

Student Name: _____



Eastern Ontario Region
2010

This resource was created in partnership by the following school boards/school authority:



Hastings and Prince Edward District School Board



Ottawa Catholic School Board



Renfrew County Catholic District School Board



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How to Use This Document

- This assessment tool is intended to be used as a starting point to enable teachers to provide individual tasks to assess each skill.
- The assessment tool is designed to be a working document that follows a student throughout their educational experiences. It can be linked to the development of the IEP.
- Not all skills will apply to each student. Professional judgement should be used to determine which skills relate to each student and which skills might become a focus in the classroom. You may choose to select a skill and break it down into smaller, included skills.
- Blank pages at the end of each section can be used to add specific goals or to focus on a specific skill using a task analysis approach (breaking a skill into smaller, included components).
- While staff are responsible for programming, where appropriate, other professionals (OT, PT, Speech) may provide resources.
- Assessments will be specific to each student. The following headings are used:
 - Emerging: Requires direct support all the time.
 - Developing: Requires less direct support and/or less frequent support some of the time.
 - Mastery: Performs skill consistently with level of independence appropriate for that student.
 - Generalization: Transferring skill to other situations and environments
- Items in parentheses are examples and not an exhaustive list.
- Notes section: Use this section to provide anecdotal information specific to each assessment and skill.
- Expectations of tasks beyond this assessment tool may be found in the Ministry Curriculum.
- Suggested resources are provided at the end of the document.
- Complementary resources such as task analyses, lesson ideas, links, etc., may be found at <https://sites.google.com/site/schooltocommunity/>

Student Profile

_____ (Student Name)

Date of Birth: ____/____/____
(mm/dd/yyyy)

M: ____ F: ____

Sources of Information

- Behavioural Report
- CCAC Report/Referral
- Community Agency

- Custody and Guardianship Documents
- IEP
- Medical Report
- Occupational Therapy Report
- Parent/Guardian/Student

- Psycho-educational Report
- Psychological Report
- Physiotherapy Report
- Social Work Report
- Speech and Language Report
- Other

Medical Information

- Allergies

- Ambulatory (independent)
- Ambulatory (with walker)
- Ambulatory (with wheelchair/power chair)
- Non-ambulatory
- Anaphylaxis
- Asthma

- Diabetes
- Pacemaker
- Seizures
- Wears helmet
- Wears medical bracelet
- White cane
- _____
- _____
- _____

Sensory Needs

Hyper

Hypo

Personal Equipment (SEA indicated with *)

<p><u>Physical Aids</u></p>	<p><u>Learning Aids</u></p>	<p><u>Technology</u></p>	<p><u>Transportation</u></p>
<p>e.g. Wheelchair, Walker, Weighted Vest</p>	<p>e.g. Adapted Desk/ Chair, Big Mack Switch, Light Box</p>	<p>e.g. Laptop, Adapted Mouse/ Keyboard, Enlarged Print</p>	<p>e.g. Car Seat, Booster Seat, Seat Belt</p>
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Communication

Verbal

- more than 25 percent of speech is intelligible to listeners
- verbal speech augmented by (gesture, proximity, picture symbols, etc.)

Non-verbal

- uses augmentative communication system as a primary tool

Device/system used: _____

Notes Date:

Notes Date:

Notes Date:

Notes Date:

Notes Date:

Notes Date:

Document Completed By	School	Date

Profile Notes

Functional Math Skills

Number Sense and Numeration
Measurement
Geometry and Spatial Sense
Patterning and Algebra
Data Management and Probability



Functional Math Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Number Sense and Numeration	Enter Dates Below			
Differentiates between numbers and letters (identifying flash cards)				
Recognizes the difference between more and less (two piles of cookies, which has more)				
Recognizes same and different concepts (sorting socks in the laundry)				
Rote counts to 10				
Demonstrates one-to-one correspondence with everyday objects (handing out papers)				
Uses ordinal numbers in a variety of everyday contexts (first, second, last)				
Recognizes numbers and number amounts to 10 (number of fingers, numbers in his/her phone number)				

