

Assessment of Basic Language and Learning Skills - Revised

Syntax and Grammar

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
J 1 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Mean length of response	The student will be able to speak in phrases or sentences of up to at least five words.	What is the average number of words in a phrase or sentence that the student says when talking?	The boy is going home.	4 = 5 or more word phrases or sentences, 3 = 4 word phrases or sentences, 2 = 3 word phrases or sentences, 1 = 2 word phrases or sentences	
J 2 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Syntax (Word order)	The student will be able to combine words in phrases or sentences using correct word order (e.g., adverb + noun, adjective + noun, noun + verb).	Does the student use correct word order when speaking in phrases or sentences (e.g., adverb + noun, adjective + noun, noun + verb)?	adjective + noun: bouncing ball, barking dog; noun + verb: boy is running; articles: The boy is running	4 = 4 or more word sentences usually in correct order, 3 = sometimes 4 word sentences in correct order, 2 = sometimes 3 word sentences in correct order, 1 = sometimes 2 word phrases in correct order	
J 3 0 1 2 0 1 2 0 1 2 0 1 2	Articles	The student will be able to include articles (e.g., a, an, the) when speaking in phrases or sentences.	Does the student include articles (e.g., a, an, the) when speaking in phrases or sentences?	A dog, an apple, the pig	2 = uses articles most of the time when appropriate, 1 = occasionally uses articles when appropriate	
J 4 0 1 2 0 1 2 0 1 2 0 1 2	Verbs-present progressive	The student will be able to indicate regular present tense by adding "ing" to the end of verbs (e.g., running, jumping).	Does the student indicate present tense by adding "ing" to the end of verbs (e.g., running, jumping)?	eating, sleeping, washing, running, jumping	2 = adds "ing" to the end of verbs most of the time when appropriate, 1 = occasionally adds "ing" to the end of verbs when appropriate	
J 5 0 1 2 0 1 2 0 1 2 0 1 2	Regular plurals	The student will add an "s" (or "es") sound at the end of words to indicate plurals (e.g., shoes, glasses).	Does the student add 's' or 'es' to the end of words to indicate plurals (e.g., shoes, glasses)?	hats, shoes, cups, dogs, cats, glasses	2 = adds "s" to the end of words most of the time when appropriate, 1 = occasionally adds "s" to the end of words when appropriate	
J 6 0 1 2 0 1 2 0 1 2 0 1 2	Verbs-irregular past tense	The student will be able to indicate past tense by changing the form of verbs (e.g., swim-swam, run-ran, sing-sang, fall-fell, sleep-slept, break-broke, keep-kept).	Is the student able to change the form of verbs to indicate past tense (e.g., swim-swam, run-ran, sing-sang, fall-fell, sleep-slept, break-broke, keep-kept)?	swim-swam, run-ran, sing-sang, fall-fell, sleep-slept, break-broke, keep-kept	2 = uses correct irregular past tense most of the time, 1 = occasionally uses correct irregular past tense	
J 7 0 1 2 0 1 2 0 1 2 0 1 2	Contractions	The student will be able to use contractions (e.g., can't, won't, didn't) when speaking in phrases or sentences.	Does the student use contractions (e.g., can't, won't, didn't) when speaking in phrases or sentences?	can't, won't, didn't, couldn't, they're, we've, I've	2 = uses contractions most of the time when appropriate, 1 = occasionally uses contractions when appropriate	

Assessment of Basic Language and Learning Skills - Revised

Syntax and Grammar (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
J 8	0 1 2 0 1 2 0 1 2 0 1 2	Is/am with "ing" verb	The student will be able to indicate present tense by combining "am" and "is" with verbs (e.g., am writing, is jumping) when speaking in phrases or sentences.	Does the student indicate present tense by combining "am" and "is" with verbs (e.g., am writing, is jumping) when speaking in phrases or sentences?	boy is running, I'm hungry, he's eating, I'm coloring, I am jumping	2= uses "am" or "is" with verbs to indicate present tense most of the time when appropriate, 1= occasionally uses "am" or "is" with verbs to indicate present tense when appropriate	
J 9	0 1 2 0 1 2 0 1 2 0 1 2	Verbs-regular past tense	The student will be able to indicate regular past tense by adding "d," or "ed" (e.g., hiked, jumped).	Does the student add "d," or "ed" to the end of words to indicate past tense (e.g., hiked, jumped)	hiked, jumped	2= adds "d," or "ed" to verbs to indicate regular past tense most of the time when appropriate, 1= occasionally adds "d," or "ed" to verbs to indicate regular past tense when appropriate	
J 10	0 1 2 0 1 2 0 1 2 0 1 2	Possessive "S"	The student will be able to indicate possession by adding "s" to nouns and pronouns (e.g., yours, theirs, daddy's hat).	Does the student add "s" to nouns and pronouns to indicate possession (e.g., daddy's hat, the cat's tail).	Daddy's car, the cat's tail	2= adds "s" to nouns or pronouns to indicate possession most of the time when appropriate, 1= occasionally adds "s" to nouns or pronouns to indicate possession when appropriate	
J 11	0 1 2 0 1 2 0 1 2 0 1 2	Negatives	The student will be able to indicate negation (e.g., didn't, won't, doesn't, isn't, not, no more, all gone) when speaking in phrases or sentences	Does the student indicate negation (e.g., didn't, won't, doesn't, isn't, not, no more, all gone) when speaking in phrases or sentences?	didn't, won't, doesn't, isn't, can't, not, no more, all gone	2= indicates negation most of the time when appropriate, 1= occasionally indicates negation when appropriate	
J 12	0 1 2 0 1 2 0 1 2 0 1 2	Locatives	The student will be able to indicate location (e.g., here, there) when speaking in phrases or sentences.	Does the student indicate location (e.g., here, there) when speaking in phrases or sentences?	here, there	2= indicates location most of the time when appropriate, 1= occasionally indicates location when appropriate	
J 13	0 1 2 0 1 2 0 1 2 0 1 2	Future tense	The student will be able to indicate future tense (e.g., I will go home) when speaking in phrases or sentences.	Does the student indicate future tense (e.g., I will go home) when speaking in phrases or sentences?	I will go home. I am going to get my book tomorrow. I should do it. I could make it later. I shall look at it later.	2= indicates future tense most of the time when appropriate, 1= occasionally indicates future tense when appropriate	
J 14	0 1 2 0 1 2 0 1 2 0 1 2	Conjunctions	The student will use conjunctions to combine words and phrases (e.g., and, but, if, given, nor, or, because, then, only).	Does the student use conjunctions to combine words and phrases?	dog <u>and</u> cat, mom <u>or</u> dad, warm <u>but</u> not hot	2= uses conjunctions most of the time when appropriate, 1= occasionally uses conjunctions when appropriate	

Assessment of Basic Language and Learning Skills - Revised

Syntax and Grammar (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
J 15	0 1 2 0 1 2 0 1 2 0 1 2	Irregular Plurals The student will be able to use irregular plurals (e.g., mouse-mice, foot-feet, goose-geese).	Does the student correctly use irregular plurals (e.g., mouse-mice, foot-feet, goose-geese)?	mouse-mice, foot-feet, goose-geese	2= uses correct irregular plurals most of the time, 1= occasionally uses correct irregular plurals	
J 16	0 1 2 0 1 2 0 1 2 0 1 2	Comparatives The student will be able to add suffixes to words to indicate comparisons (e.g., ...er as in bigger, ...est as in biggest).	Does the student add suffixes to words to indicate comparisons (e.g., ...er as in bigger, ...est as in biggest)?	...er as in bigger, ...est as in biggest	2= adds "er" or "est" to words to indicate comparison most of the time when appropriate, 1= occasionally adds "er" or "est" to words to indicate comparison when appropriate	
J 17	0 1 2 0 1 2 0 1 2 0 1 2	Demonstratives The student will be able to indicate specific items (e.g., this, that, these, those) when speaking in phrases or sentences.	Does the student indicate specific items (e.g., this, that, these, those) when speaking in phrases or sentences?		2= uses words such as "this," "that," "these," or "those" to specify specific items most of the time, 1= occasionally uses words to specify specific items	
J 18	0 1 2 0 1 2 0 1 2 0 1 2	Label strength of a verbal response Student will use words or phrases to describe his certainty of his responses (e.g., I think, ...guess, ... know, ...believe).	Does the student use words or phrases to describe his certainty of a statement?	I think I finished the drawing. I guess, I know, I believe, perhaps, It seems like...	2= uses words to indicate the certainty of a statement most of the time when appropriate, 1= occasionally uses words to indicate the certainty of a statement	
J 19	0 1 2 0 1 2 0 1 2 0 1 2	Quantification of a verbal response Student will use words or phrases to quantify a verbal response (e.g., all, some, sometimes, never, a, the, always).	Does the student use words to quantify a statement?	I want all the trucks. all, sometimes, never, a, the, always	2= uses words to indicate the quantification in a statement most of the time when appropriate, 1= occasionally uses words to indicate quantification in a statement	
J 20	0 1 2 0 1 2 0 1 2 0 1 2	Label emotional state associated with a verbal response Student will use words or phrases to describe an emotional state related to a statement (e.g., I regret to inform you..., I'm sorry, but..., I'm happy to say...).	Does the student use words or phrases to describe an emotional state related to a statement?	I'm sorry that you are sick, I'm sad that I can't go, I'm glad you came with me.	2= uses words to indicate the emotional state associated with making a statement most of the time when appropriate, 1= occasionally uses words to indicate the emotional state associated with making a statement	

Assessment of Basic Language and Learning Skills - Revised

PLAY & LEISURE SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
K 1	0 1 2 0 1 2 0 1 2 0 1 2	Explores toys in the environment	The student will actively explore a variety of toys in the environment.	Does the student actively explore available toys?		2= manipulates a toy or toys for at least 2 of a 10 minute period, 1=picks up and/or manipulates at least 1 toy in a ten minute period	
K 2	0 1 2 0 1 2 0 1 2 0 1 2	Allows others to manipulate/touch toys	The student will be able to allow adults and children to be near them while they are playing with toys and allow others to occasionally manipulate the toys during the interaction.	Does the student allow you to be near him when he is playing with toys and allow you to occasionally touch or move the toys he is using?		2= allows other students or adults to occasionally manipulate toys that they are using, 1= allows other students to be near them when playing with a toy	New
K 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Independent outdoor activities	The student will be able to engage in appropriate independent outdoor activities.	Does the student engage in appropriate independent outdoor play activities?	shoot basketball; use slide, swings, wagon, sandbox, etc.	4= selects and engages in at least 3 activities for at least 15 minutes, 3= 3 activities for 10 minutes, 2= 2 activities for 10 minutes, 1= 2 activities for 5 minutes	Modified
K 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Independent indoor leisure activities	The student will be able to engage in appropriate independent indoor leisure activities.	Does the student engage in appropriate independent indoor leisure activities?	look at books or videos, listen to music, complete puzzles	4= selects and engages in at least 3 activities for at least 15 minutes, 3= 3 activities for 10 minutes, 2= 2 activities for 10 minutes, 1= 2 activities for 5 minutes	
K 5	0 1 2 0 1 2 0 1 2 0 1 2	Plays with toys/manipulates toys as designed	The student will actively play with toys as designed.	Does the student actively play with toys?		2= plays with at least two toys as designed without prompts for up to 10 minutes, 1= plays with at least one toy as designed for up to 10 minutes with occasional prompts	
K 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Independently plays with toys and engages in verbal behavior	The student will talk while engaging in independent play activities.	Does the student talk while playing by himself?		4= while playing independently, engages in at least 10 verbal responses in a 20 minute period, 3= 5 verbal responses, 2= 2 verbal responses, 1= 1 verbal response in a 20 minute period	
K 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Multiple responses with toys related to a theme	The student will play with toys consistent with an identifiable theme (e.g., cooking implements, dolls, action figures).	Does the student play with toys (multiple responses) consistent with an identifiable theme?	Moves a toy car down a ramp, pretends to put gas into the car, moves the car into a garage. Pretends to have a tea party.	4= spontaneously does at least 5 activities with 5 different toys 3= at least 5 activities for 2 toys 2= at least 5 related activities with one toy, 1= spontaneously does at least 2 related activities with one toy	

