

<i>Criterion</i>	<i>Criterion description</i>	<i>Category systems</i>	<i>Category description</i>	<i>Category code</i>
Participant	Child carrying out the motor activity.	Participant 1	Participant 1 carries out the motor activity.	P1
		Participant 2	Participant 2 carries out the motor activity.	P2
		...	The participant... carries out the motor activity.	Pn
Motor activity	Activity performed by the participant.	Hopping on one leg	Activity in which the participant should hop on one leg down a line, stepping on it and without crossing it.	Apc
		Long jump	Activity in which the participant, situated on a specific point, jumps forward with both feet together, propelling him/herself with his/her arms. The participant should land on his/her feet, not touching the ground with his/her hands.	Sl
		Walking heel-to-toe	Activity in which the participant should walk down a line with his/her heel next to the toes of the other foot (there should be no space left on the ground between the two feet).	Apt
		Jumping in place	Activity in which the participant, situated on a point that is the center of a square measuring 25 cm per side, and looking forward, should jump up and down ten times in a row, landing on the same point where he/she began.	Ss
		Squatting with arms extended horizontally	Activity in which the participant, with eyes closed, should remain in a squatting position over the balls of his/her feet, which should be separated by approximately 30 cm, with his/her body bent and arms extended horizontally to the sides (that is, extended in the form of a cross).	C
		Standing on one leg	Activity in which the participant, with eyes closed, should remain standing on one leg, on the same point, first standing on one leg and then changing to the other.	Ppc
		Vertical throwing	Activity in which the participant, with feet parallel and slightly separated, should throw a ball up in the air and through a hoop that is situated above him/her.	Lv
		Horizontal throwing	Activity in which the participant should throw a tennis ball horizontally so that it passes through a hoop that is situated at a distance of 1.5 m away from them.	Lh
		Catching a ball	Activity in which the participant should catch a ball that is thrown by an adult from a distance of 1.5 m.	Rp
		Catching a bouncing ball	Activity in which the participant should catch a ball that is bounced on the ground at a distance of 0.75 m.	Rpb
		Tying a pencil	Activity in which the participant should tie a knot around a pencil so that the pencil is tied with the cord.	Al
		Touching fingertips	Activity in which the participant should use their thumb to touch the fingertips of the other fingers of the same hand, one at a time, first touching the pinky finger, and continuing in reverse order.	Td
		Coping shapes	Activity in which the participant should copy 6 shapes of distinct complexities.	Cf
		Copying letters, words and numbers	Activity in which the participant should copy 3 letters of distinct complexities; 3 words of distinct complexities; and numbers from 1 to 5.	Cl
Specific motor skill	Specific motor skill carried out by the participant.	Locomotor skills	Actions of large muscle and postural groups that involve the coordination of the entire body, permitting the body's transfer from one point in space to another, through body movement.	Ls
		Dynamic Balance	The ability to hold a position during activities requiring movement, such as walking. It is obtained when the body's stability is maintained during movement performance.	Db
		Static Balance	The ability to hold a position during stationary tasks such as standing or sitting.	Sb
		Propulsive skills	They involve sending an object away from the body.	Ps
		Receptive skills	They involve receiving an object.	Rs
		Fine Motor Coordination	It refers to small muscle movements but not to the integration of these muscle movements with other input, such as visual-spatial information, from the environment.	Cmf
		Fine Motor Integration	It involves the organization of small muscle movements in the hand and fingers with the processing of visual stimuli. Visual information from the environment must be processed and integrated with fine motor movements.	It

Side of a square	Side of the square on which the participant carrying out the activity is situated. This applies in the following activities: <i>Hopping on one leg</i> and <i>Walking heel-to-toe</i> .	Side 1	The participant is carrying out the activity on side 1 of the square.	L1
		Side 2	The participant is carrying out the activity on side 2 of the square.	L2
		Side 3	The participant is carrying out the activity on side 3 of the square.	L3
		Side 4	The participant is carrying out the activity on side 4 of the square.	L4
Trajectory	Route or means adopted by the participant's movement when carrying out the activity; that is, the line described by the participant when he/she moves through the space when carrying out the activity. It applies to the following activities: <i>Hopping on one leg</i> and <i>Walking heel-to-toe</i> .	Rectilinear	The participant's movement adopts a straight line. Specifically, this implies that when landing from the jumps (if carrying out the <i>Hopping on one leg</i> activity) or in his/her steps (if carrying out the <i>Walking heel-to-toe</i> activity), the participant steps on the central line (blue) with the entire foot or part of it.	TR
