

THE ASSESSMENT OF BASIC LANGUAGE AND LEARNING SKILLS-REVISED
(The ABLLS-R®)

An assessment, curriculum guide, and skills tracking system for children with
autism or other developmental disabilities

The ABLLS-R® Protocol

James W. Partington, Ph.D., BCBA-D

September, 2010

Version 3.2



Behavior Analysts

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WebABLLS

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This document is sold only to individuals as a part of a two-book set that includes the ABLLS-R® Scoring Instructions and IEP Development Guide or to individuals who have previously purchased that book. If you have obtained a copy of this ABLLS-R® Protocol without the ABLLS-R® Scoring Instructions and IEP Development Guide, you are advised to obtain a copy of it so that you will have a better understanding of the content of the ABLLS-R® Protocol and its intended purpose.

The ABLLS-R® is an assessment tool based on a criterion-referenced set of skills that can demonstrate a student's current repertoire and provides for the tracking of its progressive development. However, this assessment does not determine or prioritize whether any of these skills may be important for any particular student's development or suggest that it is necessary for all of them to be included. Furthermore, it should not be viewed that the attainment of all the skills by a child with a developmental disability would result in "normal development or functioning." It is not within the scope of this instrument to determine the appropriateness of any educational goals and objectives, nor the priority of a child's needs. Rather, it is recommended that users confer with a trained and experienced professional to evaluate an individual's need and to determine appropriate educational priorities and programming decisions.

The ABLLS-R® is an update to The Assessment of Basic Language and Learning Skills (The ABLLS®) that was published in 1998. The revisions to the original version were made with input from many professionals in the fields of education, behavior analysis, and speech and language pathology.

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Overview of The ABLLS-R[®]

The Assessment of Basic Language and Learning Skills-Revised (The ABLLS-R[®]) is an assessment, curriculum guide, and skills tracking system for children with language delays. *The ABLLS-R[®]* contains a task analysis of many of the skills necessary to communicate successfully and to learn from everyday experiences, and is comprised of two separate documents: *The ABLLS-R[®] Protocol* that is used to record scores for each child, and *The ABLLS-R[®] Scoring Instructions and IEP Development Guide (The ABLLS-R[®] Guide)*.

The current book, *The ABLLS-R[®] Protocol* provides both parents and professionals with criterion-referenced information regarding a child's current skills that can serve as a basis for the selection of educational objectives. *The ABLLS-R[®] Protocol* also includes a set of grids that comprise a skills tracking system that makes it possible to observe and document a child's progress in the acquisition of critical skills. *The ABLLS-R[®] Protocol* should not be used without *The ABLLS-R[®] Guide*; Instructions regarding the use of *The ABLLS-R[®] Protocol* (scoring and completing the skills tracking grids for an individual student) are provided in *The ABLLS-R[®] Guide*.

The ABLLS-R[®] Guide serves two purposes. First, it provides instructions for scoring and completing the skills tracking grids for an individual student. Second, it provides strategies to assist parents, educators, and other professionals to use the information obtained from the completed assessment protocol to develop an effective Individualized Education Program (IEP) for a child.

Although *The ABLLS-R[®] Protocol* provides an extensive list of skills, it does not include a method to readily determine the educational priorities for an individual child and does not include the specific steps necessary to teach those skills. *The ABLLS-R[®] Guide* provides strategies for analyzing *The ABLLS[®]* scores to determine educational priorities, and to help with the selection of educational objectives for an individual child. Parents are advised to seek input from qualified professionals regarding all programmatic decisions regarding their child's educational services.

The new revised version of the *ABLLS[®] Protocol* includes many new task items that were not included in the previous edition. There have also been numerous changes in the descriptions and criterion for individual task items, as well as in the sequencing of many task items. The word "New" in the Note Section of a task indicates that the task has been added to the list of skills. The word "Modified" in the Note Section of a task indicates that there have been changes made to the criteria, objective, question, or examples related to that task. A review of these changes can be found in *The ABLLS-R[®] Guide*. Individuals who have used the earlier version are advised to review the information regarding the changes.

The ABLLS-R[®] Protocol and *The ABLLS-R[®] Guide* are two books in a series of publications from Behavior Analysts, Inc., that can help parents and educators with the process of identifying specific skills that should be the focus of intervention for a child with language delays. The companion book, *Teaching Language to Children With Autism or Other Developmental Disabilities* (Sundberg & Partington, 1998) provides detailed descriptions about how to teach those critical skills.

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Assessment of Basic Language and Learning Skills-Revised Skill Tracking System

Student: _____		Date	Color Code
Assessor _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Syntax and Grammar	Play and Leisure	Social Interaction	Group Instruction	Classroom Routines	Generalized Responding	Reading	Math
J20 ○							
J19 ○							
J18 ○							
J17 ○							
J16 ○							
J15 ○							
J14 ○							
J13 ○							
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J11 ○							
J10 ○							
J9 ○							
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R2 ○							
R1 ○							

Assessment of Basic Language and Learning Skills-Revised Skill Tracking System

Student: _____	Date: _____	Color Code: _____
Assessor: _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Writing			Spelling			Dressing			Eating			Grooming			Toileting			Gross Motor			Fine Motor		
S10			T7			U15			V10			X10			Y30			Z28					
S9			T6			U14			V9			X9			Y29			Z27					
S8			T5			U13			V8			X8			Y28			Z26					
S7			T4			U12			V7			X7			Y27			Z25					
S6			T3			U11			V6			X6			Y26			Z24					
S5			T2			U10			V5			X5			Y25			Z23					
S4			T1			U9			V4			X4			Y24			Z22					
S3						U8			V3			X3			Y23			Z21					
S2						U7			V2			X2			Y22			Z20					
S1						U6			V1			X1			Y21			Z19					
						U5									Y18			Z18					
						U4									Y17			Z17					
						U3									Y16			Z16					
						U2									Y15			Z15					
						U1									Y14			Z14					
															Y13			Z13					
															Y12			Z12					
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															Y9			Z9					
															Y8			Z8					
															Y7			Z7					
															Y6			Z6					
															Y5			Z5					
															Y4			Z4					
															Y3			Z3					
															Y2			Z2					
															Y1			Z1					

Assessment of Basic Language and Learning Skills - Revised

COOPERATION AND REINFORCER EFFECTIVENESS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
A 1	0 1 2 0 1 2 0 1 2 0 1 2	Take reinforcer when offered	When offered a known reinforcing item or activity, the student will take/ use the item or activity.	When you hold out and offer a known reinforcer, will the student take the reinforcer?	M & M taken and eaten	2= takes within 3 seconds all the time, 1= either not all the time or takes more than 3 seconds to respond	Modified
A 2	0 1 2 0 1 2 0 1 2 0 1 2	Take a reinforcer from two choices of items	When offered one reinforcing item or activity and another non-reinforcing item or activity, the student will select the reinforcing item or activity.	When you hold out and offer a reinforcer and a non-reinforcing item, will the student take the reinforcer?	M & M vs. shoe, will take M & M	2= takes within 3 seconds all the time, 1= either not all the time or takes more than 3 seconds to respond	Modified
A 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Look at a non-reinforcing item	Student will look at and track changes in location of a non-reinforcing item presented by an instructor.	If you hold up a non-reinforcing item, will the student look at it and watch it as you move it to different locations in front of the student?	When you hold up a shoe and ask the student to look at the shoe, student will look at it and watch it as you move it to a variety of positions in front of him (e.g., up/ down/left/right)	4= will track the movement of the item to 6 different positions in a 10 second period, 3= will track the movement of the item to 4 positions in 10 seconds, 2= finds it in any position (up/down/left/right) within 3 seconds, 1= will look at item but requires an additional prompt to look or takes more than 3 seconds to respond	Modified
A 4	0 1 2 0 1 2 0 1 2 0 1 2	Take a common object when offered	When offered a common object, the student will take the item.	When you hold out and offer an item, will the student take the object?	When you hold out a shoe, student will take it	2= takes within 3 seconds all the time, 1= either not all the time or takes more than 3 seconds to respond	Modified
A 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Approaches when a response is required for reinforcement	When a specific tangible reinforcer is available and there is a clearly identified requirement for a known response to be performed, the student will approach the instructor and perform the required response (i.e., the student knows that there is a reinforcer available but that he will need to approach the instructor and do a simple task to get the reinforcer).	When one of the child's reinforcers is available but the child must engage in a known response to receive the reinforcer, does the student approach and perform the response being requested? Do reinforcers maintain their value when simple responses (beyond approach and taking) are required?	Instructor has raisins that the student enjoys (and student is hungry), the student walks across the room and performs an imitative response to get a raisin from the instructor	4= will approach and sit a table and perform multiple responses to get reinforcers (each response is reinforced), 3= will approach and perform multiple responses (each response is reinforced), 2= will readily and repeatedly approach and perform a variety of known single responses, 1= will occasionally approach and perform at least one response for the reinforcer	New

Assessment of Basic Language and Learning Skills - Revised

COOPERATION AND REINFORCER EFFECTIVENESS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
A 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Responds to instructor controlled reinforcers	The student will work for instructor controlled reinforcement.	Do edible and other tangible items maintain their reinforcing value when delivered several times following requested responses?	When given three pieces of a puzzle, one at a time, the student will put the pieces into a puzzle frame to get a raisin (a reinforcer) for each response	4= engages in 5 acquisition responses for at least 5 presentations of a particular reinforcer, 3= 2 acquisition & 3 maintenance responses for 5 presentations, 2= 5 maintenance responses for 5 presentations, 1= 3 maintenance responses for 3 presentations	
A 7	0 1 2 0 1 2 0 1 2 0 1 2	Responds for multiple instructors	The student will be able to demonstrate and use skills learned with one instructor when working with other instructors.	Does the student demonstrate and use skills learned with one instructor when working with other instructors?	Student learns to imitate clapping hands and touching his nose with one instructor and then will do those same responses for other instructors	2= works readily with 3 or more instructors and with novel instructors at about the same rate and quality of responding demonstrated with familiar instructors, 1= works readily with 3 or more instructors at about the same rate and quality of responding	New
A 8	0 1 2 0 1 2 0 1 2 0 1 2	Waits without touching stimuli	When an instructor is attempting to engage the student in learning activities (at a table, while seated on the floor, or standing near materials for an activity), the student will wait calmly, remain generally oriented towards the instructor and materials, and will keep his hands away from the instructional materials until an instruction is presented.	When the student is participating in learning activities, will he sit calmly, wait for the instructor to ask him to do a task, and keep his hands off the materials until he is told what to do?	Sit calmly with hands on the table in front of, but not touching the materials, waiting to be asked to do a task, as opposed to requiring numerous prompts to "sit nicely," "keep hands back," etc.	2= While sitting or standing in front of task materials the student consistently waits calmly orienting towards the materials without requiring prompts to leave the materials alone, 1= requires only one prompt to sit/stand nicely or keep hands off the materials	New
A 9	0 1 2 0 1 2 0 1 2 0 1 2	Looks to instructor for instruction	When engaged in an obvious series of learning tasks, the student will scan the materials and look at the instructor to seek the instruction for the next task.	When student is participating in a learning activity, does he scan the materials and then look at the instructor to see what he should do next?	After scanning task pictures on the table, student looks at the instructor for the next instruction without having to be told to "Look."	2= after scanning materials, student consistently looks to the instructor for the next instruction, 1= after scanning materials, student requires only one prompt to orient to the instructor for an instruction to be presented	New

Assessment of Basic Language and Learning Skills - Revised

COOPERATION AND REINFORCER EFFECTIVENESS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
A 10	0 1 2 0 1 2 0 1 2 0 1 2	Scans items in array before responding	When an instruction is presented during a series of learning tasks that involve instructional materials, the student will attend to the instruction then scan the materials prior to responding to the instruction.	When student is participating in a learning activity that involves instructional materials, does the student scan the materials prior to responding to instructions?	When instructed to "give me shoe," the student will scan all the items in the immediate area until he locates the shoe.	2= can consistently scan up to 6 task-related items within 3 seconds (prior to responding), 1= can consistently scan up to 3 task-related items within 3 seconds (prior to responding)	New
A 11	0 1 2 0 1 2 0 1 2 0 1 2	Responds quickly when given an instruction	When engaged in a series of learning tasks, the student will respond quickly when an instruction is presented.	When student is given an instruction while participating in a learning activity, does he follow the instruction immediately after it is given?	When asked to point to a picture of a bird, the student immediately begins to reach toward and then point to the bird.	2= consistently responds within 3 seconds when instructions are presented, 1= consistently responds within 5 seconds when instructions are presented	New
A 12	0 1 2 0 1 2 0 1 2 0 1 2	Variation in reinforcement (non-edible)	A variety of items and activities serve as reinforcers	Will the student work for a variety of items and activities as reinforcement?	Actions: tickle, pick-up, visual- toy that spins, Auditory: music, Tactile: rubs & tickles, Social: claps, praise, Toys: specific ones, Activities: puzzles, computer	2= at least 10 separate instructor controllable items or activities are effective as reinforcers for learning behaviors, 1= at least 5 items or activities are effective as reinforcers	
A 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Intermittent tangible reinforcement	The student will work for intermittent reinforcement.	Will the student work for intermittent (occasionally delivered) reinforcement?	Student will label picture cards when he is occasionally given a raisin after (a reinforcer) an average of about 4 responses	4= engages in 5 acquisition responses for an edible or tangible reinforcer, 3= 2 acquisition & 3 maintenance responses for a reinforcer 2= 4 maintenance responses for an edible or tangible reinforcer 1= 2 maintenance responses for an edible or tangible reinforcer	
A 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Instructor interaction reinforcement	The student will work for reinforcement that involves fun interaction with the instructor.	Will the student work to get to do a fun activity (reinforcement) with the instructor?	The student performs tasks to get to play "Ring Around the Rosie" with the instructor	4= engages in 5 acquisition responses for instructor interaction reinforcer, 3= 2 acquisition & 3 maintenance responses for instructor interaction 2= 4 maintenance responses for instructor interaction, 1= 2 maintenance responses for instructor interaction reinforcer	New

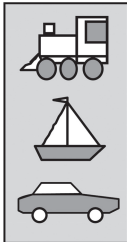
Assessment of Basic Language and Learning Skills - Revised

COOPERATION AND REINFORCER EFFECTIVENESS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES		
A 15	0 0 0 0	1 1 1 1	2 2 2 2	Looks for instructor's change in facial expression and voice	After completing a task, when engaged in a series of learning activities, the student will orient to the instructor such as to observe the changes in instructor's facial expression and voice that provide feedback regarding the correctness of the response.	When student is participating in a learning activity, does he look for changes in instructor's facial expression and voice that provide feedback regarding the correctness of the response?	Looks to see if the instructor is smiling, listens to the change in inflection in the instructor's voice as praise is being delivered	2= looks at instructors to seek feedback when finished responding at least 70% of the time, 1= occasionally looks at instructors to seek feedback when finished responding (without the instructor using highly exaggerated changes in behavior to get the student to notice)	New
A 16	0 0 0 0	1 1 1 1	2 2 2 2	Responds to social reinforcers	Praise will serve as an effective reinforcer for the student.	Does praise serve as an effective reinforcer?		4= works for 15 minutes for only praise, 3= works for praise for 15 min. with a back-up reinforcer, 2= works for praise for 5 min. with back-up reinforcer, 1= works for praise for 3 responses prior to receiving a back-up reinforcer	
A 17	0 0 0 0	1 1 1 1	2 2 2 2	Waits appropriately if reinforcer delivery is delayed	The student will be able to wait appropriately if a reinforcer is not delivered immediately following a behavior.	Does the student wait appropriately if a reinforcer is not delivered immediately following a behavior?		4= waits 5 minutes, 3= 1 minute, 2=10 seconds, 1= 5 seconds	
A 18	0 0 0 0	1 1 1 1	2 2 2 2	Seeks approval for task completion	The student will seek recognition for his accomplishments.	Does the student seek approval for work which he has done well or completed?		2= asks others to see what they have done, 1= looks to see if others have noticed what they have done	
A 19	0 0 0 0	1 1 1 1	2 2 2 2	Task completion serves as reinforcer	Completion of a task serves as an effective reinforcer for the student.	Does the completion of a task serve as an effective reinforcer?		2= works independently 10 minutes to complete task for recognition of task completion, 1= works independently for 5 minutes to complete a task with only praise as the reinforcer	

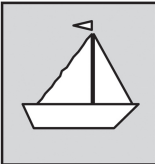

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzle with a single-piece type of inset	When given single, uniquely-shaped pieces from an inset puzzle; the student will put the puzzle pieces into the puzzle frame.	Can the student put single, uniquely-shaped puzzle pieces into a frame board?		4= places 5 pieces presented as group by looking and positioning, 3= 3 pieces presented as group by looking and positioning 2= 5 pieces handed separately using trial and error 1= places up to 3 pieces handed separately using trial and error	
B 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Form box	When provided a form box or shape sorter and its pieces, the student will be able to put the pieces into the corresponding holes in the form box.	Can the student put pieces in a form box or shape sorter?		4= 6 pieces by looking at piece then visually locating the corresponding hole, 3= 4 pieces by look and locate, 2= 4 pieces using trial and error approach, 1= 2 pieces by trial and error	
B 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match identical objects to sample	When given an object the student will match to an identical object in an array of three items.	Can the student match objects to an identical object presented in an array of three items?		4= at least 10 objects to objects in a display of 8 items, 3= at least 5 objects to objects in a display of 4 items, 2= at least two objects to objects in a display of 2 items, 1= can match one object to an identical object in a display of 2 items	Modified
B 4	0 1 2 0 1 2 0 1 2 0 1 2	Match objects to pictures	When given an item, the student will match the object to one of three pictures in an array.	Can the student match objects to corresponding pictures?		2= can match three items in succession, 1= can match a single item per task presentation	
B 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match identical pictures to sample	When given a picture, the student will match to an identical picture in an array of three pictures.	Can the student match pictures to an identical picture presented in an array of three pictures?		4= at least 10 pictures to pictures in a display of 8 pictures, 3= at least 5 pictures to pictures in display of 4, 2= at least two pictures to pictures in a display of 2, 1= can match one picture to an identical picture in a display of 2 pictures	Modified

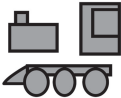

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 6	0 1 2 0 1 2 0 1 2 0 1 2	Match pictures to objects	When given a picture of an item, the student will match the picture to one of three objects in an array.	Can the student match pictures of objects to corresponding objects?		2= can match three items in succession, 1= can match a single item per task presentation	
B 7	0 1 2 0 1 2 0 1 2 0 1 2	Fluent matching	When given a group of ten pictures of items, the student will match those pictures to an identical picture in an array of ten pictures in quick succession.	Is the student able to match pictures to an identical picture in an array of ten pictures in a one-after-the-other manner?	When given a stack of pictures, student matches each one to another in an array of pictures in rapid succession	2= can match at least 10 items in 30 seconds, 1= can match 5 separate items in 15 seconds	New
B 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sort non-identical items	When given a variety of non-identical objects or pictures representing three items, and given an array of sample items for each of the three items, the student will sort non-identical items into the appropriate groups (e.g., all the dogs, all the trees, all the people).	Can the student sort non-identical items into piles when samples of those items are displayed in an array (e.g., dogs, trees, people)?	Student is given a mixed set of various pictures of dogs and trees and a sample of each is placed on the table. The student sorts pictures by placing dogs on the pile of dogs and the trees on the pile of trees.	4= given 20 items (5 each of 4 items), can sort 10 or more types of items into an array of 4 samples, 3= given 12 items (3 each of 4 items), can sort at least 6 types of items into array of 4 samples, 2= given 6 items (2 each of 3 items), can sort at least 4 types of items into array of 3 samples, 1= given 4 items (2 each of 2 items), can sort 2 types of items into an array of 2 samples	Modified. Note: This skill does not require the student to receptively know the class of the items. It requires only visual matching of similar, non-identical items.
B 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Block designs on picture card	When given a block design card, student will place the blocks in the appropriate location on the design card disregarding extra blocks.	Can the student do block designs on a picture card?		4= can quickly complete designs with 6 or more blocks (some extras), 3= 4 or more blocks (some extras), 2= can do up to 4 blocks (no extras), 1= can do designs using 2 blocks (no extras)	Modified
B 10	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzles with multiple connecting pieces in an inset-type frame	When given uniquely-shaped, connecting puzzle pieces which fit into an irregularly shaped inset frame, the student will complete the puzzle.	Can the student complete puzzles with uniquely-shaped connecting pieces which fit into an irregularly-shaped inset frame?		4= 4 puzzles with 8 pieces, 3= 4 puzzles with 5 pieces, 2= 2 puzzles with 5 pieces, 1= 1 puzzle with at least 5 pieces	
B 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzles with a square-edged border frame	When given a square-edged framed puzzle, the student will complete the puzzle.	Can the student complete puzzles with connecting pieces which fit into a square-edged frame?		4= 3 puzzles with 5 pieces, 3= 3 puzzles with 4 pieces, 2= 3 puzzles with 3 pieces, 1= 3 puzzles with at least 2 pieces	Note: The pieces may either connect to each other (like a jig saw puzzle), or they may slide next to each other without connecting.

