

# **STAR Online Learning System**

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**Skills Assessment - Secondary**

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## Instructions for SOLS 2.0 Skill Assessment

Student Name: \_\_\_\_\_ Student Age: \_\_\_\_\_

Strand Selected for This Student:    A1    A2    A3    B1    B2    B3    C1    C2    C3    C4    C5    C6

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ School Name: \_\_\_\_\_

### How to conduct a baseline assessment and monitor progress:

1. Go to the corresponding sub-strand section (i.e. A1, A2, etc.) of the assessment depending on the strand chosen using the [Strand Selection Guide](#).
2. Identify the target skills appropriate for the student (based on their IEP goals or their developmental level).
3. Enter the baseline data by recording the number of skills the student has mastered for each item. Choose one option below:
  - a. Use previous data from the STAR Learning Profile, classroom program data, and your knowledge of the student.
  - b. Conduct a direct assessment.
    - Make the caregiver aware of the needed materials to conduct the baseline assessment:
      - Strand A: Books, toys, paper, crayons or markers, small objects and a container, sets of items of the same color (i.e. two red blocks, two green blocks, two yellow blocks, two blue blocks), and motivators
      - Strands B and C: Books, toys, paper, crayons or markers, small objects for counting, worksheets with letters for tracing, coloring sheets or file folder tasks, and motivators
    - When conducting a direct assessment:
      - Greet the student and caregiver.
      - Either engage the student by doing something fun (i.e. blowing bubbles, using a puppet, etc.) or provide a greeting depending on the ability of the student.
      - Ask the caregiver to sit near the student and provide assistance when needed.
4. Monitor progress at least quarterly.

# STRAND A

# Skills Assessment

## Secondary Strand A



### Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand A1</b>									
<b>Teaching Time</b>	<b>Language:</b> Imitating, matching, and safety commands	Models actions with objects	<b>0-5</b>						
		Models motor actions	<b>0-5</b>						
		Matches objects	<b>0-5</b>						
		Walks with an adult as instructed (e.g. "walk with me," "stop," and "wait")	<b>0-3</b>						

# Skills Assessment

## Secondary Strand A



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Imitating, matching, and safety commands		Requests using sounds or partial words	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
	Functional Academics: Matching		Matches numbers 1-10	0-10						
			Matches survival signs and other symbols	0-5						
			Matches letters	0-26						
<b>Strand A2</b>										
Teaching Time	Language: Learning about nouns		Matches pictures of nouns	0-5						
			Matches objects to pictures	0-5						
			Identifies objects	0-5						

# Skills Assessment

## Secondary Strand A



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date	
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.	
<b>Teaching Time</b>	<b>Language:</b> Learning about nouns	<input type="checkbox"/>	Identifies pictures	<b>0-5</b>							
		<input type="checkbox"/>	Requests using imitation of words	<b>Never:</b> 0 <b>Rarely:</b> 1 <b>Sometimes:</b> 2 <b>Usually:</b> 3							
	<b>Functional Academics:</b> Beginning functional academics	<input type="checkbox"/>	Identifies 5 colors and 5 shapes	<b>0-10</b>							
		<input type="checkbox"/>	Finds locations with pictures	<b>0-5</b>							

# Skills Assessment

## Secondary Strand A



Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand A3</b>									
<b>Teaching Time</b>	<b>Language:</b> Beginning vocabulary	Identifies pictures of nouns	<b>0-10</b>						
		Labels pictures of nouns when asked, "What is this?"	<b>0-10</b>						
		Identifies pictures of people	<b>0-5</b>						
		Names people in pictures	<b>0-5</b>						
		Identifies pictures of verbs	<b>0-5</b>						
		Labels verbs in pictures when asked, "What is the person doing?"	<b>0-5</b>						



# Skills Assessment

## Secondary Strand A



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Beginning vocabulary		Requests using single spontaneous words (10)	<b>Never:</b> 0  <b>Rarely:</b> 1  <b>Sometimes:</b> 2  <b>Usually:</b> 3						
	Functional Academics Beginning math		Counts objects	0-10						
			Identifies numbers	0-10						
			Labels numbers	0-10						
			Matches objects to numbers	0-10						
			Gives sets of objects when requested	0-10						

