



Assessment Means Form: Crossing Midline

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation and Task).

What Teachers Need to Know and Observe: For this progression, it may be easier to determine that a child CAN cross midline than to determine they cannot. Teacher may want to move to a situation or task for any child who does not regularly display the ability to cross midline.

Performance with child's dominant hand may be more fluid; however, crossing midline can be observed with either hand.

At the highest level of this progression, children will always or almost always cross midline. At this level, teachers may occasionally observe children doing things like switching hands and turning their bodies, but these behaviors are not used to avoid crossing midline.

Key Term:

- **Midline:** the invisible line running from our head to our toes, dividing the body into left and right halves.

Observation Instructions: There will likely be more opportunities to observe children's ability to cross midline during fine motor activities vs. gross motor activities. However, any setting where children are interacting with materials and/or objects that are on either side of their midline is appropriate.

Potential Opportunities for Observation	Potential Materials
<ul style="list-style-type: none"> ➤ Art center (e.g., painting at an easel, drawing) ➤ Writing center/time (e.g., Writer's Workshop) ➤ Free time/small group (e.g., playing a board game) ➤ Self-care activities (e.g., hand washing) 	<ul style="list-style-type: none"> ➤ Variety of writing/drawing implements and paper ➤ Paint, paintbrushes, easel and paper ➤ Board games ➤ Fine motor manipulatives (e.g. Legos, counting bears)

Observation Prompts: If child is not crossing midline and materials are only on one side of child, teacher should observe child when materials are on both sides of child's midline.

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as "Emerging" for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Skill Progression	Observation Examples
A. Movement is isolated to one side of the midline.	<i>While painting at an easel, Andrew begins drawing a large diagonal line from the top right hand corner using his right hand. When the line reaches his midline, he switches the paint brush to his left hand to complete the line to the bottom left hand corner.</i>
B. Inconsistently crosses midline.	<i>While painting at an easel, Henry sometimes paints on the right side of the paper with his left hand. Other times, he passes the paintbrush to the opposite hand to avoid crossing midline.</i>
C. Consistently crosses midline.	<i>While painting at an easel, Aaliyah is regularly observed crossing midline by painting on the right side of the paper with her left hand. She rarely turns her body or switches object to the opposite hand to avoid crossing midline</i>



Crossing Midline Situation

Purpose: This activity will allow teachers to observe children crossing midline. By placing stickers on one hand, children will be encouraged to use their other hand to cross midline. Children will be given the chance to use each hand (both dominant and non-dominant hand) in this activity.

Suggested Group Size: Small group or individual setting.

Situation Instructions: The teacher reads a book aloud about shapes and engages children in a discussion about different shapes. The teacher gives each child a large piece of paper with one shape on the left side of the page and a different shape on the right side of the page. Teacher tells children they will be putting stickers in the corners of each shape and reminds children to sit facing the paper with both feet on the floor. The teacher shows children the materials for the activity and provides the following steps:

1. Choose the stickers you want to use to place on the shapes (teacher holds up several pages of stickers).
2. I will take the stickers off the page for you and place them on your fingers (teacher holds up his/her hand with a sticker placed on his/her finger).
3. You will put the stickers in the corners of the [shape on the left] and in the corners of the [shape on the right] (teacher holds up a completed project with stickers in the corners of each shape).

Teacher asks children to select the stickers they want to use to place on the left shape. Teacher places stickers on child's left fingers (one sticker for each corner of the shape) so that children are more likely to use their right hand to place stickers on the left side of page. Teacher observes children's ability to cross midline as they place the stickers in the corners of the shape. Then teacher asks children to select stickers to place on the corners of the right shape. Teacher places stickers on child's right fingers (one sticker for each corner of the shape) so that children are more likely to use their left hand to place stickers on the right side of page. Teacher observes children's ability to cross midline as they place the stickers on the corners of the right shape. Teacher can choose any two shapes from the book that was read to children.

Situation Prompts: During data collection for this situation, teacher should not give positional prompts or reminders (e.g., don't turn your body) other than as written in teacher instructions as they may influence child's placement on this construct progression.

NOTE: Children's performance should only be documented when working at an appropriately sized table or work area (to maximize opportunities to observe crossing midline). Children should be seated during this activity.

Materials

- ✓ Large pieces of paper each with two shapes; one shape on the left side of the page and a different shape on the right side of the page. Each shape should be 2-5 inches in diameter and drawn/printed in a high contrast color (e.g., black ink on light colored paper) so it is easy for children to see.
- ✓ Stickers (enough for each corner of both shapes for every child). Stickers should be 1/2 inch to 1 1/2 inches in diameter.
- ✓ Book read to students should be about shapes and grade-appropriate.
- ✓ Multiple colors of paper and an assortment of stickers (to support child engagement).