		Oscillating	The participant's movement is fluctuating, so that in at least one of the landings from their jumps (if carrying out the <i>Hopping on one leg</i> activity) or in one of their steps (if carrying out the <i>Walking heel-to-toe</i> activity), the participant does not cross the central line (blue) but instead, steps either to the right (space marked out by the blue stripe and the red one) or to the left (space marked by the blue stripe and green one). That is, in at least one of the landings from their jumps, or in one of their steps, the participant does not step on the central blue line, but on the space that is marked out by the two lateral lines (red and green).	TO
		Erratic	The participant's movement is incorrect, so that, in at least one of the landings from their jumps (if carrying out the <i>Hopping on one leg</i> activity) or in one of their steps (if carrying out the <i>Walking heel-to-toe</i> activity), the participant does not step on the central line (blue) or within the space marked out by the two lateral lines (red and green). He/she rather, steps outside this space. That is, the participant steps either very far to their right (beyond the lateral red line) or very far to their left (beyond the lateral green line).	TE
Cadence	Regularity of the series of movements carried out by the participant. It applies in the following activities: <i>Hopping on one leg</i> and <i>Walking heel-to-toe</i> .	Rhythmic	The movement is carried out at a constant speed, without interruptions, stops or changes in speed.	CR
		Arrhythmic	The movement is carried out at a varying speed, with interruptions, stops and/or changes in speed.	CA
Extremity	Upper or lower limb (depending on the activity at hand) with which the participant carries out the movement. It applies to the following activity: <i>Hopping on one leg</i> , <i>Horizontal throwing</i> , <i>Touching fingertips</i> and <i>Standing on one leg</i> .	Right	The (upper or lower) right limb is used by the participant to carry out the movement.	ED
		Left	The (upper or lower) left limb is used by the participant to carry out the movement.	Elz
Arm position	Posture in which the arms are positioned while the participant performs the action. It applies to the following activities: <i>Hopping on one leg</i> , <i>Squatting with arms extended horizontally</i> , <i>Long jump</i> (to each of the jump phases), <i>Horizontal throwing</i> and <i>Vertical throwing</i> .	Backwards	The arms are placed behind the participant's shoulders while he/she performs the action (which may be a throw from the back to the front or another action with the arm).	PbA
		Forwards	The arms are placed in front of the participant's shoulders while he/she performs the action, without having been, at any time, behind them during the course of the action.	PbD
		Across the body	The arms are extended outwards, following the directionality of the participant's body while he/she performs the action.	PbC
		In the form of a cross with arms extended	Upon performing the activity, the participant keeps his/her arms extended horizontally in the form of a cross.	PbCzE
		In the form of a cross with arms bent	Upon performing the activity, the participant keeps his/her arms horizontally bent in the form of a cross.	PbCzFl
		Others	Upon performing the activity, the participant keeps his/her arms in a position that differs from those mentioned above.	PbO
Jump phase	One of the three phases that may be distinguished in the jump, that is, one of the three moments that can be distinguished in the movement produced by the action of one or both legs, through which the participant's body leaves the ground as a support surface, later returning to it. This applies to the <i>Long jump</i> activity.	Impulse	Jump phase where the trajectory to be followed by the participant is determined. It requires a bending, followed by a quick extension of the lower trunk.	FsIm
		Flight	Jump phase in which the participant loses contact with the surface. It implies a horizontal displacement across the air.	FsV
		Landing	Jump phase in which the participant comes into contact with the ground once again. In this phase, the accumulated energy is absorbed or transformed.	FsR

Leg position	Posture adopted by the participant's legs when carrying out the following activities: <i>Long jump</i> (in each of the phases of the jump), <i>Catching a ball</i> and <i>Catching a bouncing ball</i> .	Knees bent	While performing the activity, the participant keeps his/her knees bent, so that his/her abductor muscles and calves are close together.	PRfl
		Knees not bent	While performing the activity, the participant keeps his/her knees extended, without bending them.	PRsfl
