objective test, and a number of tests pertaining to rhythm were reviewed.

Review of Measurement and Evaluation

Larson and Yocom⁹ stated that "the research needs in

⁹ Leonard Larson and Rachael Yocom, Measurement and Evaluation in Physical Education, Health, and Recreation Education, 1951, p. 30.

measurement and evaluation are probably greater than in any other phase of education."

Measurement in physical education is difficult and has been limited when compared to other areas of research in physical education. The values and contributions of skill tests in physical education have been much discussed. Rapeer¹⁰ emphasized the need for measuring

¹⁰ L. W. Rapeer, "Minimum Essentials of Physical Education," American Physical Education Review, October, 1916, p. 425.

physical status and motor skill against the standards and goals set by teachers and students, and by this means accomplishment can be

evaluated. Brace¹¹ agreed that the measurement of pupil achievement

¹¹ D. K. Brace, "The Development of Pupil Achievement in Physical Education," Research Quarterly, October, 1931, pp. 32-37.

was important in physical education with the use of accurate, objective tools. Brace¹² later stated that the measurement of pupils' abilities

¹² D. K. Brace, "What Pupil Abilities Should We Measure," Journal of Health and Physical Education, December, 1941, pp. 558-560.

in physical education was an aid to improvement of instruction.

Three major purposes can be accomplished by skill testing, according to Clarke¹³. They are as follows: 1) progress and

¹³ H. Harrison Clarke, The Application of Measurement to Health and Physical Education, 1959, p. 261.

achievement in a physical education program develops pupil interest; 2) skills teaching provides a method of classification of pupils according to their proficiency levels in each activity; and 3) skill testing provides a measure of progress toward educational objectives.

The construction of tests to measure skill in physical education must follow certain procedures and meet acceptable standards. Larson and Cox¹⁴ stated that the persons in charge of the preparation

¹⁴ Leonard Larson and Walter A. Cox, "Tests and Measurements in Health and Physical Education," Research Quarterly, December, 1941, pp. 483-489.

of a program of tests and measurements in any field are confronted by at least three problems: the scope and limitations of measurements,

the selection of tests and measurements according to some standard of significance, and the selection of significant tests to meet the desired objectives, whether they be either or both program objectives and individual objectives. Cronbach¹⁵ pointed out that "no one test

¹⁵ Lee J. Cronbach, Essentials of Psychological Testing, 1960, p. 96.

in any field is 'best' for all purposes." Tests are devised according to educational objectives in addition to needs, interests, and abilities of students. Whatever the field, whenever a test is constructed, validity, reliability, and objectivity are of prime importance.

Scott and Weiss¹⁶ presented four general procedures for the

¹⁶ Gladys M. Scott and Raymond A. Weiss, Research Methods in Health, Physical Education, and Recreation, 1959, pp. 238-249.

construction of tests of physical performance:

1. Selecting the criterion - by previously validated tests, competitive standings, subjective ratings, divergent groups, or by the descriptive criterion. No one method of criterion selection is preferred over the others.

2. Selecting test items - by relationship to the criterion, reliability and objectivity, scoring, performance, realism, practicality, suitability, or all of these.

3. Testing the reliability and objectivity of test

items - usually by administering the test to the same group twice and then computing the reliability coefficient. It is generally agreed that reliability coefficients from .95 to .99 are excellent, .90 to .94 are very good, .80 to .89 are acceptable, .70 to .79 are poor, and below .69 are questionable except for groups.

4. Validating the test - by either descriptive or statistical procedures.

In skills testing, various procedures to determine reliability appeared to be emphasized. Scott¹⁷ suggested that a student be

¹⁷ Gladys Scott, "The Use of Skill Tests," Journal of Health and Physical Education, June, 1938, pp. 364-366.

given all his trials in succession unless test items are too strenuous. Instruction and demonstration of the test items should be completed prior to the actual testing. In agreement, McCloy and Young¹⁸ said

¹⁸ Charles Harold McCloy and Norma Dorothy Young, Tests and Measurements in Health and Physical Education, 1954, p. 90.

that tests should be practiced before they are taken. Larson and Cox¹⁹

¹⁹ Leonard Larson and Walter A. Cox, "Tests and Measurements in Health and Physical Education," Research Quarterly, December, 1941, p. 486.

stated that a number of trials must be allowed to establish individual variance. If learning or forgetting occurs in the repetitions, a

parallel form of the test is necessary. Broer²⁰ added that if

²⁰ Marion R. Broer, "Evaluating Skills," Journal of Health, Physical Education and Recreation, November, 1962, pp. 22-23.

students are younger and less skilled, they need more trials as they are less consistent. Barrow and McGee²¹, Latchaw and Brown²², and

²¹ Harold M. Barrow and Rosemary McGee, A Practical Approach to Measurement in Physical Education, 1964, p. 38.

²² M. Latchaw and C. Brown, The Evaluation Process in Physical Education, 1962, p. 203.

Meyers and Blesh²³ agreed that in the test re-test method of obtaining

²³ R. Carlton Meyers and T. Erwin Blesh, Measurement in Physical Education, 1962, p. 93.

a reliability coefficient, at least two trials should be given on two different days. The conditions should be very similar, and the time span between tests should be such that students do not practice, learn, nor forget. The re-test should be the day following the first test, or two days later.

The objectivity of a test, as stated by Larson and Cox²⁴,

²⁴ Larson and Cox, op. cit., p. 485.

must receive the same considerations as reliability. The difference is in the comparison of results when different examiners apply the

test. Meyers and Blesh,²⁵ wrote that objectivity depends upon the

²⁵ Meyers and Blesh, op. cit., p. 90.

clarity of directions, standardized procedure for using a particular method of measurement, and standardized procedure for scoring the results. Willgoose²⁶ said of objectivity: "Objectivity can be

²⁶ C. E. Willgoose, Evaluation in Health Education, and Physical Education, 1961, p. 25.

improved by making the test easier to administer."

Barrow and McGee²⁷ stated that validity is the most

²⁷ Barrow and McGee, op. cit., p. 39.

important of the technical standards because "it tests the honesty of a test." If the relationship is close between the new test and an already established criterion, the test is considered valid. If the criterion is validated through logic or common sense, it is termed face validity; that is, one can look at a test and see inherently what it measures. According to Latchaw and Brown²⁸, if a skills test

²⁸ M. Latchaw and C. Brown, The Evaluation Process in Physical Education, 1962, p. 206.

measures only performance in the test itself, it is not necessary to validate the test against an outside criterion. This type of validity is known as internal validity. Content validity, as discussed by

Cronbach²⁹, can be used to validate a test by comparing the test items

²⁹.

L. J. Cronbach, Essentials of Psychological Testing, 1960, p. 106.

themselves with the content the author wishes to include in the test.

Review of Pertinent Findings

Shelley³⁰ stated that more dance experimentation is

³⁰ Mary Jo Shelley, "Some Aspects For and Against Objective Testing of the Dance in Education," Research Quarterly, October, 1930, p. 124.

necessary. The author said that is is not enough to use the philosophical method of thought and discussion to determine what dance in education can and should accomplish; rather, it must be sought by the experimental method and tried by the "unabstracted realism of use." Evaluation of dance proficiency cannot be determined by leadership alone. Good leadership usually results in good evaluation, while poor leadership usually results in poorer evaluation. Shelley continued that we can and should measure in dance education. It was pointed out that there are certain dance instructors who protest the cold procedure of testing in the dance field. These instructors who oppose testing say that measurement violates the nature of a flexible channel for self-activity.

³¹ Muzzey devised a foot rhythm test using complicated and

³¹ Dorothy Muzzey, "Group Progress of White and Colored Children in Learning a Rhythm Pattern," Research Quarterly, October, 1930, p.62.

expensive apparatus. The test measured only foot rhythm in 4/4 meter.

Among those who believed that a relationship existed between rhythmic ability and motor ability were Lemon and Sherbon³². In their

³² Eloise Lemon and Elizabeth Sherbon, "A Study of the Relationship of Certain Measures of Rhythmic Ability and Motor Ability in Girls and Women," Research Quarterly, March, 1934, p. 82.

study the small muscles of the arm and hand were used in the rhythmic responses. The results were compared with the Brace Motor Ability Test. The authors found that a low relationship existed between rhythmic ability and motor ability. Lemon and Sherbon concluded that rhythmic ability was an innate quality. In disagreement, McCristal³³

³³ Thomas McCristal, "An Experimental Study of Rhythm in Gymnastics and Tap Dancing," Research Quarterly, May, 1933, p. 163.

stated that rhythm was not an innate quality. He drew his conclusion from a correlation of his foot rhythm test with the Seashore Auditory Reaction Time Test. No numerical correlation was reported.