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PLAY & LEISURE SKILLS (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
K 8 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Plays interactively with others students	The student will engage in interactive play activities with other students.	Does the student play with other children?		4= Mutually interacts with other students and toys for up to 10 minutes (requests included), 3= Mutually interacts with other students and toys for up to 5 minutes (requests included), 2= gives other students toys when they request them, and accepts offered toys from other students, 1= accepts offered toys from other students	Modified - removed allow others to be near - allows other students to be near them when playing with a toy
K 9 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Plays interactively with a variety of peers	The student will engage in interactive play activities with a variety of peers.	Does the student play with several of his peers, either individually or in a group activity?		4= Interactively plays with at least 8 different peers (individual or group interactions), 3= interactively plays with at least 6 different peers, 2= interactively plays with at least 4 different peers, 1= interactively plays with at least 2 different peers (individual or group interactions)	New
K 10 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sociodramatic play	The student will act out roles of characters or activities while playing.	Can the student pretend to be somebody or pretend to do an activity (e.g., pretend to be Mommy, Daddy, a dog, a doctor, serving tea, play dress-up)?		4= can pretend to be at least 10 characters or pretend to do activities, 3= at least 5 characters or activities, 2= at least 2 characters or activities, 1= at least 1 character or activity	Modified
K 11 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Plays with toys and talks with peers	The student will ask for items and actions, label items and actions, and make other related comments while engaging in play activities.	Does the student talk about what he is doing while playing with other children?		4=while playing with a peer, engages in at least 10 verbal responses to the peer in a 10 minute period, 3= 5 verbal responses in 10 minutes, 2=, 2 verbal in 10 minutes responses, 1= 1 verbal response in a 10 minute period	

Assessment of Basic Language and Learning Skills - Revised

PLAY & LEISURE SKILLS (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
K 12 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Plays simple ball games	The student will be able to independently play simple games involving rolling, throwing, kicking and bouncing a ball to a peer for at least 5 exchanges.	Can the student independently play games that involve rolling, throwing, kicking, and bouncing a ball to a peer?	roll, throw, kick a ball to a peer;	4= can independently perform at least three ball actions with a peer for up to 5 exchanges (i.e., watches for ball to be thrown, observes partner being ready to receive), 3= can independently perform 2 ball actions for at least 3 exchanges, 2= can perform 1 action if given only occasional prompts to watch to see if peer is ready OR to attend to peer about to perform the action, 1= can perform 1 action but requires occasional prompts to watch to see if peer is ready AND to attend to peer about to perform the action.	New
K 13 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Coordinated play with peers	The student will be able to allow peers to guide a coordinated play activity (follow directions from peers).	Does the student allow peers to give him instructions and direct his actions while engaging in interactive activities?	Roll a ball fast or slow (based on the action of the peer or upon a request from the peer), move a parachute up and down based on an instruction or motor action of a peer, acts as an "assistant" when building a house using blocks, swinging a 'jump rope' at the same speed as a peer, switch from throwing a ball to bouncing a ball to a peer, waits for signal before moving the train	4= follows both stated and implied directions from peers in at least four play activities, 3= follows both stated and implied directions from peers in at least three play activities, 2= follows both stated and implied directions from peers in at least one play activity, 1= follows stated directions from peers to perform at least one activity without requiring extensive peer prompting	New
K 14 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Interactive motor games	The student will be able to play interactive games that require him to attend to the actions of others and adjust his participation based on his peers' behavior.	Can the student play interactive games that require him to attend to the actions of others and adjust his participation based on his peers' behavior?	Play "Tag," "You're it"; "Duck, Duck Goose"; relay race; kick baseball	4= can play at least 3 interactive games without assistance, 3= can play at least 2 interactive games without assistance, 2= only needs some prompts either to attend to his turn OR to complete the action (not both); 1= can participate in playing games but needs some prompts to attend to when it is his turn and some prompts to complete the necessary actions of the game (not totally prompted)	New

Assessment of Basic Language and Learning Skills - Revised

PLAY & LEISURE SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
K 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Board games	The student will be able to play board games with peers.	Can the student play board games with his peers?	Candyland, Uno, Go Fish, etc.	4= can play at least three board games without assistance, 3= can play at least two board games without assistance, 2= only needs some prompts either to attend to his turn OR to complete the action (not both), 1= can participate in playing board games but needs some prompts to attend to when it is his turn and some prompts to complete the necessary actions of the game (not totally prompted)	Modified

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Appropriate when near peers or siblings	The student will engage in appropriate physical interaction behavior while in close physical proximity with peers or siblings.	Is the student able to be physically near other students or siblings without engaging in disruptive behavior?		4= student is appropriate when near peers/siblings for at least 30 minutes, 3=appropriate for 15 minutes, 2=student is appropriate for 5 minutes with only 1 verbal prompt, 1=student is appropriate for at least 5 minutes but requires multiple verbal prompts	
L 2	0 1 2 0 1 2 0 1 2 0 1 2	Takes offered items	When offered a preferred item, the student will take the item from both peers and adults.	When a preferred item is offered to the student, will the student take the item from both peers and adults?	take and hold hand, give "high 5", help solve a problem	2= will usually walk to and take the preferred item from peers and adults who are more than 8 feet away, 1= will take the preferred item from peers and adults who are less than 3 feet away	Modified
L 3	0 1 2 0 1 2 0 1 2 0 1 2	Tolerates/responds appropriately to positive touches by peers or siblings	The student will respond appropriately (i.e., not cry or attempt to physically get away from a person) to positive physical interactions initiated by others (e.g., take and hold his hand, "high 5", physically help him get onto a swing).	Does the student respond appropriately to positive physical interactions initiated by others (e.g., take and hold their hand, "high 5", physically help him get onto a swing)?	Does the student attend to or show an interest in the behavior of peers?	2= readily allows both peers/siblings and adults to touch in a positive manner and assist them in most situations, 1= when carefully approached allows some individuals to touch in a positive manner and assist them in some situations	Modified
L 4	0 1 2 0 1 2 0 1 2 0 1 2	Shows interest in the behavior of others	The student will attend to or show an interest in the physical and verbal behavior of peers.	Does the student look at others in such a manner as to initiate a social interaction with both peers and adults?	Does the student approach and attempt to physically engage others in interactions even when the other person does not have a reinforcing item?	2= attends to the physical and verbal behavior of peers, 1= attends to the physical actions of peers	
L 5	0 1 2 0 1 2 0 1 2 0 1 2	Looks at others to start a social interaction	The student will look at others (peers and adults) in such a manner as to initiate a social interaction.	Does the student approach and attempt to physically engage others in interactions even when the other person does not have a reinforcing item?	Does the student frequently approaches and makes attempts to physically engage others in interactions, 1= occasionally approaches and makes attempts to physically engage others in interactions	2= student regularly initiates social interactions with both peers and adults by looking at them, 1= student occasionally initiates social interaction by looking at an individual	
L 6	0 1 2 0 1 2 0 1 2 0 1 2	Physically approaches and engages others	The student will approach and attempt to physically engage others in interactions even when the other person does not have a reinforcing item.	Does the student approach and attempt to physically engage others in interactions even when the other person does not have a reinforcing item?	Does the student frequently approaches and makes attempts to physically engage others in interactions, 1= occasionally approaches and makes attempts to physically engage others in interactions	2= frequently approaches and makes attempts to physically engage others in interactions, 1= occasionally approaches and makes attempts to physically engage others in interactions	Modified

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TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L 7	0 1 2 0 1 2 0 1 2 0 1 2	Looks at others in anticipation of completing a reinforcing action	The student will be able to look a person (in anticipation) just before the person is to complete an action that will produce a desired outcome?	Does the student look at the person who is about to do something to produce a desired outcome (e.g., about to release the end of a balloon to let it fly around the room)?	Jack in the Box to pop open when you turn the handle, waits for you to release air from a balloon and let it fly around the room	2= usually looks at a person in anticipation of a repeat of a reinforcing action, 1= when provided with some additional verbal prompting, student looks at a person in anticipation of a repeat of a reinforcing action	New
L 8	0 1 2 0 1 2 0 1 2 0 1 2	Listener-receptive	The student will be able to follow simple known directions provided by another individual.	Does the student follow simple known directions?	come here, turn around, sit down, stand up	2= follows known instructions from adults & peers at least 75% of the time, 1= usually follows known instructions from adults at least 75% of the time	Modified
L 9	0 1 2 0 1 2 0 1 2 0 1 2	Imitates peers	The student will attend to and imitate the physical and verbal behavior of peers.	Does the student attend to the behavior of peers?	Makes arm and hand movements while singing or listening to a song	2= Imitates multiple-step sequences of motor and verbal behaviors exhibited by peers, 1= imitates simple, single-step movements of peers	
L 10	0 1 2 0 1 2 0 1 2 0 1 2	Returns greetings	The student will return greetings from others.	Does the student return greetings to others?	Example of an indirect prompt = "What do you say?"	2=student returns greetings from peers without prompts, 1= student returns greetings from peers but often requires an indirect verbal prompt	
L 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Physically prompts others to do activities	The student will approach and attempt to physically prompt others to do a specific activity.	Does the student approach and attempt to physically prompt others to do a specific activity?		4= often makes independent multiple attempts, 3= sometimes makes independent multiple attempts, 2= makes single independent attempts, 1= makes a single attempt when prompted	
L 12	0 1 2 0 1 2 0 1 2 0 1 2	Responds to approaches & attempts to interact from peers	The student will respond appropriately to the attempts of peers to engage the student in an interaction (e.g., play with a toy or game, participate in an outdoor activity).	Does the student go along with the attempts of peers to engage the student in an interaction (e.g., play with a toy or game, participate in an outdoor activity)?	Peer asks student to join a game of "Duck, Duck, Goose" and the student sits down with the other students	2= readily goes along with interactions initiated by peers in most positive situations, 1= when carefully approached, goes along with interactions initiated by some peers, in some situations	