Distance to the ground	Space between the ground and the participant's feet. This applies to the following activities: <i>Long jump</i> , <i>Squatting with arms extended horizontally</i> and <i>Jumping in place</i> . In the <i>Long jump</i> activity, it is applicable to each of the jump phases.	Feet on the floor	The balls of the participant's feet are kept fully on the ground. (In the <i>Jumping in place</i> activity, this only applies to the landing of the jump phase).	DsPs
		Heels lifted	Only the balls of the participant's feet touch the ground, with their heels being lifted up from the ground.	DsTe
		Feet in the air	The participant's feet are in the air, not touching the ground with any part of them. This category is not applicable to the <i>Squatting with arms extended horizontally</i> activity.	DsPa
Centimeters	Space, distance measured in cm from the point where the propelling takes place, as done by the participant when jumping, to the point where the landing of said jump occurs. This only applies to the <i>Long jump</i> activity.	Quartile 1 distance	The participant has jumped a distance that is situated between 0 and 25% from the lowest distances jumped by the study participants.	C1
		Quartile 2 distance	The participant has jumped a distance that is situated between 26% and 50% from the lowest distances jumped by the study participants.	C2
		Quartile 3 distance	The participant has jumped a distance that is situated between 51% and 75% from the greatest distances jumped by the study participants.	C3
		Quartile 4 distance	The participant has jumped a distance that is situated between 76% and 100% from the greatest distances jumped by the study participants.	C4
Base of support	Space, distance between the participant's feet. This applies to the following activities: <i>Long jump</i> (to each of the jump phases), <i>Jumping in place</i> (to the landing of the jump), <i>Horizontal throwing</i> and <i>Vertical throwing</i> .	Feet together	The participant's feet touch one another.	BsPj
		Feet separated	The participant's feet are separated by a distance of less than 15 cm.	BsPs
		Feet widely separated	The participant's feet are separated by a distance of more than 15 cm.	BsPms
Type of landing	Means in which the landing of the jump takes place in the <i>Long jump</i> activity. This only applies to this activity.	Without bouncing	During the landing phase of the jump in the <i>Long jump</i> activity, the participant keeps his/her feet immobile with respect to the first position in which he/she landed. It is considered a correct jump.	TcSr
		With a bounce	During the landing phase of the jump in the <i>Long jump</i> activity, the participant moves his/her feet with respect to the first position in which he/she landed. It is considered an incorrect jump.	TcCr
Precision of the jump	In the <i>Jumping in place</i> activity, adjustment between the position of the feet in the jump landing phase and the square that is painted on the ground (participant location at the start of the activity). That is, this category assesses if the participant, during each jump, lands in the same area where he/she began the task.	The 2 feet within the square	During the landing phase of the jump, the participant lands with the 2 feet within the square, without stepping on any of its lines.	Ps2Dt
		At least one foot steps on a line of the square	During the landing phase of the jump, the participant lands stepping on at least one of the lines of the square.	Ps1Dt
		Outside of the square	During the landing phase of the jump, the participant lands with at least one foot completely outside of the square.	PsF
Trunk position	Position adopted by the torso. It applies to the following activities: <i>Squatting with arms extended horizontally</i> , <i>Horizontal throwing</i> , <i>Vertical throwing</i> , <i>Catching a ball</i> and <i>Catching a bouncing ball</i> .	Upright	The participant's torso is positioned vertically with respect to the ground, that is, their torso is at a 90° angle to the ground.	PtE
		Inclined	The participant's torso is not vertical with respect to the ground, that is, the participant's torso forms an acute or obtuse angle with the ground.	PtI
Time	Seconds in which the participant carries out the activity. It applies to the following activities: <i>Squatting with arms extended horizontally</i> and <i>Standing on one leg</i> .	Quartile 1 time	The time that the participant spends performing the activity falls within quartile 1 of the times used by all of the participants.	T1
		Quartile 2 time	The time that the participant spends performing the activity falls within quartile 2 of the times used by all of the participants.	T2
		Quartile 3 time	The time that the participant spends performing the activity falls within quartile 3 of the times used by all of the participants.	T3
		Quartile 4 time	The time that the participant spends performing the activity falls within quartile 4 of the times used by all of the participants.	T4
Direction of	Position of the leg that is not standing on the ground.	Backwards	The leg that is in the air is positioned behind the shoulders (regardless of the angle formed by the bending	DplA

lifted leg	This only applies to the <i>Standing on one leg</i> activity.		of the knee).	