Functional Math Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Functional Math Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Number Sense and Numeration (cont.)	Enter Dates Below			
Demonstrates “adding on” and “taking away” in everyday activities (if I have some cookies and add another, I have more)				
Recognizes coins (sorting coins from non-coins)				
Measurement	Enter Dates Below			
Recognizes the parts of an analogue/digital clock (minute hand, hour hand)				
Explains the function of a clock (identifying objects that keep time)				
Uses simple measurement terms correctly (tall/short, big/small, empty/full, tomorrow/yesterday)				
Orders two or three objects according to an appropriate measure (sequencing events or sorting and putting away laundry according to sizes)				
Chooses the correct measurement tool for simple measurement tasks (timer for cooking, measuring cup for baking, scale for weighing)				

Functional Math Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Functional Math Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Measurement (cont.)	Enter Dates Below			
Describes when it is appropriate to measure or estimate (spices when cooking)				
Geometry and Spatial Sense	Enter Dates Below			
Describes spatial relationships (above/below, near/far, right/left)				
Sorts and compares everyday objects by size and shape (putting away groceries neatly)				
Identifies simple shapes in the environment (safety signs)				
Builds pictures/structures using two and three dimensional objects (stacking items neatly in the shopping cart)				
Patterning and Algebra	Enter Dates Below			
Makes, describes and continues simple patterns with everyday objects (making multiple sandwiches in an assembly line format)				
Identifies and describes patterns (clothing, nature, schedules)				

Functional Math Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Data Management and Probability	Enter Dates Below			
Sorts objects based on attributes (sorting the laundry)				
Describes how objects have been sorted (finding tomatoes in the produce department of the grocery store)				
Reads simple graphs or charts (channel guide, weather, sports scores)				
Correctly uses probability terms such as never, always, sometimes (safety rules – always look both ways before crossing the street)				

Functional Math Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Functional Math Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Functional Math Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Functional Math Assessment Tool



Personal Life Management Skills

Time Management
Decision Making
Work Habits
Work Materials Management
Self Advocacy

Personal Life Management Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Time Management	Enter Dates Below			
Uses scheduling tools such as calendars, agendas and visual schedules (finding dates, times and recorded information)				
Follows a schedule of tasks, duties and times (co-op placement schedule, visual schedule, being on time)				
Creates and follows a sequence of tasks (jotting down homework, planning when to do it, completing it)				
Decision Making	Enter Dates Below			
Recognizes that choices are available (preferred free time activities)				
Makes choices and decisions (choosing between two toys, deciding what to make for lunch)				
Takes responsibility for his/her decisions (eating what one made for lunch even if one changes his/her mind)				

Personal Life Management Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Work Habits	Enter Dates Below			
Maintains focus on a task to completion (colouring a picture, sweeping the entire floor)				
Follow instructions (single or multi-step)				
Seeks clarification or assistance as needed (asking the teacher for help when encountering obstacles)				
Works with a group (respecting others' opinions, providing input, helping others)				
Respects authority (following directions from EAs and occasional teachers)				
Follows rules in various settings (school, workplace, school grounds)				

Personal Life Management Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Personal Life Management Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Work Materials Management	Enter Dates Below			
Manages personal belongings (coming prepared, putting away, storing)				
Manages others' belongings (borrowing from a friend, getting a dictionary, returning items)				
Acts in a manner that ensures the safety of self and others in various settings (work boots, scissors, helmet)				
Self Advocacy	Enter Dates Below			
Communicates critical information to an appropriate audience in order to facilitate success (strengths, challenges, medical conditions, learning style, goals)				
Communicates various strategies or supports which would lead to increased success in a variety of situations (physical support, additional time, support people)				
Asks for help in an assertive manner (neither passive nor aggressive) in a variety of situations such as school, home and work placement				
Compromises in an assertive manner when it is appropriate in a variety of situations (modifying an assignment)				

Personal Life Management Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Personal Life Management Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Personal Life Management Assessment Tool