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L 13	0 1 2 0 1 2 0 1 2 0 1 2	Sharing-gives-up items to others	The student will allow others to use items which he is using/possesses.	Does the student allow others to use items which he is using/possess?	Allows others to take items	2= usually without prompts 1= does when prompted	
L 14	0 1 2 0 1 2 0 1 2 0 1 2	Searches for missing person	The student will try to locate a significant person when that person leaves the child's visual field.	Does the child try to locate a significant person when that person leaves the child's visual field?	A peer is playing with the student but goes into a different section of the room and the student tries to find his peer.	2= will usually seek a missing person when he has been engaged in a fun activity with the peer or adult, 1= will seek the missing person when the person leaves with a reinforcing item	New
L 15	0 1 2 0 1 2 0 1 2 0 1 2	Active attention seeking	The student will be able to initiate an interaction with others and then look to see who is watching him before engaging in an action.	Does the student engage in actions to get attention from others and then look to see that others are attending to him?	Student climbs to the top of the slide, stomps his feet on the top, says "Here I go" and then looks to ensure others are watching him before he goes down the slide	2= engage in actions to get others to attend to what he is about to do and ensure they are attending to him at least 3 times per day, 1= engage in actions to get others to attend to what he is about to do and ensure they are attending to him at least 6 times per week (Note: these actions do not include "disruptive behavior" that result in attention from others)	New
L 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels items for others	The student will spontaneously label items for both adults and peers.	Does the student spontaneously label items for both adults and peers?	Student sees an airplane in the sky and points toward it and says "airplane"	4= Labels multiple items for 3 peers and adults without prompts, 3= single label for 1 peer & multiple for adults without prompts, 2= single label for 1 peer without prompts, 1= single label for adults without prompts	
L 17	0 1 2 0 1 2 0 1 2 0 1 2	Eye contact	The student will make appropriate eye contact when interacting with others.	Does the student make and maintain appropriate eye contact while interacting with others?		2= when as a listener & speaker with adults & peers, 1= when as a listener & speaker with adults	
L 18	0 1 2 0 1 2 0 1 2 0 1 2	Asks peers for items (single)	The student will ask peers for (single) items.	Does the student ask peers for an item?	Asks a peer for a toy car	2= Spontaneously and frequently asks peers for items without prompts, 1= asks peers for items with prompts	
L 19	0 1 2 0 1 2 0 1 2 0 1 2	Sharing -asks for items to be shared	The student will ask others to share their items (multiple) with him.	Does the student ask others to share some of their items?	Play with toys together, each have a portion of items available	2= usually without prompts 1= does when prompted	

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SOCIAL INTERACTIONS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sharing-offers items to others	The student will offer to share items with others.	Does the student offer to share items with others?		4= often makes independent multiple attempts, 3= sometimes makes independent multiple attempts, 2= makes single independent attempts, 1= makes a single attempt when prompted	
L 21	0 1 2 0 1 2 0 1 2 0 1 2	Initiates greetings	The student will appropriately initiate greetings to others.	Does the student initiate greetings to others?	Example of an indirect prompt = "Look who is here"	2=student greets peers without prompts, 1= student greets peers but often requires a verbal prompt	
L 22	0 1 2 0 1 2 0 1 2 0 1 2	Joins peers in an activity	The student will be able to approach peers and join an ongoing activity.	Does the student approach and join peers who are engaging in an activity?	Children are playing a game of "tag" and the child joins the activity, children are making a building with blocks and the student goes to the group and helps	2= without it being suggested by an adult, student will join a group of peers engaged in a desired ongoing activity, 1= when suggested by an adult, student will join a group of peers engaged in a desired ongoing activity	New
L 23	0 1 2 0 1 2 0 1 2 0 1 2	Observation of peers' attention to activities	The student will be able to attend to peers' orientation to items and events.	Does the student notice and shift his attention when his peers shift their attention to an interesting item or activity?	Children notice a teacher opens a bottle of bubbles and run to the teacher... The student notices the children leaving and goes to see what is happening	2= will usually look at or approach and investigate an item or activity when a few peers turn to look at or show an interest in an item or event, 1= will usually approach and investigate an item or activity when a large group of his peers points to an item or changes location and shows an interest in a particular item or event	New
L 24	0 1 2 0 1 2 0 1 2 0 1 2	Feedback from peers	The student will be able to follow directions from peers to adjust his behavior to be more socially acceptable.	Does the student allow peers to give him instructions regarding socially acceptable behavior?	stand an appropriate distance from others, sit quietly, talk in a quiet voice, remain in line, keep hands to self	2= usually follows both stated and implied directions from peers in a variety of contexts, 1= follows stated directions from at least one peer to adjust his behavior in at least one situation	New
L 25	0 1 2 0 1 2 0 1 2 0 1 2	Adjusts behavior based on changes in peer's actions	During a task-related activity, the student will be able to observe changes in a peer's behavior and adjust his actions to correspond to the peer.	During a task-related activity, does the student observe changes in a peer's actions and make adjustments to his own actions?	Stops walking when peers stop (without holding hands), carry a box with a peer without spilling contents	2= usually attends to and makes adjustments based on a peer's actions, 1= occasionally attends to and makes adjustments to task-related activity based on a peer's actions	New

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L26	0 1 2 0 1 2 0 1 2 0 1 2	Assists other to participate	When others indicate that they are unable to get to something or unable to see or hear something, the student will arrange the materials so the peer can participate in the activity.	Does the student notice that a peer needs help to see, hear, or do something and then helps adjust the situation so the peer can enjoy the activity?	A peer cannot see a picture in a book so the student moves to the side to let the peer be able to see the book.	2= will usually make adjustments to accommodate a peer when the peer indirectly indicates a problem (I can't see it"), 1= will usually make adjustments to accommodate a peer when the peer asked the student to take a certain action (e.g., "move over")	New
L27	0 1 2 0 1 2 0 1 2 0 1 2	States what others like/dislike	The student will be able to state items and activities that are enjoyed by others and state which people like a particular item or activity.	Does the student know the likes and dislikes of others?	States that Jake likes bananas but Emily does not like them. When asked who might want part of a banana he says "Jake"	2= knows at least 2 specific things enjoyed or not enjoyed by at least 4 people, 1= knows at least 2 specific things enjoyed or not enjoyed by at least 2 people	New
L28	0 1 2 0 1 2 0 1 2 0 1 2	Direct others attention to something of interest to them	The student will be able to know what activities, news or items would be of interest to specific individuals and will direct their attention to those items.	Does the student direct others to see things that they know would be of interest to that particular individual?	Student knows that Jason likes soccer, so he tells Jason that Tyler brought a soccer ball to school today	2= frequently directs several different peers and adults to items and activities that would be of interest to each person, 1= can direct at least one individual to something that is of interest to that person at least twice per week	New
L29	0 1 2 0 1 2 0 1 2 0 1 2	Attends to the reactions of interest by others	The student will be able to attend to and respond to feedback from others that indicate their interest in a topic or activity.	Does the student notice if others are enjoying an activity or conversation and change what they are doing based on those observations?	Student talks about their favorite movie character but notices that a peer isn't interested so he seeks a different peer who is interested in the topic	2= will usually notice from a peer's facial feedback (e.g., smiles and looks interested, looks away) that he is interested or not interested in something, 1= will respond to peer's level of interest only when directly told by the peer that they are or are not interested	New
L30	0 1 2 0 1 2 0 1 2 0 1 2	Delivers a message	The student will be able to go to a person repeat a short message that he was asked to say to the person.	Is the student able to deliver a short message to others?	Mom asks child to "ask Daddy to come help me" and child walks into another room and says "Mommy wants help"	2= can find a specified person, get their attention and deliver a four-word message after going into an adjoining room to deliver the message, 1= can deliver a three-word message after going across a room to deliver the message	New

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L31	0 1 2 0 1 2 0 1 2 0 1 2	Waits for break in conversation to interrupt	The student will be able to wait for a break in an on-going conversation before attempting to speak with one of the people involved in the conversation.	Does the student wait for the appropriate time to enter a conversation? Does he wait to speak if given a hand signal to wait until there is further acknowledgement from one of the speakers?	Two people are talking and the child waits for acknowledgement (look at him) from one of the people before he begins to talk	2= when others are talking, usually waits for a person to look at him before speaking or appropriately attempts to catch speakers' attention ("excuse me"), 1= will wait for speakers to finish if given a hand signal to wait by one of the speakers	New
L32	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Converses with others	The student will converse with adults and peers for up to three exchanges.	Does the student converse with others?		4= at least 3 exchanges with adults & peers, 3= 2 exchanges with adults & peers, 2= 1 exchange with adults & peers, 1= 1 exchange with adults	
L33	0 1 2 0 1 2 0 1 2 0 1 2	Asks for information	The student will spontaneously ask both peers and adults for information.	The student will spontaneously ask both peers and adults for information.		2= frequently and spontaneously asks peers and adults for information 1= occasionally will spontaneously ask an individual for information	
L34	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Obtains and maintains attention of others	The student will be able to get and maintain another individual's attention prior to presenting an instruction to that individual.	Does the student get others' attention while attempting to interact even when the other person may not initially respond to the child's attempt to get a person's attention?	calls a person's name, taps person on shoulder, physically moves into a person's line of sight	4= successfully obtains and maintains interaction with peers & adults, 3= will persist in attempting to get attention from adults and peers, 2= can get attention from responsive adults & peers, 1= can get attention from responsive adults	Modified

Assessment of Basic Language and Learning Skills - Revised

GROUP INSTRUCTION

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

M 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sits appropriately in small group	The student will sit without engaging in disruptive behavior during small group instruction.	Does the student sit in a small group teaching situation without disrupting others (e.g., attempting to leave the group, touching other children, distracting repetitive behavior, making non-task-related noises)?		4= 1:4 group for 15 min., 3= 1:3 group for 10 min., 2= 1:2 group for 10 min., 1= 1:2 group for 5 min.	Modified
M 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sits appropriately in large group	The student will sit without engaging in disruptive behavior during group instruction.	Does the student sit in a group teaching situation without disrupting others (e.g., attempting to leave the group, touching other children, distracting repetitive behavior, making non-task-related noises)?		4= 1:16 group for 15 min., 3= 1:12 (OR 2:16), 2= 1:8, 1= 1:6 for 15 minutes	Modified
M 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Attends to teacher in group	The student will attend to a teacher during small group instruction.	Does the student attend to the teacher in a group teaching situation?	Student orients towards and follows directions given by the teacher	4= 1:4 group for 75% of time, 3= 1:3 group 75%, 2= 1:2 group for 75%, 1= 1:2 group for 50% of time	
M 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Attends to other students in group	The student will attend to the responses given by other students during small group instruction.	Does the student attend to the responses given by other students in a group teaching situation?	Student orients towards other students who are talking and watches or listens to the other students' responses	4= 1:4 group for 75% of time, 3= 1:3 group 75%, 2= 1:2 group for 75%, 1= 1:2 group for 50% of time	
M 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follows group instructions- all do the same receptive response	The student will follow instructions presented to a group of students.	Does the student follow instructions which are given to a group of students?	Everybody put your hands on your head.	4= In a 1:4 group responds at the same time as others respond for 75% of known instructions, 3= 1:3 group 75%, 2= 1:2 group for 75%, 1= 1:2 group for 50% of known instructions	Modified