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Block designs from picture	When given a block design card, student will place blocks to make the design shown on the card.	Can the student do block designs from looking at a picture of a design?		4= can quickly complete designs with 6 or more pieces (some extra blocks), 3= 4 or more parts (extras), 2= can do up to 4 pieces (no extras), 1= can do designs using 2 blocks (no extra blocks)	
B 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sequence pattern to match a visual model	When given a visual sequence pattern consisting of items (e.g., colored blocks), the student will arrange items to match the pattern.	Can the student match a pattern of visual stimuli?		4= can match sequence of 8 pieces comprised of 4 different items when given extra pieces, 3= 8 pieces of 4 items with no extras, 2= 6 pieces of three items with no extras, 1= 6 pieces of two items with no extras	
B 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Puzzles with multiple pieces which must be juxtaposed	When given irregularly-shaped, non-interlocking puzzle pieces, student will correctly juxtapose the pieces to form a picture.	When there is no frame, can the student juxtapose (i.e., place together) non-interlocking puzzle pieces to make a picture?		4= 4 puzzles with 5 pieces, 3= 4 puzzles with 4 pieces, 2= 2 puzzles with 3 pieces, 1= 1 puzzle with at least 3 pieces	
B 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Jigsaw puzzles	When given a standard jigsaw puzzle (interlocking pieces without a frame), the student will correctly complete the puzzle.	Can the student complete standard jigsaw puzzles (i.e., interlocking pieces without a frame)?		4= at least four puzzles with 12 pieces, 3= two puzzles with 12 pieces, 2= two puzzles with 8 pieces, 1= one puzzle with at least 8 pieces	
B 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Match associated pictures	Given an array of items or pictures, the student will be able to match an item that is associated with one of the items in the array (e.g., match a bat to picture of a ball).	When given a display of objects or pictures and given a different item, can the student match the item from the display that is associated with the item being presented (e.g., match a bat to a ball when shown an array of a ball, a cup, and a shoe)?	bat and a ball; cup and juice; socks and shoes; knife, fork, spoon and plate; shirt, hat and pants	4= can match at least 2 related pictures for 20 or more items, 3= 2 related pictures for 10 items, 2= 1 related picture for 10 items, 1= can match at least 1 related picture for 5 items	New. See Appendix 1: Association List

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sort by function	When provided with a sample of two items that have different functions and shown a demonstration of matching another item that has the same function, the student will be able to sort additional pictures that have the same functions with the correct sample items.	When provided with a model of items that are used for a certain function, can the student sort pictures of items into groups of items that have the same function (e.g., scissors with ones you cut with, pen with things you write with)?	When shown a pen and a bottle of bubbles and the placement of a crayon on the pen and a candle on the bubbles, student continues to place other pictures on things you write with and things you blow on the correct piles.	4= at least 5 items from 4 functions , 3= at least 5 items from 3 functions, 2= at least 5 items from 2 functions, 1= at least 2 items from 2 functions	New
B 18	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sort by feature	When provided with a sample of two of items that have different features/parts and shown a demonstration of matching another item that has the same feature/part, the student will be able to sort additional pictures that have the same features/parts with the correct sample items.	When provided with a model of items that have a certain feature/part, can the student sort pictures of items into groups of items that have the same feature/part (e.g., dog with the ones that have tails, car with the ones that have wheels, blue items with blue items, striped items with other things that have stripes)?	When shown a monkey and a car and the placement of a dog on the monkey and a bicycle on the car, student continues to place other pictures on things with tails and things with wheels.	4= at least 5 items from 4 features/parts, 3= at least 5 items from 3 features/parts, 2= at least 5 items from 2 features/parts, 1= at least 2 items from 2 features/parts	New
B 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sort by class	When provided with a sample of three different classes of items and shown a demonstration of matching another member of each class, the student will be able to sort additional pictures that match the class to which the item belongs.	Can the student sort pictures of items into classes to which the item belongs when provided with a model of items from each class (e.g., dog with other animals, shirt with other clothing)?	When shown a cat and a shoe and the placement of a dog on the cat and a shirt on the shoe, student continues to place other pictures of animals and clothing on the correct piles.	4= at least 5 items from 4 classes, 3= at least 5 items from 3 classes, 2= at least 5 items from 2 classes, 1= at least 2 items from 2 classes	New
B 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Delayed replication of a sequence	After having been shown a model of items in a specific sequence and then having the model removed, the student will be able to replicate the sequence.	Can the student replicate a sequence of items after having been shown a model of items in a specific sequence and then having the model removed?	After showing a pattern of three items and then remove the display, the student replicates the pattern.	4= immediately, with three items after 5 second delay,3= three items with two second delay or two items with 5 second delay, 2= two items in two seconds without prompts, 1= two items with 2 second delay with only verbal or gestural prompts	

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 21	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Delayed finding a sample	When shown a specific item and it is removed, and five items are then presented (one being the same as the original item), the student will be able to find the initial item.	Can the student find an item which had previously been shown to the student after it has been removed, and then presented in an array of three items (one being the same as the original item)?	After showing the student a picture of a cat, hide the picture, wait a few seconds, present pictures of a dog, cat, and bird and say "Find the same" or "Find it"	4= after 5 second delay, can find any one of 10 items within 3 seconds, when presented an array of 5 items, 3= after 3 second delay, can find any one of 5 items within 3 seconds, 2= after 3 second delay, can find any one of 5 items within 3 seconds, when presented an array of 3 items, 1= after 2 second delay, can find any one of 3 items within 3 seconds, when presented an array of 2 items	Modified
B 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Extend a sequence pattern	When given a model of items in a specific sequence (regular and irregular), the student will be able to continue adding items in the correct sequence (e.g., ABABAB, ABCABC, ABBABB, AABAAB, ABBCABBC).	Can the student continue adding items in the correct sequence when given a model of items in a specific sequence?	When an arrangement of blocks are displayed in a pattern (e.g., a red block, blue block, red block, blue block, etc.) the student continues to add a red block, then a blue block, etc.	4= continues an irregular pattern with at least 3 different stimuli with irrelevant pieces present, 3= three items in a regular sequence with extra irrelevant pieces present, 2= three items in a regular sequence, 1= two items in an alternating sequence	Modified
B 23	0 1 2 0 1 2 0 1 2 0 1 2	Replicate simple 3-dimensional objects	Given a set of blocks or other items and a model of a simple 3-dimensional object (e.g., a house, car), the student will be able to arrange the blocks or other items to replicate the structure.	When given a simple 3-dimensional model, can the student arrange blocks and other items to make a duplicate structure (e.g., a house, car)?	When shown a model, the student builds a simple house using blocks.	2= can replicate 2 objects using at least 6 blocks or other items, 1= can replicate 2 objects using at least 3 blocks or other items	
B 24	0 1 2 0 1 2 0 1 2 0 1 2	Dependent matching sequence	The student will be able to observe a person placing multiple identical objects on a table and then place a different item on each of those items immediately after each one of the first type of item has been placed.	If a person put a set of identical items on a table, is the student able to place a second item on each of those placed items immediately after each of the first items was placed on the table?	For each napkin placed on a table, the student immediately places a spoon on the napkin; after each instructor-placed white block the student adds a blue block; for every juice container put on a table, the student immediately puts a straw next to each container	2= can immediately place an item on a corresponding item for a series of at least 6 responses, 1= can immediately place an item on a corresponding item for a series of at least 3 responses	New

Assessment of Basic Language and Learning Skills - Revised

VISUAL PERFORMANCE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
B 25	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Seriation	When given a model of the start and end of a continuum, student will be able to arrange additional task stimuli in the appropriate order by size, quantity, shade of color, and sequence.	Can the student arrange items in a logical order (i.e., by size, quantity, shade of color, sequence of completion, order -- ABC's, 123's)?		4= can arrange at least four sets of items for each of the four specified attributes, 3= two sets of items for three attributes, 2= two sets of items for two attributes, 1= two sets of items for one attribute	
B 26	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Picture sequences	The student will be able to arrange a set of picture cards in the appropriate sequence.	Can the student arrange pictures depicting a logical sequence of events?	Places four pictures of washing hand sequence in order: Turn on water, use soap, rinse hands, dry hands with towel	4= can arrange at least five sets of four items in a sequence, 3= five sets of items with a three-card sequence, 2= three sets of items with a three-card sequence, 1= two sets of items with a three-card sequence	
B 27	0 1 2 0 1 2 0 1 2 0 1 2	Mazes	The student will be able to draw a line from the start to the end of simple mazes.	Can the student draw a line from the start to the end of simple mazes?		2= can draw a line from start to end in a maze which has 3 choice points for selecting the correct path, 1= can draw a line in a maze which has only 1 choice point for selecting the correct path	

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 1	0 1 2 0 1 2 0 1 2 0 1 2	Responds to own name	Student will look at or come to a person when called by his name.	Will the student look at or come to a person when called by his name?		2= looks or comes at least 80% of the time, 1= requires some prompts to respond	Modified
C 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to do an enjoyable action in context	When given instructions to do a preferred activity in the context of the ongoing activity, the student will comply with the instructions.	Will the student follow an instruction to do an enjoyable action under the conditions when the activity usually occurs (e.g., "Go swing" at recess)?	Jump on trampoline, swing, etc.	4= at least 3 activities without prompts, 3= at least 3 activities with only one additional verbal or pointing prompt, 2= 3 or more activities with a model and no physical prompts, 1= 3 or more activities with only partial physical prompts	Modified
C 3	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to look at a reinforcing item	Upon request, student will look at a reinforcing item held by an instructor.	If you hold up a reinforcing item and ask the student to look at it, will the student look at the item?		2= looks at it in any position (up/down/left/ right) within 3 seconds, 1= will look at item but requires an additional prompt to look or takes more than 3 seconds to respond	Modified
C 4	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to touch a reinforcing item in various positions	Upon instruction, the student will touch a preferred item held in various positions.	If you hold up a desirable item in various locations, will he reach out and touch or grab it on instruction (e.g., "Touch____," or "(name of item)"?)	Potato chip held over head, off to side, etc.	2= readily touches an item in any position (up/down/ left/ right) within 3 seconds, 1= touches or grabs an item within 3 seconds if it is held in front of him	Modified
C 5	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to touch a common item in various positions	Upon instruction, the student will touch a common item held in various positions.	If you hold up a common item in various locations, will he reach out and touch it on instruction (e.g., "Touch____," or "(name of item)"?)	Pen held over head, off to side, etc.	2= readily touches an item in any position (up/down/ left/ right) within 3 seconds, 1= touches or grabs an item within 3 seconds if it is held in front of him	Modified
C 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to do an enjoyable action out of context	The student will comply with instructions to do a preferred activity even though it is not occurring at that time.	Will the student follow an instruction to do an enjoyable action even when it is not under the conditions which the activity usually occurs (e.g., "Go swing" while inside)?	While sitting at a table, the child will follow an instruction to "go jump on trampoline," etc.	4= at least 3 activities without prompts, 3= at least 3 with only one verbal or pointing prompt, 2= 3 or more with a model and no physical prompts, 1= 3 or more activities with only partial physical prompts	Modified. Note: Following an instruction with a prompt is not a true compliance with the instructor's verbal behavior but does begin to establish instructional control that is critical to the development of actual "receptive" skills

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions in routine situations	The student will comply with the instructions to do a non-preferred activity when the activity is presently occurring.	Will the student follow an instruction to do a non-preferred activity at the time when the activity usually occurs (e.g., "Wash hands" before lunch)?	After using the toilet, the student will follow directions to "wash hands."	4= at least 3 activities without prompts, 3= at least 3 with only one verbal or pointing prompt, 2= 3 or more with a model and no physical prompts, 1= 3 or more activities with only partial physical prompts	Modified
C 8	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to give a named, non-reinforcing object	The student will follow instructions which require him to give a named, non-reinforcing item.	When an adult holds out his hand and asks for an item, will the student follow instructions to give a named, non-desired item?	Upon request the child will hand a shoe to an instructor.	2= usually within 3 seconds, 1= usually with one additional prompt (not including holding out hand to receive the item)	Modified. Note: This task does not require the student to be able to receptively know the name of the item to select it from a group of items
C 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to do a simple motor action	The student will comply with instructions to do a simple motor task (e.g., clap, turn around, arms up).	Will the student follow an instruction to do a simple motor action upon request (e.g., "Clap hands")?	Jump, sit down, arms up, clap, blow, knock.	4= at least 6 instructions without prompts and can follow at least 4 different actions within 10 seconds 3= at least 6 instructions without prompts 2= at least 4 instructions without prompts, 1= at least 2 instructions without prompts	Modified. See Appendix 2: Simple Instruction List
C 10	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to touch item vs. a distracter	When asked to touch an object that is being held and an empty hand is held out as a distracter (or the object is placed on a table with another neutral item such a styrofoam cube used as a distracter), the student will touch the named object.	If you hold up an object in one hand and hold up your other empty hand (or the object is placed on a table with another neutral item such a styrofoam cube used as a distracter) will the student touch the named object when instructed?	When a cup is held on one side, and an empty hand is held in a different position, the student will select "cup" upon request.	2= readily finds and touches it in any position within 3 seconds, 1= touches an item if it is held in front of him	Modified. NOTE: The receptive discrimination skills for tasks C 10 - C 17 can be demonstrated with any type of selection response (e.g., point to, pick up, give me, touch, show me, where is, find the ___)
C 11	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to select one reinforcing item from an array of two objects	When asked, the student will select a named reinforcing item from an array of two objects held or placed in any position in front of him.	If you hold up or place two items in any position near the student (one being a reinforcer) and ask him to select the reinforcer, can he do it?	When a shoe is held on one side, and a bottle of bubbles (a reinforcer) is held in a different position, the student will select "bubbles" upon request.	2= readily finds and selects it in any position within 3 seconds, 1= finds and selects item if it is held in front of him	Modified. See Appendix 3: Receptive and Label List

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 12	0 1 2 0 1 2 0 1 2 0 1 2	Follow instructions to select one of two reinforcing items	Upon request, the student will be able to select an object named by the instructor from an array of two reinforcing objects held or placed in any position in front of him.	If you hold up or place two reinforcing objects in any position near the student and ask him to select one of them, can he do it?	When a box of raisins (reinforcer) and a bottle of bubbles (a reinforcer) are held in front of the student, the student will select "bubbles" upon request.	2= readily finds and selects it in any position within 3 seconds, 1= finds and selects item if it is held in front of him	Modified. See Appendix 3: Receptive and Label List
C 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow instructions to select one of two common objects	Upon request, the student will be able to select an object named by the instructor from an array of two common objects held or placed in any position in front of him.	Can the student select a specified object from a selection of two common objects?	When a cup and a shoe are held in front of the student, the student will select "shoe" upon request.	4= receptively identifies 50 or more objects and can identify several different examples of most of those objects, 3= identifies at least one example of 25 objects, 2= 10 objects, 1= identifies at least 2 objects	See Appendix 3: Receptive and Label List Note that objects selected should be ones that the student hears the names of and interacts with on a frequent basis.
C 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select one of two pictures of common items	Upon request, student will select a picture named by the instructor from an array of two pictures of common items held or placed in any position in front of him.	Can the student select a specified picture of an item from a selection of two pictures of common items?	When a picture of a dog and a picture of a shoe are held in front of the student, the student will select "shoe" upon request.	4= receptively identifies pictures of 50 or more items and can identify several different pictures of most of those items, 3= 25 pictures of different items, 2= 10 pictures, 1= 2 pictures	See Appendix 3: Receptive and Label List
C 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Touch own body parts	The student will be able to follow directions to touch parts of his own body.	If you ask the student to touch a part of his body, can he do it?		4= 10 or more parts, 3= 6 parts, 2= 4 parts, 1 = 2 parts	See Appendix 4: Body Parts List
C 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select one of six or more objects on a table	The student will select a specified object for at least 100 common objects when the object is presented in an array of six or more objects on a table in any position in front of the student.	If you place six or more objects on a table in any position and ask the student to select one of those items, can he select the named object?	This skill can be demonstrated with any type of selection response (e.g., point to, pick up, give me, touch, show me, where is, find the)	4= receptively identifies 100 or more objects and can identify several different examples (including novel examples) of most of those objects when presented in an array of six or more objects, 3= 50 objects of at least one example of the item when presented in an array of three objects, 2= 10 objects (array of 3), 1= 5 objects when presented in an array of three objects	Modified. See Appendix 3: Receptive and Label List

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select one of six or more pictures on a table	The student will select a specified picture for at least 100 common objects when the picture is presented in an array of six or more pictures on a table in any position in front of the student.	If you place six or more pictures of common objects on a table in any position and ask the student to select one of those items, can he select the named object?	This skill can be demonstrated with any type of selection response (e.g., point to, pick up, give me, touch, show me, where is, find the)	4= receptively identifies 100 or more pictures and can identify several different examples (including novel examples) of most of those pictures when presented in an array of six or more pictures, 3= 50 pictures of at least one example of the item when presented in an array of three or more pictures, 2= 10 pictures (array of 3), 1= 5 pictures when presented in an array of three or more pictures	Modified. See Appendix 3: Receptive and Label List
C 18	0 1 2 0 1 2 0 1 2 0 1 2	Acquires new selection skills without intensive training	The student will be able to acquire selection skills for many new common objects or pictures of items after being required to select the items less than five times.	Does the student learn new receptive discrimination skills for new common items within five presentations?	Student learns to select a picture of a "telephone" in five or less training trials.	2= readily learns to select many new items after being required to select the items less than 5 times, 1= selects many new items after being required to select the items less than 10 times.	
C 19	0 1 2 0 1 2 0 1 2 0 1 2	Fluent receptive discriminations	The student will be able to point to or select known items from an array upon request when presented in quick succession.	Is the student able to point to or select known items from an array upon request when presented in a one-after-the-other manner?	When asked to "point to shoe", child does, and then points to a "cup," "book," and "apple" in rapid succession	2= can sequentially point to or select at least 10 known items in 30 seconds, 1= can point to or select 5 separate known items in 15 seconds	New
C 20	0 1 2 0 1 2 0 1 2 0 1 2	Varied instructions to select using any response	The student will be able to select objects and pictures named by the instructor while using a variety of instructions to select those items (e.g. "Show me ___," "Where is the ___," "Can you find the ___," "Touch the ___").	Can the student select specified objects and pictures when provided with a variety of instructions to select those items (e.g. "Show me ___," "Where is the ___," "Can you find the ___," "Touch the ___")?	"Show me ___," "Where is the ___," "Can you find the ___," "Touch the ___," "Do you see a ___," "Find the ___."	2= selects objects and pictures when given any of 5 instructions to select a specified item (any selection response is acceptable), 1= selects objects and pictures when given any 2 instructions to select a specified item (can use any response)	
C 21	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Point to body parts on others or pictures	The student will be able to follow directions to point to body parts of other people or touch pictures of body parts.	If you ask the student to point to body parts of other people or touch pictures of body parts, can he do it?		4= 10 or more parts, 3= 6 parts, 2= 4 parts, 1 = 2 parts	See Appendix 4: Body Parts List
C 22	0 1 2 0 1 2 0 1 2 0 1 2	Touch own pieces of clothing	The student will be able to follow directions to touch clothing items on his own body.	If you ask the student to touch a piece of clothing on his body, can he do it?		2= 4 or more items, 1= 2 items	

