

Occupational Therapy School Skills Assessment

Name:	Date:
Date of Birth:	Age:
School:	Therapist:

Handed:	Right	Left	Able to write name:	First	Last
Notes:			Notes:		

Pencil grasp:	Tripod	Quadrupod	Adapted tripod	Gross	Pronated
Dynamic Static	5 finger	Thumb tuck	Thumb wrap	Tripod, closed web space	Finger wrap
Notes:					

Copy shapes Follow Maze	? — ? ? + X ? ?
Notes:	

Scissor Skills	Straight line	Curved line	Circle	Square	Picture
Hold paper	Notes:				
Move paper					

Occupational Therapy School Skills Assessment



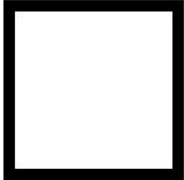
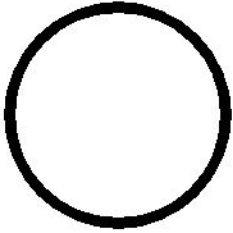
In-Hand Manipulation Skills (translation, shift, and rotation)	Yes	No
Squirrel 5 coins into palm		
Move coins from palm back to fingers		
Move two balls or marbles around in hand		
Move pencil with one hand from writing to erasing position		
Circle the type of grasps attained: Gross Palmar Scissors Radial Digital Neat Pincer		
Notes:		

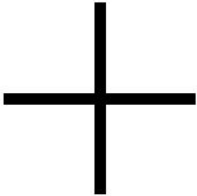

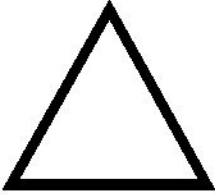
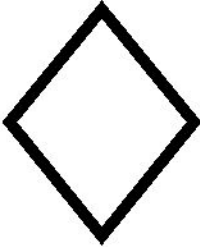
Visual Tracking		Yes	No
Able to follow an object with eyes?	Left and Right		
	Up and Down		
Able to copy letters from the letter board to paper?			
When bringing an object towards eyes, do they converge naturally?			
Notes:			

Handwriting Sample	Total Number	Number wrong	Number right	Percent correct
Number of Letters in sample				
Letter formation				
Line placement				
Number of Letter spaces in sample				
Number of Word spaces in sample				
Number of Sentence spaces in sample				