Assessment of Basic Language and Learning Skills - Revised

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
M 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follows group instructions with a discrimination	The student will follow instructions presented to a group of students which require the student to make a discrimination.	Does the student follow instructions which are given to a group of students which require the student to make a discrimination?	If you have a green shirt, stand up, --- if wearing a red shirt, line up	4= In a 1:4 group responds at the same time as others respond for 75% of known instructions, 3= 1:3 group 75%, 2= 1:2 group for 75%, 1= 1:2 group for 50% of known instructions	Modified
M 7	0 1 2 0 1 2 0 1 2 0 1 2	Raises hand to get teacher attention to do an activity	The student will raise his hand to respond to questions presented to the group of students regarding who would like to do an activity.	Does the student raise his/her hand when the teacher asks a group of students who would like to be selected to do an activity?	When the teacher asks "Who would like to pick the next song?" the student raises his hand to be called on to answer the question	2= Independently raises hand to request to be selected to do a preferred activity on at least 50% of opportunities presented to a group of at least 8 students, 1= independently raises hand to request to be selected to do a preferred activity on at least 50% of opportunities presented to a group of at least 4 students	Changed objective
M 8	0 1 2 0 1 2 0 1 2 0 1 2	Raises hand to answer a question	The student will be able to raise his hand to answer simple questions.	Can the student raise his hand to answer a question?	Raise your hand if you came to school on a bus, raise your hand if you like chocolate chip cookie ---basically a yes/no response	2= can independently respond to questions, 1= requires only a gestural prompt for less than 50 % of known questions.	
M 9	0 1 2 0 1 2 0 1 2 0 1 2	Raises hand AND names item	The student will be able to raise his hand and name an item being displayed.	Can the student raise his hand to be called upon and then name an item being displayed?	Group question - Teacher asks "Who knows what this is?" the student raises his hand and gives answer when called on by teacher	2= can independently raise hand and answer known questions, 1= requires only a gestural prompt for less than 50 % of known questions to raise hand and answer	Modified
M 10	0 1 2 0 1 2 0 1 2 0 1 2	Raises hand AND answers a question	The student will be able to raise his hand to answer simple questions.	Can the student raise his hand to answer a question?	Group question - Everybody, who knows...What can we eat for breakfast?	2= can independently raise hand and answer known questions, 1= requires only a gestural prompt for less than 50 % of known questions to raise hand and answer question	Modified
M 11	0 1 2 0 1 2 0 1 2 0 1 2	Takes turns during instruction	The student will appropriately take turns with other students during group instruction activities.	Does the student take turns during group instruction?		2= takes turns appropriately & 75% time without prompts, 1= 75% with prompts	
M 12	0 1 2 0 1 2 0 1 2 0 1 2	Learns new skills in group teaching format	The student will readily acquire new academic skills during group instruction activities.	Does the student learn new academic skills while participating in group instruction?		2= readily acquires new skills, 1= acquires some skills with repetitive exposure to the material	

Assessment of Basic Language and Learning Skills - Revised

FOLLOW CLASSROOM ROUTINES

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

N 1	0 1 2 0 1 2 0 1 2 0 1 2	Follows daily routines (backpack, etc.)	The student will independently follow daily classroom routines.	Does the student follow classroom activities such as putting away his lunch, hang-up coat, etc.?		2= independently, 1= 50% without verbal prompts	
N 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Works independently on non-academic activities	The student will work independently on non-educational or leisure-type activities.	Will the student remain on-task when instructed to independently engage in non-academic activities?	Puzzles	4= 20 minutes, 3= 15 minutes, 2= 10 minutes, 1= 5 minutes	
N 3	0 1 2 0 1 2 0 1 2 0 1 2	Sits and waits appropriately during transitions	When seated during classroom transitions the student will wait appropriately for the next activity to begin.	Does the student sit and wait appropriately during transitions from one known activity to the next?		2= independently for up to 2 minutes, 1= independently for up to 30 seconds	
N 4	0 1 2 0 1 2 0 1 2 0 1 2	Physically transitions to next area or activity	The student will make appropriate transitions while following directions to move from one area to another in the classroom to change educational activities.	Does the student successfully transition from one known activity to the next?		2= independently, 1= 50% without prompts	
N 5	0 1 2 0 1 2 0 1 2 0 1 2	Waits turn to do activities (wash hands, etc.)	The student will wait appropriately for his turn during classroom activities.	Does the student wait appropriately until his turn to do an activity (e.g., wait in line to wash hands or go outside for recess)?		2= independently for up to 2 minutes, 1= independently for up to 30 seconds	
N 6	0 1 2 0 1 2 0 1 2 0 1 2	Gets in line on request	The student will follow instructions to form a line and wait appropriately while standing in the line.	Does the student line-up upon request?		2= independently, 1= 50% of instructions without prompts	
N 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Works independently on academic activities	The student will work independently on known educational activities.	Will the student remain on-task when instructed to independently engage in academic activities?	Worksheets	4= 20 minutes, 3= 15 minutes, 2= 10 minutes, 1= 5 minutes	
N 8	0 1 2 0 1 2 0 1 2 0 1 2	Gets & returns own materials	The student will follow instructions to get and return his own educational materials.	Can the student get and put away his own educational activities?	Student puts his workbook into his storage area when told to do so at the end of a task	2= independently, 1= 50% of instructions without prompts	

Assessment of Basic Language and Learning Skills - Revised

FOLLOW CLASSROOM ROUTINES (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
N 9	0	1	2	The student will follow instructions to complete a task and bring the work to the teacher or return his own educational materials.	Without being reminded at the end of the task, the student puts his workbook into his storage area when an assigned task is finished	2= independently, 1= 50% of instructions without prompts	
	0	1	2				
	0	1	2				
	0	1	2				
N 10	0	1	2	During classroom transitions the student will stand and wait appropriately for the next activity to begin.		2= independently for up to 3 minutes, 1= 50% without prompts	
	0	1	2				
	0	1	2				
	0	1	2				

Assessment of Basic Language and Learning Skills - Revised

GENERALIZED RESPONDING

TASK SCORE		TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
P 1	0	1 2 1 2 1 2 1 2	Generalizes across stimuli	Does the student use skills acquired with one item to emit the same response with a similar example of that item?	Student is taught to label a brown cup as "cup." Student now labels green, yellow and striped cups as "cup"	2= acquires label & receptive responses with 1 stimulus & immediately generalizes to many stimuli within the class within 2 trials, 1= generalizes to similar items within 10 trials	
	0			Does the student use skills learned with one instructor with other instructors?	Student learns to label "cup" with one instructor and can then label "cup" for other instructors	2= readily uses acquired skills with novel instructors, 1= works readily with 4 or more instructors	
	0			Does the student use skills acquired in training situations in other situations?	Student learns to label "cup" at school and can then label "cup" at home	2= readily uses acquired skills without prompts outside of the original training situation, 1= uses acquired skills outside of the original training situation with minimal verbal prompts	
	0			Does the student use skills acquired in individual teaching sessions when in group situations with peers?	Student learns to label "cup" in an individualized teaching session and can then label "cup" while participating in a small group discussion	2= spontaneously uses acquired skills under group situations, 1= uses skills in groups only with minimal verbal prompts	
P 4	0	1 2 1 2 1 2 1 2	Use of skills in groups	Does the student use skills acquired in individual teaching sessions when in group situations with peers?	Student learns to label "cup" in an individualized teaching session and can then label "cup" while participating in a small group discussion	2= spontaneously uses acquired skills under group situations, 1= uses skills in groups only with minimal verbal prompts	
	0			After learning an appropriate response to a given situation, does the student use other alternative appropriate responses under those same conditions?	Upon seeing a dog, the student may say "dog," "puppy," "K-9," "pooch," etc. When answering question regarding "things to eat," the student may say "apple, banana, bread," OR "cake, pizza, apple"	2= spontaneously uses a variety of appropriate responses rather than a single response and uses variation in responses with multiple components, 1= uses some alternative responses with minimal verbal prompts	
	0			Can the student learn words during one type of language skill training then use the acquired word in other types of language skills?	When taught "cup" as a label, the child then can ask for "cup" and can receptively identify cups. When student is taught to receptively identify a cup when told "you drink from it", the student is able to say "cup" when asked "What do you drink from?"	2= When student is taught to receptively identify an item when given its function, the student can then state the item when verbally told its function, 1= When taught the name of an item, the child then can ask for and receptively identify the item	
	0			Can the student learn words acquired during one type of language skill to other types of language skills.	When taught "cup" as a label, the child then can ask for "cup" and can receptively identify cups. When student is taught to receptively identify a cup when told "you drink from it", the student is able to say "cup" when asked "What do you drink from?"	2= When student is taught to receptively identify an item when given its function, the student can then state the item when verbally told its function, 1= When taught the name of an item, the child then can ask for and receptively identify the item	
P 5	0	1 2 1 2 1 2 1 2	Generalized response forms	Does the student use skills acquired with one item to emit the same response with a similar example of that item?	Student is taught to label a brown cup as "cup." Student now labels green, yellow and striped cups as "cup"	2= acquires label & receptive responses with 1 stimulus & immediately generalizes to many stimuli within the class within 2 trials, 1= generalizes to similar items within 10 trials	
	0			Does the student use skills learned with one instructor with other instructors?	Student learns to label "cup" with one instructor and can then label "cup" for other instructors	2= readily uses acquired skills with novel instructors, 1= works readily with 4 or more instructors	
	0			Does the student use skills acquired in training situations in other situations?	Student learns to label "cup" at school and can then label "cup" at home	2= readily uses acquired skills without prompts outside of the original training situation, 1= uses acquired skills outside of the original training situation with minimal verbal prompts	
	0			Does the student use skills acquired in individual teaching sessions when in group situations with peers?	Student learns to label "cup" in an individualized teaching session and can then label "cup" while participating in a small group discussion	2= spontaneously uses acquired skills under group situations, 1= uses skills in groups only with minimal verbal prompts	
P 6	0	1 2 1 2 1 2 1 2	Generalization of language skills	Does the student use skills acquired with one item to emit the same response with a similar example of that item?	Student is taught to label a brown cup as "cup." Student now labels green, yellow and striped cups as "cup"	2= acquires label & receptive responses with 1 stimulus & immediately generalizes to many stimuli within the class within 2 trials, 1= generalizes to similar items within 10 trials	
	0			Does the student use skills learned with one instructor with other instructors?	Student learns to label "cup" with one instructor and can then label "cup" for other instructors	2= readily uses acquired skills with novel instructors, 1= works readily with 4 or more instructors	
	0			Does the student use skills acquired in training situations in other situations?	Student learns to label "cup" at school and can then label "cup" at home	2= readily uses acquired skills without prompts outside of the original training situation, 1= uses acquired skills outside of the original training situation with minimal verbal prompts	
	0			Does the student use skills acquired in individual teaching sessions when in group situations with peers?	Student learns to label "cup" in an individualized teaching session and can then label "cup" while participating in a small group discussion	2= spontaneously uses acquired skills under group situations, 1= uses skills in groups only with minimal verbal prompts	

Assessment of Basic Language and Learning Skills - Revised

READING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Q 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive letters	The student will be able to receptively identify upper and lower case letters.	Can the student receptively identify upper and lower case letters?	When shown three letters, the student can point to the letter "B" upon request	4= can identify all 26 upper & lower case letters, 3= can identify a total of at least 15 upper or lower case letters, 2= can identify at least a total of 10 upper or lower case letters, 1= can identify at least a total of 5 upper or lower case letters	
Q 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels letters	The student will be able to name upper and lower case letters.	Can the student name upper and lower case letters?	When shown the printed letter "B" and asked "What letter is this?" the student says "B"	4= can label all 26 upper & lower case letters, 3= can label a total of at least 15 upper or lower case letters, 2= can label at least a total of 10 upper or lower case letters, 1= can label at least a total of 5 upper or lower case letters	
Q 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive sounds of letters	The student will be able to select the corresponding letter when given the sounds associated with letter.	Can the student select the corresponding letter when given the sounds associated with letter?	"Give me the one that makes the sound "ssss"	4= can identify the sounds of at least 20 letters, 3= can identify the sounds of at least 10 letters, 2= can identify the sounds of at least 5 letters, 1= can identify the sounds of at least 2 letters	
Q 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels sounds of letters	The student will be able to give the sounds associated with letters.	Can the student give the sounds associated with letters?	"What sound does this letter make?" while showing the student the letter 'b'	4= can identify the sounds of at least 20 letters, 3= can identify the sounds of at least 10 letters, 2= can identify the sounds of at least 5 letters, 1= can identify the sounds of at least 2 letters	
Q 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match words with pictures	The student will be able to match words to pictures.	Can the student match words to pictures?	When given a card with the written word "bat", and an array of three pictures on the table (bat, cat, and hat), the student will put the written word with the matching picture (bat).	4= can match at least 20 words with corresponding pictures, 3= can match at least 10 words with corresponding pictures, 2= can match at least 5 words with corresponding pictures, 1= can match at least 2 words with corresponding pictures	
Q 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match words to words	The student will be able to match word cards to those same words written in different fonts presented in a display of three word cards.	Can the student match word cards to the same words written in different fonts when words are presented in a display of three word cards?	When given a card with the written word "bat", and an array of three cards on the table (bat, cat, and hat), the student will put the card with the matching word card (bat).	4= different fonts with only 1 letter different in non-target words 3= same fonts 1 letter different, 2= same fonts 2 letters different in non-matching words, 1= same fonts with 3 or more different letters in non-matching words	Modified

