CALI – Functional Skills for Independence Domain: Functional Academic Skills  
Scoring Protocol ­­― Level 1

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Setting: | | | |
| Name of Assessor: | | Dates: | |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Functional Academic Skills*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Structured Assessment

* Follow the start rule and the discontinue rule when applicable.
* Record the learner’s performance in the scoring protocol. Specific instructions in regard to scoring each section can be found in the scoring protocol.
* Confirmation: if you suspect that the learner’s skills for an item might have been overestimated in the context of the assessment, follow up with the parent/guardian or caregiver/teacher to determine whether the result is an accurate reflection of the learner’s ability to demonstrate de skill.

Interview

* Record responses in the scoring protocol.
* **Confirmation**: for skills, evaluated through an interview, that require further assessment or observation to obtain a more complete picture of the learner’s capabilities, observe the learner in their natural environment or set up an opportunity to observe them demonstrate a particular skill. If such an observation is impossible, seek further information from an individual who has observed the learner demonstrate the skill.

Notes

* Record observations such as the learner’s strengths and challenges, specific materials used to assess the item, behaviour, information about the type of support required for the learner to demonstrate the skill, and other relevant information.

Structured Assessment

6.1 Reading

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no more than one prompt
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 or 3 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

**Terminology**

**Identify:** the learner must *point to* or *demonstrate* the response

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.1.1 Reading Personal Information  6.1.2 Reading Common Words  6.1.4 Reading Simple Instruction and Messages  6.1.5 Media Skills | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

|  |
| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Identify and read first and last names |  |  |  |  |  |
| Identify and read their name as one entity |  |  |  |  |
| Identify and read a specific name within a list of words/names |  |  |  |  |
| Identify and read their parent/guardian´s and siblings’ names |  |  |  |  |
| Identify and read their pet´s names |  |  |  |  |
| Identify and read names of friends and others who are significant to them |  |  |  |  |
| Identify and read their physical address |  |  |  |  |
| Identify and read their mailing address (if different from physical address) |  |  |  |  |
| Identify and read their home phone number (use discretion in regard to area code) |  |  |  |  |
| Identify and read important emergency contact information |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Identify and read signs found in the school (e.g., washrooms) |  |  |  |  |  |
| Identify and read signs found in the community (e.g., crosswalk, stop) |  |  |  |  |
| Read labels in the classroom environment (e.g., pencils, garbage, baskets/bins that are labelled) |  |  |  |  |
| Read “on/off” in various contexts (e.g., light switches) |  |  |  |  |
| Identify and read safety symbols (e.g., poison, corrosive, risk of shock, risk of fire, etc.) |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Follow a visual or written schedule |  |  |  |  |  |
| Follow basic recipes from pictures or text |  |  |  |  |
| Read and accurately carry out multi-step directions |  |  |  |  |
| Read and comprehend simple messages written in an appropriate language for their level (e.g., “call home”) |  |  |  |  |
| Read books |  |  |  |  |

Structured Assessment

6.2 Writing

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no more than one prompt
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.2.1 Writing Basic Information | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Print personal information (e.g., address, telephone number) |  |  |  |  |  |
| Print name/signature |  |  |  |  |
| Print basic words that are meaningful to them (e.g., parents’, siblings’ and pets’ names, favorite toys / activities) |  |  |  |  |
| Print dates in various forms |  |  |  |  |
| Print their age and birth date |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Print simple sentences using correct conventions |  |  |  |  |  |