A battery of tests was set up by Benton³⁴ with a two-fold

³⁴ Rachel Jane Benton, "Measurement of Capacities of Learning Dance Movement Techniques," Research Quarterly, May, 1944, p. 137.

purpose. The author hoped to predict the capacities of college women for learning skills in dance movement techniques, and also to measure various qualities inherent in the dance. The tests used by the author were The Johnson Test of Motor Educability, The Brace Test of Motor Ability, McCloy's Physical Fitness Index, Seashore's Measures of

Musical Talents, a test of static balance and dynamic balance, and a test of agility. No significant results were reported.

Pease³⁵ constructed an objective written test to classify

35

Esther Pease, "The Construction of a Test of Ability to Reproduce Rhythmic Patterns," (unpublished Master's thesis, University of California, Los Angeles, California, 1948), pp. 20-74.

students for modern dance classes. The students were tested twice on the fifteen items, which were arranged in order of difficulty. Patterns were played on a Wigman modern dance drum and recorded for the test. An objectivity coefficient of +.88 was obtained using the Pearson Product-Moment method of correlation. The author concluded that it was practical and possible to use this test as a measure in dance to aid the physical educator with a limited background in dance.

An experiment of rhythm in social dancing was completed by Waglow³⁶. All subjects were tested in the basic steps for social

36

I. F. Waglow, "An Experiment in Social Dance Testing," Research Quarterly, March, 1953, p. 97.

dances. The reliability was $\pm .048$ to .472. The results of his study were inconclusive.

A study to determine the relationship between objective and subjective measures of rhythmic performance was undertaken by Pierce³⁷.

37

Kathryn Pierce, "Relationship Between Two Measures of Rhythmic Performance," (unpublished Master's thesis, Illinois State Normal University, 1957), pp. 31-67.

The objective measure used was the Kwalwasser-Dykema Music Test. The subjective measure consisted of two tests of dance performance: Fox trot, waltz, and tango rhythms; and variations of basic beats in 2/4, 3/4, and 4/4 meters. The highest correlation obtained was $\pm .12$ to $.44$. Pierce concluded that the relationship was not significant enough to warrant the use of the Kwalwasser-Dykema Music Test as an objective measure in dance.

A test for modern dance containing the run, walk, hop, jump, and leap was devised by Weckwerth³⁸. These locomotor movements were

³⁸ Charles Weckwerth, "A Classification Test for Beginners," (unpublished Master's thesis, Springfield College, Springfield, Massachusetts, 1934), pp. 72-115.

performed in 2/4, 3/4, and 4/4 meters. The subjects were tested twice on thirty-two skills, with a six week lapse between tests. The subjects were tested in groups of from four to six and were rated by judges. Between 36 to 50 students were tested in a 30 minute period. The score of each subject was the total number of skills performed successfully. All dance skills were performed to a drum beat with tempos set by a metronome. The number of judges was not given, and the slide, skip, and gallop were not tested. The correlations ranged from $\pm .013$ to $.206$.

Ashton's³⁹ test for locomotor dance skill was designed for

³⁹ Dudley Ashton, "A Gross Motor Rhythm Test," Research Quarterly, October, 1953, pp. 253-260.

folk, square, and/or modern dance students. A reliability coefficient of $+0.86$ was obtained using the Pearson Product-Moment method of correlation, after her test had been administered over a five and one-half year period to 1,053 students. A tape recording of musical excerpts was used for accompaniment of the test items. Tempos were set by a metronome and timed with a stop-watch. The subjects were tested in groups of three with three judges rating each group; twenty-four students were tested per class period with the eight minute test. Included in the test were the run, walk, skip, traditional waltz, polka, and schottische steps; however, the jump, leap, gallop, and slide were not included. The rhythms used were $2/4$, $3/4$, $4/4$ and $6/8$ meter.

Summary

The review of related studies seemed to indicate agreement that additional testing is essential in the area of dance. There was no agreement as to the number of fundamental locomotor movements to be tested, and no studies were found that dealt specifically with fundamental locomotor movement in pattern combinations. The Ashton study provided the writer with valuable suggestions which were employed in this study.

Chapter III

PROCEDURES FOR OBTAINING DATA

Introduction

This chapter describes the methods used in creating a testing device to evaluate fundamental locomotor skill in pattern combinations for modern dance at South Dakota State University.

Subjects

Thirty-six females were involved in the study. Nineteen of the subjects were freshman women enrolled in a nine week unit in modern dance for beginners. The 19 freshman women had eight one hour sessions in locomotor movement prior to the testing. Seventeen of the subjects were women physical education majors enrolled in a theory of dance course. This group was included in the study as intermediate to advanced dance students. The 17 women physical education majors had twenty-eight one hour sessions of instruction in dance prior to the testing.

Sources of Information

In addition to the tests found in the literature, a letter of inquiry was sent to a panel of fifteen college and university instructors in the dance field. The purpose of the letter was to obtain information concerning the availability of locomotor skills tests for modern dance. From the thirteen replies received, the

writer found that only two college dance departments possessed some form of locomotor test. The letter of inquiry, replies received, and existing departmental tests can be found in Appendices A, B, and C respectively, pp. 38-41. The existing tests appeared to be short and vague. They did not include all eight of the fundamental locomotor movements.

Construction of the Test

After many lengthy discussions with peers and advisors, five criteria were established for the locomotor skills test. These were as follows: 1) body mechanics, 2) rhythmic accuracy, 3) pattern sequence, 4) directional change, and 5) style of movement. According to the test criteria, a five point rating scale was used to subjectively evaluate students taking the test.

The first test devised contained thirty-three items. It was divided into two parts. Parts I-A and I-B, consisting of 16 items, were for beginners. Parts II-A, II-B, and II-C, containing 17 items, were for intermediate to advanced students. The test appears in Appendix D, pp. 42-52. The tempos for all test items were set by the use of a Wittner Prazision "Taktell" metronome and then timed with an official stop-watch. To further standardize test administration, the accompaniment for the test items, which was played on a Gretsch modern dance drum, was recorded on a Wollensack tape recorder. All verbal directions were included on the tape. The written directions were then prepared.

A panel of six experienced dance instructors was selected to rate the performances of students taking the proposed test. The panel included three college dance instructors and three dance instructors operating private dance studios.

Two pilot studies were completed prior to the administration of the testing program. In the first pilot study, conducted on December 20, 1966, the judges rated three divergent groups: two skilled dancers, four students with a limited dance background, and twenty-five beginning modern dance students. The following conclusions were reached by the writer after the pilot study:

1. Items in which the fundamental locomotor movements were combined into short patterns appeared to be satisfactory to discriminate between performances of the students.

2. The two trials given for each test item appeared to be satisfactory for judges to adequately rate the performers.

3. The use of three judges to rate the students as they performed in groups of three appeared to be satisfactory.

4. The three second interval between trials one and two for each item appeared to be sufficient.

5. The judges who rated the students were consistent with one another, although their reactions were individual and independent of one another.

6. The ~~three~~ three second interval between items was insufficient for judges to rate the performers.

7. The verbal directions on the tape were incomplete, as the students were unable to thoroughly understand the test items.

8. Part I-A was readily performed by all students; therefore, it was eliminated from the test as it did not discriminate between performances of the students.

9. Part I-B was too difficult for those being tested; only the skilled dancers were able to perform the lengthy patterns and follow the vague directions. Therefore, Part I-B was eliminated from the test.

10. All judges agreed that tempos should be changed for certain items to make performance of the items more feasible.

11. The test was too long. The students, with the exception of the skilled dancers, became fatigued near the middle of the test and were unable to move efficiently as they performed the remaining items.