Assessment of Basic Language and Learning Skills - Revised

READING SKILLS (Continued)

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

Q 7	0 1 2 0 1 2 0 1 2 0 1 2	Names letters in words reading left to right	The student will be able to name the letters of words reading from left to right across the word.	Can the student name the letters of words reading from left to right across the word?	When presented with the word 'hat' the student will say "h," "a," "t"	2= can point to and name the letters of 5 letter words (left to right) without prompts, 1= can point to and name the letters of 3 letter words (left to right) with only one prompt per word	
Q 8	0 1 2 0 1 2 0 1 2 0 1 2	Match individual letters to letters on word card	The student will be able to match individual letters to the letters on cards with single 5 letter words.	Can the student match individual letters to the letters on cards with single 5 letter words?	Given a word card with the word "train," the student will match individual letter cards to the letters on the word card	2= can match letters for words up to 5 letters in length when given extra letters, some of which are similar (e.g., e & a), 1= can match letters for words up to 3 letters in length when not given extra letters, and the letters are not similar (e.g., bat)	
Q 9	0 1 2 0 1 2 0 1 2 0 1 2	Fill in missing letter of words	Given a picture of an object and two of three letters provided, the student will be able to add a small letter card to complete three letter words.	Can the student add a small letter card to complete three letter words when given a picture of an object and two of three letters for the word provided?	Given a picture of a cat and the written display c _ _ t, the student will add the "a" to complete the word	2= can add a letter in any position of the word for at least 10 words, 1= can add a letter at least one position of the word for at least 5 words	
Q 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Read simple words	The student will be able to read words.	Can the student read words?		4= can read at least 50 words, 3= can read at least 20 words, 2= can read at least 10 words, 1= can read at least 5 words	
Q 11	0 1 2 0 1 2 0 1 2 0 1 2	Decode words	The student will be able to decode unknown words.	Can the student decode/sound-out unknown words?		2= can sound-out 20 words of 4 or more letters including words that the student doesn't know receptively or as a label, 1= can sound out any consonant-vowel-consonant words using known phonemes	Modified
Q 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Read small groups of words from left to right	The student will be able to read phrases.	Can the student read phrases?		4= can read any phrase containing combinations of known words, 3= can read 10 three word phrases, 2= can read 5 three word phrases, 1= can read 2 three word phrases	

Assessment of Basic Language and Learning Skills - Revised

READING SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Q 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Read simple sentences (3-6 words)	The student will be able to read sentences.	Can the student read sentences?		4= can read any sentence containing combinations of known words, 3= can read 10 four to six word sentences, 2= can read 5 four to six word sentences, 1= can read 2 four to six word sentences	
Q 14	0 1 2 0 1 2 0 1 2 0 1 2	Fills-in missing words	The student will be able to choose a word from a selection of words to fill in a missing word when given an incomplete sentence.	Can the student choose a word from a selection of words to fill in a missing word when given an incomplete sentence?	Score 1= The ____ has fur. (cat frog) Score 2= The ____ wore hats. (pen men pet)	2= can select the appropriate word from an array of 2 words which differ on more than 50% of the letters	
Q 15	0 1 2 0 1 2 0 1 2 0 1 2	Reads and follows simple instructions to do actions	The student will be able to read and follow simple instructions to perform an action.	Can the student read and follow simple instructions to perform an action (e.g., Give the red cup to Mommy, Give Daddy a hug)?	Go get a cup, Put the doll in the bed, Give the doll a hug, Put the cup in the sink, Give Jason a pencil Put the shoe in the box, Put Dad's hat on your head.	2= can read at least 20 sentences and perform at least 6 different actions, 1= can read a 10 sentences and perform at least 3 different actions (e.g., give, get, put on, put in)	New
Q 16	0 1 2 0 1 2 0 1 2 0 1 2	Reads and follows simple instructions on worksheets	The student will be able to read and follow simple instructions on worksheets.	Can the student read and follow simple instructions on worksheets (e.g., put a circle around the bird, draw a line under the shoe)?	Draw a line from the monkey to the banana, underline the letter 'A', put an 'X' on the circle, color the square red, draw a box around the tree, write the number 3 in the triangle, etc.	2= can read at least 20 sentences and follow at least 6 different directions, 1= can read at least 10 sentences and follow at least 3 different directions (e.g., circle, underline, color)	New
Q 17	0 1 2 0 1 2 0 1 2 0 1 2	Read passages and answer comprehension questions	The student will be able to read sentences and answer questions regarding the sentence.	Can the student read sentences and answer questions regarding the sentence?	Student reads "The man was sitting on a brown horse" and then answers the question "Who was sitting on the horse?"	2= can read at least three sentences and answer simple questions regarding the content, 1= can read a single sentence and answer a simple question regarding the content	

Assessment of Basic Language and Learning Skills - Revised

MATH SKILLS

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

R 1	0 1 2 0 1 2 0 1 2 0 1 2	Rote counts with prompts	The student will be able to continue counting to 10 when the counting sequence is started for him.	Can the student continue counting to 10 when the sequence is started for him?		2= can continue counting to 10 if started with "1, 2", 1= can count along with instructor to 10 (vocal imitation)	
R 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Rote counting	The student will be able to rote count to 100.	Can the student rote count?		4= can count to any specified number up to 30, 3= can count to 30, 2= can count to 20, 1= can count to 10	
R 3	0 1 2 0 1 2 0 1 2 0 1 2	Count objects with prompts	The student will be able to continue counting objects to 10 when the counting sequence is started for him.	Can the student continue counting objects to 10 when the sequence is started for him?		2= can continue counting objects to 10 if started with "1, 2", 1= can count along with instructor to 10 (vocal imitation) even if the instructor varies the pace of the counting (e.g., 1, 2, ... (pause) 3, ..., 4, 5, ..., 6, etc)	Modified
R 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Count given objects	The student will be able to count the number of items given to him even if the items are not arranged in a straight row.	Can the student count items given to him (with 1 to 1 correspondence) even if the items are not arranged in a straight row?		4= can count any amount up to 100, 3= can count any amount up to 20, 2= can count any amount up to 10, 1= can count any amount up to 5 even if the items are not presented in a row (i.e., slightly scattered)	Modified
R 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Count out objects from a larger set	The student will be able to count-out a specified number of items from a larger set of items.	Can the student count-out a specified number of items from a larger set of items?	When the student is given 7 blocks and asked to "Give me 5 blocks" the student will count out 5 blocks	4= can count any amount up to 30, 3= can count any amount up to 20, 2= can count any amount up to 10, 1= can count any amount up to 5	
R 6	0 1 2 0 1 2 0 1 2 0 1 2	Names numerals in sequence	The student will be able to name the numerals on a number line.	Can the student name the numerals on a number line.		2= will name the numerals 1 to 10 on a number line, 1= will name the numbers on a number line when verbally prompted "1, 2.." while instructor points to the numerals.	
R 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Names numbers	The student will be able to name numbers to 100.	Can the student name numbers?		4= can identify numbers to 100, 3= can identify numbers to 30, 2= can identify numbers to 20, 1= can identify numbers to 10	

Assessment of Basic Language and Learning Skills - Revised

MATH SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
R 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match number with same amount of objects	The student will be able to match numbers with the same amount of items and vice versa.	Can the student match numbers with the same amount of items and vice versa?		4= can match items with numbers to 30 (and vice versa), 3= can match items with numbers to 20, 2= can match items with numbers to 10, 1= can match items with numbers to 5	
R 9	0 1 2 0 1 2 0 1 2 0 1 2	"more"	The student will be able to receptively identify and label examples of the word "more".	Can the student receptively identify and label examples of the word "more"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 10	0 1 2 0 1 2 0 1 2 0 1 2	"less"	The student will be able to receptively identify and label examples of the word "less".	Can the student receptively identify and label examples of the word "less"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 11	0 1 2 0 1 2 0 1 2 0 1 2	"some"	The student will be able to receptively identify and label examples of the word "some".	Can the student receptively identify and label examples of the word "some"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 12	0 1 2 0 1 2 0 1 2 0 1 2	"all"	The student will be able to receptively identify and label examples of the word "all".	Can the student receptively identify and label examples of the word "all"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 13	0 1 2 0 1 2 0 1 2 0 1 2	"zero/none"	The student will be able to receptively identify and label examples of the word "zero/none".	Can the student receptively identify and label examples of the word "zero/none"?	Receptive- When shown two bowls, one with popcorn and the other empty, and asked "Which one has none?" the student touches the empty bowl. Labels- When shown an empty cookie jar and asked "How many cookies are in the jar?" the student says "none"	2= can both receptively identify and label, 1= can either receptively identify or label	
R 14	0 1 2 0 1 2 0 1 2 0 1 2	Add items to specified quantity	Given a set of items, the student will be able to get the correct number of additional items to make a set of a specified quantity.	Can the student determine how many more items are needed to make a set of a larger quantity?	Given 2 spoons and asked to have a total of 4 spoons, the student will get 2 additional spoons.	2= physically places additional items to make a total set of up to 10 items, 1= physically places additional items to make a total set of up to 5 items.	

Assessment of Basic Language and Learning Skills - Revised

MATH SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
R 15	0 1 2 0 1 2 0 1 2 0 1 2	"same"	The student will be able to receptively identify and label examples of the word "same".	Can the student receptively identify and label examples of the word "same"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 16	0 1 2 0 1 2 0 1 2 0 1 2	"different"	The student will be able to receptively identify and label examples of the word "different".	Can the student receptively identify and label examples of the word "different"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 17	0 1 2 0 1 2 0 1 2 0 1 2	"greater"	The student will be able to receptively identify and label examples of the word "greater".	Can the student receptively identify and label examples of the word "greater"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 18	0 1 2 0 1 2 0 1 2 0 1 2	"add"	The student will be able to receptively identify and label examples of the word "add".	Can the student receptively identify and label examples of the word "add"?	Receptive- When given five blocks in a dish and given some additional blocks and asked to "add two more" the student places additional blocks in the dish. Labels- When shown putting more beans in a jar and asked "What am I doing?" the student says "adding beans"	2= can both receptively identify and label, 1= can either receptively identify or label	
R 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Walk and get specified number of objects from a larger set	The student will be able to walk at least 10 feet and count out a specified number of identical items (up to 10 items) from a larger set and return with those items.	Can the student walk at least 10 feet and count a specified number of identical items (up to 10 items) from a larger set and return with those items?	When the student is asked to "Go get 5 spoons," the student will walk to a drawer and get 5 spoons.	4= can get any amount up to 10, 3= get any amount up to 6, 2= can get any amount up to 4, 1= can get up to 2 items	New
R 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Add numbers	The student will be able to add numbers with carrying.	Can the student add numbers?		4= adds 2 numbers 1 to 99 with carrying, 3= adds 2 numbers 1 to 20 with carrying, 2= adds 2 numbers 1 to 20 without carrying, 1= adds 2 numbers 1 to 10	
R 21	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Time telling	The student will be able to tell time to the nearest minute	Can the student tell time with either a standard (analog) or a digital clock?		4= to the nearest minute, 3= to the quarter hour, 2= to the half hour, 1= to the hour	

