



Criterion Referenced Assessment Chart

Student Name:

School:

Grade: Age:

How to use this chart:

1. Locate the skill level of the child in each skill area.
2. Check all applicable boxes starting at the age level the child has established the skill and moving up..
3. Compare skills to chronological age level, cognitive and psychological testing age equivalencies.
4. Use this information to determine whether the child is performing to his age level and to his ability level.
5. Write present level of performance statements and develop next steps for goals derived from next skill levels on the chart or best clinical judgement.

	Skill	AGE/year/month	Established	Emerging	Atypical	Age Criteria
Classroom Skills	Pencil Grasp	3m-4m				Ulnar palmar grasp no thumb use
		4m- 6m				Radial palmar grasp with thumb engaged
		1.3-3				Digital pronated grasp
		2.6-3.6				Finger-thumb grasp on writing tool
		3.6				Static quad - tripod grasp
		4-5				Emerging dynamic grasp
		6+				Functional dynamic grasp
		Other grasp variations observed:				
	Hand Dominance	<3				Undetermined
		3-4				Handedness is evident
		6-9				Handedness established
	Design Imitation	1-1.6				Scribbles spontaneously or imitate a scribble
		1.6-2				Able to imitate a vertical line
		1.8-2				Able to imitate a circular scribble
		2.6				Able to imitate a horizontal line
		2.9				Able to imitate a circle
	Tracing	4yrs avg.				Able to trace a 6" line and shapes
	Design Copy	2.10				Vertical line
		2.1-3				Circle
		3				Horizontal line
		4				Diagonal lines, plus sign
		5				X, square, triangle
		6				Diamond

Classroom Skills	Skill	AGE/year/month	Established	Emerging	Atypical	Age Criteria
	Draw a Person	3				Approximations of a person
		3.5				Head with arms or legs, no body
		4				Recognizable person with 4 parts including a body
		5-5.5				At least 6 body parts
	Handwriting Sample	3-4				Approximates first name
		4-5				Prints first name
		5-6				Prints 3 recognizable words
		5-7				Number reversals end
		5-7				Able to sequence strokes for most letters
6-7					Self generates written content	
6-7					Writes complete sentences.	
6-7					Prints clearly/Leaves spaces between words	
6-8					Automated letter writing	
7-9					Few or no reversals – End of 2 nd grade	
Coloring	< 5				unable to color within lines	
	5-5.7				colors within lines	
	6				controlled coloring	
Cutting	1.11-2.1				Snips, holding paper with other hand	
	2-3				Snips moving forward	
	3-4				Cuts on a straight line	
	4-5				Cuts on straight and curved lines, cut out circles and squares	
	5+				Cuts out complex shapes, cuts out a circle without lines	
Picture Assembly	1.11				Completes 1-3 piece form board puzzle	
	2.9				Completes 3 piece shape puzzle	
	3-4				Completes 4-8 piece puzzle	
	4+				Completes 9-12 piece puzzle	
Notes:						

Supporting Skills	Skill	AGE/year/month	Established	Emerging	Atypical	Age Criteria
	Vision Skills	3m				Eyes follow moving objects
		7m				Eyes follow side to side 180 degrees
		5.11				Follows moving target with eyes
	Right / Left Discrimination	0-3.5				Cannot distinguish
		4-5				Awareness of concept but not location
		6-7				Awareness that R and L are on opposite sides, but may not be able to ID
		8-9				Knows which parts are right and left on self and in space
		9-10				Can identify another's right vs. left
	Hand/arm strength	3.6				Follow directions, maintain grade 5 in all muscle groups
Finger Coordination	11m				Grasps small items with neat pincer grasp	
	2-4				Fingers to palm-palm to fingers-single object	
	4.5				Smooth finger touching	
	6-7				Fingers to palm-palm to fingers with multiple objects at the same time	
Proprioception/ balance	2-2.6				Momentary standing each foot	
	3.9				Stand on one foot 5 seconds	
	4-5				Stand on one foot 10 seconds	
	5				Stands on one foot eyes closed	
Jumping	0-2				Unable	
	2				Crude jumping with two foot take off - 2 ft	
	4.5				Skilled jumping	
	3.3-5+				Jump more than 2 feet both feet together	
Hopping	0-3.5				Unable	
	3.5				Hop one to 3 steps on the preferred foot	
	4-4.6				Hop 4-6 steps on one foot	
	5				Hop 8-10 steps on one foot	
Galloping	0-4				Unable	
	4				Gallops a few feet	
	4.5				Gallops 10 feet	
	6.5				Gallops proficiently	

Supporting Skills	Skill	AGE/year/month	Established	Emerging	Atypical	Age Criteria
	Skipping	0-4.6				Unable
		4.6				Skips 8 steps (alternating feet)
		5.11-6.6				Skips proficiently
	Eye – Hand Coordination	2.1				Trap a ball against body to catch
		2.9				Catches ball with extended arms
		3.7				Catches ball with hands
	Supine Flexion	3-4				Hold for 10-15 seconds
		5-6				Hold for 15-20 seconds
		6+				Hold for 15-30 seconds
Prone Extension	3-4				Hold for 10-15 seconds	
	5-6				Hold for 15-20 seconds	
	6+				Hold for 15-30 seconds	
Crossing Midline	3				Midline crossing with eyes open	
Identify Body Parts	0-1.5				Unable to identify body parts	
	1.5				Identifies 1 body part on self	
	1.9				Identifies 3 body parts on self	
	2.2				Identifies 4 body parts on self (hair, mouth, feet, ear, nose, hands eyes)	
	2.9-3				Identifies 6 body parts on a pictures	
	4				Identifies thighs, elbows, shoulders	
Self Help	5				Identifies most body parts	
	2-3				Unties and removes shoes/removes outerwear, hat mittens	
	2.6				Zips initiated zipper	
	2.6-3				Puts on socks/dons most clothing/unbuttons a large button	
	3.6-4				Snaps most snaps/ buttons 3 buttons	
	4.6-6				Fully manage zipper/button and unbutton most buttons	
	5-6				Tie Shoes	
Notes:						

Age levels are approximate ranges based on a compilation of sources including norm-referenced tools and non-standardized research based reference materials as well as from items sourced from documents created by professionals who specialize in development.

References:

References listed on the 4th Edition of Schoodles SFMA and:

<https://www.aboutkidshealth.ca/Article?contentid=651&language=English>

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