12. Written directions for administration of the test were insufficient for one to thoroughly understand the test.

Colleagues and advisors agreed with the writer that the fundamental locomotor movements in pattern combinations seemed to be most indicative of dance proficiency in modern dance locomotor movement. A second test was constructed to alleviate problems encountered in the first pilot study. (See Appendix E, p. 53-64). The following changes were made:

1. The new test items were all pattern combinations of the eight fundamental locomotor movements.

2. The tempos were changed on the items so the items appeared feasible for performance.
3. The interval between items was lengthened to seven seconds.
4. A new tape was made. The only verbal directions on the tape were those necessary to start the students on each trial and to call the pattern on the practice trial.
5. The students would be given an orientation session one week prior to the testing. Full written and verbal directions would be given to the students, and they would be allowed to practice for one week. All items would be explained in detail and demonstrated.

The test for the second pilot study, including the orientation period on January 11, 1967, was performed on January 18, 1967, by students in the Modern Dance Club at South Dakota State University. This second pilot study indicated that the changes made in the new test items seemed to be satisfactory. The problems encountered in the first pilot study appeared to have been alleviated, so the final testing periods were planned.

One week prior to the first testing period, the thirty-six women who were to take the proposed test were given an orientation period. At this time, test items were explained in detail and demonstrated. The testing procedures and rating scale were also explained. The subjects were told that they could practice the test for one week, but they were asked to discontinue practice between the first and second administration of the test.

The first tests were administered on March 20, 1967. The students drew a number and were then arranged into groups of three in ordinal order. As each group of three was tested, the other students remained in a different room. The test items were written on the blackboard, as the test was too long to be memorized. The three judges were placed in separate positions in the testing room. During administration of the test, no words were spoken by the test administrator, students, or judges. The test for beginners, which began at 11:48 A.M., was completed at 12:24 P.M. The 19 beginning freshman women were tested in thirty-six minutes. The test for intermediate to advanced students, which began at 2:37 P.M., was completed at 3:10 P.M. The 17 women physical education majors were tested in thirty-three minutes.

After completion of the testing periods, the 36 women involved in the study were reminded that in two days they would be re-tested. They were once again asked to discontinue practice between tests.

On March 22, 1967, the 36 students were re-tested. Conditions were as similar as possible, including the numbers of the students, order of performance, time of day, and testing procedures.

Chapter IV
ANALYSIS OF DATA

Introduction

The statistical analysis of the data* (scores obtained in

*The data appear in the Appendices

the first and the second administration of the fundamental locomotor skills test for modern dance) collected on nineteen freshman women, who were beginning dance students, and seventeen women physical education majors, who were intermediate to advanced dance students, is presented in this chapter.

Scoring of Data

A five point rating scale was used to score each item in the test. The rating scale was based on the criteria established for the test, and each criterion had a value of one point on the rating scale. Part I of the test (for beginning students) contained six items; the maximum possible score, using the sum of the three judges' ratings, was 90. Part II of the test (for intermediate to advanced students) consisted of ten items; the maximum possible score, using the sum of the three judges' ratings, was 150. A score of five on an item was considered perfect, while a score of one on an item was unsatisfactory. All students involved in the study were subjectively evaluated. They received two test scores; one score on the first test, and one score on

the re-test.

Analysis of Data

The validity of the test was determined through the content validity method, as discussed by Cronbach⁴⁰. This was accomplished by

⁴⁰ Lee J. Cronbach, Essentials of Psychological Testing, 1960, p. 106

comparing the test items themselves with the content that the writer wished to include in the test.

The test re-test method of obtaining reliability, as described by Clarke⁴¹, was used to compute the "Pearson-r" between the

⁴¹ H. Harrison Clarke, Application of Measurement to Health and Physical Education, 1959, pp. 449-456.

first and second administrations of the fundamental locomotor skills test for modern dance; Part I was for beginning dance students, and Part II was for intermediate to advanced dance students. A t test, explained by Spiegel⁴², was used to determine the critical ratio. The

⁴² Murray R. Spiegel, Theory and Problems of Statistics, 1961, pp. 246-247.

five percent level of significance was chosen for the study, and the null hypothesis ($r = 0.00$) was tested.

In Part I of the test, 17 degrees of freedom were present, and a t of 2.11 was necessary for statistical significance. In Part II of the test, 15 degrees of freedom were present, and a t of 2.13 was necessary for statistical significance.

Findings for Part I (Beginners Test)

Table I shows the results for the test re-test for Part I of the locomotor skills test. An $r = +.54$ was obtained as the coefficient of correlation. The t was found to be 2.46, and was statistically significant beyond the five percent level of significance. The null hypothesis was rejected.

Table I

Summary of the t Test for Part I of the Fundamental Locomotor Skills Test

Measurement	r	df	t ratio
Part I test			
Part I re-test	+.54	17	2.64*

*Statistically significant beyond the five percent level of significance.

Findings for Part II (Intermediate to Advanced Test)

Table II shows the results for the test re-test for Part II of the locomotor skills test. An $r = +.89$ was obtained as the coefficient of correlation. The t was found to be 7.57, and was statistically significant beyond the one percent level of significance. The null hypothesis was rejected.

Table II

Summary of the t Test for Part II of the Fundamental
Locomotor Skills Test

Measurement	r	df	t ratio
Part II test	+.89	15	7.57*
Part II re-test			

*Statistically significant beyond the one percent level of significance.

Summary of the Findings

Part I (Beginners Test)

The t test indicated that there was a statistically significant correlation at the five percent level of significance in the test re-test for beginners in modern dance fundamental locomotor movement. The coefficient of correlation obtained was $+0.54$.

Part II (Intermediate to Advanced Test)

The t test indicated that there was a statistically significant correlation beyond the one percent level of significance in the test re-test for intermediate to advanced students in modern dance fundamental locomotor movement. The coefficient of correlation obtained was $+0.89$.

Discussion of Findings

The statistical methods employed in the study indicated that there was significant correlation obtained for both Parts I and II of the fundamental locomotor skills test. Since an $r = +0.54$ was significant beyond the five percent level of significance for Part I of the test, it appears that this section of the test, as administered in this study, is moderately reliable as a measure of dance proficiency in modern dance locomotor movement for beginning students. An $r = +0.89$ was obtained for Part II of the test, so it appears that this section of the test, as administered in this study, is reliable as a measure of dance proficiency in modern dance locomotor movement

for intermediate to advanced students, since the $r = +.89$ was significant beyond the one percent level of significance.

One subject in the intermediate to advanced group was a highly skilled dancer with extreme scores, so her scores were omitted from the scattergram, and the r was again computed. The new coefficient of correlation was found to be $+.77$, and the t of 6.41 that was obtained was still statistically significant beyond the one percent level of significance.

Chapter V

SUMMARY

Problem

The purpose of the study was to develop a test of fundamental locomotor skill for students enrolled in the modern dance classes at South Dakota State University. A five point rating scale was used to subjectively evaluate the students who took the test.

Data

The scores for the 19 freshman women and 17 women physical education majors were obtained as they performed the locomotor skills test in groups of three, while being subjectively rated by three judges. The same test was administered to each group twice, with two days between the test re-test. Part I of the test consisted of six items. Thirty-six minutes were required to test the 19 beginners on each day of testing. Part II of the test contained ten items. Thirty-three minutes were required to test the 17 women physical education majors on each day of testing. The sum of the three judges' ratings comprised the score given the student each time the test was administered.

Findings

A reliability coefficient of $+0.54$ was obtained for Part I of the locomotor skills test. The t was found to be 2.64 , which was

statistically significant beyond the five percent level of significance. A reliability of $+0.89$ was obtained for Part II of the locomotor skills test. The t was found to be 7.57 , which was statistically significant beyond the one percent level of significance.

Conclusions

1. The data revealed that the correlation of $+0.54$ obtained in Part I of the fundamental locomotor skills test warrants its use for testing dance proficiency for beginners in modern dance locomotor movement at South Dakota State University.

2. The data revealed that the correlation of $+0.89$ obtained in Part II of the fundamental locomotor skills test warrants its use for testing dance proficiency for intermediate to advanced students in modern dance locomotor movement at South Dakota State University.

3. The data indicated that the use of judges to subjectively evaluate students taking the test, using a five point rating scale, is a satisfactory method of obtaining a test score.

Generalizations

Realizing that this study represents only a small sampling of the population for whom the test was devised, the writer feels, nevertheless, that some generalizations may be made concerning her test.

It would appear that a classification test for students in modern dance is needed. It is very difficult to say that because a student has had four weeks instruction, he is a beginner; or that because a student has had fourteen weeks instruction, he is an intermediate to advanced student.

It appears that the test developed in this study could be used by other colleges and universities by teachers who desire a test to measure dance proficiency in fundamental locomotor movement.