Occupational Therapy School Skills Assessment

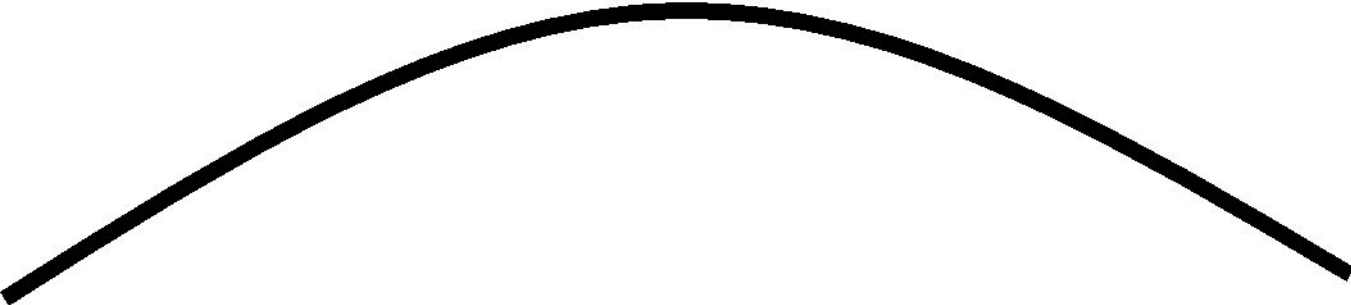
Copy Shapes

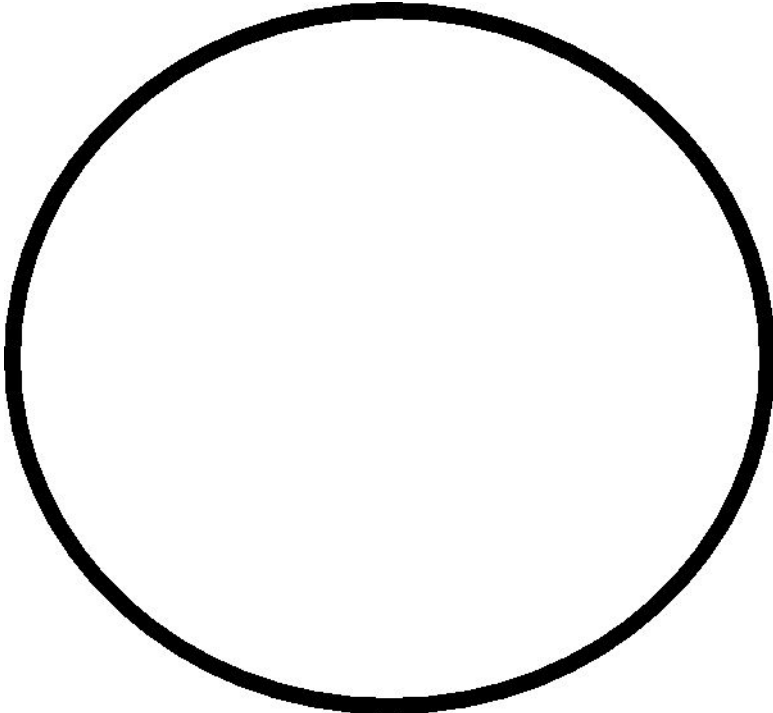
			