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 23	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Touches parts of items	The student will be able to follow directions to touch specified parts of items (e.g., door and window of a house, wheel and door of a car)	If you ask the student to show you the parts of an item (picture or object), can he point to the named parts?	When looking at a picture of a house, the student can point to the door, window and roof.	4= 3 or more parts of ten objects, 3= 3 parts of six objects, 2= 2 parts of four objects, 1 = at least 2 parts of two objects	New
C 24	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select adjectives	The student will be able to select between two similar items that vary on one dimension (i.e., adjectives).	Can the student select a specific item when you hold up two items that vary in only one dimension (i.e., adjectives)?	red block vs. blue block ... big/ little, hot/cold, old/new, fat/thin, wet/dry, fast/slow, day/night, hard/soft, etc.	4= selects at least 20 adjectives (including at least 3 colors, 2 shapes and 2 sizes), 3= at least 10 adjectives (at least 5 of which are not colors), 2= at least 5 adjectives (may be all colors), 1= can identify at least one adjective	See Appendices 5 & 6: Adjectives List & Colors and Shapes List
C 25	0 1 2 0 1 2 0 1 2 0 1 2	Selects items by following another's gaze	The student will be able to select an item by attending to the eye orientation of another person.	If you ask the student to "Give me that one," while looking at a specific item, will the student be able to select the correct item?	When a pen, a crayon, and a piece of chalk are on different parts of a table, the student selects the item to which the instructor is looking.	2= can select one of three separated items located on a table, 1= can select one of two separated items located on a table	New
C 26	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follows hand signals	The student will be able to follow hand signals from an adult to come, sit, stand, go to a location, and perform an action when signaled (e.g., stand up or clap hands when point to the child).	Does the student follow hand signals from an adult to come to the adult, sit down, stand, and go to a location to which the adult is pointing, and perform an action when signaled?	Student goes to door when adult points to the door, student claps his hands when the adult points to him (to indicate his turn), student selects the big cup when teacher points to the largest of several cups on a table.	4= can respond correctly to all 5 types of hand signals, 3= can respond correctly to at least 4 types of hand signals, 2= can respond correctly to at least 3 types of hand signals, 1= can respond to at least 2 types of hand signals	New
C 27	0 1 2 0 1 2 0 1 2 0 1 2	Follow an instruction to go to a person	Student will be able to walk across the room to go to a specified person.	Can the student walk across the room to go to a specified person?	Student follows an instruction by walking across the room when told to "go to Jim"	2= can go to at least four people upon request, 1= can go to at least two people upon request	
C 28	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow an instruction to give an item to a person or place item on an object	Student will be able to walk across the room to go to a specified place or person and place or deliver an item (e.g., give pen to Jim).	Can the student walk across the room to go to a specified place or person and place or deliver an item?	"Give the pen to Jim"	4= can go to at least 2 people and 2 places and deliver/place a given item, 3= 2 people or places without prompts, 2= 2 people or places with only a single verbal prompt, 1= 1 person or place with only a verbal prompt	
C 29	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow an instruction to walk to someone and get a named item	Student will be able to walk across the room to go to a specified place or person and get a requested item.	Can you ask the student walk across the room to go to a specified place or person and get a requested item?	"Go get the book from the desk and bring it to me"	4= can go to at least 2 people and 2 places and get a specified item, 3= 2 people or places without prompts, 2= 2 people or places with only a single verbal prompt, 1= 1 person or place with only a verbal prompt	

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 30	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow an instruction to go to a person and do an action	Student will be able to walk across the room to go to a specified person and perform a stated action (e.g., give Jim a hug).	Can you ask the student to go to a person and perform an action (e.g., give a hug)?	"Give Jim a hug"	4= can go to at least three people and perform at least 2 actions, 3= 2 people & 2 actions, 2= 2 people & 1 action, 1= 1 person & 1 action	
C 31	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Specific motor responses in receptive tasks	The student will select common objects and pictures with a specific motor response when given a variety of instructions specifying the response required to select those items (e.g., "Touch," "Point to," "Give me," "Pick up," "Get the").	Can the student make selections of objects and pictures when given a variety of instructions which specify the response required to select those items (e.g., "Touch," "Point to," "Give me," "Pick up," "Get")?	"Touch the cup," "Point to bird," "Give me shoe," "Pick up hat," "Get the plate," "Cover the monkey," "Hide the spoon," "Push the car"	4= responds correctly to any of 5 different selection responses, 3= four different selection responses, 2= three different selection responses, 1= two different selection responses	See Appendix 7: Receptive Instruction List When given a specific instruction that specifies the response required to select those items (e.g., "Touch," "Point to," "Give me," "Pick up," "Get the") the student will use the specified response
C 32	0 1 2 0 1 2 0 1 2 0 1 2	Demonstrates a specified action with an object when given different objects	The student will comply with instructions to do a simple action when presented with several objects, one of which is used to perform the action.	Will the student follow an instruction to do a simple action when presented with several objects, one of which is used to perform the action (e.g., display of a pencil and a pillow and instructed to "Show me writing")?	"Show me... sleeping, writing, tapping, cutting, rolling."	2= at least 5 without prompts, 1= at least 2 with only verbal or pointing prompts	
C 33	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Multiple actions with an object	The student will be able to perform a specified action with a specific object, when several different objects are present that could be used to demonstrate the requested action.	Can the student demonstrate actions using a variety of objects (e.g., with a car, a train, a ball, a brush, and a toy dog present, student can follow directions to show me "brushing dog," "brushing arm," "rolling car," "rolling ball," etc.)?	"Bounce ball, roll ball, throw ball," "Brush hair, brush dog."	4= can perform at least 4 actions on at least 4 objects, 3= can perform at least 3 actions on 4 objects, 2= can perform at least 2 actions on 4 objects, 1= can perform 2 actions on at least 2 objects	New
C 34	0 1 2 0 1 2 0 1 2 0 1 2	Demonstrates a specified pretend action	The student will comply with instructions to do a pretend activity.	Will the student follow an instruction to do an action even when it is not the conditions under which the activity usually occurs (e.g., "Show me laughing")?	"Show me... laughing, crying, yawning, sleeping, writing, tapping, cutting, rolling."	2= at least 5 without prompts, 1= at least 2 with only verbal or pointing prompts	

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 35	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select one of three pictures representing actions	Upon request, the student will select a specified action picture from an array of three pictures on a table in any position in front of the student.	Can the student select a specified picture of an action from a selection of three pictures representing actions?	When shown pictures of a boy writing, kicking, and eating and asked to select the picture of "writing" the student selects the picture of the boy writing	4= selects 20 or more action pictures and can identify several different examples (including novel examples) of most of those actions, 3= 10 actions, 2= 5 actions, 1= 2 action pictures	See Appendix 8: Actions and Verbs List Note: This skill can be demonstrated with any type of selection response (e.g., point to, pick up, give me, touch, show me, where is, find the)
C 36	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select associated pictures	Given an array of items or pictures and asked, "What goes with this?," the student will be able to select the item which is used with the item being shown (e.g., select a bat when shown a picture of a ball).	When given a display of objects or pictures and shown a different item and asked, "What goes with this?," can the student select an item from the display which is used with the item being presented (e.g., select a bat when shown a picture of a ball)?	bat and a ball; cup and juice; socks and shoes; knife, fork and a spoon; shirt, hat and pants	4= can select at least 2 related pictures for 20 or more items, 3= 2 related pictures for 10 items, 2= 1 related picture for 10 items, 1= can select at least 1 related picture for 5 items	See Appendix 1: Association List
C 37	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select by function	Student will be able to select objects or pictures of items when told the item's function.	Can the student select objects or pictures of items when told the item's function [e.g., Give me the one(s) you cut with, write with, etc.]?	When shown pictures of a scissors, a shoe and a horse, and asked "Which one do you cut with?," the student will select scissors.	4= can select at least 25 items when told the item's function and can select 2 or more items with a specified function from a display of at least 6 items, 3= at least 25 items, 2= at least 5, 1= at least 2 items	Modified
C 38	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select by feature	Student will be able to select objects or pictures of items when told the item's features or parts.	Can the student select objects or pictures of items when told the item's features or parts [e.g., Give me the one(s) with a tail]?	When shown pictures of a scissors, a shoe and a horse, and asked "Which one has a tail?," the student will select the horse.	4= can select at least 2 features or parts for 25 items and can select 2 or more items with a specified feature/part from a display of at least 6 items, 3= at least 2 features or parts for 25 items, 2= at least 1 feature or part for 5 items, 1= at least 1 feature or part for 2 items	Modified
C 39	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select by class	Student will be able to select objects or pictures of items when told the class to which the item belongs.	Can the student select objects or pictures of items when told the class to which the item belongs [e.g., Give me the animal(s)]?	When shown pictures of a scissors, a shoe and a horse, and asked "Which one do you wear?," the student will select the shoe.	4= can select at least 5 items from 4 classes and can select 2 or more items of a specified class from a display of at least 6 items, 3= at least 5 items from 4 classes, 2= at least 5 items from 2 classes, 1= at least 5 items from 1 class	Modified

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 40	0 1 2 0 1 2 0 1 2 0 1 2	Select two items from a larger set	Upon request, the student will select two specified objects or pictures from a larger selection of objects on a table in front of the student.	Can the student select two specified objects or pictures from a larger selection of objects on a table in front of the student?	When an assortment of 10 common objects or pictures are placed on a table, and the student is asked to "give me shoe and cup" student will pick up the cup and shoe	2= can select 2 specified objects or pictures when given a display of 10 or more items, 1= can select 2 specified objects or pictures when given a display of at least 4 items	Modified
C 41	0 1 2 0 1 2 0 1 2 0 1 2	Select two items in sequence from a larger set	Upon request, the student will select two specified objects or pictures, in the order requested, from a larger selection of pictures on a table in front of the student.	Can the student select two specified items, in the order requested, from a larger selection of pictures on a table in front of the student?	When 10 common objects or pictures of items are placed on a table, and asked to "give me shoe and cup" student will pick up the pictures of the shoe and the cup in that order	2= can select 2 specified items in order when given a display of 10 or more pictures, 1= can select 2 specified items in order when given a display of at least 4 pictures	Modified
C 42	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select community helpers	The student will be able to select pictures of common community helpers in his environment.	Can the student select pictures of common community helpers in his environment?	Teacher, police, fire fighter, physician, clerk	4= selects 4 or more community helpers, 3= 3 community helpers, 2= 2 community helpers, 1= 1 community helper	
C 43	0 1 2 0 1 2 0 1 2 0 1 2	Locate objects in larger, complex picture	The student will be able to locate pictures of objects within a larger, complex picture.	Can the student locate pictures of objects within a complex picture which contains a variety of other objects?	Find all of the fish (same fish) in an underwater scene.	2= can find at least 3 of 4 items in a display which contains at least 10 other items, 1= can find at least 2 of 4 items in a display which contains at least 5 other items	
C 44	0 1 2 0 1 2 0 1 2 0 1 2	Locate objects from parts of objects in larger, complex picture	The student will be able to locate objects when only shown parts of the objects within a larger, complex picture.	Can the student locate pictures of objects when only shown parts of the objects presented within a complex picture?	Find all of the fish when only part of each fish may be visible (e.g., the head or the tail) in an underwater scene.	2= can find at least 3 of 4 items in a display which contains at least 10 other items, 1= can find at least 2 of 4 items in a display which contains at least 5 other items	
C 45	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select common environmental sounds	The student will select appropriate pictures when the sound which is paired with that item is heard.	When listening to a tape recording of common sounds, or upon hearing a natural environmental sound and asked "What do you hear?," will the student select a picture of the item which makes the sound?	Tools/machinery saw, drill.....Alert Sounds car horns, train whistles, ambulance/police sirens.....animals....even ts/activities.. birthday party, baseball game... vehicles car, train, airplanes	4= at least 8 sounds, 3= at least 6 sounds, 2= at least 4 sounds, 1= at least 2 sounds	

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 46	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Selects all examples of an item	The student will be able to follow directions to select all the examples of a specified item (e.g., all the cats).	If you show the student an array or items, can he select all the examples of a specified item from that larger group of items?	"Give me all the dogs"	4= 6 similar items from a total array of at least fifteen items, 3= 3 items from an array of ten items, 2= 3 items from an array of at least six items, 1 = at least 2 similar items from a total array of at least four items	New
C 47	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select single items with two specified characteristics	Given a scene or a varied set of objects or pictures, the student will be able to select a specified item which has the two specified characteristics (e.g., "The big red ball," "The hot breakfast cereal").	Can the student select a specified item which has the two specified characteristics (e.g., "The big red ball," "The hot breakfast cereal") from a scene or a larger set of similar items?	The big red ball, the hot breakfast cereal, the clothes you wear on your feet.	4= 20 two-component combinations, 3= 10 two-component combinations 2= 5 two-component combinations 1= 2 two-component combinations	
C 48	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select set of items with a specified characteristic	Given a set of objects or pictures which vary only on a single characteristic, the student will be able to select all of the items which have a single specified characteristic (i.e., adjectives such as "The red ones").	Can the student select multiple items which have a specified characteristic from a larger set of similar items which vary along a single characteristic (i.e., adjectives)?	The red ones, ones with holes, wrinkled/smooth ones, clean/dirty, new/used	4= selects at least 20 adjectives (including at least 3 colors, 2 shapes and 2 sizes), 3= at least 10 adjectives (at least 5 of which are not colors), 2= at least 5 adjectives (may be all colors), 1= can identify at least one adjective	See Appendices 5 & 6: Adjectives List & Colors and Shapes List
C 49	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select set of items with two specified characteristics	Given a varied set of objects or pictures, the student will be able to select all of the items which have the two specified characteristics (e.g., adjectives, parts or other features, function, or class of the item).	Can the student select multiple items which have two specified characteristics from a larger set of similar items which vary along those two characteristics (e.g., adjectives, parts or other features, function, or class of the item)?	The big red ones, the green ones with holes, the big cars, the little shoes, the little green ones, red food items	4= 20 two component combinations, 3= 10 two component combinations 2= 5 two component combinations 1= 2 two component combinations	See Appendices 5 & 6: Adjectives List & Colors and Shapes List
C 50	0 1 2 0 1 2 0 1 2 0 1 2	Follows a multiple component sequence instruction	The student will be able to select three items in a specified sequence.	Can the student select items in a specified sequence (e.g., "Touch the shoe, then touch the sock")?	"Touch the shoe, then touch the sock"	2= accurately selects 3 items in specified sequence after all the items are named , 1= accurately selects 2 items in specified sequence after both items are named	Modified
C 51	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive prepositions	The student will be able to follow instructions which include selections involving prepositions.	Can the student follow directions which require selections involving prepositions?		4= at least 6 prepositions, 3= at least 5 prepositions, 2= at least 3 prepositions, 1 = at least 2 prepositions	See Appendix 9: Prepositions List

Assessment of Basic Language and Learning Skills - Revised

RECEPTIVE LANGUAGE (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
C 52	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Receptive pronouns	The student will be able to follow instructions which include selections involving pronouns.	Can the student follow directions which require selections involving pronouns?		4= at least 8 pronouns, 3= at least 4 pronouns, 2= at least 3, 1= at least 2 pronouns	See Appendix 10: Pronouns List
C 53	0 1 2 0 1 2 0 1 2 0 1 2	Select pictures representing a location or an activity presented in a scene	Student will be able to select pictures of scenes or pictures of activities .	Can the student select pictures of specific locations and activities when presented with an array of pictures in which one of the pictures represent the location or activity?	Fire in a house, fire truck, pulling the fire hose, spraying water on the house. Scenes of a beach, a birthday party, a picnic, a baseball game, a parade, a grocery store, a circus.	2= selects at least 4 pictures depicting locations or activities, 1= selects at least 2 pictures depicting locations or activities	
C 54	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Selects pictures representing emotions	Student will be able to select pictures of faces depicting various emotions.	Can the student select pictures of faces depicting a variety of emotions?	happy, sad, surprised, frightened, mad, scared	4= at least 4 emotions, 3= at least 3 emotions, 2= at least 2 emotions, 1= at least 1 emotion	
C 55	0 1 2 0 1 2 0 1 2 0 1 2	Selects "same" and "different"	When the student is provided with a display of two items, then shown a third item which matches one of the two displayed items and told to either to "Find same," or to "Find different," he will select the corresponding item in the display.	Can the student select an item which is "Same" and "Different" from an array of two items when shown a third item which matches one of the two displayed items?		2= can select both "Same" and "Different" items when the two displayed items vary on only one characteristic, 1= can select both "Same" and "Different" items when the two displayed items vary on two or more characteristics	
C 56	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Select non-examples	Student will be able to point to or select items which are non-examples of a specified category of items (e.g., not food, not yellow, not used to cook, does not have a tail).	Will the student point to or select items which do not meet a specified criterion (e.g., not food, not an animal, not green)?	When student is looking at a book and is asked to point to something that is "not food," he points to a picture of a car.	4= at least 3 examples from 10 categories (can be related to functions, features, or classes of items) 3= 3 examples from at least 5 categories, 2= 3 examples from at least 3 categories, 1= 3 examples from at least 2 categories (can be related to functions, features, or classes of items)	Modified
C 57	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Selects pictures of social interactions	The student will be able to select pictures representing a variety of social interactions (e.g., playing, arguing).	Can the student select pictures representing a variety of social interactions (e.g., playing, arguing)?	Embarrassed, arguing, fighting, talking, teasing, playing, working, practicing, busy, upset, friendly, stressed, funny.	4= selects pictures representing at least 4 social interactions, 3= selects at least 3 social interactions, 2= selects at least 2 social interactions, 1= selects at least 1 social interaction	