It would appear that the test is economical to administer and practical for use in modern dance classes, since an entire class of twenty students can be tested in one 40 minute class period.

It would appear that if a teacher of modern dance did not wish to use the entire test, items could be selected from the test for use as challenge, motivation, and/or enjoyment.

It would appear that because the evaluation is subjective, the experience of the teacher administering the test would have an effect on the students' scores. As an afterthought, the writer did enlarge the rating checklist for Part I of the test. (This enlarged checklist appears in Appendix G, pp. 77-84). The checklist is more thorough and could be used by the more inexperienced teacher of dance; however, the administrative practicability of the test is lost if the enlarged checklist is used. The writer found that 90 minutes were required to test ten students using the enlarged checklist.

It appears that further research is necessary in the area of dance measurement.

Recommendations for Further Study

1. A longitudinal study should be conducted using the test as developed in this investigation.

2. A study should be conducted using the data collected in this investigation to determine the effect of the variables involved in the testing. The writer has prepared, by IBM Computer #1620, the raw data necessary for applying the analysis of variance to the data. This information is possessed by the Department of Physical Education at South Dakota State University.

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Appendix A
Continued on next page

Illinois, 1962

Appendices

Appendix A
Letter of Inquiry

November, 1966

Dear Madam:

May I ask for your HELP?

I am a graduate assistant in physical education at South Dakota State University working toward the Master of Science Degree.

I am searching for locomotor skills tests in modern dance. Do you have such a test available for physical education majors, dance majors, or both? If so, what is included?

I realize you are very busy, but I would be most interested in obtaining any information you might have time to give me. It is very important for my thesis research. Thank you.

Sincerely,

Appendix B

Replies to the Letter of Inquiry

1. Doris O'Donnell, University of Nebraska, Lincoln, Nebraska.
2. Barbara Berefsky, University of Michigan, Ann Arbor, Michigan.
3. Elizabeth R. Hayes, University of Utah, Salt Lake City, Utah.
4. Dr. Aileene Lockhart, University of Southern California,
Los Angeles, California.
5. Mercedes C. Fernandez, Wisconsin State University, Whitewater,
Wisconsin.
6. Charlotte Irely, University of Colorado, Boulder, Colorado.
7. Dr. Gwendolyn Drew, Washington University, St. Louis, Missouri.
8. Pat Lamb, Carleton College, Northfield, Minnesota.
9. Jean Bontz, State College of Iowa, Cedar Falls, Iowa.
10. Grace Rhonemus, University of North Dakota, Grand Forks, North
Dakota.
11. Dr. Eloise Jaeger, University of Minnesota, Minneapolis,
Minnesota.
12. Maragaret Main, University of Wyoming, Laramie, Wyoming.
13. Mrs. Jerald Brekke, Northwest Missouri State College, Maryville,
Missouri.

Panel of Judges

1. Mrs. Pat Fors, Northern State College, Aberdeen, South Dakota.
2. Mrs. Deanna Galligher, Huron, South Dakota.
3. Mrs. Navora Adams, Brookings, South Dakota.
4. Mrs. Ruth-Elaine Meyer, Brookings, South Dakota.
5. Mrs. Marilyn Richardson, Brookings, South Dakota.
6. Mrs. Sandra Dvorak, Brookings, South Dakota

Appendix C

Tests existing, not in print

1. Wisconsin State University

- A) Walk - $\frac{4}{4}$ meter, hop- $\frac{3}{4}$ meter, jump - $\frac{2}{4}$ meter, leap - $\frac{2}{4}$ and $\frac{4}{4}$ meter.
- B) Triplet run - $\frac{3}{4}$ meter, jump - hop - $\frac{2}{4}$ meter.
- C) 3 hops in $\frac{3}{4}$ meter, 2 skips in $\frac{2}{4}$ meter, 4 leaps in $\frac{4}{4}$ meter.
- D) Walk in tempo, then twice as slow, then twice as fast.
- E) Use of total body movement in space, with rhythm and force.
- F) Self-direction, control, balance, rhythmic accuracy.

2. University of Michigan

- A) Dance walk - forward and backward with accompanying arm pattern.
- B) Prance sequence - 4 prance, 2 prance, 1 prance-clap and repeat.
- C) Triplet - with a turn and a suspension.
- D) 4 jumps in first position followed by 4 spring runs.

SCORING -- On an individual basis from 5 to 1; 5 as perfect.

3. University of Iowa - In the process of developing a departmental locomotor skills test.

Appendix D

A FUNDAMENTAL LOCOMOTOR SKILLS TEST FOR MODERN DANCE

- | I. Criteria for Part I-A | Criteria for Part I-B and Part II |
|--|---|
| 1. Proper Body Alignment | 1. Correct body mechanics (as in Part I-A) |
| 2. Correct Rhythm | 2. Correct rhythm |
| 3. Controlled Landings | 3. Correct sequence of pattern |
| 4. Proper extension and flexion of hips, knees, and ankles. | 4. Directional change clear, smooth, and precise. |
| 5. Style of movement (forced and mechanical, or spirited and relaxed). | 5. Style of movement - Same as in Part I-A |

II. Directions for the Test:

- A) The recorded tape will give all directions to those taking the test.
- B) For each item in the test, two trials will be allowed. The first is a practice trial, and the second trial is rated.
- C) A score from 5 to 1 for each test item is given on the second trial according to the criteria listed above.
- D) There are 3 seconds between each trial and 3 seconds between items.
- E) Parts I-A and B can be given to beginners. Part II of the test is optional, depending on the skill level of the students.

- F) In each trial for each item, the student will listen to one measure on the metronome and begin on the drum beat.
- G) Part I-A tests the mechanics of the isolated locomotor skills.
- H) Part I-B tests the fundamental skills with elementary directional changes.
- I) Part II tests the locomotor skills in selected pattern combinations - Section A - Simple Skills; Section B - Moderate Skills; Section C - Difficult Skills.

III. Part I - A (Circle one number from 5 to 1 on the second trial for each item).

Skill	Meter	Measures	Metronome	Time (in seconds)
1) WALK (8)	4/4	2	84	6.0
/ - - - - /				
5-4-3-2-1				
2) RUN (16)	4/4	4	152	6.5
/ - - - - /				
5-4-3-2-1				
3) JUMP (12)	4/4	3	108	7.0
/ - - - - /				
5-4-3-2-1				

Skill	Meter	Measures	Metronome	Time (in seconds)
4) HOP (12) alternate feet each 4 hops	4/4	3	108	7.2
/ _ _ _ _ /				
5-4-3-2-1				
5) LEAP (12)	4/4	3	104	7.0
/ _ _ _ _ /				
5-4-3-2-1				
6) GALLOP (8)	4/4	2	88	5.6
/ _ _ _ _ _ _ _ _ /				
5-4-3-2-1				
7) SKIP (8)	4/4	2	88	5.6
/ _ _ _ _ _ _ _ _ /				
5-4-3-2-1				
8) SLIDE (8) sideward	4/4	2	88	5.6
/ _ _ _ _ _ _ _ _ /				
5-4-3-2-1				

IV. Part I - B Patterns

1) WALK	4/4	3	96	7.5
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2 forward

2 backward

4 sideward

4 in one circle

Meter Measures Metronome Time (in seconds)

/ _ _ _ _ /

5-4-3-2-1

2) RUN 4/4 4 152 6.5

4 forward

4 backward

2 backward

4 in one circle

/ _ _ _ _ /

5-4-3-2-1

3) SKIP 6/8 6 88 8

2 forward

2 backward

4 complete circle

2 forward

2 backward

/ _ _ _ _ /

5-4-3-2-1

4) SLIDE 6/8 4 88 16

4 sideward to make complete circle

2 forward

$\frac{1}{4}$ turn and 2 forward

Hold 4 counts and reverse

/ _ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
5) GALLOP	6/8	5	88	7

2 forward

$\frac{1}{4}$ turn and 4 forward

4 forward in complete circle

Hold 4 counts and reverse

/ _ _ _ _ /

5-4-3-2-1

6) JUMP	4/4	3	108	6.5
---------	-----	---	-----	-----

4 in complete circle

1 forward

1 move right sideward

1 move left sideward

1 backward

/ _ _ _ _ /

5-4-3-2-1

7) HOP	4/4	4	108	8.9
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2 forward