Occupational Therapy School Skills Assessment

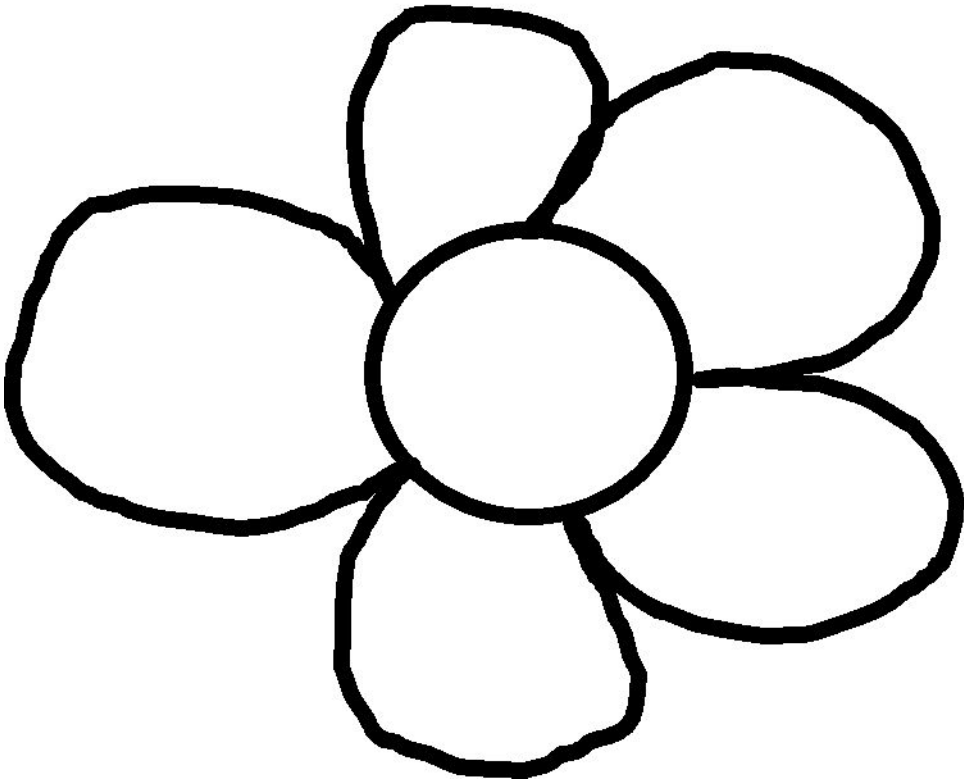
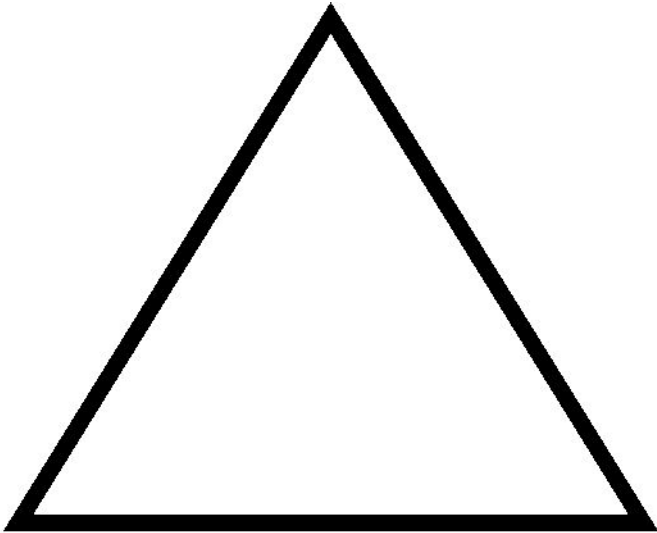
Cut on the lines



