**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: