Teachers of movement skills (such as dance, sport, and exercise) rely on their observational skills to provide feedback during lessons taught and decisions made about their students’ performance. Instrumentation, such as cameras and computer analysis programs, facilitate the teacher’s observation and decision processes by quantifying their students’ movement performances. The purpose of this investigation was to use a field-based video analysis system – the iPad2 – and a commercially available app – Video Physics© - to analyze the ballet leap of four dancers representing different leaping abilities. Results of the analysis supported the ballet teacher’s ability to discriminate between skill levels. The dancer identified as the highest skilled leaped .32 m farther than the beginner and she achieved a .23 m higher vertical height. Hip and knee angles measured at take-off and mid-flight explained the differences in horizontal and vertical displacements noted among the four dancers. Overall, the results of this analysis supported the dance teacher’s assessment of the four dancers’ skill levels. Although the inability to change the shutter speed of the camera on the iPad2 resulted in blurry images of the foot at take-off, the iPad’s camera provided adequate video images of multiple trials of the dancers’ performances for cursory analysis purposes. The Video Physics© app was difficult to use with the touch screen feature of the iPad2. Therefore, using the iPad2 is recommended to support the teacher’s observation of movement skills, but its use as a scientific instrument to measure performance and discriminate between levels of performance is limited.