		Laterally	The participant lifts the leg in the air to one side or another (right or left), in the direction of the shoulder (regardless of the angle formed by the bending of the knee).	DplL
		Other	The participant puts the lifted leg in any position other than the previous ones.	DpñO
Angle of the lifted leg	Angle of the leg that is not standing on the ground. This only applies to the <i>Standing on one leg</i> activity.	Acute angle	The leg that is not standing on the ground is bent at an angle of less than 90°.	AplA
		Right angle	The leg that is not standing on the ground is bent at an angle of 90°.	AplR
		Obtuse angle	The leg that is not standing on the ground is bent at an angle of over 90°.	AplO
Tying	Movement made with a cord to attempt to tie a knot around a pencil so that the pencil is supported. This applies to the <i>Tying a pencil</i> activity.	Pencil on the cord	The participant places a pencil on the cord but does not perform any other action.	Alec
		Around the pencil	The participant puts a pencil on the cord and then places the cord around the pencil, that is, he/she surrounds the pencil with the cord but does not cross the ends of the cord.	Aalr
		Crossing the ends of the cord	The participant puts a pencil on the cord and then crosses the ends of the cord (that is, passes the end of the left side to the right and that of the right side to the left, ending up with one end of the cord over the other), but without tying them (without tying or joining them).	Acex
		Tying the cord	The participant puts a pencil on the cord and then crosses the ends of the cord (that is, passes the end of the left side to the right and that of the right side to the left, ending up with one end of the cord over the other) and ties them together (tying them together, joining them) around the pencil.	Acrz
		Stretching the ends	The participant puts a pencil on the cord and then crosses the ends of the cord (that is, passes the end of the left side to the right and that of the right side to the left, ending up with one end of the cord over the other) and twists them together (tying them together, joining them) around the pencil. In addition, he/she pulls both ends of the cord, tightening it to the pencil. This suggests that the participant is capable of successfully tying the knot (since upon lifting the cord in the air, the pencil will not fall, as it is tied).	Aext
Finger	Finger touched by the participant with his/her thumb. This applies to the <i>Touching fingertips</i> activity.	Pinky finger	Three-phalange finger, located on the external side of the hand.	DM
		Ring finger	Three-phalange finger, located next to the pinky finger.	DAn
		Middle finger	Longest three-phalange finger, located in the center of the hand.	DCo
		Index finger	Three-phalange finger, located next to the thumb, between this and the middle finger.	DIn
Direction	Direction or order in which each finger is touched within the touching sequence. This only applies to the <i>Touching fingertips</i> activity.	Direct	Starting with the pinky finger, the participant touches the other fingers until reaching the index finger.	Sdi
		Reverse	Starting with the index finger, the participant touches the other fingers until ending with the pinky finger.	Sinv
Part of the finger	Part of the finger that is touched by the thumb. This only applies to the <i>Touching fingertips</i> activity.	Fingertip	The participant touches one of his/her fingertips with his/her thumb. That is, the participant's thumb touches a finger on its upper part, on the opposite side of the nail.	PdYe
		Other	The participant touches another finger with his/her thumb on any of its parts other than the fingertip.	PdOt
Way of catching the ball	Way in which the participant catches the ball that has been thrown, using or not using his/her body to help. This only applies to the <i>Catching a ball</i> and <i>Catching a bouncing ball</i> activities.	With both hands	The participant catches the ball with both arms and hands held forward and separated from his/her body, holding it between his/her hands.	Rp2m
		Supporting on body	The participant uses his/her body to catch the ball, supporting the ball with their body.	RAac
		Not catching	The participant does not catch the ball so that it falls to the ground, even if it was previously touched with the hands or another body part, or even when it was previously caught for a brief period of time. (That is, this category is coded regardless of whether the participant momentarily trapped the ball but it immediately fell out of his/her hands).	RpNr
Hand position	Posture adopted by the participant's hands when catching the ball. This only applies to the <i>Catching a ball</i> and <i>Catching a bouncing ball</i> activities.	Together	The participant catches the ball with both hands touching each other, with their palms facing upward.	PminJ
		Separate	The participant catches the ball with his/her hands separated, situated one on each side of the ball.	PmS