Assessment of Basic Language and Learning Skills - Revised

MATH SKILLS (Continued)

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

R 22	0 1 2 0 1 2 0 1 2 0 1 2	Identify coins by name	The student will be able to identify all coins by name.	Can the student name coins?		2= can identify 4 coins by name, 1= can identify 2 coins by name	
R 23	0 1 2 0 1 2 0 1 2 0 1 2	Identify all coins by value	The student will be able to identify the values of all coins.	Can the student identify the value of coins?		2= can identify 4 coins by value, 1= can identify 2 coins by value	
R 24	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Interchange coins to arrive at equal values	The student will be able to interchange coins to arrive at equal values.	Can the student interchange coins to arrive at equal values?		4= can add a mixture of various coins to \$1.00, 3= can add a mixture of various coins to 50 cents, 2= can add coins to 25 cents, 1= can add coins to 10 cents	Modified
R 25	0 1 2 0 1 2 0 1 2 0 1 2	"equal"	The student will be able to receptively identify and label examples of the word "equal".	Can the student receptively identify and label examples of the word "equal"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 26	0 1 2 0 1 2 0 1 2 0 1 2	"unequal"	The student will be able to receptively identify and label examples of the word "unequal".	Can the student receptively identify and label examples of the word "unequal"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 27	0 1 2 0 1 2 0 1 2 0 1 2	"minus"	The student will be able to receptively identify and label examples of the word "minus".	Can the student receptively identify and label examples of the word "minus"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 28	0 1 2 0 1 2 0 1 2 0 1 2	"plus"	The student will be able to receptively identify and label examples of the word "plus".	Can the student receptively identify and label examples of the word "plus"?		2= can both receptively identify and label, 1= can either receptively identify or label	
R 29	0 1 2 0 1 2 0 1 2 0 1 2	"subtract/take away"	The student will be able to receptively identify and label examples of the word "subtract/take away".	Can the student receptively identify and label examples of the word "subtract/take away"?	Receptive- When given five blocks in a dish and asked to "subtract two", the student removes blocks in the dish. Labels- When shown removing blocks from a dish and asked "What am I doing?", the student says "take away"	2= can both receptively identify and label, 1= can either receptively identify or label	

Assessment of Basic Language and Learning Skills - Revised

WRITING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
S 1	0 1 2 0 1 2 0 1 2 0 1 2	Mark on paper	The student will be able to make marks on paper.	Can the student make marks on paper?		2= can hold pencil, crayon, or marker with a writing grip and make lines on paper, 1= using a pencil, crayon, or marker (any grip) can make short lines on paper	
S 2	0 1 2 0 1 2 0 1 2 0 1 2	Color between lines	The student will be able to color within lined areas.	Can the student color within lined areas?		2= can neatly color pictures, staying mainly within the lines of various shapes (approximately 2 square inches or less), 1= can neatly color within boundaries of single large shapes (approximately 4 square inches or less)	
S 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Trace lines and shapes	The student will be able to trace lines and shapes.	Can the student trace lines and shapes?		4= accurately traces lines, and curved and straight-lined shapes, 3= accurately traces curved figures (circles and ovals) OR straight-lined figures (squares, rectangles and triangles) within 1/8 to 1/4 inch of the sample, 2= accurately traces straight and curved lines, 1= accurately traces straight lines	Split into 2 items from old S3
S 4	0 1 2 0 1 2 0 1 2 0 1 2	Trace letters and numbers	The student will be able to trace letters and numbers.	Can the student trace letters and numbers?		2= accurately traces all numbers and letters staying within 1/8 to 1/4 inch of the sample, 1= accurately traces numbers and letters that only require making straight lines (e.g., A, E, F, 1, 4, 7)	Split into 2 items from old S3
S 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Copy straight lines	The student will be able to copy simple straight lines.	Can the student copy simple straight lines?		4= Neatly copies straight lines and shapes (matching size and orientation), 3= roughly copies straight lines and shapes, 2= roughly copies straight lines without prompts, 1= roughly copies simple straight lines with minimal physical or visual prompts	

Assessment of Basic Language and Learning Skills - Revised

WRITING SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
S 6	0 1 2 3 4	Copy curved lines	The student will be able to copy simple curved lines.	Can the student copy curved lines?		4= Neatly copies curved lines and shapes (matching size, shape and orientation), 3= roughly copies complex curved lines, 2= roughly copies simple curved shapes without prompts, 1= roughly copies simple curved lines with minimal physical or visual prompts	
S 7	0 1 2 3 4	Copy letters (with sample)	The student will be able to copy letters.	Can the student copy letters?		4= can neatly copy all upper & lower case letters accurately within lines, 3= neatly copy at least 10 upper or lower case letters, 2= can copy (rough approximation) at least 10 letters, 1= can copy (rough approximation) at least 5 letters	
S 8	0 1 2 3 4	Copy numbers (with sample)	The student will be able to copy numbers.	Can the student copy numbers?		4= can neatly copy numbers 1 to 100, 3= can neatly copy numbers 1 to 20, 2= can copy (rough approximation) numbers 1 to 10, 1= can copy (rough approximation) any 5 numbers	
S 9	0 1 2 3 4	Print letters	The student will be able to print letters without a model.	Can the student print letters without a model?		4= can neatly write all upper & lower case letters accurately within lines, 3= neatly write at least 10 upper or lower case letters, 2= writes (rough approximation) at least 10 letters, 1= writes (rough approximation) at least 5 letters without a model	
S 10	0 1 2 3 4	Print numbers	The student will be able to print numbers without a model.	Can the student print numbers without a model?		4= neatly writes numbers 1 to 100, 3= can neatly write numbers 1 to 20, 2= writes (rough approximation) numbers 1 to 10, 1= writes (rough approximation) any 5 numbers without a model	

Assessment of Basic Language and Learning Skills - Revised

SPELLING

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
T 1	0 1 2 0 1 2 0 1 2 0 1 2	Match individual letters to letters on word card	The student will be able to match individual letters to the letters on cards with single 5 letter words.	Can the student match individual letters to the letters on cards with single 5 letter words?	Given a word card with the word "train", the student will match the letters on the word card	2= can match letters for words up to 5 letters in length when given extra letters, some of which are similar (e.g., e & a), 1= can match letters for words up to 3 letters in length when not given extra letters, and the letters are not similar (e.g., bat)	
T 2	0 1 2 0 1 2 0 1 2 0 1 2	Fill in missing letter of words	Given a picture of an object and two of three letters provided, the student will be able to add a small letter card to complete three letter words.	Can the student add a small letter card to complete three letter words when given a picture of an object and two of three letters for the word provided?	Given a picture of a cat and the written display c _ _ t, the student will add the "a" to complete the word (when given the letters a, e, i, o & u).	2= can add a letter in any position of the word for at least 10 words, 1= can add a letter at least one position of the word for at least 5 words	
T 3	0 1 2 0 1 2 0 1 2 0 1 2	Copy words	The student will be able to copy 6 letter words by writing or typing.	Can the student copy words by writing or typing?		2= can accurately copy six letter words by typing or by writing (within lines, with upper and lower case letters, & with appropriate spacing), 1= can copy three letter words	Modified
T 4	0 1 2 0 1 2 0 1 2 0 1 2	Writes in missing letter of words	Given a picture of an object and two of three letters provided, the student will be able to write-in the missing letter to complete three letter words.	Can the student write-in the missing letter to complete three letter words when given a picture of an object and two of three letters for the word provided?	Given a picture of a cat and the written display c _ _ t, the student will add the "a" to complete the word	2= can add a letter in any position of the word for at least 10 words, 1= can add a letter at least one position of the word for at least 5 words	
T 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spell words vocally	The student will be able to spell words vocally.	Can the student spell words vocally?		4= 25 words, 3= 10 words, 2= 5 words, 1= 2 words	
T 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spell words in a written form	The student will be able to write or type dictated words.	Can the student write or type dictated words?		4= 25 words, 3= 10 words, 2= 5 words, 1= 2 words	Modified
T 7	0 1 2 0 1 2 0 1 2 0 1 2	Spell own name	The student will be able to spell his own name both vocally and by writing or typing.	Can the student spell his name vocally or by writing or typing?		2= can spell his own name both vocally and in a writing or a typed form, 1= can spell his own name either vocally or in writing or a typed form	New

Assessment of Basic Language and Learning Skills - Revised

DRESSING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
U 1	0 1 2 0 1 2 0 1 2 0 1 2	Pants up & down	The student will be able to pull up and down his pants without assistance for toileting.	Can the student pull up and down his pants for toileting?		2= can both pull up and down pants, 1= can either pull up or down pants	
U 2	0 1 2 0 1 2 0 1 2 0 1 2	Shoes on and off	The student will be able to put on (tying laces not required) and remove his shoes without assistance.	Can the student put-on and remove his shoes (tying laces not required)?		2= can remove and correctly put on shoes (not required to tie shoes), 1= can either remove or put on shoes	
U 3	0 1 2 0 1 2 0 1 2 0 1 2	Pullover shirts on and take off	The student will be able to put-on and remove pullover shirts without assistance.	Can the student put-on and remove pullover shirts?		2= can remove and correctly put on a pullover shirt, 1= can either remove or put on shirt	
U 4	0 1 2 0 1 2 0 1 2 0 1 2	Buttoning shirts on and off	The student will be able to put-on (fastening buttons not required) and remove buttoning types of shirts without assistance.	Can the student put-on (fastening buttons not required) and remove buttoning types of shirts?		2= can remove and correctly put on a buttoning type of shirts (fastening buttons not required), 1= can either remove or put on buttoning shirts	
U 5	0 1 2 0 1 2 0 1 2 0 1 2	Pants on and off	The student will be able to put-on (fastening buttons, snaps and zippers not required) and remove his pants without assistance.	Can the student put-on (fastening buttons, snaps and zippers not required) and remove his pants?		2= can remove and correctly put on (fastening buttons, snaps and zippers not required) pants, 1= can either remove or put on pants	
U 6	0 1 2 0 1 2 0 1 2 0 1 2	Socks on and off	The student will be able to put-on and remove his socks without assistance.	Can the student put-on and remove his socks?		2= can remove and correctly put on socks, 1= can either remove or put on socks	
U 7	0 1 2 0 1 2 0 1 2 0 1 2	Coat on and off	The student will be able to put-on (fastening buttons, snaps and zippers not required) and remove his coat (requires unfastening buttons or snaps, or unzipping) without assistance.	Can the student put-on (fastening buttons, snaps and zippers not required) and remove his coat (requires unfastening buttons or snaps, or unzipping)?		2= can remove (requires unfastening buttons or snaps, or unzipping) and correctly put-on coat (fastening buttons, snaps and zippers not required), 1= can either remove or put on coat	
U 8	0 1 2 0 1 2 0 1 2 0 1 2	Unzip zipper	The student will be able to unzip zippers on clothing, backpack or similar items without assistance.	Can the student unzip zippers?		2= can independently unzip a zipper on an article of clothing, backpack or similar item 1= can unzip a zipper which is started on an article of clothing, a backpack or similar item with only verbal or gestural prompts	