2 backward

4 in complete circle

Change feet on each circle

/ _ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
8) LEAP	4/4	3	104	7

4 forward, moving diagonal on each leap

4 in one complete circle

3 forward

$\frac{1}{2}$ turn and 1 forward

Hold 4 counts and reverse

/ _ _ _ _ /

5-4-3-2-1

V. Part II-A

1) 3 slides sideward	4/4	4	88	11.0
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1 skip forward

repeat 3 times

/ _ _ _ _ _ _ _ _ /

5-4-3-2-1

2) 3 gallop forward	4/4	4	88	11.0
------------------------	-----	---	----	------

$\frac{1}{4}$ turn on 1 skip

repeat 3 times

/ _ _ _ _ _ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
3) Jump-hop	4/4	4	126	15

Alternate feet on each hop

/ _ _ _ _ /

5-4-3-2-1

4) 3 runs forward	6/8	4	152	9.5
----------------------	-----	---	-----	-----

$\frac{1}{4}$ turn and 1 jump

repeat 2 times

/ _ _ _ _ /

5-4-3-2-1

5) 4 jumps in	4/4	8	100	10.5
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1 complete circle;

8 runs forward in double time

/ _ _ _ _ _ /

/ _ _ _ _ _ _ _ _ /

5-4-3-2-1

6) 2 runs forward	3/4	4	120	6
----------------------	-----	---	-----	---

$\frac{1}{4}$ turn and leap

repeat 2 times

/ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
7) 2 skips forward	4/4	4	88	11.0

$\frac{1}{4}$ turn and jump

repeat 2 times

/ _ _ _ _ /

5-4-3-2-1

VI. Part II-B

1) 1 hop	4/4	4	108	9
----------	-----	---	-----	---

$\frac{1}{4}$ turn and 1 jump

2 leaps forward

repeat 2 times

/ _ _ _ _ /

5-4-3-2-1

2) 2 leap forward	6/8	8	92	10.5
----------------------	-----	---	----	------

1 gallop forward

$\frac{1}{4}$ turn and step

repeat 2 times

/ _ _ _ / _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
3) 2 gallops sideward	6/8	8	76	12.5

3 runs forward

$\frac{1}{4}$ turn and 1 skip

repeat 2 times

/ _ _ _ _ /

/ _ _ _ _ /

5-4-3-2-1

4) 1 slide sideward	6/8	4	76	6.5
------------------------	-----	---	----	-----

1 step forward

1 leap forward

repeat 2 times

/ _ _ _ _ /

5-4-3-2-1

5) 1 skip forward	4/4	4	88	9
----------------------	-----	---	----	---

$\frac{1}{4}$ turn and leap

1 step forward

repeat 2 times

/ _ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
6) 3 walks forward	6/8	4	116	12.5

3 walks in complete circle

repeat 3 times

/ _ _ _ _ _ /

5-4-3-2-1

VII. Part II-C

1) 1 skip forward	3/4	4	100	9
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1 slide sideward

1 gallop forward

repeat 2 times

/ _ _ _ _ _ /

5-4-3-2-1

2) Alternating	6/8	4	104	13
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3 step turns;

face sideward, but progress forward

/ _ _ _ _ _ /

5-4-3-2-1

	Meter	Measures	Metronome	Time (in seconds)
3) 1 skip forward	4/4	4	96	10

1 slide moving sideward with body facing forward

3 runs forward

$\frac{1}{4}$ turn and 1 walk

repeat 2 times

/ _ _ _ _ _ /

5-4-3-2-1

4) 2 leaps forward	6/8	8	104	9.5
--------------------	-----	---	-----	-----

1 jump in place

$\frac{1}{4}$ turn on 1 skip

repeat 2 times

/ _ _ / _ _ _ /

5-4-3-2-1

Appendix E

A LOCOMOTOR SKILLS TEST FOR MODERN DANCE USING SELECTED
COMBINATIONS

I. Written directions

A. Necessary equipment

1. Large floor area
2. Tape recorder
3. Rating sheet
4. Pencil, pen, or some type marker

B. Scoring the test

1. A five point rating scale is used; each criterion is equal to one point on the rating scale. The scores are not weighted. The criteria are as follows:
 - a) Proper body mechanics (including posture, controlled landings, and flexion, and extension of hips, knees, and ankles)
 - b) Rhythmic accuracy (beginning on the beat and remaining on the beat through the entire pattern)
 - c) Correct sequence of the pattern
 - d) Precise and accurate changes in direction throughout the entire pattern
 - e) Style of movement (whether tense and mechanical, or free and natural)

2. Two trials are given in each item; ONLY the second trial is rated from five to one. Five is considered perfect, while one is unsatisfactory.
3. The final score is the sum of the points received for all items.
4. Maximum score for Part I, for beginners, is 30, if only one person is rating the student.
5. Maximum score for Part II, for intermediate to advanced students, is 50, if only one person is rating the student.
6. If more than one person is rating the student, the score is the sum of the scores of all the raters.
7. Students may be rated in groups of from two to four, depending upon the number of qualified judges.

C. Utilization of the Test

1. Part I is designed for beginners on the high school or college level. Six items are contained in Part I of the test.
2. Part II is designed for intermediate to advanced students on the high school or college level. Ten items are contained in Part II of the test.
3. One week prior to the testing period, the students should be given an orientation period. At this time, all items in the test should be explained in detail and demonstrated.

D. Length of the test

1. Part I for beginning students lasts 2 minutes and 57 seconds.
2. Part II for intermediate to advanced students lasts 5 minutes and 48 seconds.

II. Verbal directions given to the students during the orientation period.

- A. There are two trials for each item in the test.
- B. The first trial is a practice trial, and ONLY the second trial is rated and scored from five to one.
- C. A five point rating scale is used; five is considered perfect, and one is unsatisfactory.
- D. Each pattern is repeated four times in each trial; continue until the drum beats stop.
- E. There are three seconds between the two trials.
- F. There are seven seconds between items.
- G. For each trial, in every item, listen to the metronome for one measure and begin on the drum beat; in each trial, the voice on the tape says, "Ready, 2, 3, begin".
- H. For each trial, in every item, begin the pattern with the RIGHT FOOT.

III. Part I Test items, Full descriptions, number of measures, tempo, and time in seconds for beginning students.

PATTERN	METER	MEASURES	METRONOME	TIME
Item #1 -- 3 slides sideward	4/4	4	88	11.0

$\frac{1}{4}$ turn and 1 skip
Do 4 times

/ _ _ _ _ _ _ _ _ /

Turn 90° left from the line of direction so pattern can begin with the right foot. Slide sideward three times. Turn 90° to the right, facing forward in the line of direction, and execute one skip on the right foot with the free left leg held in front, toes pointed and knee flexed.

Repeat Pattern - Begin with left foot - Face 90° right.
 " " " " right " " " left.
 " " " " left " " " right.

Item #2 - 3 gallops forward	4/4	4	88	11.0
--------------------------------	-----	---	----	------

$\frac{1}{4}$ turn and 1 skip

/ _ _ _ _ _ _ _ _ /

Face forward in the line of direction. Do three gallops forward, starting with the right foot. Legs should be lifted as high as possible when free; knees should be flexed and toes pointed as knees turn outward. Turn 90° to the right, and do one skip on the right foot, with free leg the same as in Item #1.

Repeat pattern - Begin with the left foot.
 " " " " " right "
 " " " " " left "

PATTERN	METER	MEASURES	METRONOME	TIME
Item #3 - Jump-hop twice	4/4	4	132	15.0

4 walks in complete circle

Do 4 times

/ _ _ _ _ /

Face forward in the line of direction. Execute one jump. Hop onto right foot holding left leg behind, bent at knee, with toes pointed. Repeat jump, only hop onto the left foot holding right leg behind, bent at knee with toes pointed. Make one complete circle on the four walks.

Repeat pattern -- first hop on left foot
 " " " " " right "
 " " " " " left "

Item #4 - Jump turn 180°	4/4	8	88	19.5
--------------------------	-----	---	----	------

Jump in place

Double time 4 runs forward, 4 runs backward

Do all 4 times

/ _ _ / _ _ _ _ _ _ _ _ /

Face forward in the line of direction. Execute one jump, turning 180°. Jump in place. Do four runs forward, tilting body forward and kicking free legs out behind, with the knees bent and toes pointed. Do four runs backward, tilting body backward with free legs forward, knees straight and toes pointed.