Assessment of Basic Language and Learning Skills - Revised

MOTOR IMITATION

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
D 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Motor imitation using objects	Upon request, student will imitate a motor activity with an object.	Will the student imitate a motor action using an item/object when asked to "Do this"?	Pretend to drink from a cup, roll a car down a ramp	4= at least 10 actions with at least two different actions for each object, 3= 10 actions, 2= 5 actions, 1= 2 actions	
D 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Motor imitation using objects in a discrimination	Upon request, student will imitate a motor activity requiring a discrimination of an object.	Will the student imitate a motor action requiring a discrimination of an object when asked to "Do this"?	When the student has a pencil and a spoon & is shown putting a pencil in a cup, the student will do the same on request	4= at least 10 actions & readily imitates novel actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	Modified
D 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Motor imitation of gross motor movement with verbal prompts	Upon request, student will imitate a gross motor movement when provided with verbal prompts.	Will the student imitate a gross motor action when asked to "Do this" and provided with verbal prompts?	Jump up, clap hands	4= at least 10 actions & readily imitates novel actions, 3= imitates any 10 actions, 2= imitates any 5 actions, 1= imitates any 2 actions	See Appendix 11: Imitative Skills List
D 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of leg and foot movements	Upon request, student will imitate a gross motor activity involving foot and leg movements.	Will the student imitate a gross motor action involving foot and leg movements when asked to "Do this"?	Stomp foot	4= at least 10 actions & readily imitates novel actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	See Appendix 11: Imitative Skills List Note: Some of the skills exhibited in D3 may also be skills measured in Tasks D4 - D10 that measure more specific motor imitation skills
D 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of arm and hand movements	Upon request, student will imitate a gross motor activity involving arm and hand movements.	Will the student imitate a gross motor action involving arm and hand movements when asked to "Do this"?	Raise and lower arms at side	4= at least 10 actions & readily imitates novel actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	See Appendix 11: Imitative Skills List
D 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation discriminating static and kinetic motor movements	Upon request, student will imitate similar actions that require him to discriminate whether the action requires either a static (held position) or a kinetic (movement) motor movement.	Will the student imitate both actions that require him to demonstrate holding a static position and those that require him to imitate a similar action that requires repeated movement when asked to "Do this"?	Tap table with a hand vs. hold the hand on table, clap hands vs. holding palms together, tap foot on a circle vs. place and hold foot on the circle.	4= at least 10 pairs of actions & readily imitates novel actions, 3= imitates any 10 pairs of actions, 2= imitates any 5 pairs of actions, 1= imitates any 2 pairs of similar actions where one response in the pair involves movement and the other is a static response.	New. See Appendix 11: Imitative Skills List
D 7	0 1 2 0 1 2 0 1 2 0 1 2	Varied imitation instructions	The student will imitate actions when any of a variety of instructions are used to indicate that he is to imitate an action.	Can the student imitate actions when the instructions are varied?	Will imitate a model when asked to "Watch me, Your turn," "Do what I do," "Follow me," "You try it," "My turn, Now you do it," or "Do like this"	2= imitates known actions when given any one of 4 different instructions to imitate, 1= imitates known actions when given any one of at least of 2 different instructions to imitate	New

Assessment of Basic Language and Learning Skills - Revised

MOTOR IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
D 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of gross motor actions modeled in a mirror	Upon request, student will imitate gross motor movements that he observes being modeled by others in a mirror.	Will the student imitate gross motor movements that he observes being modeled by others in a mirror when asked to "Do this" ?	Put hand on head, clap hands, rub stomach, etc.	4= at least 10 actions & readily imitates novel actions, 3= imitates any 10 actions, 2= imitates any 5 actions, 1= imitates any 2 actions	See Appendix 11: Imitative Skills List - New
D 9	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of head movements	Upon request, student will imitate a gross motor activity involving head movements.	Will the student imitate a gross motor action involving head movements when asked to "Do this"?	Shake head from side to side	2= imitates 3 actions, 1= one action	See Appendix 11: Imitative Skills List
D 10	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of mouth and tongue movements	Upon request, student will imitate a motor activity involving mouth and tongue movements.	Will the student imitate a motor action involving his mouth and tongue when asked to "Do this"?	Stick out tongue	2= imitates 4 actions, 1= 2 actions	See Appendix 11: Imitative Skills List
D 11	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of facial/oral motor movements modeled in a mirror	Upon request, student will imitate facial/oral motor movements that he observes being modeled by others in a mirror.	Will the student imitate facial/oral motor movements that he observes being modeled by others in a mirror when asked to "Do this"?	Open mouth, squeeze lips together, stick out tongue, move tongue side-to-side, lips to blowing position, puffy cheeks, blinking, raising eyebrows.	4= at least 6 facial/oral motor movements including those that require repeated movement and those that require a held position (static), 3= imitates any 6 actions, 2= imitates any 4 actions, 1= imitates any 2 facial/oral motor actions	New. See Appendix 11: Imitative Skills List
D 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Motor imitation of fine motor movement	Upon request, student will imitate a fine motor activity.	Will the student imitate a fine motor action when asked to "Do this"?	Touch tips of index fingers together	4= at least 10 actions & readily imitates novel actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	See Appendix 11: Imitative Skills List
D 13	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of touching objects in sequence	Upon request, student will imitate touching objects in a sequence at the same time as a person modeling the sequence.	Will the student imitate touching objects in a sequence switching to touch the next item when the model touches that item?	With a set of 4 identically arranged objects, student matches model when he touches a car, then shoe, then cup, then horse.	2= can imitate any sequence of touching 4 of 6 items, 1= can imitate any sequence of touching 2 of 4 items.	New
D 14	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of blowing	Upon request, student will imitate both short and sustained blowing actions when modeled by others.	Will the student imitate both short and sustained blowing actions when modeled by others when asked to "Do this" ?	Simple blowing action and a sustained 2 second blowing action.	2= imitates both a short and a sustained blowing action of at least 2 seconds duration, 1= can imitate either a short or an extended blowing action	New

Assessment of Basic Language and Learning Skills - Revised

MOTOR IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES		
D 15	0 0 0 0	1 1 1 1	2 2 2 2	Imitate speed of an ongoing action with objects	Upon request, student will imitate a motor activity involving manipulating an object matching the speed of the ongoing model.	Will the student imitate a motor action involving the manipulation of an object matching the speed of an ongoing model when asked to "Do this"?	Imitates the speed of an ongoing model moving an object (e.g., shaking a tambourine quickly or slowly at the same time a model of the action is being demonstrated)	2= readily imitates actions matching the speed of the ongoing model, 1= requires only verbal prompts to match the speed of the ongoing model	New
D 16	0 0 0	1 1 1	2 2 2	Imitate speed of a recently modeled action with objects	Upon request, student will imitate a motor activity involving manipulating an object matching the speed of a recently modeled action.	Will the student imitate a motor action involving the manipulation of an object matching the speed of a recently modeled action when asked to "Do this"?	Immediately following a demonstration of an action with an object, student imitates the modeled action matching the speed of the model moving the object (e.g., shaking a tambourine quickly or slowly)	2= readily imitates actions with objects matching the speed of the action immediately following a demonstration, 1= requires only one verbal prompt to match the speed of the action immediately following a demonstration	New
D 17	0 0 0 0	1 1 1 1	2 2 2 2	Imitate speed of an action	Upon request, student will imitate a gross motor activity matching the speed of the model.	Will the student imitate a gross motor action matching the speed of the model when asked to "Do this"?	Slowly or quickly raise arms at side	2= readily imitates actions matching the speed of the model, 1= requires only verbal prompts to match the speed of the model	
D 18	0 0 0 0	1 1 1 1	2 2 2 2	Imitation of touching objects in sequence following a model	Upon request, student will imitate touching objects in a sequence after the sequence of items to be touched has been demonstrated.	Will the student imitate touching objects in a sequence after the sequence of items to be touched has been demonstrated?	With a set of 4 objects, student watches model as he touches a car, a shoe, a cup, then a horse. The student then touches those items in the same sequence.	2= can imitate touching any sequence of touching 4 of 6 items immediately following a demonstration, 1= can imitate touching any sequence of touching 2 of 4 items immediately following a demonstration.	New
D 19	0 0 0 0	1 1 1 1	2 2 2 2	Imitation of a sequence of actions switching with model	Upon request, student will imitate a sequence of motor actions along with a model immediately switching from one action to another following the lead of the model.	When asked to "Do this," will the student imitate a sequence of motor actions along with a model immediately switching from one action to another following the lead of the model?	Clap hands, shake hands, rub hands, then tap thighs, immediately changing from one action to another when a leader changes his actions	2= can imitate a sequence of 6 different modeled actions within 10 seconds, 1= can imitate a sequence of 4 different modeled actions within 10 seconds	New

Assessment of Basic Language and Learning Skills - Revised

MOTOR IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
D 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of a sequence of actions	Upon request, student will imitate a sequence of motor activities.	Will the student imitate a sequence of motor actions when asked to "Do this" followed by a model of a sequence of actions?	Clap hands then tap thighs	4= at least 10 sequences of two actions & readily imitates novel sequences , 3= 10 sequences of two actions, 2= 5 sequences of two actions, 1= 2 sequences of two actions after a sequence has been modeled	Modified
D 21	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of the intensity of an action	Upon request, student will imitate a gross motor activity matching the intensity of the model.	Will the student imitate a gross motor action matching the intensity of the model when asked to "Do this"?	Tap a table with a hard tap vs. a soft tap, clap hands hard vs soft clap (Note that slow or fast claps can be either hard or soft)	2= readily imitates actions matching the intensity of the model, 1= requires only verbal prompts to match the intensity of the model	New
D 22	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of the number of repetitions of a motor movement	Upon request, student will imitate a motor movement for the same number of repetitions as was just modeled.	Following a demonstration by a model, will the student imitate the same number of repetitions of an action when asked to "Do this"?	Tap a drum with a stick once vs. three times	2= imitates any number of up to three repetitions of a response without prompts 1= imitates any number of up to three repetitions of a response when provided with only verbal or gestural prompts	New
D 23	0 1 2 0 1 2 0 1 2 0 1 2	Simultaneous imitation of motor movement and a vocalization	Upon request, student will imitate a motor movement along with a corresponding vocalization.	When asked to "Do this" then shown a demonstration that combines an action and a vocalization, will the student imitate the same combination of motor action and vocalization?	Wave raised arms from side to side while saying "Swish, swish, swish." Move arms like cradling a baby while saying "Wa, wa, wa"	2= imitates up to three repetitions of at least 4 different motor and vocal response combinations without prompts 1= imitates at least one motor and vocal response combination without prompts	New
D 24	0 1 2 0 1 2 0 1 2 0 1 2	Motor imitation sequence using multiple objects	Upon request, student will imitate a sequence of actions using multiple objects.	Will the student imitate a sequence of actions using multiple objects when asked to "Do this"?	When a toy truck, a small box and a red, blue, yellow and a white block are present, the student imitates a sequence of putting the blue block on top of the white block then places the red block in the box and the yellow block in the back of the truck.	2= can replicate at least 6 different sequences of at least three actions involving 4 objects with the original model remaining visible, 1= can replicate at least 6 different sequences of at least two actions involving 4 objects with the original model remaining visible	New

Assessment of Basic Language and Learning Skills - Revised

MOTOR IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
D 25	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitates motor movement without a direct verbal prompt	Without being told to imitate each action, student will imitate gross motor actions modeled by an individual, for the social recognition of being able to match the actions.	Does the student imitate the gross motor actions of others, for only the personal satisfaction or for the social recognition of being able to match the actions?	Make a series of facial and head movements that are being done by others.	4= at least 10 actions & readily imitates novel actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	
D 26	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneously imitates the actions of others	Student will spontaneously imitate a gross motor activity modeled by an individual who is not standing directly in front of the student.	Does the student spontaneously imitate the actions of others who are not directly in front of him (i.e., without having to be prompted or told to imitate the action)?	Watches others and does what others do (e.g., all hop, clap, stand, sit, put hands on hips).	4= at least 10 actions & readily imitates novel actions (not necessary to be a sequence of 10) , 3= 10 actions, 2= 5 actions, 1= 2 actions	
D 27	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Delayed imitation	Upon request or when labeling his own actions, student will be able to demonstrate actions which he observed several hours earlier in the day.	Does the student imitate actions which he observed earlier in the day either spontaneously while labeling his behavior, or upon request?	"This is what the lion did" or "show me how Cinderella scrubbed the floor"	4= label and imitate numerous actions observed 4 hours ago, 3= label and imitate after 1 hour, 2= label and imitate after 10 minutes, 1= upon request, 1 action after 5 minutes	

Assessment of Basic Language and Learning Skills - Revised

VERBAL BEHAVIOR

VOCAL IMITATION

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
E 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitates sounds on request	The student will imitate a sound when you say , "Say _____"	Can the student imitate sounds upon request?		4= readily and accurately imitates almost any sound, 3= 15 sounds, 2= 5 sounds, 1= 2 sounds	
E 2	0 1 2 0 1 2 0 1 2 0 1 2	Imitates sequence of single sounds switching with a model	The student will be able to repeat a series of individual sounds presented in quick succession.	Is the student able to repeat a sequence of sounds immediately after they are presented in a one-after-the-other manner?	Child quickly repeats each sound presented in rapid succession (e.g., "May" , "Moe", "Me", "ah", "buh", "ee", "oh")	2= can repeat at least 10 separate sounds in 15 seconds, 1= can repeat 5 separate sounds in 10 seconds	New
E 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitates initial sounds of words	When a word is modeled for the student, he will be able to imitate the initial sounds of that word.	Can the student imitate the initial sounds of words which are modeled to them?	For "bat" says "ba" For ""shoe" says "sh" For "apple" says "ap" For "up" says "uh"	4= readily and accurately imitates at least the first sound of almost any word, 3= 15 sounds, 2= 5 sounds, 1= 2 sounds	
E 4	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of multiple separate sound combinations	The student will be able to repeat a variety of separate sounds in combination in which the student must attend to both sounds.	Is the student able to repeat his known sounds in a variety of combinations in which the sounds are presented?	Says "ma" "ma" vs. "ma" "me" vs. "ma" "moe", says "ee" "o" vs. "ee" "ee" vs. "ee" "ah"	2= can repeat at least 4 pairs of sound combinations for at least 4 starting sounds, 1= can repeat at least 3 pairs of sound combinations for at least 2 starting sounds	New
E 5	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of short & fast vs. elongated/slow sounds	The student will be able to repeat sounds matching the speed of the presented sound.	If a sound is presented in a deliberately slow or fast manner, is the child able to match the speed that sounds are said to him?	Says "mm" vs "mmmmm"	2= readily imitates sounds matching the speed of the model, 1= requires only gestural prompts to match the speed of the model	New
E 6	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of the number of repetitions of a sound	Upon request, student will imitate a sound for the same number of repetitions as was just modeled.	Following a demonstration by a model, will the student imitate the same number of repetitions of a sound when asked to "Say (sound)"?	Say "ah" once vs. "ah" "ah" "ah"	2= imitates any number of up to three repetitions of a sound without prompts 1= imitates any number of up to three repetitions of a sound when provided with only gestural prompts	New

Assessment of Basic Language and Learning Skills - Revised

VOCAL IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES		
E 7	0 0 0 0	1 1 1 1	2 2 2 2	Imitation of a held sound to a second sound	The student will be able to repeat sound combinations in which the model requires the student to hold or elongate the first sound and smoothly transition to a second sound (not merely say two separate sounds).	Is the student able to repeat a combination of sounds that requires the student to hold or elongate the first sound and smoothly transition to a second sound (not merely say two separate sounds)?	Says "mmmeeeee" smoothly transitioning from the "mm" sound to the "eee" sound (not two independent sounds "mm".. "ee"), "aaaaammmm" as in an elongated "am"	2= can smoothly switch between at least 4 held/ elongated sounds to at least 4 other sounds, 1= can smoothly switch between at least 2 held/elongated sounds to at least 2 other sounds	New
E 8	0 0 0 0	1 1 1 1	2 2 2 2	Consonant-vowel/ vowel-consonant combinations	The student will be able to repeat sound combinations in which the model requires the student to repeat consonant-vowel and vowel consonant combinations (e.g., "eat," "up," "go," "me")	Is the student able to able to repeat simple sound combinations involving a single vowel and a consonant?	up, on, in, am, ma, my, moo	2= can repeat at least 3 vowel-consonant and 3 consonant-vowel sound combinations without breaks between the two sounds, 1= can repeat at least 3 vowel-consonant or consonant-vowel sound combinations without breaks between the two sounds	New
E 9	0 0 0 0	1 1 1 1	2 2 2 2	Consonant-vowel-consonant-vowel	The student will be able to repeat sound combinations in which the model requires the student to repeat consonant-vowel-consonant-vowel combinations (e.g., "mama," "dada," "peepee," "meme")	Is the student able to repeat sound combinations in which the model requires the student to repeat consonant- vowel-consonant-vowel combinations?	"mama," "dada," "pee pee," "me me," "boo boo," "bye bye"	2= can repeat at least 6 consonant-vowel- consonant-vowel sound combinations without breaks between the sounds, 1= can repeat at least 3 consonant-vowel- consonant-vowel sound combinations without breaks between the sounds	New
E 10	0 0 0 0	1 1 1 1	2 2 2 2	Consonant-vowel-consonant combinations	The student will be able to repeat sound combinations (words) in which the model requires the student to repeat consonant- vowel-consonant combinations (e.g., "mom," "dad," "top," "pig")	Is the student able to repeat sound combinations (words) in which the model requires the student to repeat consonant- vowel-consonant combinations?	"mom," "dad," "top," "hat," "cat," "sit," "hop," "pig"	2= can repeat at least 12 consonant-vowel- consonant sound combinations (words) without breaks between the sounds, 1= can repeat at least 3 consonant-vowel- consonant sound combinations (words) without breaks between the sounds	New
E 11	0 0 0 0	1 1 1 1	2 2 3 4	Imitates consonant blends	When a word which contains consonant blends are modeled for the student, he will be able to accurately imitate the words.	Can the student imitate words which include consonant blends (e.g., STReet, againST, SPLash, riNG)?	2 consonant blends "St", & 3 consonant blends "str"	4= readily and accurately imitates almost any word with consonant blends in any position, 3= 15 words with consonant blends can be accurately imitated, 2= 5 words, 1= 2 words	

Assessment of Basic Language and Learning Skills - Revised

VOCAL IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
E 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of words on request	The student will imitate a word when you say, "Say ____"	Can the student imitate words upon request (including the final sounds of the word)?		4= readily and accurately imitates almost any word , 3= closely approximates 15 words, 2= closely approximates 5 words, 1= closely approximates 2 words	
E 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of phrases on request	The student will imitate a phrase when you say, "Say ____"	Can the student imitate phrases upon request?		4= readily and accurately imitates phrases of 6 or more words , 3= 4-word phrases, 2= 3-word phrases, 1= 2-word phrases	
E 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Imitation of number sequences on request	The student will imitate a sequence of numbers when you say, "Say ____"	Can the student imitate a sequence of numbers upon request (e.g., a phone number)?	Repeats a phone number	4= readily and accurately imitates sequence of 7 or more numbers , 3= 4 numbers, 2= 3 numbers, 1= 2 numbers	
E 15	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of short & fast vs. elongated/slow words	The student will be able to repeat words matching the speed of the presented word.	If a word is presented in a deliberately slow or fast manner, will the child match the speed that words are said to him?	Says the word 'Movie' at a typical speed, slowly as in "mooooveeee" and quickly	2= can imitate saying words both at a faster and slower than a normal rate of speaking, 1= can imitate saying words at a faster or slower than normal rate of speaking	New
E 16	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of loud vs. soft sounds and words	The student will be able to repeat words matching the volume of the presented word.	If a word is presented in a deliberately loud or quiet (whispered) manner, will the child match the volume that words are said to him?	Says "apple" in a loud voice vs. quiet voice (e.g., whispers)	2= readily imitates sounds or words matching the volume of the model, 1= requires only gestural prompts to match the volume of the model	New
E 17	0 1 2 0 1 2 0 1 2 0 1 2	Imitation of low vs. high sounds and words	The student will be able to repeat words matching the pitch/tone of the presented word.	If a word is presented in a deliberately high or low pitched voice, will the child match the pitch/tone that words are said to him?	Says "apple" in a high pitched voice vs. a low pitched voice	2= readily imitates sounds or words matching the pitch/tone of the model, 1= requires only gestural prompts to match the pitch/tone of the model	New
E 18	0 1 2 0 1 2 0 1 2 0 1 2	Repeat short message to another person	The student will be able to go to a person and repeat a short statement that he was told to say to the person.	Is the student able to deliver a short message to others?	Mom asks child to tell his Dad "I want pizza" and child walks to his Dad and says "I want pizza"	2= can repeat a three-word phrase after going at least ten feet to deliver the message, 1= can repeat a two-word phrase after going at least five feet to deliver the message	New