Social Skills



Conversation Skills
Relationship Management
Emotional Management
Etiquette
Cooperation

Social Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Conversation	Enter Dates Below			
Recognizes non-verbal cues (facial expression, body language, hand gestures)				
Initiates or joins a conversation (greeting, proximity, volume, topic, eye contact)				
Maintains a conversation appropriately (staying on topic, listening, asking clarifying questions)				
Ends a conversation politely (closing statements, wrapping up, closing gestures)				
Relationship Management	Enter Dates Below			
Recognizes the difference between various relationships (formal and informal, healthy and unhealthy)				
Recognizes information that is appropriate to share or ask for in a variety of relationships (telling a parent something versus telling the librarian)				
Expresses frustration appropriately in a variety of situations (failure, rejection, being denied permission to do something, disappointment)				

Social Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Emotional Management	Enter Dates Below			
Recognizes his/her own feelings (happy, sad, calm, anxious)				
Recognizes the degree/intensity of personal feelings (using a Five Point Scale or other tool)				
Recognizes the feelings of others in various situations (identifying when another person is upset/happy/frustrated)				
Responds to the feelings of others appropriately (not laughing when someone shares bad news)				
Expresses his/her feelings appropriately in a variety of situations (telling a friend or teacher, drawing a picture)				
Deals appropriately with unfavourable situations (“no” answers, cancelled or postponed events)				

Social Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Social Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Etiquette	Enter Dates Below			
Behaves appropriately in a variety of situations (sitting quietly in class, staying dressed, keeping hands to himself/herself)				
Wait for his/her turn in a variety of situations (in line, in a game, at meal time)				
Uses polite social phrases in a variety of situations (please, thank-you, excuse me, bless you)				
Shows consideration for others with respect to bodily functions (blowing his/her nose rather than picking it, saying "excuse me", coughing into his/her arm)				
Cooperation	Enter Dates Below			
Follows the rules and routines of a game (board game, sport)				
Responds appropriately to positive and negative events during the game (losing, winning, rules changing)				

Social Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Social Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Social Skills Assessment Tool



Independent Living Skills

Kitchen and Food
Home Maintenance

Independent Living Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Kitchen and Food	Enter Dates Below			
Uses and identifies kitchen tools				
Uses and identifies kitchen appliances				
Identifies objects in the kitchen that are hot and cold				
Uses an ingredients list to make safe food choices (checking for allergies and sensitivities)				
Prepares and stores food to avoid contamination (keeping hot foods hot and cold foods cold)				
Recognizes the need to properly wash hands when working with food				
Follows and demonstrates proper hand washing procedures				

Independent Living Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

<i>Continued...</i>

Independent Living Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Kitchen and Food (cont.)	Enter Dates Below			
Locates and understands food expiration dates				
Understands the terminology associated with cooking food (beat, blend, mix)				
Locates the information on food packaging (picture, name, nutrition label)				
Sets the table				
Demonstrates appropriate table manners (chewing with the mouth closed, appropriate speed of eating)				
Home Maintenance	Enter Dates Below			
Keeps belongings neat and tidy (puts books on a shelf)				
Recognizes that laundry needs to be done				

Independent Living Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Independent Living Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Home Maintenance (cont.)	Enter Dates Below			
Does the laundry correctly (separating colours, adding detergent, using dryer or hanging to dry)				
Effectively makes the bed				
Washes and dries dishes				
Cleans dry surfaces (sweeping and dusting)				
Cleans wet surfaces (washing windows and mopping the floor)				
Separates waste products into appropriate categories (recycling, composting and garbage)				
Irons clothes safely and effectively				

Independent Living Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Independent Living Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Home Maintenance (cont.)	Enter Dates Below			
Recognizes warning labels on common products (household cleaning products)				
Secures the home (windows, doors)				
Uses a toilet appropriately (knowing what items are safe to flush)				
Recognizes when to replace commonly used household items (tissue, paper towel and light bulbs)				
Recognizes situations where extra help is required (calling a plumber)				
Plans and executes a fire safety plan (fire extinguishers, exits and routes)				
Knows how and when to call EMS/911, and knows who to contact when help is needed but it is not an emergency				