Assessment of Basic Language and Learning Skills - Revised

DRESSING SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
U 9	0 1 2 0 1 2 0 1 2 0 1 2	Fasten zipper	The student will be able to fasten zippers on a backpack or similar items without assistance.	Can the student fasten zippers (includes starting a zipper)?		2= can independently start and zip and unzip a zipper on a backpack or similar item, 1= fasten a zipper which is started on an article of clothing, a backpack or similar item with only verbal or gestural prompts	
U 10	0 1 2 0 1 2 0 1 2 0 1 2	Use zipper on clothes	The student will be able to zip and unzip zippers on clothing without assistance.	Can the student zip and unzip zippers (includes starting a zipper)?		2= can start and zip and unzip a zipper on an article of clothing, 1= close a zipper which is started on an article of clothing	
U 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fasten buttons	The student will be able to fasten buttons on his clothing without assistance.	Can the student fasten buttons on his clothing?		4= can fasten buttons on a shirt, 3= can fasten large buttons on a non-clothing item, 2= can undo small buttons on a shirt, 1= can undo large buttons on a non-clothing item	
U 12	0 1 2 0 1 2 0 1 2 0 1 2	Use snaps	The student will be able to undo and fasten snaps on clothing without assistance.	Can the student undo and fasten snaps?		2= can fasten and unfasten snaps on an article of clothing, 1= can fasten and unfasten snaps on a non-clothing item	
U 13	0 1 2 0 1 2 0 1 2 0 1 2	Use buckles	The student will be able to undo and fasten belts without assistance.	Can the student undo and fasten belts?		2= can fasten and unfasten buckles on an article of clothing, 1= can fasten and unfasten buckles on a non-clothing item	
U 14	0 1 2 0 1 2 0 1 2 0 1 2	Adjust clothing when needed	The student will be able to adjust clothing when needed?	Can the student adjust clothing when needed?		2= adjusts the positioning of clothing without prompts, 1= can adjust the positioning of clothing when verbally prompted	
U 15	0 1 2 0 1 2 0 1 2 0 1 2	Tie shoes	The student will be able to tie his shoes without assistance.	Can the student tie his shoes?		2= can tie shoes without assistance, 1= can do at least one step in the shoe tying process	

Assessment of Basic Language and Learning Skills - Revised

EATING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
V 1	0 1 2 0 1 2 0 1 2 0 1 2	Eat finger foods	The student will be able to eat food using fingers.	Can the student eat food using fingers?		2= Independently, 1= with only verbal or gestural prompt	
V 2	0 1 2 0 1 2 0 1 2 0 1 2	Drink from a straw	The student will be able to drink from a straw.	Can the student drink from a straw?		2= Independently, 1= with only verbal or gestural prompt	
V 3	0 1 2 0 1 2 0 1 2 0 1 2	Drink from a cup	The student will be able to drink from a cup without spilling.	Can the student drink from a cup without spilling?		2= Independently, 1= with only verbal or gestural prompt	
V 4	0 1 2 0 1 2 0 1 2 0 1 2	Feed self with a spoon and fork	The student will be able to feed self with a spoon and fork when given cut food.	Can the student feed self with a spoon or fork when given cut food?		2= Independently, 1= with only verbal or gestural prompt	
V 5	0 1 2 0 1 2 0 1 2 0 1 2	Spread with a knife	The student will be able to spread with a knife.	Can the student spread with a knife?		2= Independently, 1= with only verbal or gestural prompt	
V 6	0 1 2 0 1 2 0 1 2 0 1 2	Pour liquid into a cup	The student will be able to pour liquid from a pitcher into a cup without spilling.	Can the student pour liquid from a pitcher into a cup without spilling?		2= Independently, 1= with only verbal or gestural prompt	
V 7	0 1 2 0 1 2 0 1 2 0 1 2	Cut food with a knife	The student will be able to cut his own food with a knife.	Can the student cut his own food with a knife?		2= Independently, 1= with only verbal or gestural prompt	
V 8	0 1 2 0 1 2 0 1 2 0 1 2	Take prepared lunch to table	The student will be able to get a prepared lunch and take to table without physical prompts nor assistance.	Can the student get a prepared lunch and take to table without physical prompts nor assistance?		2= Independently, 1= with only verbal or gestural prompt	
V 9	0 1 2 0 1 2 0 1 2 0 1 2	Clean-up table after meals	The student will be able to clean up table after lunch without assistance.	Can the student clean-up table without assistance after lunch?		2= Independently, 1= with only verbal or gestural prompt	
V 10	0 1 2 0 1 2 0 1 2 0 1 2	Keep eating areas clean	The student will be able to keep immediate table area clean while eating.	Can the student keep immediate eating area clean while eating?		2= Independently, 1= with only verbal or gestural prompt	

Assessment of Basic Language and Learning Skills - Revised

GROOMING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
W 1	0 1 2 0 1 2 0 1 2 0 1 2	Wash hands	Student will be able to wash his hands without assistance.	Can the student wash his hands without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 2	0 1 2 0 1 2 0 1 2 0 1 2	Dry hands	Student will be able to dry his hands without assistance.	Can the student dry his hands without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 3	0 1 2 0 1 2 0 1 2 0 1 2	Wash face	Student will be able to wash his face without assistance.	Can the student wash his face without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 4	0 1 2 0 1 2 0 1 2 0 1 2	Dry face	Student will be able to dry his face without assistance.	Can the student dry his face without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 5	0 1 2 0 1 2 0 1 2 0 1 2	Comb or brush hair	Student will be able to comb or brush his hair without assistance.	Can the student comb or brush his hair without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 6	0 1 2 0 1 2 0 1 2 0 1 2	Brush teeth	Student will be able to brush his teeth using toothpaste without assistance.	Can the student brush his teeth using toothpaste without assistance?		2= Independently, 1= with only verbal or gestural prompt	
W 7	0 1 2 0 1 2 0 1 2 0 1 2	Blow nose when needed	Student will be able to independently blow his nose as needed.	Can the student blow his nose as needed?		2= Independently, 1= with only verbal or gestural prompt	

Assessment of Basic Language and Learning Skills - Revised

TOILETING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
X 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Urinate in toilet	The student will urinate in the toilet at least 2 times per day.	Does the student urinate in toilets?		4= urinates in toilet 2 or more times per day, 3= at least 5 times per week, 2= at least 2 times per week, 1= has urinated in the toilet at least 2 times	
X 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Remain dry (urine) on a toileting schedule	The student will remain dry throughout the day when taken to the toilet on a regular schedule.	Can the student remain dry (urine) all day if taken to the toilet on a regular basis?		4= has no wet pants in any environment (home, school, nor community), 3= has no more than 2 wet pants total per week for all environments combined, 2= has no more than 2 wet pants per week in controlled environments (i.e., home and school), 1= has no more than 4 wet pants per week	Modified
X 3	0 1 2 0 1 2 0 1 2 0 1 2	Independently use familiar restroom for urination	The student will be able to independently use a familiar restroom for urination.	Can the student independently use a familiar restroom for urination?		2= toileting process is totally completed independently, 1= student has to be verbally prompted for some aspects of the process	
X 4	0 1 2 0 1 2 0 1 2 0 1 2	Requests to use toilet when needed	The student will request to use the toilet as needed both in a familiar setting and when in public.	Does the student ask to use the restroom as needed in familiar settings and when out in public?	Specifically asks to use the toilet using words or ASL, or leading adult to the restroom. (Note: this issue is important even for those students who can independently use the restroom)	2= uses words or ASL to indicate need to use the toilet as needed in public and familiar settings, 1= uses words or ASL to indicate need to use the toilet as needed in familiar setting	
X 5	Males= NA 0 1 2 0 1 2 0 1 2	Wipe self after urinating (Females)	The student (female) will be able to wipe self after urinating.	Can the (female) student wipe self after urinating?		2= wipes self completely without assistance, 1= wipes self, but requires some verbal prompts (Note: males score = Not Applicable (NA))	Modified

Assessment of Basic Language and Learning Skills - Revised

TOILETING SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
X 6	0	Defecate in toilet	The student will have at least two bowel movements in the toilet per week.	Does the student have bowel movements in the toilet?		2= at least 2 times per week, 1= has had at least 2 bowel movements in toilets	
	1						
	2						
	2						
X 7	0	Remain clean (bowel movement) on a toileting schedule	The student will not have more the 2 instances of soiled pants per week at home and school when taken to the toilet on a regular schedule.	Can the student remain clean (bowel movements) if taken to the toilet on a regular basis?		2= has no more than 2 soiled pants per week (home and school), 1= has no more than 4 soiled pants per week	
	1						
	2						
	2						
X 8	0	Wipe self after bowel movement	The student will be able to wipe self after bowel movement.	Can the student wipe self after bowel movement?	Ability to remember to and sufficiently wipe self after bowl movement.	2= wipes self completely without assistance, 1= wipes self, but needs to be checked for completeness	
	1						
	2						
	2						
X 9	0	Independently use familiar restroom for bowel movements	The student will be able to independently use a familiar restroom for bowel movements.	Can the student independently use a familiar restroom bowel movements?	Ability to independently use a known toilet (e.g., home or school) for bowel movements.	2= toileting process is totally completed independently (including bowel movements), 1= student has to be verbally prompted for some aspects of the process	
	1						
	2						
	2						
X 10	0	Use restroom without assistance	The student will be able to independently use the toilet.	Can the student use the restroom independently?		2= toileting process is totally completed independently, 1= student has to be verbally prompted for some aspects of the process	
	1						
	2						
	2						

Assessment of Basic Language and Learning Skills - Revised

GROSS MOTOR SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Y 1	0 1 0 1 0 1	Walk forward with appropriate gait	The student will be able to walk forward with an appropriate gait.	Does the student walk forward with an appropriate gait?		1= Yes, 0=No	
Y 2	0 1 0 1 0 1	Kneel	The student will be able to get into and out of a kneeling position.	Can the student get into and out of a kneeling position?		1= Yes, 0=No	
Y 3	0 1 0 1 0 1	Run smoothly	The student will be able to run smoothly.	Can the student run smoothly?		1= Yes, 0=No	
Y 4	0 1 0 1 0 1	Roll sideways	The student will be able to roll sideways.	Can the student roll sideways?		1= Yes, 0=No	
Y 5	0 1 0 1 0 1	Jump forward	The student will be able to jump forward using two feet.	Can the student jump forward using two feet?		1= Yes, 0=No	
Y 6	0 1 0 1 0 1	Jump down	The student will be able to jump down from an object (1 ft.).	Can the student jump down from an object (1 ft.)?		1= Yes, 0=No	
Y 7	0 1 0 1 0 1	Walk backward	The student will be able to walk backward.	Can the student walk backward?		1= Yes, 0=No	
Y 8	0 1 0 1 0 1	Hop on two feet	The student will be able to hop on two feet.	Can the student hop on two feet?		1= Yes, 0=No	
Y 9	0 1 0 1 0 1	Throw ball from chest or overhand	The student will be able to throw from chest or overhand an 8 inch ball four feet to a person.	Can the student throw (from chest or overhand) an 8 inch ball four feet to a person?		1= Yes, 0=No	
Y 10	0 1 0 1 0 1	Roll a ball	The student will be able to roll a ball 6 feet to another person.	Can the student roll a ball 6 feet to another person?		1= Yes, 0=No	

Assessment of Basic Language and Learning Skills - Revised

GROSS MOTOR SKILLS (Continued)