**Structured Assessment**

6.3 Mathematics

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no more than one prompt
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 or 3 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.3.1 Number Sense and Counting | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Count to 10 by rote |  |  |  |  |  |
| Counts quantity to 5 |  |  |  |  |
| Identify quantity when asked, “how many?” |  |  |  |  |
| Count with 1 to 1 correspondence to 10 |  |  |  |  |
| Provide total number of counted items |  |  |  |  |
| Use the word zero to indicate nothing/none |  |  |  |  |
| Identify quantity in a familiar disposition (e.g., up to 6 on a dice, up to 10 on a 10-frame box) |  |  |  |  |
| Label numerals 1 through 10 |  |  |  |  |
| Match the written numerals 1 to 5 with a set of 1 to 5 objects (later 1 to 10) |  |  |  |  |
| Compare two sets of items and identify which one contains more, and which one contains less |  |  |  |  |
| Compare and identify how many more, or how many less each one contains |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Count to 100 by rote |  |  |  |  |  |
| Count with 1 to 1 correspondence to 100 |  |  |  |  |
| Demonstrate knowledge of pattern for counting larger numbers |  |  |  |  |
| Identify and label numerals to 100 |  |  |  |  |
| Sequence numerals 1 to 20 |  |  |  |  |
| Use a number line |  |  |  |  |
| Count forward to any number up to 100 |  |  |  |  |
| Find one more and one less than a given number |  |  |  |  |
| Identify which number is larger using a number line |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Skip count by 2, 5, and 10 |  |  |  |  |  |
| Group and count items by 10 |  |  |  |  |
| Represent numbers as units, tens and hundreds |  |  |  |  |
| Label three-digit numbers |  |  |  |  |
| 6.3.2 Addition | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Identifies that combining groups indicates the need to use addition |  |  |  |  |  |
| Identify total number of items of two groups |  |  |  |  |
| Use addition vocabulary in a simple addition sentence (add, plus, equals) |  |  |  |  |
| Match addition vocabulary with the appropriate symbol |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| State addition facts |  |  |  |  |  |
| Demonstrate patterns in addition facts |  |  |  |  |
| Solve addition real world problems when pictures are provided |  |  |  |  |
| Draw pictures to represent simple addition story problems |  |  |  |  |
| Make an addition mathematical sentence out of a story problem |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Add two-digit numbers using the strategy of their choice (with or without manipulatives) |  |  |  |  |  |
| 6.3.3 Subtraction | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Recognize that removal of objects means subtraction |  |  |  |  |  |
| Answer question, “how many are left?” |  |  |  |  |
| Subtract smaller numbers from larger numbers |  |  |  |  |
| Use subtraction vocabulary in a simple subtraction sentence (subtract, minus, difference, equals) |  |  |  |  |
| Match subtraction vocabulary with the appropriate symbol |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| State subtraction facts |  |  |  |  |  |
| Solve story problems using subtraction when pictures are provided |  |  |  |  |
| Draw pictures to represent simple subtraction story problems |  |  |  |  |
| Write a mathematical subtraction sentence when given a context |  |  |  |  |
| Determine whether a given problem should be solved by subtraction or addition |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Subtract two-digit numbers using the strategy of their choice (with or without manipulatives) |  |  |  |  |  |
| 6.3.4 Time | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

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| --- | --- | --- | --- | --- | --- |
| Follow a daily visual schedule |  |  |  |  |  |
| Identify time of day: morning, afternoon, evening |  |  |  |  |
| Name days of the week |  |  |  |  |
| Name months of the year |  |  |  |  |
| Name seasons |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Sequence days of the week, months of the year and seasons |  |  |  |  |  |
| Use calendar appropriately to locate days, months, special events and holidays |  |  |  |  |
| Understand the concept of today, tomorrow and yesterday |  |  |  |  |
| Understand there are 7 days in a week |  |  |  |  |
| Understand there are 12 months in a year |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Understand units of clock time (minute, hour, second, o’clock) |  |  |  |  |  |
| Read time with analogue and digital clocks |  |  |  |  |
| Tell time (written or orally) |  |  |  |  |
| 6.3.5 Measurement  6.3.6 Money | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

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| --- |
| Set 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use comparative terms to order objects by length (e.g., big/small, long/short) |  |  |  |  |  |
| Compare lengths using personal reference |  |  |  |  |
| Identify coins (nickels, dimes, quarters, loonies, toonies) |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Identify various measuring tools (e.g., ruler, measuring tape, timer, measuring spoons, scales, thermometer, clock, etc.) |  |  |  |  |  |
| Use various measuring tools (e.g., ruler, measuring tape, timer, measuring spoons/cups, scales, thermometer, clock, etc.) |  |  |  |  |

Interview

Functional Academic Skills

|  |  |
| --- | --- |
| Learner’s name: | Interviewee’s name: |
| Date: | Relationship to learner: |

6.1 Reading

Describe the learner’s reading skills and habits. Do they enjoy reading? What kind of books do they prefer?

6.2 Writing

Describe the learner’s writing skills and habits. Do they enjoy writing? What do they enjoy writing? Are there any motor skills that could prevent them from being able to use a pen or pencil?

6.3 Mathematics

Describe the learner’s math skills.