Independent Living Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Independent Living Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Independent Living Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Independent Living Skills Assessment Tool

Community Skills

Transportation
Clothes Shopping
Grocery Shopping
Restaurant
General



Community Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Transportation	Enter Dates Below			
Reads, understands and follows community and traffic symbols (red light, green light, stop sign, walk, don't walk, exit, bus stop)				
Navigates through the community safely in a variety of ways (sidewalk, crossings, bridges, ramps, stairs)				
Recognizes the function of city transit and understands how to use it (where do buses stop, cost of using, where can he/she go)				
Gets on and off the bus safely (staying seated, communicating with driver, paying the fare, ringing the bell)				
Recognizes, understands, and can communicate personal information (address, telephone number, next of kin)				
Recognizes and understands when not to communicate personal information (address, telephone number)				
Recognizes the function of other types of transportation in the community (taxis, school buses, accessible buses, trains)				

Community Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Community Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Clothes Shopping	Enter Dates Below			
Makes appropriate purchases (seasonal, sizing, fabrics, current stock, casual/professional, budget)				
Recognizes the importance of trying items on and where to do so before purchasing (shoes, bras, clothes, using the fitting rooms)				
Grocery Shopping	Enter Dates Below			
Makes a grocery list based on what he/she has and needs (menu planning, checking cupboards)				
Navigates the grocery store based on department (location of the bread, milk, meat, pharmacy, deli)				
Uses coupons, flyers and other strategies to maximize budget (shopping from the bottom shelf for lower-priced items)				
Makes appropriate purchasing decisions with regards to fresh items (meat, produce, bakery items)				

Community Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Community Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Restaurant	Enter Dates Below			
Uses a menu to make food choices (reading/ordering, budgeting, choosing healthy alternatives, understanding terminology)				
Navigates different restaurant styles and situations (family style, to go, buffet, formal, tipping, doggie bags)				
Communicates needs and wants with his/her server (ordering, sending food back, making special requests)				
General	Enter Dates Below			
Recognizes the function and role of police in the community (for safety, help, if lost)				
Recognizes the function of stores in the community (different stores sell different goods and services for money)				
Makes a simple purchase (estimating, taxes, cashier, change, budget, receipt)				
Returns a purchase (receipt, return, exchange, warranty, customer service)				

Community Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Community Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
General (cont.)	Enter Dates Below			
Describes basic information about banking (roles of the people at the bank, when to go to the bank, banking online/by telephone, using bank machines)				
Filling out simple banking forms (deposit and withdrawal slips)				
Using and managing credit and debit cards safely and effectively				

Community Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Community Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Community Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Community Skills Assessment Tool



Personal/Self Care Skills

Toileting
Dressing and Clothing
Hygiene and Grooming
Health

Personal/Self Care Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Toileting	Enter Dates Below			
Recognizes when he/she needs to be changed (wet or dry)				
Communicates the need for a washroom break or is on a fixed schedule				
Identifies the closest washroom facility (male/female, accessibility symbols)				
Controls or holds bladder/bowel movements until appropriate (can wait five minutes if needed)				
Identifies the major parts of a washroom and understands their functions (toilet, sink, urinal, stall)				
Uses the toilet appropriately (urination and bowl movements, manages clothing, flushes, uses tissue)				
Practices proper hygiene and etiquette while using the washroom (washes hands, uses sanitizer, wipes, respects privacy)				

Personal/Self Care Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Personal/Self Care Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Dressing and Clothing	Enter Dates Below			
Identifies clothing appropriate for different situations and seasons (physical education clothing, outside clothing, work clothing versus weekend clothing)				
Dresses and undresses appropriately (shoes on the right feed, snow pants before boots)				
Consciously makes the decision to leave on appropriate clothing (leaves toque on in the winter)				
Hygiene and Grooming	Enter Dates Below			
Uses proper procedures and hygiene to blow nose (uses tissues, washes hands, discards tissues)				
Uses proper procedures to clean teeth (brush, floss, mouthwash)				
Aware of and uses proper procedures to keep body parts clean (washing of hair, face, hands)				
Recognizes the need to perform general body care (brushing hair, trimming nails, washing marker off of skin)				