Assessment of Basic Language and Learning Skills - Revised

VOCAL IMITATION (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
E 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneous imitation of words	The student will spontaneously imitate words.	Does the child spontaneously imitate words?		4= accurately imitates at least 20 words per day, 3= 15 words, 2= 5 words, 1= 2 words per day	
E 20	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneous imitation of phrases	The student will spontaneously imitate phrases.	Does the child spontaneously imitate phrases?		4= accurately imitates phrases of 6 or more words at least 3 times per day , 3= 4-word phrases 3 times per day, 2= 3-word phrases 3 times per day, 1 = 2-word phrases at least 3 times per day	

Assessment of Basic Language and Learning Skills - Revised

REQUESTS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
F 1	0 1 2 0 1 2 0 1 2 0 1 2	Requests by indicating	The student will be able to specifically indicate items and activities which he wants by pointing to, pulling to, or standing by the particular items or activities (without using words or sign language).	Does the student indicate specific items and activities which he wants by pointing to, pulling to, or standing by the particular items and activities (without using words or sign language)?		2= a total of at least 5 requests per day which include at least 3 different items or activities, 1= requests 1 item or activity at least once per day	Note: This task should also be scored a "2" if the student spontaneously requests at least 3 items or activities (as defined in F5) at least 5 times per day.
F 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Multiply controlled requests	The student will ask for what he wants when the reinforcer is present and a word or a sign given.	If you ask "What do you want?" with the reinforcer present and an imitative prompt (word or a sign) will the student ask for the item?	With an apple present, instructor says "What do you want?...apple" student then signs (ASL) or says "apple"	4= 10 or more items or activities, 3=6 items or activities, 2= 4 items or activities, 1= 1 item or activity	
F 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Requesting with the reinforcer present and when asked "What do you want?"	The student will ask for what he wants with the reinforcer present using either words or signs.	Does the student ask for reinforcing items or events using either words or signs?	With an apple present, instructor asks "What do you want?" then the student signs (ASL) or says "apple"	4= 10 or more items or activities, 3=6 items or activities, 2= 4 items or activities, 1= 1 item or activity	
F 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Requesting when asked "What do you want?"	The student will ask for items that he wants with no reinforcers present.	If you ask "What do you want," will the student ask for an item or an activity?		4= 10 or more items or activities, 3=6 items or activities, 2= 4 items or activities, 1= 2 items or activities	
F 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneous requests with items present (No prompts)	The student will spontaneously ask for at least 10 items that he wants using a specific response (Spoken word or with an American Sign Language sign) when the items are present.	How many specific items or activities can the student spontaneously ask for using a specific response (Spoken word or with an American Sign Language sign) when the items are present?	Student spontaneously asks for a cookie when the cookie is present and without having been asked what he wants.	4= 10 or more specific items or activities when the items or items associated with the activity are present, 3= 6 specific items or activities, 2= 4 specific items or activities, 1= 2 specific items or activities (items present)	Modified
F 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneous requests with items not present (No prompts)	The student will spontaneously ask for at least 10 items that he wants using a specific response (Spoken word or with an American Sign Language sign) when the items are not present.	How many specific items or activities can the student spontaneously ask for using a specific response (Spoken word or with an American Sign Language sign) when the items are not present?	Student spontaneously asks for a cookie when the cookie is not present and without having been asked what he wants.	4= 10 or more specific items or activities when the items or items associated with the activity are not present, 3= 6 specific items or activities, 2= 4 specific items or activities, 1= 2 specific items or activities (items not present)	New. Note: Items F2 - F5 should each be scored a "4" if the student receives a score of "4" on this task.

Assessment of Basic Language and Learning Skills - Revised

REQUESTS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
F 7	0 1 2 0 1 2 0 1 2 0 1 2	Requests with eye contact	The student will make eye contact when asking a person for items, actions or information.	Does the student look at people when he is asking for items, actions or information?		2= makes eye contact with people at least 80% of the times that he makes requests , 1= makes eye contact with people at least 50% of the time that he makes requests	New
F 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Request others to perform an action	The student will be able to ask others to perform specified actions.	Does the student ask others to perform specified actions?	Ask others to "come" with them, "stand up," "sing," "open," "push," "up" (as in pick up), "Help me put this away," "Show me how you do that."	4= can request 10 or more different actions, 3= 6 actions, 2= 3 actions, 1= requests 1 action	
F 9	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Requests missing items needed for a task	When only given some of the items necessary to do an activity, the student will ask for the missing item.	When an item is needed to complete a task, does the student ask for the missing item?	Given a bowl of cereal without a spoon, given a cup without juice	4= 10 or more, 3= at least 6, 2= at least 3, 1= can ask for 1 missing item	
F 10	0 1 2 0 1 2 0 1 2 0 1 2	Requests with head movements or by saying Yes/No	Student will be able to ask for or reject offered items and activities using head movements to specify "Yes" or "No."	Can the student indicate he wants or does not want an item or activity by saying or using head movements to specify "Yes" or "No"?		2= both yes and no, 1= only one of the two	
F 11	0 1 2 0 1 2 0 1 2 0 1 2	Requests using sentences	The student will ask questions in a sentence form to obtain items, actions, or information.	Can the student ask for items, actions, or information using a sentence?	I would like some juice, I need a pencil, can I have popcorn, give me a banana, I want a ride, juice please	2= usually uses three or more words to ask for items or activities, 1= sometimes uses three or more words to ask for items or activities	Modified
F 12	0 1 2 0 1 2 0 1 2 0 1 2	Requests help	The student will ask for help when he needs assistance.	Can the student ask for help (e.g., "Help me")?	"Help," Help me with this," "Turn the book so I can see it," "fix (adjust) my coat"	2= asks for help in a wide variety of situations, 1= asks for help in only 1 or 2 specific situations (e.g., tie shoes, open containers)	New
F 13	0 1 2 0 1 2 0 1 2 0 1 2	Acquires novel requests without intensive training	The student will be able to acquire new requests for many new objects, actions, or information after being required to request those items less than five times.	Is the student able to acquire new requests for many new objects, actions, or information after being required to request those items less than five times?		2= readily learns new requests without direct training, 1= readily able to learn new requests for objects, actions, or information when asked to request the items less than five times	

Assessment of Basic Language and Learning Skills - Revised

REQUESTS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
F 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Requests attention	The student will be able to ask others to attend to his actions.	Does the student ask others to attend to his actions (e.g., "Mommy, look at me," "Watch this")?	Call a person's name to get attention, raise hand, say "Mommy, look at me," "Watch this," "Look what I did"	4= 10 or more requests per day, 3= 6 request per day, 2= 4 request per day, 1= 2 requests per day	
F 15	0 1 2 0 1 2 0 1 2 0 1 2	Request others to remove an item or stop an activity	The student will be able to ask others to remove an item or stop an activity.	Can the student ask others to remove an item or stop activity?	Ask others to turn off music, a fan, to stop running, "let go."	2= can do spontaneously, 1= can do in contrived situations	
F 16	0 1 2 0 1 2 0 1 2 0 1 2	Requests using adjectives	The student will be able to ask for items using adjectives (e.g., big horse).	Can the student ask for items using adjectives (e.g., big horse)?	While playing with a toy farm set the student asks for the "big horse"	2= Spontaneously uses at least 4 adjectives with a noun when requesting an item, 1= uses at least 2 adjectives with or without a noun in contrived situations	See Appendix 5: Adjectives List
F 17	0 1 2 0 1 2 0 1 2 0 1 2	Requests using prepositions	The student will be able to ask for items using prepositions (e.g., in the box).	Can the student ask for items using prepositions (e.g., in the box)?	While playing with dolls, the student asks for a doll to be put "in the cradle"	2= Spontaneously uses at least 4 prepositions with a noun when requesting an item, 1= uses at least 2 prepositions with or without a noun in contrived situations	See Appendix 9: Preposition List
F 18	0 1 2 0 1 2 0 1 2 0 1 2	Requests future items or events	The student will be able to ask for items or actions which he may be able to obtain in the future.	Does the student ask for items or actions which he may want to obtain in the future?	In the morning the student asks to watch a video tape after lunch.	2= Spontaneously requests items or activities one or more days in advance, 1= Spontaneously requests to have items or participate in activities after completion of an activity or later in the day	
F 19	0 1 2 0 1 2 0 1 2 0 1 2	Requests information using "What"	The student will ask questions to obtain information.	Does the student ask for information using "What" questions?	Student sees an unfamiliar object and asks "What is it?" or "What does it do?"	2= spontaneously asks "What" questions in non-training situations when unknown items are present, 1= can ask "What" questions when unknown items are presented in training situations (or otherwise prompted)	Modified
F 20	0 1 2 0 1 2 0 1 2 0 1 2	Requests information using "Where"	The student will ask questions to obtain information.	Does the student ask for information using "Where" questions?	Parent says "We're going out to eat" and student asks "Where are we going?" Parent says "Get your shoes" and student asks "Where are my shoes?"	2= spontaneously asks "Where" questions in non-training situations when unknown items or situations are present, 1= can ask "Where" questions when unknown items or situations are presented in training situations (or otherwise prompted)	Modified

Assessment of Basic Language and Learning Skills - Revised

REQUESTS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES		
F 21	0 0 0 0	1 1 1 1	2 2 2 2	Requests information using "Who/Whose"	The student will ask questions to obtain information.	Does the student ask for information using "Who" or "Whose" questions?	"Whose turn?," "Whose shoe is this?," "Who is it?"	2= spontaneously asks "Who" questions in non-training situations when unknown items are present, 1= can ask "Who" questions when unknown items are presented in training situations (or otherwise prompted)	
F 22	0 0 0 0	1 1 1 1	2 2 2 2	Requests using adverbs	The student will be able to ask for actions using adverbs (e.g., push me fast, walk quietly).	Can the student ask for actions using adverbs (e.g., push me fast, walk quietly)?	While riding in a wagon the student says "push me fast," "Let's talk quietly," "throw it harder"	2= Spontaneously uses at least 4 adverbs with a noun when requesting an action, 1= uses at least 2 adverbs with or without a action in contrived situations	Modified. See Appendix 12: Adverbs List
F 23	0 0 0 0	1 1 1 1	2 2 2 2	Requests using pronouns	The student will be able to ask for items using pronouns (e.g., I want your hat).	Can the student ask for items using pronouns (e.g., I want your hat)?	While playing dress up, the student says "I want your hat"	2= Spontaneously uses at least 4 pronouns with a noun when requesting an item, 1= uses at least 2 pronouns with or without a noun in contrived situations	See Appendix 10 : Pronouns List
F 24	0 0 0 0	1 1 1 1	2 2 2 2	Requests information using "Which"	The student will ask questions to obtain information.	Does the student ask for information using "Which" questions?		2= spontaneously asks "Which" questions in non-training situations when unknown items are present, 1= can ask "Which" questions when unknown items are presented in training situations (or otherwise prompted)	
F 25	0 0 0 0	1 1 1 1	2 2 2 2	Requests information using "When"	The student will ask questions to obtain information.	Does the student ask for information using "When" questions?		2= spontaneously asks "When" questions in non-training situations when unknown items are present, 1= can ask "When" questions when unknown items are presented in training situations (or otherwise prompted)	
F 26	0 0 0 0	1 1 1 1	2 2 2 2	Requests information using "How"	The student will ask questions to obtain information.	Does the student ask for information using "How" questions?	"Show me how you do that"	2= spontaneously asks "How" questions in non-training situations when unknown items are present, 1= can ask "How" questions when unknown items are presented in training situations (or otherwise prompted)	

Assessment of Basic Language and Learning Skills - Revised

REQUESTS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
F 27	0 1 2 0 1 2 0 1 2	Requests information using "Can," "Do," "Does," or "Will"	The student will ask questions to obtain information.	Does the student ask for information using questions?	Do..., will..., can..., does... Can (I get shoes at a gas station)	2= spontaneously uses at least 2 forms of non "Wh"-type of questions, 1= spontaneously uses at least 1 form of non-"Wh" question	
F 28	0 1 2 0 1 2 0 1 2	Requests information using "Why"	The student will ask questions to obtain information.	Does the student ask for information using "Why" questions?		2= spontaneously asks "Why" questions in non-training situations when unknown items are present, 1= can ask "Why" questions when unknown items are presented in training situations (or otherwise prompted)	
F 29	0 1 2 0 1 2 0 1 2	Spontaneous requests	The student will spontaneously request objects, actions, or information throughout the day.	Does the student spontaneously request objects, actions, or information throughout the day?		2= spontaneously requests objects, actions, or information at least 20 times per day, 1= spontaneously requests objects, actions, or information at least 10 times per day	

Assessment of Basic Language and Learning Skills - Revised

LABELING

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels reinforcers	The student will label reinforcing items.	If you ask "What is that?" with one of his reinforcing items present, will the student identify the item?		4= 10 or more labels, 3= 6 labels, 2= 4 labels, 1= 2 labels	
G 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common objects	The student will label at least 100 objects which are commonly found in his environment.	If you ask "What is that?" with a common item present, will the student identify the item?		4= 100 or more labels of items and can identify several different examples (including novel examples) of most of those items, 3= 50 labels of at least one example of the item, 2= 10 labels, 1= 5 labels	See Appendix 3: Receptive and Label List Note that objects selected should be ones that the student hears the names of and interacts with on a frequent basis.
G 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common people (actual individuals, not professionals)	The student will label people in his environment.	If you ask "Who is this?" with the person present, will the student identify the person?	Mom, Dad, siblings (Rachel), friends (Jason, Emily)	4= 10 or more people, 3= 6 people, 2= 4 people, 1= 2 people	
G 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels pictures of common items	The student will label at least 100 pictures of items which are commonly found in his environment.	If you ask "What is that?" when shown a picture of a common item, will the student identify the item?		4= 100 or more labels of pictures of items and can identify several different examples (including novel examples) of most of those items, 3= 50 labels of at least one example of the item, 2= 10 labels, 1= 5 labels	See Appendix 3: Receptive and Label List
G5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels body parts	The student will label common body parts on himself or others.	Can the student label body parts on himself or others?	Labels nose, eyes, hair on himself, a doll, another person, or a picture of a person	4= can label 20 or more body parts on himself or others, 3= 10 body parts, 2= 5 body parts, 1= at least 2 body parts on himself or others	See Appendix 4: Body Parts List
G 6	0 1 2 0 1 2 0 1 2 0 1 2	Labels pieces of clothing	The student will be able to label clothing items.	Can the student label pieces of clothing?		2= labels 4 or more clothing items, 1= labels 2 clothing items	New
G 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common ongoing actions	The student will label common actions.	If you ask "What is he doing?" in the presence of an ongoing action, will the student identify the action?		4= 20 or more labels of actions and can identify several different examples (including novel examples) of most of those actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	See Appendix 8: Actions and Verbs List

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 8	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels pictures of common actions	The student will label pictures of common actions.	If you ask "What is he doing?" when shown a picture of an action, will the student identify the action?		4= 20 or more labels of pictures of actions and can identify several different examples (including novel examples) of most of those actions, 3= 10 actions, 2= 5 actions, 1= 2 actions	See Appendix 8: Actions and Verbs List
G 9	0 1 2 0 1 2 0 1 2 0 1 2	Fluent labeling	The student will be able to label known items in quick succession.	Is the student able to label known items when presented items in a one-after-the-other manner?	When asked to label items on a worksheet or in a book, child can label shoe, cup, and apple in rapid succession. Can quickly label colors, numbers, letters, etc.	2= can sequentially label at least 10 known items in 15 seconds, 1= can label 5 separate known items in 10 seconds	New
G 10	0 1 2 0 1 2 0 1 2 0 1 2	Acquires novel labels without intensive training	The student will be able to acquire labels for many new common items or pictures of items after only hearing the name of those items used by others (no direct training).	Is the student able to acquire labels for many new common items or pictures of items after only hearing the name of those items used by others (no direct training)?		2= readily learns the names of many new items only from hearing the name of those items used by others (no direct training), 1= readily able to learn labels for common items when asked to name the items less than five times	Modified
G 11	0 1 2 0 1 2 0 1 2 0 1 2	Labels items using a carrier phrase	The student will be able to use a variety of carrier phrases when labeling items, and will frequently use those carrier phrases without prompting.	Does the student use a variety of carrier phrases when labeling items; and if so, does the student frequently use those carrier phrases without prompting?	"It's an airplane"; "Look, an airplane"; "I see an airplane"; "There goes an airplane"	2= when spontaneously labeling items, the student will include a carrier phrase at least half of all spontaneous labels and uses at least 2 different carrier phrases, 1= when prompted, the student can label items using at least 2 different phrases	
G 12	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels parts or features of objects	The student will be able to label the parts or features of objects.	Can the student label the parts or features of objects?	While looking at a picture of a car, the student labels the door, wheel, and window	4= 3 parts or features of 10 or more objects, 3= 3 parts or features of 4 objects, 2= 2 parts or features of 4 objects, 1= 2 parts or features of 2 objects	Modified
G 13	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels adjectives	The student will be able to use adjectives that describe objects.	Can the student identify properties of objects (color, size, shape, texture, length, etc.)?	The truck is red; This shoe is ... big/ little; This water is ... hot/cold	4= labels using at least 20 adjectives (including at least 3 colors, 2 shapes and 2 sizes), 3= at least 10 adjectives (5 of which are not colors), 2= at least 5 adjectives (may be all colors), 1= can identify at least one adjective	See Appendices 5 & 6: Adjectives List & Colors and Shapes List

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Label associated pictures	When presented with an array of items or pictures and then shown another item or picture and asked, "What goes with this?," the student will be able to label one of the items which is associated with the item being shown (e.g., says "chair" when shown picture of a table and a set of pictures including a chair, shoe and a set of keys).	When given a display of objects or pictures and shown a different item and asked, "What goes with this?," can the student name an item from the display which is used with the item being presented (e.g., says "bat" when shown a ball and pictures of a bat, shoe and a pillow)?	bat and a ball, cup and juice, socks and shoes, pillow and bed	4= can label at least 2 related pictures for 20 or more items, 3= 2 related pictures for 10 items, 2= 1 related picture for 10 items, 1= can label at least 1 related picture for 5 items	New. See Appendix 1: Association List
G 15	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels item when told its function	The student will be able to label items when only told the function of the item.	In the presence of items or pictures of items, can the student label items when only told the function of the item?	When shown pictures of scissors, a shoe and a horse, and asked "what do you cut with?; the student will say, "scissors."	4= label a total of at least 25 items including at least 4 examples of at least 6 functions, 3= at least 10 items, 2= at least 5 items, 1= 2 items	Modified
G 16	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels item when told one of its features	The student will be able to label items when only told the feature of the item.	In the presence of items or pictures of items, can the student label items when only told the feature of the item?	When shown pictures of scissors, a shoe and a horse, and told "it has a tail" or "it has legs" the student will say, "horse."	4= label a total of at least 25 items including at least 2 examples of at least 6 features, 3= at least 10 items, 2= at least 5 items, 1= 2 items	
G 17	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels item when told its class	The student will be able to label items when only told the class of the item.	In the presence of several items or pictures of items, can the student label items when only told the class of the item?	When shown pictures of scissors, a shirt and a horse, and asked "which one is clothing?; the student will say, "shirt."	4= at least 5 items from 4 classes, 3= at least 5 items from 3 classes, 2= at least 5 items from 2 classes, 1= at least 5 items from 1 class	
G 18	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Two-component labels (nouns) with objects	The student will be able to label a set of items given to him.	Can the student identify two or more objects presented together?	When shown two pictures of animals and asked "What are these?" the student will say "Cat and dog"	4= at least 20 pairs of items, 3= at least 10 pairs of items, 2= at least 5 pairs of items, 1= at least 2 pairs of items.	Note: "and" is not required between the names of the items
G 19	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Two-component labels (nouns) with pictures	The student will be able to label more than one item presented on a picture card.	Can the student identify two or more objects presented on a picture card?	When shown a picture of a playground the student will say, "Swing, slide" ("and" not required)	4= at least 20 pairs of items, 3= at least 10 pairs of items, 2= at least 5 pairs of items, 1= at least 2 pairs of items.	

