



Evaluation Report Template: Summary of Data from P/HD Organizational & Independent Work Skills/Motor Skills Checklist for Middle School/High Students

P/HD Teacher:

Date(s) of Observations:

Interview/Observation Date(s):

The *Middle School/High School Organizational and Independent Work Skills/Motor Skills Checklist* is a non-standardized tool that examines the student's performance in the areas of organization and independent work skills and motor skills. The following information was gathered from interviews and classroom observations by the Physical/Health Disabilities teacher, as well as observations from staff in the educational setting. Students are rated according to the following: Always/Often, Sometimes, or Rarely/Never.

Organizational/Work Skills

(Student) was observed to **ALWAYS or OFTEN** demonstrate the following organizational/work skills, as rated by (number) teachers (List items here; bulleted items are offered as examples.)

- following daily class schedule
- arriving to class/new activity with needed materials and supplies
- understanding assignment expectations
- beginning and completing work/tests within time allowed

(Student) **SOMETIMES** demonstrates the following organizational/work skills, as rated by (number) teachers (List items here; bulleted items are offered as examples.)

- shifts from one classroom activity/setting to another within the allowed time
- does work during class time; homework completed and handed in
- listens and works without distractions
- turns in work on time
- completes multi-step, long-term projects
- obtains and completes makeup assignments when absent (*one Rarely, one Sometimes, and one Always/Often*)
- uses independent time appropriately
- participates actively in class discussions, group activities, projects
- advocates for self to clarify classroom requirements or meet personal needs



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(Student) **RARELY or NEVER** demonstrates the following organizational/work skills, needing frequent prompting and assistance, and/or is dependent upon staff; as rated by (number) teachers (List items here; bulleted items are offered as examples.)

- uses and follows assignment book or planner
- organizes and studies course materials

Motor Skills

(Student) **ALWAYS or OFTEN** demonstrates the following motor skills, as rated by (number) teachers (List items here; bulleted items are offered as examples.)

- moves through school environment in a safe and timely manner
- utilizes all school environments
- physically manages school materials and belongings in a timely manner
- operates standard computer and mouse

(Student) **SOMETIMES** demonstrates the following motor skills, as rated by (number) teachers (List items here; bulleted items are offered as examples.)

- handwritten work is legible & completed within timelines without fatigue



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(Student) **RARELY or NEVER** demonstrates the following motor skills; needs frequent prompting and assistance, and/or is dependent upon staff; as rated by (number) teachers. (List items here; bulleted items are offered as examples.)

- meets personal needs within the daily schedule
- organizes school materials, folders, locker

Other Information Reported by Staff (Examples below)

Generally, (student) was rated higher in most areas by the Math Teacher—Math is an area of strength for Student. (Student's) teachers said that s/he gets along socially with peers, and that his disability does not impact peer acceptance. One teacher has concerns regarding his attendance. And another teacher has concerns about his behavior; teacher commented that more effort is needed on work time in class. One teacher commented that Student is a pleasant and dedicated student; however he could greatly benefit by advocating for himself.

Some accommodations/modifications routinely made for (student) include: (Examples below)

- extra time for assignment completion
- test taking in resource room
- visual work samples
- copies of notes (Language Arts)
- paraprofessional support (Language Arts)
- assignments modified (Language Arts)
- modified tests (Language Arts)



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Summary:

The contents of these resource materials do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Programs to States, CFDA 84.027A.