Personal/Self Care Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Personal/Self Care Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Hygiene and Grooming (cont.)	Enter Dates Below			
Identifies and addresses body odour (mouth wash, deodorant, changing clothes, changing pad/tampon)				
Tracks and manages menstruation cycle (using/changing/disposing of feminine hygiene products)				
Uses grooming tools appropriately (shaving legs or face, applying makeup)				
Health	Enter Dates Below			
Recognizes and communicates when feeling unwell or injured (headache, nausea, stomach pains)				
Has basic first aid awareness (minor cuts, burns, minor injuries, nosebleeds, sunburns)				
Seeks help from appropriate people when required (telling a teacher, friend, parent or doctor)				
Recognizes and uses appropriate safety precautions in various situations (sunscreen, helmet, railings/ramps)				

Personal/Self Care Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Personal/Self Care Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Health (cont.)	Enter Dates Below			
Recognizes the difference between types of medications and uses them appropriately (over the counter versus prescription, taking only your own, dosage)				
Identifies personal emotions and feelings and conveys them in a healthy manner (understanding personal mental health)				
Aware of and uses self-regulation strategies to support physical and mental health (adequate rest, calming, interest/spiritual development, diet)				

Personal/Self Care Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Personal/Self Care Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Personal/Self Care Skills Assessment Tool



Gross and Fine Motor Skills

Reaching
Sitting
Standing
Rotation
Sustained Mobility
Object Manipulation
Ocular Motion
Spatial Awareness

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Reaching (Assessed in a sitting position)	Enter Dates Below			
Reaches for an object in a controlled manner in a central location (student reaches for an object directly in front of them on a table)				
Reaches for an object in a controlled manner to a side location (student reaches for an object on a table and at a 45 degree angle from them)				
Reaches for an object in a controlled manner in a cross midline location (static balance position; student uses right arm to reach for object left of midline)				
Reaching for an object above shoulder height				
Sitting (Length of sitting time will vary)	Enter Dates Below			
Remains static in a sitting position on the ground				
Remains static in a sitting position on a chair				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

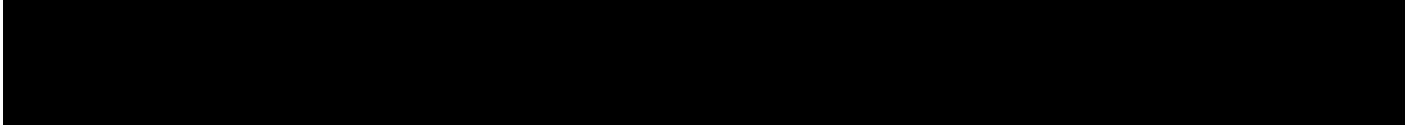


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Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Sitting (cont.) (Length of sitting time will vary)	Enter Dates Below			
Remains static in a sitting position on a stool				
Remains static in a sitting position on a dynamic support (exercise ball, sit and spin disc, BOSU ball)				
Moves from a sitting position on the floor to knees (are physical objects required to assist? E.g. table, chair)				
Bends from a sitting position on a support to a target below midline (sitting on a chair, reaching for a dropped pencil)				
Standing (Assessments focus on balance rather than spatial awareness)	Enter Dates Below			
Stands in a static position on both feet				
Stands in a static position on one foot				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Standing (cont.) (Assessments focus on balance rather than spatial awareness)	Enter Dates Below			
Bends from a standing position to a target below midline (reaching for a dropped pencil on the ground)				
Moves from a standing position to a low level position and returns to a standing position (using a squat motion to reach for an object on the floor)				
Rotation (Assessments focus on static balance rather than dynamic)	Enter Dates Below			
Sitting trunk rotation (passing an object to a student or staff directly behind them)				
Standing trunk rotation (putting on a backpack)				
Sustained Mobility (Assessments on stairs focus on foot-eye coordination)	Enter Dates Below			
Moves from a sitting position on the floor to a standing position (without the use of a physical support)				
Moves from a sitting position on a chair to a standing position				