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Crossing Midline Situation Examples by Skill Level

Skill	Skill Progression	Situation Examples
A	Movement is isolated to one side of the midline.	<p>When asked to place stickers on the left side of the paper (or vice versa), child avoids crossing midline by engaging in one or more of the following behaviors:</p> <ul style="list-style-type: none"> ➤ Using right hand to remove sticker from left finger and place sticker on the right side of the paper (instead of the left side of the paper). ➤ Using right hand to remove sticker from left finger and turning body OR moving paper to place the sticker on the left side without crossing midline. ➤ Using left hand (the hand with the stickers on fingers) to place sticker on the left side of the paper (child may not successfully get sticker off finger or may use an ineffective motion to remove/place sticker on paper).
B	Inconsistently crosses midline.	<p>When asked to place stickers on the left side of the paper (or vice versa), child (A) SOMETIMES crosses midline AND (B) OTHER TIMES avoids crossing midline:</p> <p>A. SOMETIMES child demonstrates crossing midline by engaging in one or more of the following behaviors:</p> <ul style="list-style-type: none"> ➤ Using right hand to remove sticker from left finger and place sticker on left side of the paper. ➤ Using the left hand (the hand with the stickers on fingers) to place sticker on the right side of the paper with or without accuracy <p>AND</p> <p>B. OTHER TIMES child avoids crossing midline by engaging in one or more of the following behaviors:</p> <ul style="list-style-type: none"> ➤ Using right hand to remove sticker from left finger and place sticker on the right side of the paper (instead of the left side of the paper) ➤ Using right hand to remove sticker from left finger and turning body OR moving paper to place the sticker on the left side of the paper ➤ Using the left hand (the hand with the stickers on fingers) to place sticker on the left side of the paper (child may not successfully get sticker off finger or may use an ineffective motion to remove/place sticker on paper)
C	Consistently crosses midline.	<p>When asked to place stickers on the left side of the paper (or vice versa), child regularly crosses midline by engaging in one or more of the following behaviors:</p> <ul style="list-style-type: none"> ➤ Using right hand to remove sticker from left hand and place sticker on left side of the paper. ➤ Using the left hand (the hand with the stickers on fingers) to place stickers on the right side of the paper with or without accuracy. <p>*At this level of the construct progression, child regularly crosses midline. Child may occasionally turn paper or body, but these actions are not used to avoid crossing midline.</p>



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Crossing Midline Task

Purpose: This Task provides teachers with a structured process for collecting evidence to help determine a child's learning status on the Crossing Midline Progression. The Task is meant to supplement evidence that the teacher has already collected through Observations or the use of the Situation. The Task is made up of two rounds which provide multiple opportunities for children to cross midline. Teachers can begin this Task at either Round 1 or Round 2 (child's placement on this construct progression can be observed in either round). Teachers can repeat a round if additional evidence is needed.

Suggested Group Size: Small group or individual setting.

Task Instructions: Teacher places a paper with a star on child's left and a paper with a heart on child's right and a paper plate directly in front of child. Teacher places three bears on each shape and says, "We are going to play a game where we put bears on a plate and we will count them at the end. This is not a race. Sit facing your paper plate. Put your feet on the floor."

Round 1: Teacher says, "This paper (teacher points to paper on child's left) has a star on it. This paper (teacher points to paper on child's right) has a heart on it. When I say star, you will pick up a bear from the star (teacher points to the star) and put it on this paper plate (teacher points to the paper plate). When I say heart, you will pick up a bear from the heart (teacher points to the heart) and put it on this paper plate (teacher points to the paper plate)."

When children are properly positioned, teacher says, "Listen carefully to hear if I say star or heart. Okay, let's start." Teacher randomly calls out "heart" or "star" until all bears are on the plate while observing for crossing midline. Once all bears are on the plate, teacher says, "Now, let's count the bears". Teacher can support children with emerging counting skills (e.g., if child is unable to count on his/her own, teacher can point and count with child).

Round 2: [If task was started at round 1, teacher removes bears from the paper plate and places three bears on each shape. Teacher says, "Now we will play the game again."] Teacher says, "This paper (teacher points to paper on child's left) has a star on it. This paper (teacher points to paper on child's right) has a heart on it. I am going to put this rubber band on your wrist (teacher puts rubber band on child's left wrist) to remind you to only use this hand when playing the game. When I say star, you will use this hand to pick up a bear from the star (teacher points to the star) and put it on this paper plate (teacher points to the paper plate). When I say heart, you will use this hand to pick up a bear from the heart (teacher points to the heart) and put it on this paper plate (teacher points to the paper plate)."