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

Y 11	0 1 0 1 0 1 0 1	Climb a ladder using reciprocal motion	The student will be able to climb a ladder 5 feet using reciprocal motion.	Can the student climb a ladder 5 feet using reciprocal motion?		1= Yes, 0=No	
Y 12	0 1 0 1 0 1 0 1	Creep on stomach	The student will be able to creep on his stomach at least 3 feet.	Can the student creep on his stomach at least 3 feet?		1= Yes, 0=No	
Y 13	0 1 0 1 0 1 0 1	Squat	The student will be able to get into and out of a squatting position.	Can the student get into and out of a squatting position?	Bends knees and maintains balance to squat and return to a standing position.	1= Yes, 0=No	
Y 14	0 1 0 1 0 1 0 1	Walk across a balance beam	The student will be able to walk across a balance beam or other narrow board for up to 8 feet without falling.	Can the student walk across a balance beam or other narrow board for up to 8 feet without falling?		1= Yes, 0=No	
Y 15	0 1 0 1 0 1 0 1	Catch a ball any method	The student will be able to catch an 8 inch ball thrown from 4 feet (including trapping ball to chest with arms).	Can the student catch an 8 inch ball thrown from 4 feet on at least half of all attempts to catch the ball?	Ball can usually be caught using hands, arms, and chest.	1= Yes, 0=No	
Y 16	0 1 0 1 0 1 0 1	Ride a tricycle	The student will be able to peddle a tricycle at least 20 feet.	Can the student peddle a tricycle at least 20 feet?		1= Yes, 0=No	
Y 17	0 1 0 1 0 1 0 1	Walk sideways	The student will be able to walk sideways.	Can the student walk sideways?		1= Yes, 0=No	
Y 18	0 1 0 1 0 1 0 1	Gallop	The student will be able to gallop.	Can the student gallop?		1= Yes, 0=No	
Y 19	0 1 0 1 0 1 0 1	Balance on one foot	The student will be able to balance on one foot for at least 3 seconds.	Can the student balance on one foot for at least 3 seconds?		1= Yes, 0=No	
Y 20	0 1 0 1 0 1 0 1	Kick ball at target	The student will be able to kick an 8 inch ball at least 6 feet to a person or other target.	Can the student kick an 8 inch ball at least 6 feet to a person or other target?		1= Yes, 0=No	

Assessment of Basic Language and Learning Skills - Revised

GROSS MOTOR SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Y 21	0 1 0 1 0 1 0 1	Hang from bar	The student will be able to support his suspended weight when using playground equipment (hang).	Can the student support his suspended weight when using playground equipment?		1= Yes, 0=No	
Y 22	0 1 0 1 0 1 0 1	Catch a ball in hands	The student will be able to catch an 8 inch ball with his hands only (i.e., not trap to chest with arms) when it is thrown from 4 feet.	Can the student catch an 8 inch ball in his hands (not trapping the ball to chest with arms) when it is thrown from 4 feet?	Must be able to catch the ball in their hands on at least half of all attempts.	1= Yes, 0=No	
Y 23	0 1 0 1 0 1 0 1	Throw ball underhand	The student will be able to throw (underhand) an 8 inch ball four feet to a person.	Can the student underhand throw an 8 inch ball four feet to a person?		1= Yes, 0=No	
Y 24	0 1 0 1 0 1 0 1	Toss and catch a ball	The student will be able to toss a ball in the air and catch it in his hands.	Can the student toss an 8 inch ball into the air at least 12 inches and catch it in his hands (i.e., not trap to chest with arms)?	Must be able to catch the ball in their hands on at least half of all attempts.	1= Yes, 0=No	New
Y 25	0 1 0 1 0 1 0 1	Bounce a ball	The student will be able to bounce a ball at least three times.	Can the student bounce a ball at least three times?		1= Yes, 0=No	
Y 26	0 1 0 1 0 1 0 1	Kick a moving ball	The student will be able to kick a slowly rolling 8 inch ball in the direction of a specified target area.	Can the student kick a slowly rolling 8 inch ball in the direction of a specified target area (e.g., towards a goal net)?		1= Yes, 0=No	New- Note: The accuracy of the kick is not as important as the ability to adjust body position and time the kick to correspond with the motion of the ball.
Y 27	0 1 0 1 0 1 0 1	Pump while swinging	The student will be able to pump his legs while swinging.	Can the student pump his legs while swinging?		1= Yes, 0=No	
Y 28	0 1 0 1 0 1 0 1	Skip	The student will be able to skip.	Can the student skip?		1= Yes, 0=No	
Y 29	0 1 0 1 0 1 0 1	Jumping jacks	The student will be able to do jumping jacks.	Can the student do jumping jacks?		1= Yes, 0=No	
Y 30	0 1 0 1 0 1 0 1	Ride a bicycle	The student will be able to ride and stop a bicycle.	Can the student ride and stop a bicycle?		1= Yes, 0=No	

Assessment of Basic Language and Learning Skills - Revised

FINE MOTOR SKILLS

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

Z 1	0 1 0 1 0 1 0 1	Mark on paper with a crayon.	The student will be able to mark on paper with a crayon.	Can the student mark on paper with a crayon?		1= Yes, 0=No	
Z 2	0 1 0 1 0 1 0 1	Places objects in a form box	The student will be able to place objects of various shapes in a form box.	Can the student place objects of various shapes in a form box?		1= Yes, 0=No	
Z 3	0 1 0 1 0 1 0 1	Single-piece inset puzzle	The student will be able to put single-piece inset puzzle pieces into frames.	Can the student put single-piece inset puzzle pieces into frames?		1= Yes, 0=No	
Z 4	0 1 0 1 0 1 0 1	Multiple puzzle pieces into a frame	The student will be able to manipulate to place multiple puzzle pieces into a frame.	Can the student manipulate to place multiple puzzle pieces into a frame?		1= Yes, 0=No	
Z 5	0 1 0 1 0 1 0 1	Blocks on block design cards	The student will be able to accurately place blocks on block design cards.	Can the student accurately place blocks on block design cards?		1= Yes, 0=No	
Z 6	0 1 0 1 0 1 0 1	Transfer objects to the opposite hand	The student will be able to transfer objects from one hand to the opposite hand.	Can the student transfer objects from one hand to the opposite hand?		1= Yes, 0=No	
Z 7	0 1 0 1 0 1 0 1	Places pegs in a peg board	The student will be able to place pegs in a peg board.	Can the student place pegs in a peg board?		1= Yes, 0=No	
Z 8	0 1 0 1 0 1 0 1	Turns pages of a book	The student will be able to turn one page of a book at a time.	Can the student turn one page of a book at a time?		1= Yes, 0=No	
Z 9	0 1 0 1 0 1 0 1	Clothespins on a line	The student will be able to put spring-type clothespins on a line.	Can the student put spring-type clothespins on a line?	Strength of pincer grasp and ability to release grasp after positioning.	1= Yes, 0=No	
Z 10	0 1 0 1 0 1 0 1	Color within boundaries	The student will be able to color within boundaries.	Can the student color within boundaries?		1= Yes, 0=No	

Assessment of Basic Language and Learning Skills - Revised

FINE MOTOR SKILLS (Continued)

NOTES

CRITERIA

EXAMPLES

QUESTION

TASK OBJECTIVE

TASK NAME

TASK SCORE

Z 11	0 1 0 1 0 1 0 1	Open "Ziploc" type bags to food items.	The student will be able to open "Ziploc" type bags to get to food items.	Can the student open "Ziploc" type bags to get to food items?	1= Yes, 0=No	
Z 12	0 1 0 1 0 1 0 1	Snips with scissors.	The student will be able to snip paper with scissors.	Can the student snip paper with scissors?	1= Yes, 0=No	
Z 13	0 1 0 1 0 1 0 1	Stacks blocks	The student will be able to stack blocks.	Can the student stack blocks?	1= Yes, 0=No	
Z 14	0 1 0 1 0 1 0 1	Strings beads	The student will be able to string beads which have a 1/8 inch hole.	Can the student string beads which have a 1/8 inch hole?	1= Yes, 0=No	
Z 15	0 1 0 1 0 1 0 1	Remove lids of jars	The student will be able to remove lids of jars.	Can the student turn to remove lids of jars?	1= Yes, 0=No	
Z 16	0 1 0 1 0 1 0 1	Cuts across paper with scissors	The student will be able to cut across paper with scissors.	Can the student cut on a line across a sheet of paper with scissors?	1= Yes, 0=No	
Z 17	0 1 0 1 0 1 0 1	Trace lines with a finger	The student will be able to trace lines with a finger.	Can the student trace lines with a finger?	1= Yes, 0=No	
Z 18	0 1 0 1 0 1 0 1	Squeezes glue from a bottle	The student will be able to squeeze glue from a bottle.	Can the student squeeze glue from a bottle?	1= Yes, 0=No	
Z 19	0 1 0 1 0 1 0 1	Remove wrappers	The student will be able to remove wrappers to get to food items.	Can the student remove wrappers to get to food items?	1= Yes, 0=No	
Z 20	0 1 0 1 0 1 0 1	Roughly copy shapes and patterns	The student will be able to roughly copy simple shapes and line patterns.	Can the student roughly copy simple shapes and line patterns (e.g., Make an "X", square, triangle, circle, row of dots)?	1= Yes, 0=No	Copies (rough approximation) squares and row of dots, but is unable to match orientation and size.

Assessment of Basic Language and Learning Skills - Revised

FINE MOTOR SKILLS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Z 21	0 1 0 1 0 1 0 1	Paste shapes on outlined picture	The student will be able to paste cut out pieces of paper in appropriate positions on an outlined picture to make the picture match a sample art project (e.g., make a clown face).	Can the student independently use glue to attach shapes of paper (in correct positions) in outlined picture to complete an art project which matches a sample picture?	With only verbal or gestural prompts, places colored pieces of paper on an outlined picture to make a picture of a snowman.	1= Yes, 0=No	
Z 22	0 1 0 1 0 1 0 1	Paste shapes on plain paper picture	The student will be able to paste cut out pieces of paper in appropriate positions on an outlined picture to make the picture match a sample art project (e.g., make a clown face).	Can the student paste shapes on a plain piece of paper to complete an art project which matches a sample picture?	With a sample picture provided and only verbal or gestural prompts, places colored pieces of paper, with correct orientation, on a plain piece of paper to make a picture of a snowman.	1= Yes, 0=No	
Z 23	0 1 0 1 0 1 0 1	Objects (rings) on pegs	The student will be able to put objects (rings) on pegs.	Can the student put objects (rings) on pegs?		1= Yes, 0=No	
Z 24	0 1 0 1 0 1 0 1	Replace lids of jars	The student will be able to replace lids of jars.	Can the student turn to replace lids of jars?		1= Yes, 0=No	
Z 25	0 1 0 1 0 1 0 1	Uses pincer grip	The student will be able to pick up small items using a pincer grip.	Can the student pick up small items using a pincer grip?		1= Yes, 0=No	
Z 26	0 1 0 1 0 1 0 1	Fold a piece of paper	The student will be able to watch someone fold a piece of paper in half and then imitate the model.	Can the student watch someone fold a piece of paper in half and then fold a piece of paper in a similar manner?		1= Yes, 0=No	
Z 27	0 1 0 1 0 1	Cuts out shapes	The student will be able to cut out shapes with scissors.	Can the student cut out shapes with scissors?		1= Yes, 0=No	
Z 28	0 1 0 1 0 1 0 1	Accurately copy shapes and patterns	The student will be able to accurately copy simple shapes and line patterns, including correct orientation and size of figures.	Can the student accurately copy simple shapes and line patterns (e.g., Make an "X", square, triangle, circle, row of dots) with correct orientation and size of figures?	Copies a variety of shapes and simple drawings (e.g., squares and row of dots), and can match orientation and size of samples.	1= Yes, 0=No	