

Gross and Fine Motor Skills

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Appears awkward and clumsy by dropping or spilling things, or knocking them over	X	X		
Has limited success with games and activities that demand changes in body position and/or hand-eye coordination		X	X	X
Has trouble with buttons, hooks, snaps, zippers, and/or learning to tie shoes	X	X		
Has trouble copying and drawing shapes and simple figures and creates artwork that lacks detail and seems immature for age	X	X		
Demonstrates poor ability to color or write “within the lines”	X	X		
Grasps pencil awkwardly, resulting in poor handwriting or trouble using utensils	X	X	X	X
Experiences difficulty using small objects or items that demand precision (e.g., Legos, puzzle pieces, tweezers, scissors)	X	X		

Language

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Demonstrates early delays in learning to speak	X			
Has difficulty modulating voice (e.g., too soft, too loud)	X	X	X	
Has trouble naming people or objects in conversation	X	X		
Has difficulty staying on topic	X	X	X	X
Inserts invented words into conversation	X	X	X	
Has difficulty retelling what has just been said and engaging in long conversations	X	X	X	
Uses vague, imprecise language and has a limited vocabulary	X	X	X	X
Demonstrates slow and halting speech, using lots of fillers (e.g., uh, um, and, you know, so)	X	X	X	X
Uses poor grammar or misuses words in conversation (note: take into account regional and cultural factors)		X	X	X
Mispronounces words frequently	X	X	X	X
Confuses words with others that sound similar		X	X	X
Inserts malapropisms (“slips of the tongue”) into conversation (e.g., a rolling stone gathers no moths; he was a man of great statue)	X	X	X	X
Has difficulty rhyming	X	X		
Has limited interest in books or stories	X	X	X	X
Has difficulty understanding instructions or directions	X	X	X	X
Has trouble understanding idioms, proverbs, colloquialisms, humor, and/or puns (note: take into account regional and cultural factors)		X	X	X
Has difficulty with pragmatic skills (e.g., understanding the relationship between speaker and listener, staying on topic, gauging the listener’s degree of knowledge, making inferences based on a speaker’s verbal and nonverbal cues)		X	X	X

Reading

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Has difficulty recognizing the small units of sounds (phonemes) in spoken words	X	X	X	
Has difficulty tapping or clapping out the syllables in words	X	X		X
Has problems connecting letters to the sounds they make	X	X		
Has trouble blending sounds together to make words	X	X		
Has difficulty recognizing and remembering common "sight words"		X	X	
Has trouble naming letters (e.g., confuses similar looking letters and numbers)	X	X		
Confuses similar-looking words (e.g., beard/bread) while reading		X	X	X
Reverses letter order in words (e.g., saw/was) while reading and writing		X	X	
Needs to sound out words already encountered in printed text	X	X	X	X
Has weak comprehension of ideas/themes		X	X	X
Guesses at unfamiliar words rather than using word analysis skills		X	X	X
Reads slowly, with great effort and poor intonation		X	X	X
Substitutes and/or leaves out words while reading		X		
Has poor retention of new vocabulary	X	X	X	X
Dislikes and/or avoids learning letters or reading		X	X	X

Written Language

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Dislikes and avoids writing and copying	X	X	X	X
Demonstrates delays in learning to copy and write	X	X		
Has messy and incomplete writing, with many cross-outs and erasures		X	X	X
Has difficulty remembering shapes of letters and numerals	X	X		
Frequently reverses or misdraws letters, numbers, and symbols	X	X		
Uses uneven spacing between letters and words, and has trouble staying "on the line"		X	X	X
Copies inaccurately (e.g., confuses similar-looking letters and numbers)		X	X	X
Spells poorly and inconsistently (e.g., the same word appears differently other places in the same document)		X	X	X
Has difficulty proofreading and self-correcting written or printed work		X	X	X
Fails to develop ideas in writing (e.g., written work is incomplete, too brief or disorganized)			X	X

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Attention				
Fails to pay close attention to details or makes careless mistakes in schoolwork, work, or other activities			X	X
Has difficulty sustaining attention in play activities and work tasks	X	X	X	X
Does not appear to listen when spoken to directly		X	X	X
Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace		X	X	X
Has difficulty organizing tasks and activities		X	X	X
Avoids, dislikes, and/or is reluctant to engage in tasks that require sustained mental effort (e.g., homework, organizing work tasks)	X	X	X	X
Consistently loses things that are necessary for tasks/activities (e.g., toys, school assignments, pencils, books, or tools)		X	X	X
Is easily distracted by sounds, motion, or other stimuli		X	X	X
Is forgetful in daily/routine activities		X	X	X

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Math				
Has difficulty with simple counting and one-to-one correspondence between number symbols and objects	X	X		
Has difficulty recognizing quantities without counting	X	X	X	X
Has difficulty learning to calculate and memorize basic addition, subtraction, and multiplication facts		X	X	X
Has difficulty learning and performing strategic counting activities (e.g., by 2, 5, 10, 100)		X	X	X
Has trouble positioning numbers in the correct places (e.g., one on top of the other), resulting in computation errors		X	X	X
Has difficulty estimating (e.g., quantity, value)	X	X	X	X
Has difficulty with comparisons (e.g., less than, greater than)	X	X	X	X
Has trouble telling time (on either a digital or analog clock)	X	X	X	
Has trouble learning and applying formulas and rules for calculation and problem solving			X	X
Has trouble reading and interpreting graphs and charts			X	X

Social/Emotional

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Does not pick up on other people's moods/feelings (e.g., may say the wrong thing at the wrong time)		X	X	X
May not detect or respond appropriately to teasing		X	X	X
Has difficulty "joining in" and maintaining positive social status in a peer group	X	X	X	X
Has trouble knowing how to share/express feelings			X	X
Has difficulty with self-control when frustrated	X	X		
Has difficulty dealing with group pressure, embarrassment, and unexpected challenges		X	X	X
Has trouble setting realistic social goals			X	X
Has trouble evaluating personal social strengths and challenges			X	X
Has doubts about abilities and is prone to attribute successes to luck or outside influences rather than hard work			X	X

Other

	Preschool	Grades K-4	Grades 5-8	High School & Adult
Confuses left and right		X	X	X
Has a poor sense of direction; is slow to learn the way around a new place; is easily lost or confused in unfamiliar surroundings		X	X	X
Finds it hard to judge speed and distance (e.g., playing sports, driving a car)	X	X	X	X
Has trouble reading maps			X	X
Is disorganized and poor at planning			X	X
Often loses things		X	X	X
Is slow to learn new games and master puzzles			X	X
Has difficulty listening and taking notes at the same time		X	X	X
Performs inconsistently on tasks from one day to the next			X	X
Has difficulty generalizing (applying) skills from one situation to another		X	X	X