When children are properly positioned, teacher says, "Listen carefully to hear if I say star or heart. Remember to only use the hand with the rubber band. Okay, let's start." Teacher randomly calls out "heart" or "star" until all bears are on the plate while observing for crossing midline. Once all bears are on the plate, teacher says,

Materials

For each child participating in the task:

- ✓ 8 1/2 x 11 inch paper with a star (2-5 inches in diameter) drawn/printed in a high contrast color (e.g., black ink on light colored paper) so it is easy for children to see.
- ✓ 8 1/2 x 11 inch paper with a heart (2-5 inches in diameter) drawn/printed in a high contrast color (e.g., black ink on light colored paper) so it is easy for children to see.
- ✓ Set of 6 counting bears (or other counting manipulatives that children can pick up easily) in a variety of colors (to support child engagement).
- ✓ Rubber band
- ✓ Paper plate



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"Now, let's count the bears". Teacher can support children with emerging counting skills (e.g., if child is unable to count on his/her own, teacher can point and count with child). Teacher removes bears from the paper plate and places three bears on each shape.

Teacher says, "Now we will play the game one more time." Teacher takes the rubber band off of the left wrist and places it on the child's right wrist and says, "This time you will only pick up the bears with this hand. Sit facing your paper plate. Put your feet on the floor. Okay, let's start." Teacher randomly calls out "star" or "heart" until all bears are on the plate while observing for crossing midline. Once all bears are on the plate, teacher says, "Now, let's count the bears". Teacher can support children with emerging counting skills (e.g., if child is unable to count on his/her own, teacher can point and count with child).

Task Prompts: If child uses hand without rubber band, teacher can remind child to only use the hand with the rubber band. Children's knowledge of shapes is not the focus of this progression. The focus of this progression is children's ability to cross midline. If a child is having difficulty identifying shapes in this activity, teacher can remind child of the shape names. During data collection for this task, teacher should not give positional prompts or reminders (e.g., don't turn your body) other than as written in teacher instructions as they may influence child's placement on this construct progression.

Note: Children's performance should only be documented when working at an appropriately sized table or work area (to maximize opportunities to observe crossing midline). Children should be seated during this activity.



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Crossing Midline Task Examples by Skill Level

Skill	Skill Progression	Task Examples
A	Movement is isolated to one side of the midline.	<p><i>When asked to pick up bears, child avoids crossing midline by engaging in one or more of the following behaviors:</i></p> <ul style="list-style-type: none"> ➤ <i>Child turns in seat to avoid crossing midline while picking up bear from opposite side.</i> ➤ <i>Child uses left hand to pick up bear from the star (on left) and puts bear on plate with left hand.</i> ➤ <i>Child uses right hand to pick up bear from the heart (on right) and puts bear on plate with right hand</i> ➤ <i>Child uses left hand to pick up bear from star (on left), switches it to the right hand in order to avoid crossing midline, and puts bear on plate with right hand.</i> ➤ <i>Child uses right hand to pick up bear from heart (on right), switches it to the left hand in order to avoid crossing midline, and puts bear on plate with left hand</i>
B	Inconsistently crosses midline.	<p><i>When asked to pick up bears, child (A) SOMETIMES crosses midline AND (B) OTHER TIMES avoids crossing midline:</i></p> <p>A. SOMETIMES <i>child demonstrates crossing midline by engaging in the following behaviors:</i></p> <ul style="list-style-type: none"> ➤ <i>Child picks up bear from the star (on left) with right hand and puts bear on plate with right hand.</i> ➤ <i>Child picks up bear from the heart (on right) with left hand and puts bear on plate with left hand</i> <p>AND</p> <p>B. OTHER TIMES <i>child avoids crossing midline by engaging in one or more of the following behaviors:</i></p> <ul style="list-style-type: none"> ➤ <i>Child turns in seat to avoid crossing midline while picking up bear from opposite side.</i> ➤ <i>Child uses left hand to pick up bear from the star (on left) and puts bear on plate with left hand.</i> ➤ <i>Child uses right hand to pick up bear from the heart (on right) and puts bear on plate with right hand.</i> ➤ <i>Child uses left hand to pick up bear from star (on left), switches it to the right hand in order to avoid crossing midline, and puts bear on plate with right hand.</i> ➤ <i>Child uses right hand to pick up bear from heart (on right), switches it to the left hand in order to avoid crossing midline, and puts bear on plate with left hand.</i>
C	Consistently crosses midline.	<p><i>When asked to pick up bears, child always or almost always crosses midline by engaging in the following behaviors:</i></p> <ul style="list-style-type: none"> ➤ <i>Child picks up bear from the star (on left) with right hand and puts bear on plate with right hand.</i> ➤ <i>Child picks up bear from the heart (on right) with left hand and puts bear on plate with left hand.</i>