Height of the catch	Vertical distance at which the ball is recovered with respect to the ground. This only applies to the <i>Catching a ball</i> and <i>Catching a bouncing ball</i> activities.	Chest	The participant catches the ball at chest height.	ArP
		Neck head	The participant catches the ball at face or neck height.	ArCc
		Abdomen	The participant catches the ball at abdomen height.	ArAb

		Thighs	The participant catches the ball at thighs height.	ArM
		Knee	The participant catches the ball at knees height.	ArRd
		Under the knee	The participant catches the ball when it is below his/her knees.	ArDrd
Attempt	A participant's attempt to perform the task. This applies to the <i>Long jump, Squatting with arms extended horizontally, Standing on one leg, Tying a pencil, Touching fingertips, Copying shapes</i> and <i>Copying letters, words and numbers</i> activities.	1	The participant performs the task for the first time.	I1
		2	The participant performs the task for the second time.	I2
		3	The participant performs the task for the third time.	I3
		+3	The participant performs the task for the fourth time, or more.	Im3
Passing through	It indicates whether or not the ball passes through the hoop. This applies to the <i>Vertical throwing</i> and <i>Horizontal throwing</i> activities.	Transfer	The ball passes through the hoop.	AtEc
		Touch	The ball touches the hoop but does not pass through it.	AtTn
		Diverted	The ball is diverted and does not pass through or touch the hoop.	AtN
Number of sides	Number of sides making up the shape that is copied by the participant. This applies to the <i>Coping shapes</i> activity.	Exact	The shape copied by the participant has the same number of sides as the shape appearing in the model.	NIEx
		Inexact	The shape copied by the participant has a different number of sides as the shape appearing in the model.	NI
Length of sides	Length of the sides making up the shape copied by the participant. This applies to the <i>Copying shapes</i> activity.	Adequate	The length of the sides of the shape copied by the participant is equal to that of the sides of the stimulus presented as a model.	LdAd
		Inadequate	The length of the sides of the shape copied by the participant is different from the length of the sides of the stimulus presented as a model.	LdIn
Amplitude of angles	Amplitude of the angles (separation distance between the two sides of an angle) making up the shape copied by the participant. This applies to the <i>Copying shapes</i> activity.	Appropriate	The amplitude of the angles of the shape copied by the participant is equal to the angles of the shape appearing as a model.	AaAp
		Inappropriate	The amplitude of the angles of the shape copied by the participant is different from the angles of the shape appearing as a model.	AaAId
Intersection	Intersection points or union of the lines making up a stimulus. It applies to the stimuli for the <i>Copying letters, words and numbers</i> activities.	Same	The points of intersection or union of the elements making up the stimulus copied by the participants are situated at the same positions as those of the model.	Ii
		Different	The points of intersection or union of the elements making up the stimulus copied by the participants are situated at different positions as those of the model.	Id
Legibility	Degree to which the letters, words and numbers that are copied by the participants are legible. This applies to the <i>Copying letters, words and numbers</i> activity.	Yes	The letters, words or numbers copied by the participant are legible. That is, they can be easily read since their perception is comfortable, simple and requires little effort.	Ls
		No	The letters, words or numbers copied by the participant are not legible. That is, they cannot be easily read since their perception is not comfortable or simple and requires great effort.	Ln
Order	Sequence in which the letters of the words copied by the participants are placed or situated. This applies to the stimuli that are words in the <i>Copying letters, words and numbers</i> activity.	Equal	All of the letters making up the word copied by the participant appear in the same order as the word offered as the model.	Oi
		Unequal	One or several letters making up the word copied by the participant appear in a different order from the order of those in the word offered as a model.	Od
Directionality	Direction, orientation of letters, words or numbers copied by the participant. This applies to all of the stimuli of the <i>Copying letters, words and numbers</i> activity.	Correct	The letters, words or numbers copied by the participant have the correct direction/orientation.	Dc
		Incorrect	The letters, words or numbers copied by the participant do not have the correct direction/orientation but rather, they are rotated on their vertical axis (with changes from right to left, as if reflected in a mirror; e.g.: b-d) or on their horizontal axis (with changes above and below; e.g.: b-p). In the case of words, this implies that at least some of their letters have this incorrect directionality.	Di