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 20	0 1 2 0 1 2 0 1 2 0 1 2	Labels two-component with carrier phrase	The student will be able to use a variety of carrier phrases when labeling multiple items, and will frequently use those carrier phrases without prompting.	Does the student use a variety of carrier phrases when labeling multiple items, and if so, does the student frequently use those carrier phrases without prompting?	"It's an airplane and a helicopter"; "Look, an airplane and a helicopter"; "I see an airplane and a helicopter"; "There goes an airplane and a helicopter"	2= when spontaneously labeling items, the student will include a carrier phrase for at least half of all spontaneous labels and uses at least 2 different carrier phrases, 1= when prompted, the student can label items using at least 2 different phrases	
G 21	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Two-component labels (noun verb)	The student will be able to label a noun and a verb in combination.	Can the student identify an object and the action performed with the object?	When rolling a ball, the student can say "Roll ball"; upon seeing a picture of a girl riding a bike in a park, the student says, "ride bike."	4= uses at least 10 verbs with a variety of nouns, 3= uses at least 5 verbs with a variety of nouns, 2= at least 5 noun-verb pairs, 1= at least 2 noun-verb pairs.	
G 22	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Two-component labels (noun adjective)	The student will be able to label an adjective and a noun in combination.	Can the student identify an object and one property of the object?	When presented with a red ball the student will say, "Red ball."	4= uses at least 10 adjectives with a variety of nouns, 3= at least 5 adjectives with a variety of nouns, 2= at least 5 noun-adjective pairs, 1= at least 2 noun-adjective pairs	
G 23	0 1 2 0 1 2 0 1 2 0 1 2	Labels by indicating Yes/No	The student will be able to answer "Yes" or "No" or move his head to indicate "Yes" or "No" to identify the name of an item or to identify if an item or activity meets a pre-specified criterion.	Can the student say or move his head "Yes" or "No" to identify the name of an item being shown to him or to indicate whether the item meets a pre-specified criterion?	When presented with a picture of a cat and asked "Is this a dog?" the student will move his head to indicate "no"	2= yes & no regarding features of items present, 1= yes & no with regard to the label of items present	
G 24	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels function of an item	The student will be able to label the function of items when asked "What do you do with this?"	When shown an item or picture of an item, can the student identify the function of the item?	When shown a picture of a cup and asked "what do you do with a cup?"; the student will say, "drink."	4= label a total of at least 25 functions including at least 4 examples of at least 6 functions, 3= at least 10, 2= at least 5, 1= 2 items	Modified
G 25	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels class of an object	The student will be able to label the class of an individual item.	Can the student identify the class to which an item belongs?	When shown a picture of a shirt and asked "what is a shirt?", the student will say, "clothes."	4= 5 items from 10 categories, 3= 3 items from 5 categories, 2= 2 items from 5 categories, 1= 2 items from 2 categories	

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 26	0 0 0 0 1 1 2 2	Discrimination of question to label aspects of items	The student will be able to discriminate whether he is being asked to label the name, function, color, or ownership of an item.	When shown an item, can the student respond to specific questions that are asked in any order about the item including the name, function, color or ownership of the item?	When shown a red ball, the student must answer "throw it" when asked what do you do with this?, "Tyler's" when asked who it belongs to, "red" when asked what color?, and answer "ball" when asked What is it? Not merely answer "throw ball," red ball," "Tyler's ball," nor "throw Tyler's red ball."	2= can label at least 3 aspects of an item when asked a specific question about the item 1= can label at least 2 aspects (name, function, color, ownership) of an item when asked a specific question about the item	New
G 27	0 0 0 0 1 1 2 3 4	Labels the class of a set of items	The student will be able to look at a picture or set of actual items and be able to label the class of the set of items.	Can the student look at a picture or set of actual items and label the class of the set of items (e.g., food, clothing, animals)?	When shown a necklace, ring, and earring, the student will say "jewelry"	4= 5 items from 10 categories, 3= 3 items from 5 categories, 2= 2 items from 5 categories, 1= 2 items from 2 categories	
G 28	0 0 0 0 1 1 2 2	Labels features of items which are missing or incorrect	The student will be able to label parts of items of a given picture which are either missing or obviously incorrect (e.g., a car without wheels).	Is the student able to label parts of items of a given picture which are either missing or obviously incorrect?	When asked "What's wrong?" the student identifies that a snake has "rabbit ears"; and when asked "What is missing?" he identifies that an elephant is missing his ears.	2= identifies at least 5 examples in which parts of items of a picture which are missing and 5 examples in which parts are obviously incorrect, 1= can identify at least 5 parts of items of a picture which are either missing or obviously incorrect	
G 29	0 0 0 0 1 1 2 3 4	Labels exclusion from a category (negation)	When presented with a set of items in which all except one of the items belongs to a specified category of items (can be based on functions, features or class), the student will be able to name the item which does not belong with that particular set of items.	Can the student identify that a particular item does not belong with a certain set of items?	For example: given 4 food items and a car, when asked "What does not belong?"; the student will say, "car" When looking at a book with pictures of many items and is asked to label something that is "not an animal" the student says "car" (with a car picture present)	4= at least 3 examples from 10 categories (can be related to functions, features, or classes of items) 3= 3 examples from at least 5 categories, 2= 3 examples from at least 3 categories, 1= 3 examples from at least 2 categories (can be related to functions, features, or classes of items)	Modified

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 30	0 1 2 0 1 2 0 1 2 0 1 2	Identifies obvious problems	The student will be able to identify an obvious problem or emergency.	When shown a picture of an obvious problem situation and asked "What's wrong?" can the student identify the problem?	A house is on fire, an auto accident, flooding, etc.	2= can identify at least 3 different obvious problem situations, 1= can identify at least 1 obvious problem situation	
G 31	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels community helpers	The student will be able to label pictures of common community helpers in his environment.	If you ask "Who is this?" with the picture present, will the student identify common community helpers in his environment?	Teacher, police, fire fighter, physician, clerk	4= 4 or more labels, 3= 3 labels, 2= 2 labels, 1= 1 label	
G 32	0 1 2 0 1 2 0 1 2 0 1 2	Labels items at a distance when others point to it	The student will be able to label significant objects located at a distance when others point to the item.	If you point to significant objects in the distance can the student label the items?	You point to an airplane in the sky and say "look what I see," student says "airplane", label clouds, the moon, etc., a fire truck, a frequently-visited, fast-food restaurant	2= can label most significant objects that are more than 100 feet away, 1= can label many significant objects that are at least 10 feet away	New
G 33	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels common environmental sounds	The student will label common sounds in his environment.	When listening to a tape recording of common sounds, or upon hearing a natural environmental sound and asked "What do you hear?", will the student identify the common sound?	Tools/machinery; saw, drill....Alert sounds; car horns, train whistles, ambulance/police sirens...animals; events/activities; birthday party, baseball game; vehicles; car, train, airplanes	4= at least 8 sounds, 3= at least 6 sounds, 2= at least 4 sounds, 1= at least 2 sounds	
G 34	0 1 2 0 1 2 0 1 2 0 1 2	Uses carrier phrase when labeling nouns with verbs or adjectives.	The student will use a carrier phrase when labeling combinations of nouns with verbs or adjectives and will frequently use those carrier phrases without prompting.	If you ask "What is that?" with the item present, will the student identify the item accompanied by a verb or an adjective and include a carrier phrase such as "That is a..." ?	When presented with a ball the student will say "That's a red ball," "I see a bouncing ball," "There is a big ball," "It's an old ball," "Look, a little ball."	2= when spontaneously labeling items, the student will include a carrier phrase at least half of all spontaneous labels and uses at least 2 different carrier phrases, 1= when prompted, the student can label items using at least 2 different phrases	

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 35	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels prepositions	The student will be able to label the position of an item in relation to other items.	Does the student expressively use prepositions?	When shown a ball in a cup and asked "Where is the ball?" the student will say "in the cup"	4= at least 10 prepositions, 3= at least 6, 2= at least 4, 1= 2 prepositions	See Appendix 9: Prepositions List
G 36	0 1 2 0 1 2 0 1 2 0 1 2	Uses carrier phrases when using prepositions	The student will be able to use a carrier phrase when using prepositions and will frequently use those carrier phrases without prompting.	If you ask the student, for example, "Where is the cup?" will he respond using a carrier phrase (e.g., "It's on the table")?	When asked "Where is the cup?" the student will respond "It's on the table."	2= the student will include a carrier phrase at least half of all spontaneous labels using prepositions and uses at least 2 different carrier phrases, 1= when prompted, student can use at least 2 different phrases to label the position of items	
G 37	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels pronouns	The student will be able to label pronouns.	Does the student use pronouns (he, she, mine, yours, etc.)?	When asked "Who is jumping?" the student will say "you."	4= at least 8 pronouns, 3= at least 5 pronouns, 2= at least 3 pronouns, 1= at least 1 pronoun.	See Appendix 10: Pronouns List
G 38	0 1 2 0 1 2 0 1 2 0 1 2	Uses carrier phrases when using pronouns	The student will be able to use a carrier phrase when using pronouns and will frequently use those carrier phrases without prompting.	If you ask the student, for example, "Whose shoe is that?" will he respond using a carrier phrase (e.g., "It is mine," "That is my shoe")?	When asked "Who is jumping?" the student will respond "You are jumping."	2= the student will include a carrier phrase at least half of all spontaneous labels using pronouns and uses at least 2 different carrier phrases, 1= when prompted, student can use at least 2 different phrases to label items using pronouns	
G 39	0 1 2 0 1 2 0 1 2 0 1 2	Labels and describes events or items presented in a scene	When shown a picture of a scene or an activity and asked to "tell me about this picture"; the student will be able to label and describe the event, items, and activities presented in the scene.	Can the student label and describe the ongoing events or activities when shown a picture of a scene or an activity and asked to "Tell me about this picture"?	When shown a scene of a house on fire, the student will say "Fire in a house, fire truck, pulling the fire hose, spraying water on the house." "Eating dinner," "Having a party," "It's a picnic"	2= labels at least 4 aspects of a picture including at least one depicted action or the label for the total scene, 1= can label at least one depicted action or the label for the total scene	
G 40	0 1 2 0 1 2 0 1 2 0 1 2	Naming specified parts of scenes	When provided with information regarding a certain part of a scene, the student will be able to label specified parts of pictures.	If the student is given information regarding a part of a scene, can the student label specified parts of the picture?	When shown a picture of a forest and asked "What animal is sitting on the branch?" the student will say "the owl"	2= can label items given their classification and another descriptor (action performing, location, size, color, etc.), 1= can label items given either their classification or another descriptor (action performing, location, size, color, etc.)	
G 41	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels adverbs	The student will label a variety of adverbs.	Does the student use adverbs?	While observing a turtle walking and the student is asked "How is the turtle moving?" the student says "slowly."	4= at least 10 adverbs, 3= at least 6, 2= at least 4, 1= 2 adverbs	See Appendix 12: Adverbs List

Assessment of Basic Language and Learning Skills - Revised

LABELING (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
G 42 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels emotions of others	Student will be able to label ongoing facial and behavioral examples of emotions and pictures of faces depicting various emotions.	Can the student label ongoing facial and behavioral examples of emotions and pictures of faces depicting various emotions?	When observing another child who is crying because his balloon popped and the student is asked how the child feels, the student will say "sad."	4= at least 4 emotions (actual examples and pictures), 3= at least 3 emotions (actual examples or pictures), 2= at least 2 emotions, 1= at least 1 emotion (actual example or picture)	
G 43 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Internal events and emotions	The student will be able to label internal events and emotions which are not directly observable by others.	Can the student identify events that can only be perceived by them (e.g., wet pants, stomach ache)?	Pain, small injuries, itches, happy, sad, surprised, frightened, mad, scared, worried, tired, sleepy, calm, lonely, etc.	4= can label his own bodily conditions, emotional conditions, visual/auditory/touch/taste stimuli not perceived by others, 3= 3 of the above, 2= 2 of the above, 1= any one of the above	
G 44 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Multiple component naming (three component labels)	The student will emit labels containing at least three separate components.	If you ask the student to tell you what he sees, will he label at least three aspects of the stimulus array (e.g., "a big red truck going fast")?	When shown a picture and asked "What do you see?" the student will say "Daddy's red truck"	4= at least 6 words with 4 different parts of speech, 3= at least 5 words with 3 different parts, 2= at least 4 words with 3 different parts, 1= at least 3 words with 3 different parts (noun, verb, adjective, pronoun, adverb, article)	
G 45 0 1 2 0 1 2 0 1 2 0 1 2	Labels (three component +) with carrier phrase	The student will be able to use a variety of carrier phrases when using labels containing at least three separate components and will frequently use those carrier phrases without prompting.	Does the student use a variety of carrier phrases when using labels containing at least three separate components; and if so, does the student frequently use those carrier phrases without prompting?	When shown a picture and asked "What do you see?" the student will say "I see a big truck going fast"	2= when spontaneously labeling items, the student will include a carrier phrase at least half of all spontaneous labels and uses at least 2 different carrier phrases, 1= when prompted, the student can label items using at least 2 different phrases	
G 46 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Labels social interaction behavior	The student will be able to label the nature of ongoing social interactions (e.g., playing, arguing).	Can the student identify the nature of ongoing social interactions?	"She's embarrassed," arguing, fighting, talking, teasing, playing, working, practicing, busy, upset, friendly, stressed, funny.	4= 10 labels, 3= 6 labels, 2= 4 labels, 1= 2 labels	
G 47 0 1 2 0 1 2 0 1 2 0 1 2	Spontaneous labeling	The student will spontaneously label items and events throughout the day.	Does the student label items or actions during the day without being asked to label those items and actions?		2= spontaneously labels items or actions at least 20 times per day, 1= spontaneously labels items or actions at least 10 times per day	

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

H 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in words from songs	While others are singing a song, the student will be able to fill in some words and phrases of songs.	Can the student fill in some words or phrases of songs while others are singing?	The itsy, bitsy spider...	4= at least 3 phrases from 6 songs, 3= 3 words from 3 songs, 2= 2 words from 2 songs, 1= a word from 2 songs	
H 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in blanks regarding fun items and activities	The student will be able to complete an open-ended phrase by supplying the missing word(s) regarding fun items and activities.	If you say a partial phrase regarding fun items and activities will the student supply the missing word(s) (e.g., Winnie the ____)?	"Let's go up and (down)," "Winnie the ____"	4= 10 or more fill-in responses, 3= 5 fill-in responses, 2= 2 fill-in responses, 1= 1 fill-in response	
H 3	Talker= NA 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sign English words (for students who use ASL)	The student will be able to provide a sign (American Sign Language (ASL) when given an English word.	Can the student show you ASL signs when given only spoken words?	When a person says "Sign apple," the student will make the American Sign Language sign for "apple."	4= 25 signs, 3= 15 signs, 2= 5 signs, 1= 2 signs (Note: score = Not Applicable (NA) if the student can say more than 50 words and/or does not use ASL signs)	
H 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Animal sounds	The student will be able to provide the name of the animal when given the animal sound or vice versa.	Can the student provide the corresponding name of the animal given a sound, or vice versa?	When the student hears the statement "A dog says....," the student will say "woof, woof"	4= makes 8 animal sounds given names of animal and names 8 animals when given the sound made by the animal, 3= 6 sounds or names, 2= 4 sounds or names, 1= 2 sounds or names	
H 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers questions regarding personal information	The student will be able to provide answers to questions regarding personal information.	Can the student provide information about himself?	When asked "What's your name?" the student will state his name.	4= at least 4 pieces of information about self (e.g., name, age, phone, siblings, parents' names, etc.), 3= 3 pieces of information, 2= 2 pieces of information, 1= 1 piece of information about self	See Appendix 13: Personal Information List
H 6	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in words describing common activities	The student will be able to fill in the remaining word of a phrase describing an ongoing activity.	Can the student fill in the remaining word of a phrase in the context of an ongoing activity (e.g., It's time to wash your ____)?	As you lead the child to the sink and you say "it's time to wash your ____" the student will say "hands"	4= 10 or more fill-in responses, 3= 5 fill-in responses, 2= 2 fill-in responses, 1= 1 fill-in response	See Appendix 14: Intraverbal Fill-in List
H 7	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Intraverbal associations	When asked "What goes with (____)?" the student will be able to say some items which is associated (related) with the stated item (e.g., says "bed" when hears "What goes with a pillow?").	Can the student name objects which are commonly associated (related) with an item that you mention?	"What goes with ...socks?" "shoes," "...bat" - "ball," "...cup"- "juice," "...pillow"- "bed"	4= can say at least 2 related items for 20 or more named items, 3= 2 related items for each of 10 named items, 2= 1 related item for 10 items, 1= can say at least 1 related item for each of 5 named items	New. See Appendix 1: Association List

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 8 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in item given function	The student will be able to fill in the remaining word naming the item in a phrase related to the function of an item.	Can the student fill in the remaining word of a phrase related to a function of an item (e.g., You cut paper with <u>scissors</u>)?	When the student hears the statement "You ride in a ...," the student says "cat."	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List Note that intraverbal skills usually start to develop in the context of activities and later occur in the absence of the items that were involved in those activities.
H 9 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in function given item	The student will be able to fill in the remaining word in a phrase naming the function of an item.	Can the student fill in the remaining word of a phrase related to a function of an item (e.g., You use scissors to <u>cut</u>)?	You use scissors to ... cut, you use a spoon to eat	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List
H 10 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "What" questions regarding items found in home	The student will be able to answer "What" questions regarding items found in home.	Does the student answer "What" questions regarding items found in home?	When the student is asked "What can you find in the bathroom?" the student says "toilet, bathtub, towels," "What can you find in the refrigerator?" the student says "milk, eggs, juice"	4= answers 30 or more questions including at least 3 responses for at least 5 locations (e.g., bedroom, refrigerator, kitchen, closet, living room), 3= 15 questions, 2= 10 questions, 1= answers at least 5 questions	New
H 11 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "What" questions regarding functions	The student will be able to answer "What" questions regarding the function of items.	Does the student answer "What" questions regarding the functions of items?	When the student is asked "What can you use to cut paper?", the student says "scissors," "What can you use to write?" the student says "pen"	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	New
H 12 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Where" questions regarding items found in home or classroom	The student will be able to answer "Where" questions regarding items found in home or classroom.	Does the student answer "Where" questions regarding items found in home or classroom?	When the student is asked "Where do you find milk?", the student says "refrigerator," When the student is asked "Where do you find a toilet?" the student says "bathroom"	4= answers 30 or more questions, 3= 15 questions, 2= 10 questions, 1= answers at least 5 questions	New