Gross and Fine Motor Skills Assessment Tool

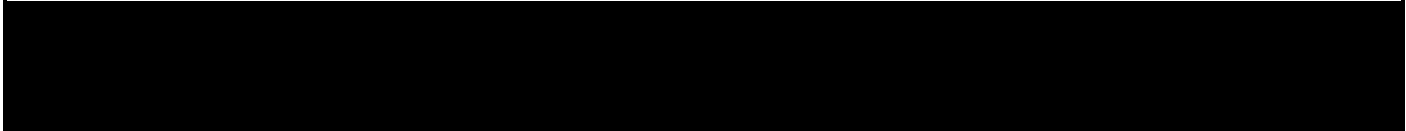
NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)



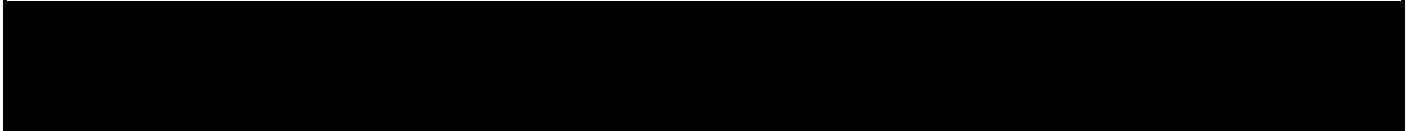
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Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Sustained Mobility (cont.) (Assessments on stairs focus on foot-eye coordination)	Enter Dates Below			
Moves from a sitting position on a dynamic support to a standing position				
Moves body forward (may require assistive devices)				
Moves body backward (may require assistive devices)				
Moves body while navigating obstacles (may require assistive devices)				
Walks up stairs non-reciprocally (both feet on the same stair)				
Walks up stairs reciprocally (one foot on each stair)				
Walks down stairs non-reciprocally (both feet on the same stair)				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)



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Continued...

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Sustained Mobility (cont.) (Assessments on stairs focus on foot-eye coordination)	Enter Dates Below			
Walks down stairs reciprocally (one foot on each stair)				
Moves forward at a rate faster than walking (skipping, hopping, running, galloping, rolling)				
Object Manipulation	Enter Dates Below			
Pushes an object forward (pushing away a plate, opening a door)				
Pulls an object towards oneself (opening a door, bringing a book toward body)				
Grasps an object with whole hand (picking up a ball)				
Purposefully holds an object in hand (object is held ready for functional use)				
Controls/manipulates an object in hand (turning a pencil around to use the eraser)				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)



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Continued...

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Object Manipulation (cont.)	Enter Dates Below			
Moves an object from palm to fingertips (holding quarters and moving them into a machine slot)				
Grasps an object with pincer grip (holding a pencil)				
Holds and uses a tool with whole hand (cup, shoe, cloth)				
Holds and uses a tool with pincer grip (pencil, fork, spoon)				
Holds and uses ability-specific scissors with a purpose				
Controls releasing of an object from the hand (placing blocks in specific holes)				
Transfers an object between hands with control (passing an object from hand to hand)				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Object Manipulation (cont.)	Enter Dates Below			
Holds an object with two hands using whole hand grip (grasping a bigger ball and taking it somewhere)				
Holds an object with two hands using key grip (grasping a plate and taking it to a table)				
Manipulates an object with two hands using a variety of grips with a purpose (washing dishes, pulling a zipper, opening a lid)				
Ocular Motion	Enter Dates Below			
Establishes eye contact on a static object (looking at a poster on the wall)				
Establishes eye contact on a moving object (watching a classmate move across the room)				
Maintaining eye contact on a static object (paying attention to the teacher)				
Maintaining eye contact on a moving object (watching sports)				