PATTERN	METER	MEASURES	METRONOME	TIME
Repeat Pattern - Begin with a 180° turn left				
" " " " " " " "				
" " " " " " " "				

Item #5 - 2 runs forward $3/4$ 4 120 6
 $\frac{1}{4}$ turn and 1 leap
 Do 4 times

/ _ _ _ /

Face forward in the line of direction. Perform two regular runs forward, beginning with the right foot. Turn 90° to the right, and do one leap forward on the right foot.

Repeat pattern - Begin with the left foot.
 " " " " " right "
 " " " " " left "

Item #6 - 2 skips forward $6/8$ 8 88 12
 $\frac{1}{4}$ turn and 1 jump
 1 gallop forward
 Do 4 times

/ _ _ _ _ / _ _ _ _ /

Face forward in the line of direction. Do two skips forward with free leg behind, knees straight and toes pointed. Turn 90° to the right, and execute one jump. Do one gallop forward on the right foot.

Repeat pattern 3 times; in each case begin with the right foot.

PATTERN	METER	MEASURES	METRONOME	TIME
IV. <u>Part II</u> - Test items, full descriptions, number of measure, tempo, and time in seconds for intermediate to advanced students.				

Item #1 - 1 hop, $\frac{1}{4}$ turn and 1 jump, 2 leaps forward Do 4 times	$\frac{4}{4}$	4	108	9.0
---	---------------	---	-----	-----

/ _ _ _ _ /

Face forward in the line of direction. Hop onto the right foot. Turn 90° to the left, and do one jump. Execute two leaps forward (right foot, left foot).

Repeat pattern - Hop on the left; 90° turn right
 " " " " " right " " left
 " " " " " left " " right

Item #2 - 6 walks forward as triplets 3 walks as 1, triplet, to make 1 complete circle Do 4 times	$\frac{3}{4}$	12	138	15.5
--	---------------	----	-----	------

/ _ _ _ _ /

Face forward in the line of direction. Do six walks forward in triplet form (two triplets); make one complete circle on the last 3 walks (one triplet).

Repeat pattern -- Begin with left foot.
 " " " " right "
 " " " " left "

PATTERN	METER	MEASURES	METRONOME	TIME
Item #3 - 2 leaps forward, 6/8.		8	92	10.5

1 gallop forward,

$\frac{1}{4}$ turn and 1 step

Do 4 times

/ _ _ _ / _ _ _ /

Face forward in the line of direction. Execute two leaps forward beginning on the right foot. Do one gallop forward with the right foot. Turn 90° to the right, and do one step with the right foot.

Repeat pattern - Begin with left foot
 " " " " right "
 " " " " left "

Item #4 - 1 slide sideward 6/8		4	76	6.5
--------------------------------	--	---	----	-----

$\frac{1}{4}$ turn and 1 step

1 leap forward

Do 4 times

/ _ _ _ _ /

Turn 90° to the left from the line of direction. Perform one slide sideward beginning on the right foot. Turn 90° to the right, and do one step on the right foot. Continue forward with one leap on the left foot.

Repeat pattern three more times; begin each repeat with the right foot.

PATTERN	METER	MEASURES	METRONOME	TIME
Item #5 - 1 skip forward	2/4	4	88	6.0

$\frac{1}{4}$ turn and 1 leap

1 step forward

Do 4 times

/ _ _ / _ _ /

Face forward in the line of direction. Execute one skip forward on the right foot, free leg forward, with bent knee and pointed toes. Turn 90° to the left, do one leap forward on the left foot. Do one step forward on the right foot.

Repeat pattern - Begin with left foot
 " " " " right "
 " " " " left "

Item #6 - 1 skip forward	3/4	4	100	8.0
--------------------------	-----	---	-----	-----

1 slide sideward

1 gallop forward

Do 4 times

/ _ _ / _ _ / _ _ /

Face forward in the line of direction. Take one skip forward on the right foot with free leg as in Item #5. Turn 90° to the right, and do one slide sideward with the left foot. Turn 90° to the left, and perform one gallop with the left foot.

Repeat pattern - Begin with left foot
 " " " " right "
 " " " " left "

PATTERN	METER	MEASURES	METRONOME	TIME
Item #7 - Alternating	3/4.	4	104	7.0

3 step turns with no pauses

Do 4 times

/ _ _ _ /

Face 90° left from the line of direction. Do one complete circle to the right with three steps (right foot, left foot, right foot). Continue traveling sideward, but reverse the circle (left foot, right foot, left foot).

Repeat - 360° turn to the right with the right foot
 " " " " " left " " left "

Item #8 - 1 skip forward	4/4	4	96	10.0
--------------------------	-----	---	----	------

1 slide sideward, facing forward

3 runs forward

$\frac{1}{4}$ turn and 1 step

Do 4 times

/ _ _ _ _ _ _ _ /

Face forward in the line of direction. Do one skip forward with the right foot, holding free leg behind with knee straight and toes pointed. Remain facing forward in the line of direction, and do one slide sideward with the left foot. Do three runs forward (left foot, right foot, left foot). Turn 90° to the right, and do one step on the right foot.

PATTERN	METER	MEASURES	METRONOME	TIME
---------	-------	----------	-----------	------

Repeat pattern - Begin with the left foot				
" " " " " right "				
" " " " " left "				

Item #9 - 2 leaps forward	6/8	8	104	9.5
---------------------------	-----	---	-----	-----

1 jump in place

$\frac{1}{4}$ turn and 1 skip

Do 4 times

/ _ _ / _ _ _ /

Face forward in the line of direction. Execute two leaps forward beginning on the right foot. Do one jump in place. Turn 90° to the right, and do one skip on the right foot, holding free leg forward with bent knee and toes pointed.

Repeat pattern - Begin with the left foot				
" " " " " right "				
" " " " " left "				

Item #10 - 2 gallops sideward	6/8	8	96	10.0
----------------------------------	-----	---	----	------

3 runs forward

$\frac{1}{4}$ turn and 1 skip

Do 4 times

/ _ _ _ _ / _ _ _ _ _ /

Face forward in the line of direction. Perform two gallops sideward with the body facing forward, beginning on the right foot. Do three runs forward (right foot, left foot, right foot). Turn 90° to the right, and do one skip on the right with free leg as in Item #9.

Repeat pattern - Begin with the left foot
" " " " " right "
" " " " " left "

Appendix F

RAW DATA

Raw Scores for First Administration of the Beginners Test

Judge #1

Subject Number	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	2	1	1	1	2	2
2	5	1	2	1	2	1
3	1	3	2	2	2	1
4	3	2	3	3	3	3
5	1	1	2	3	2	1
6	2	2	1	1	1	1
7	3	2	1	2	1	1
8	2	2	1	2	2	2
9	1	1	1	1	2	1
10	2	1	1	2	1	2
11	1	2	3	2	1	2
12	2	1	2	2	2	1
13	2	3	3	3	1	2
14	2	1	1	1	1	1
15	2	2	3	2	1	2
16	2	1	1	2	2	1
17	2	2	2	2	1	1
18	2	2	3	3	1	3
19	3	1	2	2	1	2

Raw Scores for First Administration of the Beginners Test

Judge #2

Subject Number	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	1	1	2	3	2
2	5	2	3	2	3	1
3	2	4	3	3	3	2
4	5	4	4	5	4	4
5	2	2	3	4	3	2
6	2	2	2	1	2	1
7	4	3	2	2	1	2
8	2	3	2	3	3	3
9	1	1	1	1	2	1
10	2	1	1	3	2	2
11	2	3	2	3	2	3
12	2	1	2	3	3	2
13	3	4	4	4	2	2
14	2	1	1	1	1	1
15	3	3	3	3	2	3
16	2	1	2	3	2	2
17	3	3	3	3	2	2
18	4	1	3	3	1	2
19	3	1	1	1	1	2

Raw Scores for First Administration of the Beginners Test

Judge #3

Subject Number	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	2	2	2	3	3
2	5	2	2	3	2	2
3	1	3	2	2	2	1
4	5	3	3	3	3	3
5	1	1	3	5	2	1
6	3	2	2	2	1	1
7	3	2	2	3	2	2
8	1	3	3	3	2	3
9	1	2	2	1	3	2
10	3	2	2	3	2	3
11	2	3	3	3	2	3
12	3	2	2	3	2	2
13	2	4	3	3	2	3
14	3	1	1	1	2	2
15	3	2	2	2	1	2
16	2	2	1	2	2	1
17	3	2	2	2	2	2
18	3	2	4	4	1	3
19	4	2	2	1	2	3

