One of the premises of embodied cognition is that one develops perceptions and conceptions via bodily actions. Furthermore, it is believed that these bodily actions can reflect one’s perceptions of a concept. As such, perceptuo-motor activities may serve as a means for assessing students’ understanding of mathematical concepts. In this presentation, I will share perceptuo-motor activities to assess students’ understanding of geometric transformations. While such activities can be time-consuming, they allow instructors to assess students understanding via their actions. Plus, they are fun. (Received September 13, 2013)