# Skills Assessment

## Secondary Strand A



### Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	<b>1-4 (4 = independent)</b>						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	<b>1-4 (4 = independent)</b>						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	<b>1-4 (4 = independent)</b>						
Playing with other adolescents or family members	<b>1-4 (4 = independent)</b>						
Bedtime	<b>1-4 (4 = independent)</b>						
Academic/work tasks at a table or desk	<b>1-4 (4 = independent)</b>						
Showering/hand-washing/dressing	<b>1-4 (4 = independent)</b>						
Completing a chore or job around the house	<b>1-4 (4 = independent)</b>						

# STRAND **B**

# Skills Assessment

## Secondary Strand B



### Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand B1</b>									
<b>Teaching Time</b>	<b>Language:</b> Following directions	Follows one-step directions	<b>0-5</b>						
		Follows one-step directions (additional)	<b>0-5</b>						
		Follows two-step directions	<b>0-5</b>						
		Uses pictures to obtain objects	<b>0-5</b>						

# Skills Assessment

## Secondary Strand B



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Following directions		Requests using "I want X" and rejects using "No X"	<b>Never:</b> 0  <b>Rarely:</b> 1  <b>Sometimes:</b> 2  <b>Usually:</b> 3						
	Functional Academics: Beginning reading		Identifies letters	0-26						
			Labels letters	0-26						
			Identifies written first name	0-1						
			Identifies written first and last name	0-2						
			Matches words to pictures	0-5						

# Skills Assessment

## Secondary Strand B



Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand B2</b>									
<b>Teaching Time</b>	<b>Language:</b> Information ordering and understanding 1	Identifies pictures of nouns	<b>0-15</b>						
		Labels pictures of nouns	<b>0-15</b>						
		Matches picture icons from a schedule (matches picture to picture)	<b>0-5</b>						
		Sorts pictures into categories	<b>0-3</b>						
		Puts 3-part picture sequences in order	<b>0-3</b>						
		Describes 3-part picture sequences	<b>0-3</b>						

# Skills Assessment

## Secondary Strand B



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Teaching Time</b>	<b>Language:</b> Information ordering and understanding 1		Requests with various words and phrases	<b>Never:</b> 0  <b>Rarely:</b> 1  <b>Sometimes:</b> 2  <b>Usually:</b> 3						
		<b>Functional Academics:</b> Beginning writing	Picks up a pen and makes a mark	0-2						
	Traces one line, two shapes, and name		0-4							
	Copies first and last name		0-1							
<b>Strand B3</b>										
<b>Teaching Time</b>	<b>Language:</b> Verbs		Identifies pictures of verbs	0-5						
			Labels verbs in pictures when asked, "What is the person doing?"	0-5						

# Skills Assessment

## Secondary Strand B



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Verbs		Identifies the actions of others	0-5						
			Requests with various words and phrases	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
	Functional Academics: Intermediate math		Counts from memory	0-30						
			Identifies numbers in different fonts	0-30						
			Labels numbers in different fonts	0-30						
			Matches sets of objects to their corresponding numbers	0-30						



# Skills Assessment

## Secondary Strand B



### Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	<b>1-4 (4 = independent)</b>						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	<b>1-4 (4 = independent)</b>						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	<b>1-4 (4 = independent)</b>						
Playing with other adolescents or family members	<b>1-4 (4 = independent)</b>						
Bedtime	<b>1-4 (4 = independent)</b>						
Academic/work tasks at a table or desk	<b>1-4 (4 = independent)</b>						
Showering/hand-washing/dressing	<b>1-4 (4 = independent)</b>						
Completing a chore or job around the house	<b>1-4 (4 = independent)</b>						

# STRAND C

# Skills Assessment

## Secondary Strand C



### Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
  - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand C1</b>									
<b>Teaching Time</b>	<b>Language:</b> Social communication	Identifies pictures of emotions	<b>0-5</b>						
		Labels emotions in pictures	<b>0-5</b>						
		Identifies appropriate social behavior in pictures	<b>0-3</b>						
		Demonstrates appropriate social behaviors during role-play of social situations	<b>0-3</b>						
	<b>Functional Academics:</b> Intermediate reading	Matches words to pictures	<b>0-10</b>						