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INTRAVERBAL (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 13 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Where" questions regarding activities done at home or school	The student will be able to answer "Where" questions regarding activities done at home or school.	Does the student answer "Where" questions regarding activities done at home or school?	When the student is asked "Where do you sleep?" the student says "bedroom." When the student is asked "Where do you put your dirty clothes?" the student says "hamper"	4= answers 30 or more questions, 3= 15 questions, 2= 10 questions, 1= answers at least 5 questions	New
H 14 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in item given the class	The student will be able to fill in the remaining word of a phrase to name an item/example of a specified class of items.	Can the student fill in the remaining word of a phrase to name an item/example of a specified class of items?	A type of animal is a ... "dog" "cat", A type of food is a... "hamburger"	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List
H 15 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Multiple responses given specific categories	The student will be able to verbally provide members of specific categories.	Can the student provide members of a specified category?	When asked to "name some animals" the student says "horse, dog, cow" Things to eat "apples, cereal, hamburger, pizza"	4= 20 categories with 4 responses, 3= 10 categories with 3 responses, 2= 5 categories with 2 responses, 1= 2 categories with 2 responses.	See Appendix 15: Intraverbal Categories List
H 16 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in features given the item	When told the name of the item, the student will be able to fill in the remaining word in a phrase naming a feature of the item.	When told the name of the item, can the student fill in the remaining word of a phrase to name a feature of the item (e.g., a dog has a <u>tail</u>)?	A car has a ... "wheel" "horn" "door"	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List
H 17 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in item given its feature	When told a feature of an item, the student will be able to fill in the remaining word in a phrase to name the item.	When told a feature of an item, can the student fill in the remaining word of a phrase to name the item (e.g., something that has wheels is a <u>car</u>)?	Something that has a tail ... dog, something with wheels, it's a car	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List
H 18 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Fill in class given the item	The student will be able to fill in the remaining word of a phrase to specify the class of a given item/example.	Can the student fill in the remaining word of a phrase to specify the class of a given item/example (e.g., a dog is an <u>animal</u>)?	Apples are a type of "Food", a cat is an "Animal".	4= 20 or more fill-ins with two responses, 3= 10 fill-ins with two responses, 2= 5 fill-in responses, 1= 2 fill-in responses	See Appendix 14: Intraverbal Fill-in List

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INTRAVERBAL (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 19 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Name items previously observed	The student will be able to name items which had previously been observed.	Can the student name items or activities which had previously been observed?	Go outside to see a fire truck, come back into classroom and name what he had observed when outside.	4= states 2 or more items one hour after the observation, 3= 1 item after 10 minutes, 2= 1 item after 5 minutes, 1= 1 item immediately after the observation	New
H 20 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Name previously observed activities	The student will be able to name an activity that he has recently observed.	Can the student name the activity that he has recently observed?	Go outside and observes people playing baseball, come back into classroom and name the activity he observed when outside. Sees brother reading a book in living room, goes into kitchen and states his brother's activity	4= states the activity one hour after seeing the activity, 3= states activity after 10 minutes, 2= states activity after 5 minutes, 1= states activity immediately after the observing the activity	New
H 21 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Name people previously observed	The student will be able to name people who had previously been observed.	Can the student name people who had previously been observed?	Go outside and play with students in a sandbox, come back into classroom and name the people who were in the sandbox.	4= states 2 or more people one hour after the observation, 3= 1 person after 10 minutes, 2= 1 person after 5 minutes, 1= 1 person immediately after the observation	New
H 22 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	With visual display, makes related statements (not naming)	The student will be able to make a variety of related comments (not including naming of items) regarding pictures of items or activities.	When shown a picture and told something about the picture "They're having a picnic," does the student make comments regarding items or activities related to what is observed in the picture?	When shown a picture of people at a picnic with a grill (but can't see the food) and the student is told "They're having a picnic," the child makes comments such as "They're cooking hot dogs and hamburgers" or "Don't touch, it's hot."	4= expands/comments on 20 pictures, 3= expands/ comments on 10 pictures, 2= expands/comments on 5 pictures, 1= expands/ comments on 1 picture	
H 23 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "What" questions relevant to items found in the community	The student will be able to give single response answers regarding questions concerning what he might see in various locations in his community.	Can the student answer questions regarding what he might see in various locations in his community?	When asked "What do you see at the park?" the student says "swings"	4= 20 or more questions answered, 3= 10 questions answered, 2= 5 questions answered, 1= 2 questions answered	New

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 24 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "What" questions relevant to activities that he can do in the community	The student will be able to give single response answers regarding questions concerning what he could do in various locations in his community.	Can the student answer questions regarding what he could do in various locations in his community?	When asked "What can you do at the grocery store?" the student says "buy cookies," "What can you do at the park?" the student says "go down the slide"	4= 20 or more questions answered, 3= 10 questions answered, 2= 5 questions answered, 1= 2 questions answered	New
H 25 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Where" questions regarding activities and items found in the community	The student will be able to answer "Where" questions regarding activities and items found in the community.	Does the student answer "Where" questions regarding activities and items found in the community?	When the student is asked "where can we buy milk?" the student says "grocery store," "When the student is asked "Where do you play in the sandbox?" the student says "school"	4= answers 30 or more questions, 3= 15 questions, 2= 10 questions, 1= answers at least 5 questions	New
H 26 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers questions with multiple responses concerning his immediate community	The student will be able to provide several answers to questions concerning his immediate community.	Can the student answer questions which require multiple responses related to services in his community (e.g., What can you get at a grocery store)?	When asked "Tell me as many things as you can that you can get from a grocery store" the student says "bananas, corn, meat, milk, bread"	4= 20 categories with 3 responses, 3= 10 categories with 2 responses, 2= 5 categories with 2 responses	
H 27 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	States class given multiple class members (examples)	The student will be able to identify the class when told two or more items from the class.	Can the student identify the class when told two or more items from the class?	When told "apple, banana, and pear are all ...", the student says "fruit," "food," or "things you eat"	4= 20 classes when told 2 or more members, 3= 10 classes, 2= 5 classes, 1= class when told 2 or more members.	
H 28 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Who/Whose" questions	The student will be able to answer "Who/Whose" questions.	Does the student answer "Who/Whose" questions?	"Whose car did you ride in today?" (Daddy's), "Who likes to eat pizza? (Mom)," "Who do you see when you're sick?," "Who puts out fires?"	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	
H 29 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "When" questions	The student will be able to answer "When" questions.	Does the student answer "When" questions?	"When do you sleep?" "When do you eat?"	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	

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INTRAVERBAL (Continued)

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

H 30	0 1 2 0 1 2 0 1 2 0 1 2	Discrimination of questions asked about items and activities	When discussing an item or activity, the student will be able to discriminate whether he is being asked a "What" "Where," "Who," or "When" question.	Can the student answer "What" "Where," "Who," and "When" questions when they are asked in any order?	Where do you go to buy milk?, Who takes you to the store? What can you get to eat at the store? When do you go to the store? What color is an apple? Where do we get apples? What do we do with apples?	2= can answer at least four types of questions in any order 1= can answer at least two types of questions in any order	New
H 31	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Which" questions	The student will be able to answer "Which" questions.	Does the student answer "Which" questions?	"Which one is an animal, a dog or a shoe?"	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	
H 32	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "How" questions	The student will be able to answer "How" questions.	Does the student answer "How" questions?	"How do you get to school?"	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	
H 33	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers "Why" questions	The student will be able to answer "Why" questions.	Does the student answer "Why" questions?	Why do you wash your hands?, Why do you sleep?	4= answers 50 or more questions, 3= 25 questions, 2= 10 questions, 1= answers at least 5 questions	
H 34	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Describes steps in sequence of a daily activity	The student will be able to state the steps in sequence of a daily activity.	Can the student state the steps in sequence of a daily activity?	When asked "How do you wash your hands?" the student will say "go to the sink, turn on the water, rub hands with soap...."	4= 5 or more steps in at least 2 sequences, 3= 4 steps in a sequence, 2= 3 steps in a sequence, 1= 2 steps in a sequence	
H 35	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	States activity when told sequence of actions	The student will be able to state the activity being described when told a sequence of actions.	Can the student state the activity being described when told a sequence of actions?	When asked "What am I doing?" and given the description, "I go to the sink, turn on the water, wet my hands, pick-up the soap....," the student will say "washing hands."	4= 20 or more questions answered, 3= 10 questions answered, 2= 5 questions answered, 1= 2 questions answered	

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 36 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	States item when told its functions, or class (multiple features)	The student will be able to give the name of an item after being provided with multiple aspects of the item (e.g., its functions, features, class).	Can the student give the name of an item after being told multiple aspects of the item (e.g., its functions, features, class)?	Given the description, "It's crunchy, you eat it, it's salty, it comes in a bag...", the student will say "potato chip."	4= 20 or more questions answered, 3= 10 questions answered, 2= 5 questions answered, 1= 2 questions answered	Modified
H 37 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Intraverbal Yes/No with "Can," "Do," "Does," or "Will" questions	The student will be able to move his head or say "Yes" or "No" to answer questions about an item or activity which is not present.	Can the student say "yes" or "no" or move his head to answer questions about non-present items or events (e.g., can dogs fly)?	When the student is asked "Can I buy gas at a shoe store?" the student says "no"	4= can answer at least 50 questions, 3= at least 25 questions, 2= at least 10 questions, 1= at least 5 questions about items not present	
H 38 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers questions containing two critical stimuli (multiple component questions with multiple responses)	The student will be able to provide multiple answers to questions which contain two critical stimuli.	Can the student answer questions which require him to identify several items which meet at least two specified criteria (e.g., some farm animals)?	When the student is asked to name some "hot foods" the student says "pizza, spaghetti..."	4= 4 responses provided to 5 different questions, 3= 3 responses provided to 4 different questions, 2= 2 responses provided for 3 questions, 1= 2 responses provided for 1 question	
H 39 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Answers questions containing three critical stimuli (multiple component questions with multiple responses)	The student will be able to provide multiple answers to questions which contain three critical stimuli.	Can the student answer questions which require him to identify several items which meet at least three specified criteria (e.g., big animals at the zoo)?	When the student is asked to name some "big farm animals" the student says "horse, and cow"	4= 4 responses provided to 5 different questions, 3= 3 responses provided to 4 different questions, 2= 2 responses provided for 3 questions, 1= 2 responses provided for 1 question	
H 40 0 1 2 0 1 2 0 1 2 0 1 2	Describes items	The student will be able to describe items by identifying what you do with the item, some of its features and/or its classification.	Can the student describe items by identifying what you do with the item, some of its features and classification?	When asked to describe a car, the student is able to say that you ride in it to go places, it has wheels and you park it in a garage. Cereal is something you eat for breakfast, put in a bowl and pour milk on it.	2= can describe at least 20 items stating at least 3 relevant details about the items (not including the label/name of the items) 1= can describe at least 10 items stating at least 2 relevant details about the items (not including the label/name of the items)	New

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 41	0 1 2 3 4	Describes steps before and after in sequence of a daily activity	The student will be able to state the steps which occur before and after a given step in sequence of a daily activity.	Can the student state the steps which occur before and after a given step in sequence of a daily activity?	When asked what you do before you eat lunch, student indicates "wash hands." When asked what you do after lunch, student indicates "throw trash away."	4= can state steps both before and after for 10 different activities, 3= can state steps both before and after for 5 activities, 2= can state 1 step either before or after for 2 activities, 1= can state 1 step either before or a single activity	
H 42	0 1 2 3 4	Answers questions concerning past and upcoming events	The student will be able to answer questions which require a single response concerning his past and upcoming events.	Can the student answer questions which require a single response concerning his past and upcoming events?	Upon arrival at school ... Can you tell me what you had for breakfast? Can you tell me what you are going to do this weekend?	4= 4 answers regarding past and future events over a month away, 3= 2 answers regarding past or future events over a month away, 2= 2 answers regarding past or future events within a week, 1= at least 2 answers regarding past or future events of that day	
H 43	0 1 2	Maintains a conversation with an adult or peer	The student will be able to maintain a conversation on a single topic for at least five verbal exchanges.	Can the student engage in conversations?	Five exchanges between the student and another about a baseball game	2= five exchanges on at least 10 different topics including the student asking at least one novel question or making at least one novel comment, 1= 3 exchanges on at least 5 different topics	Modified
H 44	0 1 2 3 4	Answers novel questions	The student will be able to answer questions asked in a different way than was originally taught.	Can the student answer questions asked in a slightly different way than was originally taught?	When originally taught to answer the question "What do you do with a car?" (go for rides) the student can also answer similar questions such as "Can you tell me what a car does?" or "What's a car for?"	4= 20 or more novel questions answered, 3= 10 novel questions answered, 2= 5 novel questions answered, 1= 2 novel questions answered	
H 45	0 1 2 3 4	Answers questions relevant to current events	The student will be able to answer questions concerning current events.	Can the student provide single answers to questions related to events in his community?	When asked "Can you tell me what you're going to do for the Fourth of July?" the student says "see fireworks"	4= 20 or more questions answered, 3= 10 questions answered, 2= 5 questions answered, 1= 2 questions answered	

Assessment of Basic Language and Learning Skills - Revised

INTRAVERBAL (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
H 46	0 1 2 3 4	Answers questions with multiple responses concerning current events	The student will be able to provide several answers to questions concerning current events.	Can the student provide multiple answers to questions related to events in his community (e.g., What can you do at the park)?	When asked "Can you tell me as many things as you can that you can do that you do on the Fourth of July?" the student says "see fireworks, see a parade, have a barbecue"	4= 20 categories with 3 responses, 3= 10 categories with 3 responses, 2= 5 categories with 2 responses, 1= 2 categories with 1 or 2 responses	
H 47	0 1 2	Answers questions with multiple responses in group discussions	The student will be able to provide several answers to questions regarding a variety of topics in a group discussion.	Can the student provide multiple answers to questions regarding a variety of topics in a group (e.g., morning circle) discussion (e.g., What happened on the way into the classroom that morning)?	When asked "What happened this morning when we were coming inside?" the student says "It was raining, Jason stepped in a puddle, his shoes got wet." When asked "What did we do yesterday?" the student says "made cookies and went to park."	2= provides at least 2 comments for at least 3 topics in a 20 minute discussion, 1= provides at least 1 comment for at least 2 topics in a 10 minute discussion	New
H 48	0 1 2	Tells about experiences/ Tells stories	The student will be able to tell a story or describe an event concerning a single topic relating at least five separate components.	Can the student tell a story or describe an event concerning a single topic (e.g., his last trip to the park)?	Student can describe his last trip to the zoo or park (what he did, who was there, what he saw, etc.), Student can tell a story about The Three Little Pigs, etc.	2= at least five descriptions of events or stories that contains at least 5 components, 1= at least one description an event or story that contains at least 3 components	Modified
H 49	0 1 2	Spontaneous conversation	The student will spontaneously add or make appropriate related comments during an ongoing conversation or discussion.	Does the student spontaneously add or make appropriate related comments during an ongoing conversation or discussion?		2= spontaneously adds or makes related comments during an ongoing conversation or discussion at least 10 times per day, 1= spontaneously adds or makes related comments during an ongoing conversation or discussion at least 10 times per week (unprompted)	

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SPONTANEOUS VOCALIZATIONS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
I 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Vocalize identifiable speech sounds	The student will make a variety of spontaneous vocalizations which include speech sounds.	Does the student say words or make some sounds heard in speech?		4= student frequently says words or makes speech sounds totaling at least 10 minutes per hour, 3= total 5 minutes per hour, 2= total 2 minutes per hour, 1= makes speech sounds totaling at least 10 minutes per day	Modified
I 2	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneously says words or approximations to words	The student will spontaneously say a variety of words or approximations to words.	Does the student spontaneously say words or approximations to words?		4= spontaneously says an average of at least 30 words per hour (including at least 5 different words), 3= average of at least 10 words per hour, 2= an average of at least 1 word per hour, 1= spontaneously says an average of at least 5 words per day	
I 3	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneously says phrases	The student will spontaneously say a variety of phrases.	Does the student spontaneously say phrases?		4= spontaneously says an average of at least 30 phrases per day (including at least 5 different words), 3= average of 10 phrases per day, 2= an average of at least 5 phrases per day, 1= spontaneously says an average of at least 1 phrase per day	
I 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sings songs with models	The student will spontaneously sing songs while others are singing, while watching videos or listening to other sources.	Does the student sing songs along with others singing a song?		4= sings at least 2 phrases from each of 5 songs, 3= sings 1 phrase from each of 5 songs, 2= sings 1 phrase from 2 songs, 1= sings 1 word from 1 song	
I 5	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Sing songs	The student will spontaneously sing songs without models.	Does the student sing songs without hearing songs?		4= sings at least 2 phrases from each of 5 songs, 3= sings 1 phrase from each of 5 songs, 2= sings 1 phrase from 2 songs, 1= sings 1 word from 1 song	
I 6	0 1 2 0 1 2 0 1 2 0 1 2	Spontaneous vocal imitation	The student will spontaneously repeat words said by others.	Does the student spontaneously repeat words said by others?		2= spontaneously repeats words said by others at least 5 times per day, 1= spontaneously repeats words said by others at least 5 times per week	

Assessment of Basic Language and Learning Skills - Revised

SPONTANEOUS VOCALIZATIONS (Continued)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
I 7	0 1 2 0 1 2 0 1 2 0 1 2	Spontaneous requests	The student will spontaneously request items, actions or activities.	Does the student spontaneously request items, actions or activities?		2= spontaneously requests at least 10 items or actions per day, 1= spontaneously requests at least 10 items or actions per week	
I 8	0 1 2 0 1 2 0 1 2	Spontaneous labeling	The student will spontaneously label items, actions, or events.	Does the student spontaneously label items, actions, or events?		2= spontaneously labels items, actions, or events at least 10 times per day, 1= spontaneously labels items, actions, or events at least 10 times per week	
I 9	0 1 2 0 1 2 0 1 2 0 1 2	Spontaneous conversation	The student will spontaneously add or make appropriate related comments during an ongoing conversation or discussion.	Does the student spontaneously add or make appropriate related comments during an ongoing conversation or discussion?		2= spontaneously adds or makes related comments during an ongoing conversation or discussion at least 10 times per day, 1= spontaneously adds or makes related comments during an ongoing conversation or discussion at least 10 times per week	

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 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	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	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	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	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	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	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 and 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	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	
	1						
	2						
	0						
K 2	0	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
	1						
	2						
	0						
K 3	0	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
	1						
	2						
	0						
K 4	0	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	
	1						
	2						
	0						
K 5	0	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	
	1						
	2						
	0						
K 6	0	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	
	1						
	2						
	0						
K 7	0	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	
	1						
	2						
	0						