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
Ocular Motion (cont.)	Enter Dates Below			
Focuses on a static target to establish a physical contact				
Tracks a moving target to establish physical contact				
Spatial Awareness (may vary significantly for student to student, year to year)	Enter Dates Below			
Has an awareness of surrounding space relative to own body (stretching with a group of people and not making contact with other people)				
Demonstrates general awareness of own body relative to functional tasks (blowing nose, brushing hair, dressing)				

Gross and Fine Motor Skills Assessment Tool

Skill	Emerging	Developing	Mastery	Generalization
	Enter Dates Below			

Gross and Fine Motor Skills Assessment Tool

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Gross and Fine Motor Skills Assessment Tool

Fine and Gross Motor Skills Glossary

- **Static:** Term applied to the object or body part that you would like to remain still while assessing a skill
- **Dynamic:** Term applied to the object or parts of the body required to move during an assessment of a skill
- **Key Grip:** Hand is in a closed fist and object is only placed between thumb and index finger
- **Pincer Grip:** Object is placed between thumb and any combination of finger tips on the same hand
- **Low level position:** A position where the majority of the students' body would be below midline level if the student was standing straight
- **Midline:** An imaginary line drawn through the center of the students' body or working area

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Appendix A – Time and Money

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APPENDIX A

Functional Numeracy Time and Money

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Time	Enter Dates Below			
Puts pictures in order to tell a story				
Names the days of the week in order				
Names the four seasons				
Tells time to the hour, using an analogue clock				
Writes time to the hour				
Tells time to the half hour, using an analogue clock				
Writes time to the half hour				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Time (cont.)	Enter Dates Below			
Understands the relationship between minutes and hours, hours and days, days and weeks, weeks and months, and months and years				
Names the months of the year in order				
Reads the date on a calendar				
Tells time to the quarter-hour, using an analogue clock				
Writes the time to the quarter-hour				
Understands the relationship between days and years and weeks and years				
Tells time to the minute, using a digital clock				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Time (cont.)	Enter Dates Below			
Writes time to the minute				
Tells time to the nearest five minutes, using an analogue clock				
Understands the relationship between years and decades, decades and centuries, and centuries and millenniums				
Estimates and measures time intervals to the nearest minute				
Estimates and measures time intervals to the nearest second				
Reads and writes dates using SI notation (June 30, 2010 is written 2010 06 30)				
Reads time to the nearest second, using an analogue clock				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Time (cont.)	Enter Dates Below			
Describes the relationship between a 12 hour clock and a 24 hour clock				
Money	Enter Dates Below			
Names nickels, pennies and dimes				
States the value of nickels, pennies and dimes				
Represents amounts of money to ten cents				
Names all coins				
States the value of all coins				
Counts money amounts to \$1.00				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Money (cont.)	Enter Dates Below			
Records money amounts to \$1.00, using the ¢ symbol				
Represents amounts of money to \$1.00				
Demonstrates the relationship between all coins and bills up to \$100				
Reads and writes money amounts, using two forms of notation (89¢ and \$0.89)				
Reads and writes money values to \$50				
Makes purchases and changes money amounts to \$50				
Estimates the amount of money in collections of coins and bills to \$50 and counts to determine the total value				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Money (cont.)	Enter Dates Below			
Reads and writes money values to \$1000				
Makes purchases and changes money amounts to \$100				
Estimates the amount of money and collections of coins and bills to \$1000 and counts to determine the total value				
Reads and writes money values to \$10 000				
Represents amounts of money under \$100, using the smallest numbers of coins and bills				
Makes change				
Estimates an item’s approximate value				

Appendix A – Time and Money

NOTES

(e.g. level of prompting, augmentative equipment, challenges, next steps)

Continued...

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Money (cont.)	Enter Dates Below			
Identifies places where money can be kept safely				
Understands how different types of bank accounts work (savings versus chequing)				
Identifies a variety of ways that money can be earned				
Identifies appropriate ways to spend money				
Calculates the price of a discounted item				

Appendix A – Time and Money

Skill	Emerging	Developing	Mastery	Generalization
Money (cont.)	Enter Dates Below			