Raw Scores for the Second Administration of Beginners Test

Judge #1

Subject Number	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	2	2	2	1	1	1
2	4	2	2	1	1	2
3	2	2	2	1	1	2
4	5	2	2	1	2	2
5	1	1	1	3	1	2
6	1	1	1	1	1	1
7	2	1	1	1	1	1
8	2	1	2	2	2	1
9	1	1	2	1	1	1
10	1	1	1	1	1	1
11	1	2	2	1	2	2
12	1	1	1	1	1	1
13	1	2	1	1	1	1
14	1	1	1	1	1	1
15	2	1	1	2	1	1
16	2	2	2	1	1	1
17	2	1	1	1	1	1
18	2	2	2	2	1	2
19	1	1	1	1	1	1

Raw Scores for Second Administration of Beginners Test

Judge #2

Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	2	3	2	1	1
2	4	2	2	1	1	2
3	3	2	2	1	1	2
4	5	2	2	2	3	2
5	2	1	2	3	2	2
6	2	1	1	2	1	1
7	3	1	1	1	1	1
8	3	2	3	3	2	1
9	2	1	2	1	1	1
10	1	1	1	1	1	1
11	1	2	2	2	1	2
12	2	1	2	1	1	1
13	1	2	1	2	2	2
14	1	1	2	2	1	1
15	2	2	2	2	1	1
16	2	3	2	2	2	1
17	2	2	1	2	1	1
18	3	3	3	3	2	1
19	1	1	1	2	1	1

Raw Scores for Second Administration of Beginners Test

Judge #3

Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	3	2	3	2	2	2
2	3	3	3	2	2	3
3	3	2	3	2	2	3
4	4	5	2	2	2	3
5	2	2	2	3	2	2
6	2	2	2	2	2	2
7	3	2	2	3	2	2
8	3	2	3	3	2	2
9	2	2	3	2	1	2
10	2	2	2	2	2	2
11	2	2	3	2	2	2
12	2	2	2	2	2	2
13	2	3	3	2	2	2
14	2	2	2	2	2	2
15	2	2	2	2	2	2
16	2	2	3	2	2	2
17	3	2	2	2	2	2
18	3	3	3	3	2	2
19	2	2	2	2	2	2

Raw Scores of First Administration of Intermediate to Advanced Test

Judge #1

Subject Number

Item Number

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	4	4	4	4	3	4	4	4	3	3
2	2	2	2	2	2	3	2	2	2	2
3	2	2	1	3	1	1	2	1	1	1
4	2	3	1	4	3	3	2	1	2	1
5	3	3	3	3	2	3	2	2	3	3
6	1	1	1	2	1	1	1	1	1	1
7	2	2	2	3	1	1	3	1	3	1
8	1	2	1	2	1	1	2	1	2	1
9	1	2	1	1	1	1	1	1	1	1
10	1	2	2	1	1	1	1	1	1	1
11	1	2	1	1	1	1	1	1	2	1
12	3	3	2	2	1	1	3	1	2	1
13	3	3	2	2	1	1	2	1	1	1
14	2	2	1	2	1	1	2	1	2	1
15	2	2	3	2	1	2	3	1	3	1
16	2	2	2	3	1	2	3	1	3	1
17	1	2	3	4	1	2	1	1	3	1

Raw Scores for First Administration of Intermediate to Advanced Test

Judge #2

Subject	Items									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	5	5	4	4	4	4	4	5	4	4
2	2	1	2	2	2	2	3	2	3	3
3	3	3	1	3	1	2	3	1	2	1
4	3	4	2	5	3	4	3	2	3	2
5	4	2	4	3	2	3	2	3	4	3
6	2	1	1	2	2	2	1	1	1	1
7	2	2	1	2	1	1	3	1	2	1
8	1	1	2	2	1	1	2	1	2	1
9	1	2	1	1	1	1	1	1	1	1
10	1	3	2	1	1	1	1	1	2	1
11	2	3	1	1	1	1	1	1	1	1
12	2	4	3	3	1	2	3	2	2	1
13	3	3	3	3	1	1	2	1	2	1
14	1	2	2	2	1	1	3	1	1	1
15	1	1	2	3	1	1	3	1	2	1
16	1	1	1	3	1	1	3	1	2	1
17	2	2	3	3	1	2	2	2	2	1

Raw Scores for First Administration of Intermediate to Advanced Test

Judge #3

Subject	Items									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	3	3	3	3	3	4	3	4	4	3
2	3	1	2	3	2	2	3	3	3	2
3	2	2	2	3	1	2	3	2	2	1
4	2	4	2	4	3	3	3	1	2	2
5	4	3	3	3	2	2	3	3	3	1
6	2	1	1	2	2	2	2	2	2	1
7	3	3	2	3	1	2	3	1	3	2
8	2	2	2	2	1	2	3	1	2	1
9	1	3	2	2	1	1	2	1	2	1
10	2	2	2	1	1	2	1	1	1	1
11	1	2	1	1	1	1	2	1	2	1
12	2	3	3	2	1	1	3	1	2	1
13	3	4	3	3	1	2	2	1	1	1
14	2	3	2	3	1	3	3	2	2	1
15	1	1	2	2	1	1	3	1	2	1
16	1	1	2	3	1	2	3	1	2	1
17	2	2	3	3	1	1	1	2	3	1

Raw Scores for Second Administration of Intermediate to Advanced Test

Judge #1

Subject	Items									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	3	3	4	3	4	4	2	5	4	4
2	2	1	1	2	1	2	1	1	2	1
3	2	1	1	2	1	2	1	1	1	2
4	2	3	3	3	2	3	1	1	2	3
5	2	1	1	1	2	2	1	3	2	3
6	1	1	1	1	1	2	1	1	1	1
7	1	1	1	1	1	1	1	1	2	1
8	1	1	2	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1
10	1	1	1	2	1	1	1	1	1	1
11	1	1	2	2	1	1	1	1	1	1
12	2	3	4	3	2	1	1	2	2	1
13	2	2	2	2	1	1	1	2	1	1
14	2	2	2	2	1	1	1	1	2	1
15	2	3	2	2	1	1	1	1	1	1
16	2	3	2	3	1	1	1	1	2	1
17	2	3	5	5	1	1	1	2	4	1

Raw Scores for Second Administration of Intermediate to Advanced Test

Judge #2

Subject	Items									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	3	3	4	3	5	3	3	5	5	5
2	2	2	1	1	1	2	1	1	1	2
3	1	1	1	1	1	1	2	1	1	2
4	2	2	2	3	2	2	1	1	1	2
5	3	1	2	2	2	1	1	2	2	3
6	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1
12	1	2	1	2	1	1	1	1	1	1
13	2	2	1	2	1	1	1	1	1	1
14	2	2	1	2	1	1	1	1	1	1
15	1	2	1	2	1	2	1	1	1	1
16	1	2	1	2	1	2	1	1	1	1
17	1	4	3	3	1	1	1	1	2	1

Raw Scores for Second Administration of Intermediate to Advanced Test

Judge #3

Subject Number	Items									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1	3	3	3	3	3	3	3	4	4	4
2	2	2	1	2	1	1	1	1	1	1
3	1	2	1	2	1	1	2	1	1	1
4	3	3	3	5	1	2	2	1	1	2
5	2	1	2	2	2	2	2	2	2	2
6	1	1	1	2	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	2	2
9	1	1	1	1	1	1	1	1	1	1
10	1	2	1	2	1	1	1	1	1	1
11	1	2	1	2	1	1	1	1	1	1
12	2	3	1	2	1	1	1	1	1	1
13	1	1	1	2	1	1	1	1	1	1
14	1	1	2	2	1	1	1	1	1	1
15	1	2	1	2	1	2	1	1	2	1
16	1	2	1	1	1	1	1	1	2	1
17	1	3	3	3	1	1	1	2	2	1

Appendix G

Enlarged Checklist for Beginners Test - Part I

The rater will check each item in the check list that the student performs correctly. Rate both trials.

