



HIGH FIVE

ASSESSMENT OF FINE MOTOR SKILLS

To establish a baseline for each child, rate your perception of their skills before and after completing a course of High Five sessions. In order for the scores to be consistent it is recommended that the same person scores the child both times, using this five-point scale:

UNABLE	POOR	SATISFACTORY	GOOD	EXCELLENT
1	2	3	4	5

CHILD'S NAME: _____ ASSESSORS NAME: _____

Child's preferred hand for fine motor tasks: _____

Activity	Examples of Skills Required	SCORES	
		BASELINE Date:	EVALUATION Date:
Pencil grip	Uses a tripod grip to hold a pencil/pen correctly, uses appropriate amount of pressure on paper.		
Copying shapes	Copies age-appropriate shapes accurately.		
Scissor skills	Holds scissors correctly and uses a snipping action.		
Sitting posture	Sits with bottom at back of the seat with a straight back and feet flat on the floor (without reminding).		
Manual dexterity	Ability to use pincer grip e.g. can pick up and manipulate small objects such as beads. Demonstrates accuracy when gluing/sticking.		
Cutlery skills	Can use a fork and a spoon or knife in opposing hands in a coordinated manner, positioning fingers correctly.		
Colouring skills	Ability to colour within the lines of a picture, with even coverage.		
Dressing skills	Puts on own shoes and socks. can fasten and un-fasten buttons and zips		
Attention/ concentration	Demonstrates good listening skills, can sustain concentration throughout the activity in progress. Able to follow age-appropriate instructions.		
Confidence and self-esteem.	Ability to ask for help when needed, confidence to attempt tasks, communicates well with peers.		

Please add any further comments or observations on the reverse of this page.