

Behavioral Skill-Based Assessment

Student:

Teacher:

Date:

**Directions: For each behavior mark (Y) if the student demonstrates the behavior or (N) if the student does not demonstrate the behavior. Then indicate to what degree each behavior impedes the student's learning or the learning of others:
1 = no impact, 2 = some impact, 3 = significant impact**

Behavior	Y/N	1,2,3
Completes homework on time		
Finishes assigned tasks		
Completes make-up work if required		
Prepares for tests		
Follows directions in class		
Stays on task despite distractions		
Participates in group/class discussion		
Is attentive in class		
Brings proper materials to class		
Follows written directions independently		
Begins assignments independently and promptly		
Works at an appropriate pace		
Completes work within reasonable time limits		
Asks for help when needed		
Follows class rules		

Is on time		
Puts forth adequate effort		
Persists on difficult tasks		
Becomes frustrated/angry easily		
Talks back to teachers		
Argues with peers		
Demands must be met quickly		
Mood changes quickly		
Accepts consequences without complaining		
Takes responsibility for own mistakes		
Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)		
Generally happy and in a good mood		
Responds positively to teacher praise		
Is motivated by incentives		
Worries excessively		
Seems anxious/on-edge		
Is easily embarrassed		
Seems sorry for mistakes		
Able to control temper		
Gets along with teachers/adults		

Gets along with peers		
Seems accepted by peer group		
Has one or more close friends		
Joins groups, clubs, or sports teams		
Actively participates in group activities		
Respectful to others' belongings		
Prefers to play/work alone		
Avoids social interactions		
Picked on or bullied by other children		
Picks on or bullies other children		
Pays attention to details		
Makes careless mistakes		
Difficulty with sustained attention		
Fails to finish tasks		
Keeps materials and desk organized		
Avoids difficult tasks requiring continued attention		
Loses assignments or materials		
Excessive daydreaming		
Is easily distracted by objects or noises in the classroom		
Forgetful in daily activities		

Fidgets/Is restless		
Moves around/leaves seat when being seated is expected		
Is constantly moving		
Difficulty engaging in tasks quietly		
Seems "on the go"		
Blurts out answers before the question is finished		
Talks excessively		
Interrupts others' conversations or activities		
Seems tired/reports lack of sleep		
Waits turn		
Is impulsive		
Transitions smoothly from one activity to another		
Keeps hands and feet to self		