

Skill	Level 2	Observed	Parent Report	Other/Teacher Report	CODE
<b>Personal Independence: Eating (cont.)</b>					
7	Will touch or taste a new food that has been introduced multiple times.				
8	Eats from all food groups.				
9	Gets drink of water independently.				
<b>Personal Independence: Dressing</b>					
10	Removes all clothing independently and puts in hamper (no fasteners).				
11	Completes some steps of putting on each piece of clothing independently (needs help with fasteners).				
12	Takes off jacket, hat (no fasteners), and puts on hook.				
<b>Personal Independence: Hygiene</b>					
13	Wipes face with warm cloth when instructed.				
14	Wipes nose when instructed.				
15	Participates in all steps of hand washing.				
16	Cooperates with hair washing/cutting.				
17	Plays with five bath toys appropriately.				
18	Puts toys away when requested at end of bath.				
19	Helps with lotion.				
20	Brushes toothbrush over teeth.				
21	Goes to sleep independently after bedtime ritual.				
22	Shows knowledge of sequence of bedtime routine.				
<b>Personal Independence: Chores</b>					
23	Sorts silverware from dishwasher tray to silverware tray.				
24	Unloads dryer into basket.				
25	Matches socks.				
26	Pours water/food into pet dish.				

Level 2

Level 3

Skill	Level 3	Observed	Parent Report	Other/Teacher Report	CODE
<b>Receptive Communication</b>					
1	Attends and joins in with interest for 5–10 minutes as adult reads familiar books using simple sentences.				
2	Follows one-step novel commands involving familiar objects/actions.				
3	Identifies many common objects and their pictures: clothing items, objects related to meals, hygiene, play, foods.				
4	Responds appropriately to “yes/no” questions regarding preferences.				
5	Identifies five or more actions in pictures and books.				
6	Follows two or more instructions given in situational routines (bedtime: get a book and get in bed; tooth brushing: get your toothbrush and the toothpaste).				
7	Understands spatial relationships involving objects (e.g., under, next to).				
8	Differentiates early size concepts—big/little.				
9	Differentiates at least four different colors upon request.				
10	Identifies 20 items by sound (e.g., animals, telephone; “What animal says ‘meow meow?’”).				

## Receptive Communication (cont.)

- | Skill | Observed | Parent Report | Other/Teacher Report | CODE |
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## Expressive Communication

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## Social Skills: Adults and Peers

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Skill	Level 3	Observed	Parent Report	Other/Teacher Report	CODE
<b>Cognition</b>					
1	Matches letters in own name.				
2	Matches letters.				
3	Matches words.				
4	Matches numbers.				
5	Receptively and expressively identifies some letters, numbers, shapes, and colors.				
6	Plays games involving memory for hidden objects.				
7	Categorizes objects/pictures into eight classes.				
8	Understands relationship between quantities and number symbols through number 5.				
9	Counts correct number of objects to five.				
10	Sequences three or more pictures in correct order and narrates sequence from pictures using "first, then" language.				
<b>Play</b>					
1	Constructive play involves sequencing complex schemas with multiple coordinated objects (e.g., trucks on road, blocks make building, beads make a necklace).				
2	Links three or more related actions in a play sequence.				
3	Performs two or more linked actions on a doll or animal when instructed.				
4	Physically places figures on miniature furniture, vehicles, etc., when appropriate.				
5	Carries out actions on doll or animal figures spontaneously.				
6	Arranges props for the theme.				
<b>Fine Motor</b>					
1	Completes five- to six-piece interlocking puzzle.				
2	Imitates drawing circle, cross, square, diagonal line.				
3	Imitates and builds different block structures using a variety of building materials (blocks, Legos, Tinker Toys, etc.).				
4	Laces a running stitch.				
5	Traces lines and curves with finger and writing tool.				
6	Uses a variety of tools to pick up and release objects: tongs, fork.				
7	Traces a variety of shapes.				
8	Uses scissors with appropriate grasp and uses opposite hand to stabilize and turn paper.				
9	Cuts on a line—straight and curved lines.				
10	Carries out simple two-step art projects (cut and paste, stamp with ink pad; folds paper and cuts on line).				
11	Carries out several different schemas with play dough—uses a variety of tools.				
<b>Gross Motor</b>					
1	Rides tricycle well (pedals and steers, follows a route).				
2	Kicks with good form and balance.				
3	Uses all playground equipment with supports.				
4	Plays chase game with adults and peers, running smoothly, changing direction with good balance.				
5	Imitates gross motor actions with movement to songs and music.				
6	Throws underhand at target.				
7	Jumps forward with two feet together.				
8	Hops on one foot.				

Skill

Level 3

Observed

Parent  
ReportOther/  
Teacher  
Report

CODE

**Personal Independence**

1	Uses spoon, fork, and cup neatly and without spilling.				
2	Behaves appropriately at sit-down restaurant.				
3	Uses icons or other symbol systems for choices, schedules, etc. independently, if needed at home and at school.				
4	Carries own materials to and from car, school, and home.				
5	Opens and closes backpack independently; puts in and removes objects when requested.				
6	Dresses and undresses when appropriate (unfastens clothing fasteners—zippers and snaps).				

**Personal Independence: Hygiene**

7	Uses toilet independently, all steps, when taken or sent.				
8	Manages clothing at toilet except for fasteners.				
9	Completes all the hand-washing steps independently.				
10	Wipes face with warm washcloth when handed to child.				
11	Runs brush or comb through hair.				
12	Covers mouth when coughing and sneezing.				
13	Assists actively in bathing and drying self after bath.				
14	Brushes teeth with toothbrush, using at least a few strokes.				

**Personal Independence: Chores**

15	Feeds/waters a pet.				
16	Helps clear table.				
17	Helps empty dishwasher.				
18	Puts clean clothes in drawers.				
19	Picks up belongings when asked.				

Level 3

Skill

Level 4

Observed

Parent  
ReportOther/  
Teacher  
Report

CODE

**Receptive Communication**

1	Understands a variety of descriptive physical relationship concepts.				
2	Retrieves 10–15 items using two to three multiple cues (e.g., size, quantity, color, object label).				
3	Understands gender pronouns.				
4	Understands comparatives: bigger, shorter, smaller, most, least, few, many, etc.				
5	Understands spatial relationships involving objects and prepositions: behind, in back of, in front of.				
6	Understands negatives (e.g., the box with no balls, the boy who is not sitting).				
7	Understands possessives and part-whole relations.				
8	Demonstrates attention to short stories and comprehension of parts of the story by responding to simple “wh” questions (what and who).				
9	Responds to “yes/no” questions for identity.				
10	Answers questions about physical states.				
11	Responds to personal information questions.				
12	Understands “same” and “different.”				

Level 4