ITEM #1

Trial 1	Trial 2	<u>BODY MECHANICS</u>
_____	_____	1. Knees fully extended on the slide (straight knees)
_____	_____	2. Ankles fully extended on the slide (pointed toes)
_____	_____	3. Ankles fully extended on the skip (pointed toes)
_____	_____	4. Proper alignment of the head and torso
_____	_____	5. Balanced, controlled landings
		<u>RHYTHMIC ACCURACY</u>
_____	_____	6. Exact response to beat
_____	_____	7. Remained on beat through entire pattern
		<u>PATTERN SEQUENCE</u>
_____	_____	8. Began pattern with right foot
_____	_____	9. Correct sequence of pattern
_____	_____	10. Completed entire pattern
		<u>DIRECTIONAL CHANGES</u>
_____	_____	11. Precise change in correct direction
_____	_____	12. Smooth transition from one direction to another
_____	_____	13. Correct 90° turns through entire pattern

STYLE OF MOVEMENT

- | | | |
|-------|-------|-------------------------------|
| _____ | _____ | 14. Natural, free movement |
| _____ | _____ | 15. Lively, spirited movement |

LOCOMOTOR SKILLS TEST

ITEM #2

Trial 1	Trial 2
---------	---------

BODY MECHANICS

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Ankles fully extended on skip (pointed toes) |
| _____ | _____ | 2. Ankles fully extended on gallop (pointed toes) |
| _____ | _____ | 3. Outward rotation of legs on gallop |
| _____ | _____ | 4. Proper alignment of head and torso |
| _____ | _____ | 5. Balanced, controlled landings |

RHYTHMIC ACCURACY

- | | | |
|-------|-------|--|
| _____ | _____ | 6. Exact response to beat |
| _____ | _____ | 7. Remained on beat through entire pattern |

PATTERN SEQUENCE

- | | | |
|-------|-------|--------------------------------|
| _____ | _____ | 8. Began pattern on right foot |
| _____ | _____ | 9. Correct sequence of pattern |
| _____ | _____ | 10. Complete entire pattern |

DIRECTIONAL CHANGES

- | | | |
|-------|-------|---|
| _____ | _____ | 11. Precise change in correct direction |
| _____ | _____ | 12. Smooth transition from one direction to another |
| _____ | _____ | 13. Correct 90° turns through entire pattern |

STYLE OF MOVEMENT

- | | | |
|-------|-------|-------------------------------|
| _____ | _____ | 14. Natural, free movement |
| _____ | _____ | 15. Lively, spirited movement |

LOCOMOTOR SKILLS TEST

ITEM #3

Trial 1

Trial 2

BODY MECHANICS

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Knees fully extended on jump |
| _____ | _____ | 2. Ankles fully extended on jump (pointed toes) |
| _____ | _____ | 3. Trunk erect on jump |
| _____ | _____ | 4. Knee flexed and behind on the hop |
| _____ | _____ | 5. Ankles fully extended on hop (pointed toes) |
| _____ | _____ | 6. Ball of foot contacts ground first on walk, then heel |
| _____ | _____ | 7. Balls of feet then heels completely down when contacting ground on jump |

RHYTHMIC ACCURACY

- | | | |
|-------|-------|--|
| _____ | _____ | 8. Exact response to beat |
| _____ | _____ | 9. Remained on beat through entire pattern |

PATTERN SEQUENCE

- | | | |
|-------|-------|---------------------------------|
| _____ | _____ | 10. Began hop on right foot |
| _____ | _____ | 11. Correct sequence of pattern |
| _____ | _____ | 12. Completed entire pattern |

DIRECTIONAL CHANGES

- | | | |
|-------|-------|---|
| _____ | _____ | 13. Executed complete circle on walks |
| _____ | _____ | 14. Precise change in correct direction |
| _____ | _____ | 15. Smooth transition from one direction to another |

STYLE OF MOVEMENT

- | | | |
|-------|-------|-------------------------------|
| _____ | _____ | 16. Natural, free movement |
| _____ | _____ | 17. Lively, spirited movement |

LOCOMOTOR SKILLS TEST

ITEM #4

Trial 1 Trial 2

BODY MECHANICS

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Knees fully extended on jump |
| _____ | _____ | 2. Ankles fully extended on jump (pointed toes) |
| _____ | _____ | 3. Trunk erect on jump |
| _____ | _____ | 4. Body leaned forward on forward run |
| _____ | _____ | 5. Feet kicked up behind in forward run (hip extended on free leg) |
| _____ | _____ | 6. Ankles fully extended on forward run (pointed toes) |
| _____ | _____ | 7. Body leaned backward on backward run |
| _____ | _____ | 8. Legs kicked forward in backward run with knees fully extended |
| _____ | _____ | 9. Ankles fully extended on backward run (pointed toes) |
| _____ | _____ | 10. Balanced, controlled landings |

RHYTHMIC ACCURACY

- | | | |
|-------|-------|---|
| _____ | _____ | 11. Exact response to beat |
| _____ | _____ | 12. Remained on beat through entire pattern |

PATTERN SEQUENCE

- | | | |
|-------|-------|---------------------------------|
| _____ | _____ | 13. Began with right foot |
| _____ | _____ | 14. Correct sequence of pattern |
| _____ | _____ | 15. Completed entire pattern |

DIRECTIONAL CHANGES

- | | | |
|-------|-------|---|
| _____ | _____ | 16. Precise change in correct direction |
| _____ | _____ | 17. Smooth transition from one direction to another |
| _____ | _____ | 18. Turned 180° right on first jump |
| _____ | _____ | 19. Turned 180° in correct direction through entire pattern |

STYLE OF MOVEMENT

- | | | |
|-------|-------|-------------------------------|
| _____ | _____ | 20. Natural, free movement |
| _____ | _____ | 21. Lively, spirited movement |

LOCOMOTOR SKILLS TEST

ITEM #5

Trial 1	Trial 2
---------	---------

BODY MECHANICS

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Ankles fully extended on run (pointed toes) |
| _____ | _____ | 2. Ball of foot then heel contacts ground on the run |
| _____ | _____ | 3. Slight body lean forward on run |
| _____ | _____ | 4. Head erect, torso stable on leap |
| _____ | _____ | 5. Chest leads on the leap |

- | | | |
|-------|-------|---|
| _____ | _____ | 6. Lead leg fully extended on leap. |
| _____ | _____ | 7. Free leg fully extended on leap |
| _____ | _____ | 8. Ball of foot then heel contacts ground on the leap |
| _____ | _____ | 9. Ankles fully extended on leap (pointed toes) |
| _____ | _____ | 10. Balanced, controlled landings |

RHYTHMIC ACCURACY

- | | | |
|-------|-------|---|
| _____ | _____ | 11. Exact response to beat |
| _____ | _____ | 12. Remained on beat through entire pattern |

PATTERN SEQUENCE

- | | | |
|-------|-------|---------------------------------|
| _____ | _____ | 13. Began on right foot |
| _____ | _____ | 14. Correct sequence of pattern |
| _____ | _____ | 15. Completed entire pattern |

DIRECTIONAL CHANGES

- | | | |
|-------|-------|---|
| _____ | _____ | 16. Precise change in correct direction |
| _____ | _____ | 17. Smooth transition from one direction to another |
| _____ | _____ | 18. 90° turn on leap |
| _____ | _____ | 19. Correct 90° turns on leaps through entire pattern |

STYLE OF MOVEMENT

- | | | |
|-------|-------|-------------------------------|
| _____ | _____ | 20. Natural, free movement |
| _____ | _____ | 21. Lively, spirited movement |

LOCOMOTOR SKILLS TEST

ITEM #6

Trial 1	Trial 2	<u>BODY MECHANICS</u>
_____	_____	1. Ankles fully extended on skip (pointed toes)
_____	_____	2. Slight body arch on the skip
_____	_____	3. Knees of free leg fully extended behind on the skip
_____	_____	4. Ankles fully extended on jump (pointed toes)
_____	_____	5. Knees fully extended on jump (straight knees)
_____	_____	6. Trunk erect on jump
_____	_____	7. Ankles fully extended on gallop (pointed toes)
_____	_____	8. Outward rotation of legs on gallop
_____	_____	9. Proper alignment of head and torso
_____	_____	10. Balanced, controlled landings
		<u>RHYTHMIC ACCURACY</u>
_____	_____	11. Exact response to beat
_____	_____	12. Remained on beat through entire pattern
		<u>PATTERN SEQUENCE</u>
_____	_____	13. Began with right foot
_____	_____	14. Correct sequence of pattern
_____	_____	15. Completed entire pattern