Occupational Therapy School Skills Assessment



Occupational Therapy School Skills Assessment

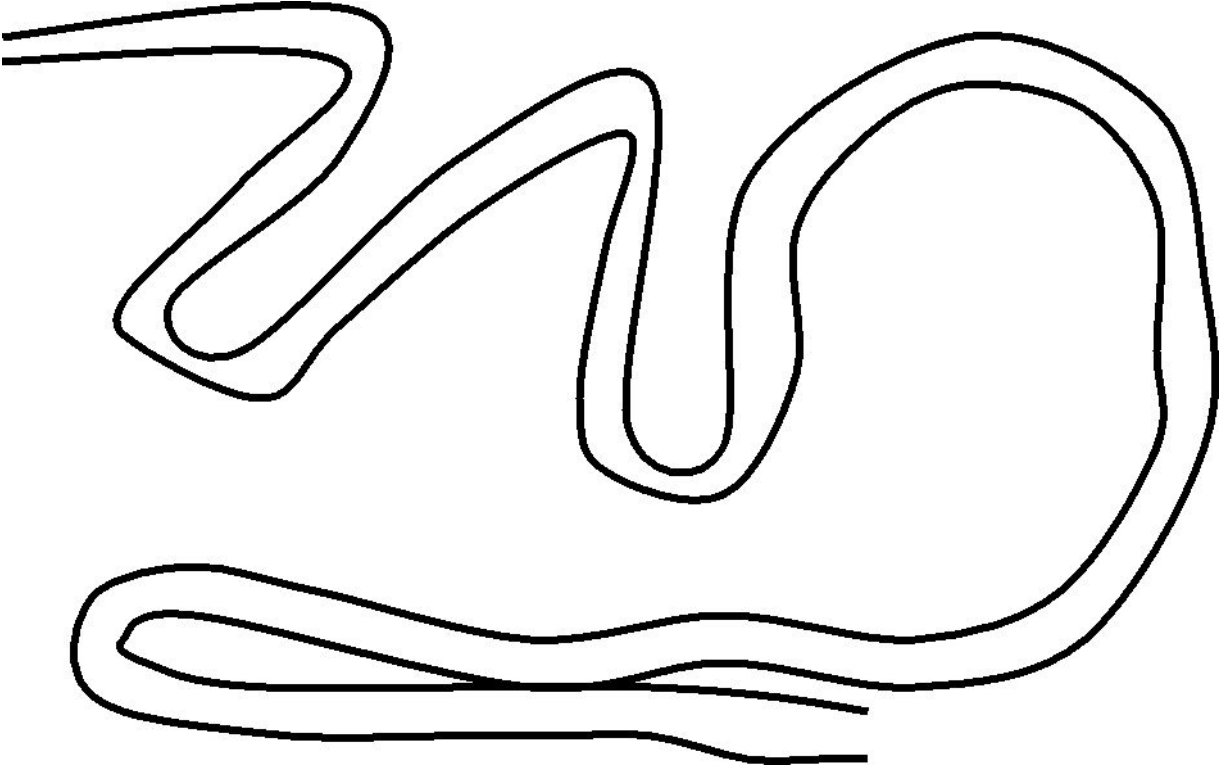


Occupational Therapy School Skills Assessment

Follow The Maze

Follow the maze with your pencil. Stay inside the lines.

Start



Occupational Therapy School Skills Assessment

Letter Board

Hold this paper up high in front of the student and have them copy each letter in order one at a time. This simulates copying work from the board.

A

M

F

L

T

K

P

D

R

C

S

O

H

Z

Occupational Therapy School Skills Assessment

Handwriting

Student Name _____ Date _____

Copy

I like to pet a dog.

Dictate

Occupational Therapy School Skills Assessment

Handwriting



Self-generated Sentences

Write 1-3 sentences about the picture, or another subject.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are eight sets of these lines provided for writing.

Occupational Therapy School Skills Assessment

Functional School Skills Assessment

Student:	School:	DOB:
Therapist:	Teacher:	Date:

Assessment Scale: 1 = unable, 2 = poor, 3 = functional, 4 = age level or above

SCHOOL RELATED SELF CARE SKILLS	1	2	3	4	COMMENTS
Put on/take off coat					
Open and close zippers					
Button					
Snap					
Tie a bow					
Put on/take off boots, shoes					
Open backpack					
Hang jacket and backpack on hook					
Get books in and out of backpack					
Manage locker					
Safely and efficiently negotiates school setting					
Negotiates gym related/playground activities					
Turn, push, pull knobs to school doors					
NEGOTIATE THE SCHOOL CAFETERIA	1	2	3	4	COMMENTS
Negotiate obstacles in the lunch room (tables, cans)					
Seat self at table safely					
Manage money at food line					
Carry tray to table					
Open food packages					
Eat and drink without excessive mess					
Use utensils for eating					
Pour liquids					
Use a napkin					
Clean up space after eating					
Open and close lunch box					

Occupational Therapy School Skills Assessment

UTILIZE THE BATHROOM	1	2	3	4	COMMENTS
Manage door in and out of bathroom					
Manage clothes fasteners for toileting					
Manage clothing (pants up down)					
Get on and off the toilet					
Reach toilet paper					
Wipe independently					
Reach the sink					
Wash hands					
Dry hands					
CLASSROOM ACTIVITIES/MATERIALS	1	2	3	4	COMMENTS
Sit at desk in upright position					
Sit in chair without falling					
Maintain balance while doing table top activities					
Modulate activity level					
Respond appropriately to unexpected or loud noise					
Remain focused on tasks with distractions					
Tolerate textures of clothing or classroom material					
Transition from one activity to another					
Organize desk, notebook, folders, and backpack					
Able to use scissors					
Able to use glue					
Able to use a ruler					
Able to use a stapler					
Able to use a computer					
Get books and papers in and out of desk					
Write on white board					
HANDWRITING	1	2	3	4	COMMENTS
Uses a mature grasp pattern for writing					
Writing legible					
Correct letter formation					
Spaces letters and words properly					
Uses the right pressure on the pencil					
Writes within space available					
Color with control					
Write with appropriate speed					
Left/right progression when writing					

Garden Critters