# Skills Assessment

## Secondary Strand C



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Teaching Time</b>	<b>Functional Academics:</b> Intermediate reading		Identifies nouns in books or magazines (1 item per page for 10 pages)	0-3						
			Labels nouns in books or magazines (1 item per page for 10 pages)	0-3						
			Identifies multiple nouns in books or magazines (2-3 items per page for 10 pages)	0-3						
			Labels multiple nouns in books or magazines (2-3 items per page for 10 pages)	0-3						
<b>Strand C2</b>										
<b>Teaching Time</b>	<b>Language:</b> Advanced language concepts 1		Identifies the functions of objects	0-5						
			Identifies the titles (or functions) of community members in pictures	0-5						

# Skills Assessment

## Secondary Strand C



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Teaching Time</b>	<b>Language:</b> Advanced language concepts 1		Describes the functions of objects	0-5						
			Describes the titles (or functions) of community members in pictures	0-5						
			Performs preposition actions with objects (e.g. "Put the block in the container")	0-5						
			Describes locations of objects with prepositions	0-5						
	<b>Functional Academics:</b> Intermediate writing		Types words	0-5						
			Traces and copies words	0-5						

# Skills Assessment

## Secondary Strand C



Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand C3</b>									
<b>Teaching Time</b>	<b>Language:</b> Information ordering and understanding 2	Follows two-step directions	<b>0-5</b>						
		Identifies the order of items (e.g. responds to “first,” “next,” and “last”)	<b>0-3</b>						
		Puts pictures in 4-part sequences	<b>0-4</b>						
		Describes 4-part picture sequences	<b>0-4</b>						
	<b>Functional Academics:</b> Advanced math 1	Adds to and takes away objects to make a new number (5 for addition, 5 for subtraction)	<b>0-10 (5 addition, 5 subtraction)</b>						
		Adds two numbers	<b>0-5</b>						
		Subtracts two numbers	<b>0-5</b>						

# Skills Assessment

## Secondary Strand C



Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand C4</b>									
<b>Teaching Time</b>	<b>Language:</b> Advanced language concepts 2	Identifies objects based on adjectives	<b>0-5</b>						
		Describes size, shape, and differences using adjectives	<b>0-5</b>						
		Identifies possessives	<b>0-4</b>						
	<b>Functional Academics:</b> Advanced reading	Identifies letter sounds	<b>0-26</b>						
		Labels letter sounds	<b>0-26</b>						
		Reads simple instructions	<b>0-2</b>						
		Identifies sight words from schedule (matches words to pictures)	<b>0-10</b>						

# Skills Assessment

## Secondary Strand C



Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
<b>Strand C5</b>									
<b>Teaching Time</b>	<b>Language:</b> Answering questions	Answers personal questions	0-5						
		Answers personal questions (additional)	0-5						
		Answers yes and no questions	0-5						
	<b>Functional Academics:</b> Advanced writing	Writes words from dictation	0-5						
		Writes notes (2-3-word phrases)	0-3						
<b>Strand C6</b>									
<b>Teaching Time</b>	<b>Language:</b> Understanding and asking questions	Answers questions about objects, people, and activities	0-5						
		Describes when actions occurred	0-5						
		Describes prior activities (e.g. "I saw X" or "I went to X")	0-6						



# Skills Assessment

## Secondary Strand C



Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Understanding and asking questions		Comments about items and actions	0-4						
			Asks simple questions	0-3						
	Functional Academics: Advanced math 2		Identifies money such as pennies, nickels, dimes, quarters, dollars, and 5-dollar bills	0-5						
			Labels money such as pennies, nickels, dimes, quarters, dollars, and 5-dollar bills	0-5						
			Correctly exchanges money	0-5						
			Tells time in quarter-hour increments	0-12						
			Sequences patterns	0-3						

# Skills Assessment

## Secondary Strand C



### Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	<b>1-4 (4 = independent)</b>						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	<b>1-4 (4 = independent)</b>						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	<b>1-4 (4 = independent)</b>						
Playing with other adolescents or family members	<b>1-4 (4 = independent)</b>						
Bedtime	<b>1-4 (4 = independent)</b>						
Academic/work tasks at a table or desk	<b>1-4 (4 = independent)</b>						
Showering/hand-washing/dressing	<b>1-4 (4 = independent)</b>						
Completing a chore or job around the house	<b>1-4 (4 = independent)</b>						