Assessment of Basic Language and Learning Skills - Revised

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 other 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 responses in 10 minutes, 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 look 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 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?		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)?	take and hold hand, give "high 5", help solve a problem	2= readily allows both peers/siblings and adults to touch in a positive manner and assist 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 attend to or show an interest in the behavior of peers?	watches other children playing with a certain toy or pretending to be a popular children's character	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 look at others in such a manner as to initiate a social interaction with both peers and adults?		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?		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

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS (Continued)

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

L7	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 at 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
L8	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
L9	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	
L10	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	
L11	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	
L12	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/ possesses?	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	

Assessment of Basic Language and Learning Skills - Revised

SOCIAL INTERACTIONS (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
L20 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	
L21 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	
L22 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
L23 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
L24 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
L25 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
L 26	0 1 2 0 1 2 0 1 2 0 1 2	Assists others 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 (1 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
L 27	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
L 28	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
L 29	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
L 30	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
L 31 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
L 32 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	
L 33 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.	Does the student 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	
L 34 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

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
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) for 15 min., 2= 1:8 for 15 min., 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

GROUP INSTRUCTION (Continued)

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 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 want a 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 name known items, 1= requires only a gestural prompt for less than 50 % of known items to raise hand and name the item	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 about items that are not present.	Can the student raise his hand to answer a question about items that are not present?	Group question - Everybody, who knows...What can we eat for breakfast?	2= can independently raise hand and answer known questions about items that are not present, 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

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
N 1	0	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	
	1						
	2						
	2						
N 2	0	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	
	1						
	2						
	2						
N 3	0	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	
	1						
	2						
	2						
N 4	0	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	
	1						
	2						
	2						
N 5	0	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	
	1						
	2						
	2						
N 6	0	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	
	1						
	2						
	2						
N 7	0	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	
	1						
	2						
	2						
N 8	0	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	
	1						
	2						
	2						

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	Completes a task and brings work to teacher or puts away materials	The student will follow instructions to complete a task and bring the work to the teacher or return his own educational materials.	Can the student 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	
	1						
	2						
	2						
N 10	0	Stands and waits appropriately during transitions	During classroom transitions the student will stand and wait appropriately for the next activity to begin.	Does the student stand and wait appropriately during transitions from one known activity to the next?		2= independently for up to 3 minutes, 1= 50% without prompts	
	1						
	2						
	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 0 1 2 0 1 2 0 1 2	Generalizes across stimuli	The student will use skills acquired with one item with similar examples of that item.	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	
P 2 0 1 2 0 1 2 0 1 2 0 1 2	Generalizes across instructors	The student will be able to use skills learned with one instructor with other instructors.	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	
P 3 0 1 2 0 1 2 0 1 2 0 1 2	Generalizes across environments	The student will be able to use skills acquired in training situations in other situations.	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	
P 4 0 1 2 0 1 2 0 1 2 0 1 2	Use of skills in groups	The student will be able to use skills acquired in individual teaching sessions when in group situations with peers.	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 5 0 1 2 0 1 2 0 1 2 0 1 2	Generalized response forms	The student will be able to use other appropriate responses after learning a response to a given situation.	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	
P 6 0 1 2 0 1 2 0 1 2 0 1 2	Generalization of language skills	The student will be able to use words acquired during one type of language skill to other types of language skills.	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	

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	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	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	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	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	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 0 1 2 3 4	Read simple sentences	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? (pet)	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 3 words which differ on less than 50% of the letters, 1= 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 at least 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

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

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 any specified number up to 30.	Can the student rote count to any specified number up to 30?		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 numerals 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	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	"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	"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	"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	"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	"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	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	"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	"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	"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	"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	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	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	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)

TASK SCORE TASK NAME TASK OBJECTIVE QUESTION EXAMPLES CRITERIA NOTES

R 22	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 23	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 24	0	1	2	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
	0	1	2					
	0	1	2					
	0	1	2					
R 25	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 26	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 27	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 28	0	1	2	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	
	0	1	2					
	0	1	2					
	0	1	2					
R 29	0	1	2	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"?	<p>Receptive- When given five blocks in a dish and asked to "subtract two", the student removes blocks in the dish.</p> <p>Labels- When shown removing blocks from a dish and asked "What am I doing?", the student says "take away"</p>	2= can both receptively identify and label, 1= can either receptively identify or label	
	0	1	2					
	0	1	2					
	0	1	2					

Assessment of Basic Language and Learning Skills - Revised

WRITING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
S 1	0	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	
	1						
	2						
	0						
S 2	0	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)	
	1						
	2						
	0						
S 3	0	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
	1						
	2						
	0						
S 4	0	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
	1						
	2						
	0						
S 5	0	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	
	1						
	2						
	0						

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 0 1 2 3 4 0 1 2 3 4 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 0 1 2 3 4 0 1 2 3 4 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 0 1 2 3 4 0 1 2 3 4 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 0 1 2 3 4 0 1 2 3 4 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 0 1 2 3 4 0 1 2 3 4 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 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)	
T 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	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	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	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	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	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	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	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	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	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	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 a backpack or similar item with only verbal or gestural prompts	
U 10	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	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	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	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	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	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	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	
	1						
	1						
	2						
W 2	0	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	
	1						
	1						
	2						
W 3	0	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	
	1						
	1						
	2						
W 4	0	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	
	1						
	1						
	2						
W 5	0	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	
	1						
	1						
	2						
W 6	0	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	
	1						
	1						
	2						
W 7	0	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	
	1						
	1						
	2						

Assessment of Basic Language and Learning Skills - Revised

TOILETING SKILLS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
X 1	0	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	
	1						
	2						
	3						
X 2	0	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
	1						
	2						
	3						
X 3	0	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	
	1						
	2						
	2						
X 4	0	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	
	1						
	2						
	2						
X 5	Males= NA	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
	0						
	1						
	2						

Assessment of Basic Language and Learning Skills - Revised

TOILETING SKILLS (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
X 6 0 1 2 0 1 2 0 1 2 0 1 2	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	
X 7 0 1 2 0 1 2 0 1 2 0 1 2	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	
X 8 0 1 2 0 1 2 0 1 2 0 1 2	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 bowel movement.	2= wipes self completely without assistance, 1= wipes self, but needs to be checked for completeness	
X 9 0 1 2 0 1 2 0 1 2 0 1 2	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	
X 10 0 1 2 0 1 2 0 1 2 0 1 2	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	

Assessment of Basic Language and Learning Skills - Revised

GROSS MOTOR SKILLS

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Y 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	
0						
0						
0						
Y 2	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	
0						
0						
0						
Y 3	Run smoothly	The student will be able to run smoothly.	Can the student run smoothly?		1= Yes, 0=No	
0						
0						
0						
Y 4	Roll sideways	The student will be able to roll sideways.	Can the student roll sideways?		1= Yes, 0=No	
0						
0						
0						
Y 5	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	
0						
0						
0						
Y 6	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	
0						
0						
0						
Y 7	Walk backward	The student will be able to walk backward.	Can the student walk backward?		1= Yes, 0=No	
0						
0						
0						
Y 8	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	
0						
0						
0						
Y 9	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	
0						
0						
0						
Y 10	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	
0						
0						
0						

Assessment of Basic Language and Learning Skills - Revised

GROSS MOTOR SKILLS (Continued)

TASK SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Y 11	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	
0 1						
0 1						
0 1						
Y 12	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	
0 1						
0 1						
0 1						
Y 13	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	
0 1						
0 1						
0 1						
Y 14	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	
0 1						
0 1						
0 1						
Y 15	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	
0 1						
0 1						
0 1						
Y 16	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	
0 1						
0 1						
0 1						
Y 17	Walk sideways	The student will be able to walk sideways.	Can the student walk sideways?		1= Yes, 0=No	
0 1						
0 1						
0 1						
Y 18	Gallop	The student will be able to gallop.	Can the student gallop?		1= Yes, 0=No	
0 1						
0 1						
0 1						
Y 19	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	
0 1						
0 1						
0 1						
Y 20	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	
0 1						
0 1						
0 1						

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	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	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	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	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	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	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	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	Skip	The student will be able to skip.	Can the student skip?		1= Yes, 0=No	
Y 29 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	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

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Z 1	0 1 0 0 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 0 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 0 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 0 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 0 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 0 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 0 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 0 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 0 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 0 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)

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLES	CRITERIA	NOTES
Z 11	0 1 0 1 0 1	Open "Ziploc" type bags	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	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	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)?	Copies (rough approximation) squares and row of dots, but is unable to match orientation and size.	1= Yes, 0=No	

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	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	Paste shapes on plain paper picture	The student will be able to paste cut out pieces of paper in appropriate positions on a plain piece of paper 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	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	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	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	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	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	

Appendices

1. Associations List
2. Simple Instructions List
3. Receptive and Label List
4. Body Parts List
5. Adjectives List
6. Colors and Shapes List
7. Receptive Instructions List
8. Actions and Verbs List
9. Prepositions List
10. Pronouns List
11. Imitation Skills List
12. Adverbs List
13. Personal Information List
14. Intraverbal Fill-in List
15. Intraverbal Categories List

Associations

cup	milk	juice		
pants	shirt	shoes		
knife	fork	spoon		
swing	slide	merry-go-round		
ball	bat	baseball glove		
chair	couch	coffee table		
bed	pillow	dresser		
bathtub	sink	toilet		
refrigerator	milk	eggs		
tree	bird house	bird		
dog	dog house	leash		
key	car	lock		
paper	pencil	marker		
eyes	nose	mouth		
popcorn	bowl	microwave		
spoon	bowl of cereal	bowl of ice cream		
plate	cup	fork		
hammer	nail	toolbox		
toothbrush	toothpaste			

SIMPLE INSTRUCTIONS

Arms up	
Blow	
Blow kiss	
Clap	
Come	
Hop	
Jump	
Knock	
Pat lap	
Sit	
Stand	
Stomp feet	
Turn around	
Wave	

Appendix 3: Receptive and Label List

Date	#	Word	Receptive		Label	
			Object	Picture	Object	Picture
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					
	25					
	26					
	27					
	28					
	29					
	30					
	31					
	32					
	33					
	34					
	35					
	36					
	37					
	38					
	39					
	40					
	41					
	42					
	43					
	44					
	45					
	46					
	47					
	48					
	49					
	50					

Appendix 4: Body Parts List

BODY PARTS	Receptive	Label
Ankle		
Arm		
Back		
Buttocks		
Cheek		
Chest		
Chin		
Ears		
Elbow		
Eyes		
Eyebrow		
Finger		
Fingernails		
Foot/Feet		
Forehead		
Hair		
Hand		
Head		
Heel		
Hip		
Jaw		
Knee		
Leg		
Lips		
Mouth		
Neck		
Nose		
Shoulder		
Stomach		
Thigh		
Teeth		
Toes		
Tongue		
Thumb		
Tummy		
Waist		
Wrist		

ADJECTIVES	Receptive	Label
Bent		
Big		
Bright		
Broken		
Cold		
Curved		
Difficult		
Dry		
Dull		
Easy		
Fast		
Fat		
Few		
Frightened		
Happy		
Hard		
Hot		
Little		
Loud		
Many		
Narrow		
New		
Old		
Quiet		
Rough		
Sad		
Salty		
Scared		
Sharp		
Short		
Slow		
Small		
Smooth		
Soft		
Sour		
Straight		
Stinky		
Sweet		
Tall		
Thick		
Thin		
Torn		
Warm		
Wet		
Wide		

Appendix 6: Colors and Shapes List

COLORS Receptive Label

Black		
Blue		
Brown		
Green		
Grey		
Orange		
Purple		
Pink		
Red		
White		
Yellow		

SHAPES Receptive Label

Circle		
Diamond		
Heart		
Hexagon		
Octagon		
Oval		
Pentagon		
Rectangle		
Square		
Star		
Triangle		

RECEPTIVE INSTRUCTIONS

touch	
point to	
get	
give me	
show me	
pick up	
where is	
do you see a	
find	
(item name)	

Appendix 8: Actions and Verbs List

ACTIONS/VERBS	Receptive		Label	
	Demonstrate	Picture	Ongoing	Picture
Asking				
Blinking				
Blowing				
Bouncing				
Bowling				
Brushing				
Buttoning				
Calling				
Carrying				
Catching				
Chasing				
Clapping				
Cleaning				
Climbing				
Coloring				
Combing				
Coming				
Complaining				
Cooking				
Copying				
Counting				
Crawling				
Crying				
Cutting				
Dancing				
Digging				
Diving				
Drawing				
Drinking				
Driving				
Dropping				
Drying				
Eating				
Exercising				
Falling				
Feeding				
Fishing				
Fixing				
Flying				
Folding				
Galloping				
Getting				
Giving				
Gluing				
Going				
Hanging				
Hearing				
Helping				

Appendix 8: Actions and Verbs List

ACTIONS (CONT)	Receptive		Label	
	Demonstrate	Picture	Ongoing	Picture
Hiding				
Hitting				
Holding				
Hopping				
Hugging				
Hurting				
Ironing				
Jumping				
Kicking				
Kissing				
Knocking				
Licking				
Lifting				
Listening				
Looking				
Mailing				
Marching				
Mixing				
Mopping				
Painting				
Pasting				
Picking				
Picking up				
Playing				
Pointing				
Pouring				
Praising				
Pressing				
Pulling				
Pushing				
Putting				
Raking				
Raising				
Reaching				
Reading				
Resting				
Riding				
Rolling				
Rowing				
Running				
Sending				
Shaving				
Shouting				
Shoving				
Singing				
Sitting				
Skating				
Skiing				

Appendix 8: Actions and Verbs List

ACTIONS (CONT)	Receptive		Label	
	Demonstrate	Picture	Ongoing	Picture
Skipping				
Sleeping				
Slicing				
Sliding				
Smelling				
Snapping				
Sneezing				
Speaking				
Spelling				
Spilling				
Spreading				
Stacking				
Standing				
Stomping				
Stretching				
Sweeping				
Swimming				
Swinging				
Taking				
Talking				
Tapping				
Telling				
Thanking				
Throwing				
Tickling				
Touching				
Turning				
Tying				
Using				
Walking				
Washing				
Watching				
Waving				
Whispering				
Winking				
Wiping				
Working				
Writing				
Yawning				
Zippering				

Appendix 9: Preposition List

PREPOSITIONS	Receptive	Label
Above		
Around		
At		
Behind		
Below		
Beside		
Between		
By		
For		
From		
In		
In front of		
Into		
Near		
Next to		
Of		
Off		
On		
Out		
Over		
Through		
To		
Under		
With		

PRONOUNS	Receptive	Label
He		
Her		
Hers		
Him		
His		
I		
It		
Me		
Mine		
My		
Our		
Ours		
She		
Their		
Theirs		
Them		
They		
Us		
We		
You		
Your		
Yours		

	Date	
Head Movements		
shake head "Yes"		
shake head "No"		
Move head side to side (toward shoulders)		
tongue out		
tongue out & side to side		
tongue out & up & down		
purse lips together ("mmm")		
open mouth		
lips into blow position		
actual blows		
Arm & Hand Gross Motor Movements		
clap hands		
arms up (over head)		
arms out to sides		
hands to cheeks		
hand cover mouth		
arms out in front		
arms out to back		
arms out to side & move up and down		
hands under arms & elbows up and down		
hands on head		
hands on shoulder		
hands on stomach		
hands on knees		
hands on waist		
touch toes		
rub hands (palms together)		
wash hands movement		
tap table with palms		
turn palms up & down		
bent arms, elbows at waist, arms out in front & palms down		
bent arms, elbows at waist, arms out in front & palms up		
bent arms, elbows at waist, arms out in front & palms sideways		
hands together over head		
make circles to side with 1 arm		
make circles to side with both arms		
grab wrist		
Static vs. Kinetic Motor Movements		
hold palms together vs. clapping		
hold palms together vs. rubbing palms together		
rest palm on table vs. tapping table with palm		
rest palm on table vs. rubbing palm on table		

Hand Fine Motor Movements		
touch thumbs together & hold		
touch thumbs together & bounce		
touch index fingers together & hold		
touch index fingers together & bounce		
touch palm to back of other hand & tap		
touch palm to back of other hand & bounce		
touch palm to back of other hand & hold		
touch finger to back of other hand & tap		
touch finger to back of other hand & bounce		
touch finger to back of other hand & hold		
index finger draws line (left to right) on table		
index finger draws line (toward self) on table		
index finger draws line (away from self) on table		
index finger bounce on thumb (pincer grip)		
index finger held closed on thumb (pincer grip)		
bent arms, elbows at waist, arms out in front & fists together (ASL "shoe")		
bent arms, elbows at waist, arms out in front & fists apart		
bent arms, elbows at waist, arms out in front, fists apart & palm up		
bent arms, elbows at waist, arms out in front, fists apart & palm down		
bent arms, elbows at waist, arms out in front, fists apart & palms turned up & down		
bent arms, elbows at waist, arms out in front & spread fingers		
bent arms, elbows at waist, arms out in front & spread fingers, then to fist, etc		
fold hands (fingers interwoven)		
wave with hand, up & down		
wave with hand, side to side		
bent arms, elbows at waist, arm out in front, fist moves up & down (pound table)		
bent arms, elbows at waist, arm out in front, fist moves up & down (ketchup bottle)		
Gross Motor with Legs		
lift & hold one leg (bent at knee)		
lift & shake foot side to side		
lift foot & point toes up & down		
lift foot & point toes side to side (shake foot)		
place feet together		
spread feet apart (about 12-15 inches)		
place foot forward		
place foot backward		
hop with two feet		
hop on one foot		
stomp one foot		
kick		
squat		
bend forward at waist		
bend side to side at waist		
cross legs standing		
cross legs sitting		

Appendix 11: Imitation Skills List

Imitation with objects		
tap drum with stick		
rub stick on table		
wave stick up and down		
wave stick side-to-side		
stack a block on another block		
put block in a can		
place block on a book		
tap block on a table		
push block with a finger		
put pencil in cup		
roll the pencil		
draw a line with a pencil		

Appendix 12: Adverbs List

Adverbs	Label	Request
accidentally (dropped, hit, etc.)		
almost (fell, cried, etc.)		
always (runs, cries, etc.)		
calmly		
carefully		
easily		
fast		
gently		
happily		
nicely		
politely		
quickly		
quietly		
really (kicked really hard)		
slowly		
too (sang too loudly)		
very (ran very fast)		
softly		

Personal Information

First name	
Last name	
Age	
Birthday	
Siblings	
Parents	
Address	
City	
State	
Phone number	
School	
Teacher	

INTRAVERBALS

FILL IN THE BLANK REVERSE FILL IN WH QUESTIONS REVERSE WH CATEGORIES

You eat					
When hungry you					
You drink					
When you're thirsty you get a					
You drink from a					
You eat breakfast in the					
You eat cereal for					
You sit on a					
You sit at the					
You read a					
Your name is					
Your address is					
Your phone number is					
You go to the bathroom in the					
You wash your					
You wash with soap and					
You dry your					
You dry your hands with a					
You watch					
You live in a					
You live with					
You sleep in a					
You put your head on a					
You see with your					
You hear with your					
You smell with you					
A cat says					
A dog says					
A cow says					
A horse says					
A duck says					
A pig says					
A chicken says					
A bird flies in the					
A fish swims in					
You climb a					
You get a push on the					
You ride in a					
You ride a					
You wear					
When its cold you put on a					
You wear shoes on your					
You open					
You play with					
You blow					

INTRAVERBAL CATEGORIES

Things to eat	
Things to drink	
Places to eat	
Things that fly	
Animals	
Fruits	
Colors	
Shapes	
Clothing	
Toys	
Furniture	
Numbers	
Letters	
Things you ride	

