**Fulton County Schools Skills Inventory**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name:      | D.O.B.      | Grade:   | Gender:  | Date:      |
| Teacher Completing Checklist:       |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rate Student Compared to Same Age Peers (If student is EL, please complete with ESOL teacher)** |  |  |  |  |  |
| **Visual/Motor Coordination** | Below Expectation | Approaching Expectation | Meets Expectation | Exceeds Expectation | Not Applicable |
| Gross motor coordination (walking, running) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Fine motor coordination for coloring, cutting, and tracing | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Copies simple shapes, designs, numerals and letters | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Prints legibly – correctly forms letters and numbers | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Correctly spaces words and sentences | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Written Expression** |  |  |  |  |  |
| Draws pictures and/or uses letters and phonetically spelled words to communicate about experience, stories, people, objects, or events. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Prints name, self-selected words, and letters of alphabet | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Writes sentences about a topic | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Writes about a self-selected topic using known words | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Uses the writing process; prewriting, drafting revising, editing, publishing | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Communicates ideas effectively: | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| * Sentences
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| * Paragraphs
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| * Stories
 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Basic Reading and Reading Fluency** |  |  |  |  |  |
| Identifies Letters | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Sound-symbol correspondence | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Reads without letter reversals or letter order transposition when reading | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Reads without excessive omissions, substitutions, or repetitions | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Recognizes and retains sight words at instructional level | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Decodes/blends unfamiliar phonetic words | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Self corrects word recognition errors | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Reads orally with appropriate speed | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Recalls previously introduced words in context | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Uses context clues to assist in decoding unknown words | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Ability to Rhyme | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Reading Comprehension** | Below Expectation | Approaching Expectation | Meets Expectation | Exceeds Expectation | Not Applicable |
| Comprehends meaning of vocabulary words | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| After reading a passage, can recall facts | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Locates information on a page | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Determines main idea | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Sequences events | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Inferences beyond text | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Follows written instructions | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Math Calculation** |  |  |  |  |  |
| Rote counting | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Count objects/symbols accurately | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Match numerals and sets | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Computes accurately | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Grade appropriate math facts | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Place value | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Operations requiring multiple steps (regrouping, division) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Understanding of fractions | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Understanding of decimals and percent | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Math Reasoning** |  |  |  |  |  |
| Language of math (positional words, greater than, etc) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Recognizes and comprehends key words/signs which indicate operation used in word problems | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Sets up numerical statement from information given in word problems | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Solves problems involving time, money, and measurement | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Estimates responses to everyday problems in time, money, measurement (How long until lunch?) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Sets up/solves word problems involving multiple steps | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| If student is EL, are the skills appropriate for the student’s language proficiency level? | [ ] Yes | [ ] No |  |  |  |
| **Behavior/Attention** |  |  |  |  |  |
| Completes classwork and tests in time allotted | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Completes assignments independently | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Work and materials are neat and organized | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Remains on task in * Small Groups
* Large Groups
* Independent Work
 | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  |
| Remains calm when experiencing difficulty | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Maintains self-control in various settings | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Establishes eye contact | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Demonstrates age appropriate interests | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Expresses feelings appropriately | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Initiates interactions with others | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **Behavior/Attention continued** | Below Expectation | Approaching Expectation | Meets Expectation | Exceeds Expectation | Not Applicable |
| Demonstrates a sense of humor | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Understands right and wrong | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Takes responsibility for actions | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Disrupts Others | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Follow Rules | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Comments: