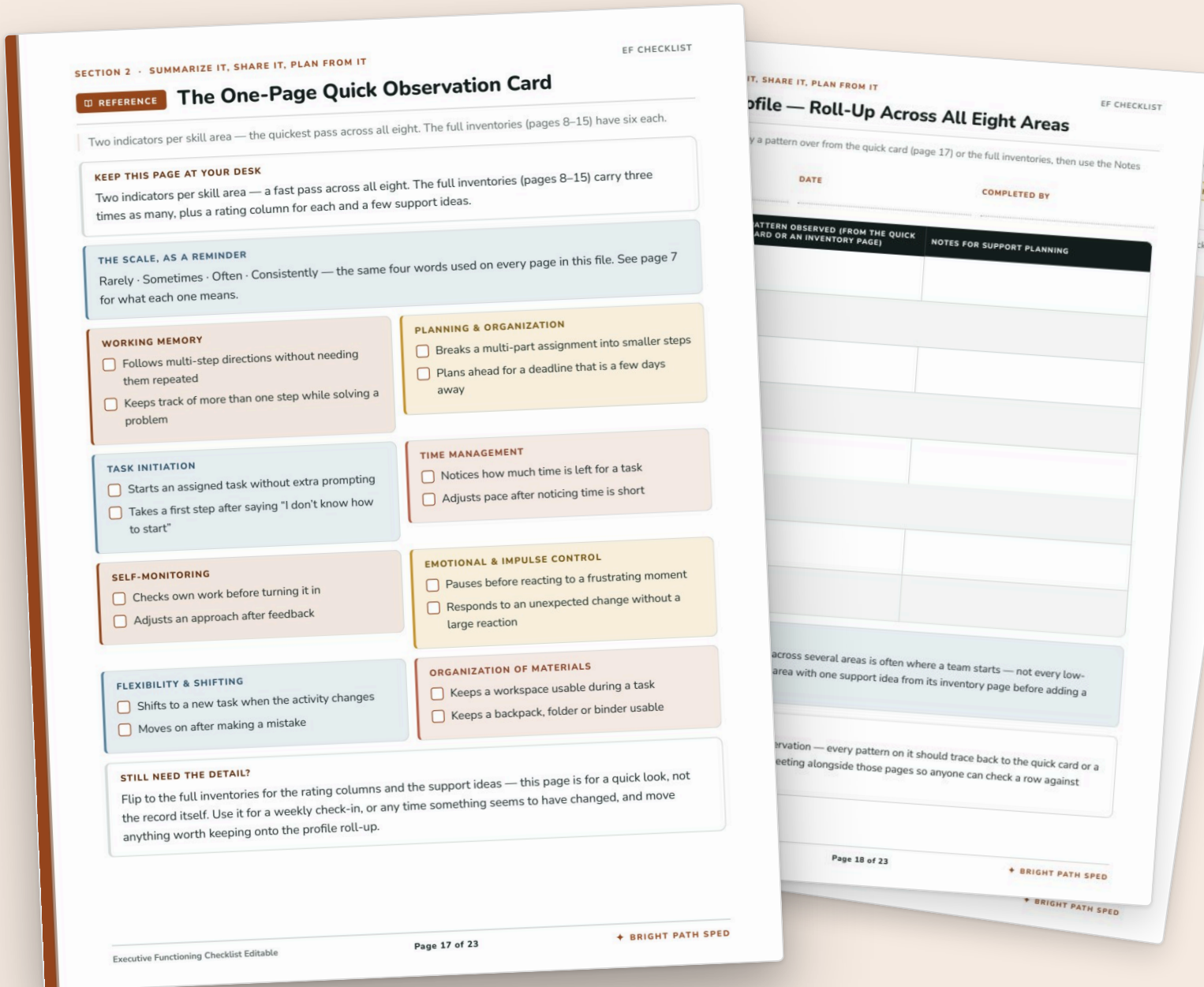


Executive Functioning Checklist



23 PAGES

8 SKILL AREAS

ROLL-UP PROFILE

FILLABLE PDF

23 pages: a binder cover and tab index, how to read the rating scale, eight full skill-area inventories, a condensed quick card, a roll-up profile, a shorter second-audience card, a team or family update, a phrase bank and a filled example. Not a timed test, not a behavior log, and not a student self-report tool.

About This File

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Observe Each Skill Area

PAGES 6–15



**Binder Cover &
Divider Tabs**
SETUP **6**



**How to Use This
Inventory & the
Rating Scale**
REFERENCE **7**



Working Memory
INVENTORY **8**



**Planning &
Organization**
INVENTORY **9**



Task Initiation
INVENTORY **10**



Time Management
INVENTORY **11**



Self-Monitoring
INVENTORY **12**



**Emotional &
Impulse Control**
INVENTORY **13**



**Flexibility &
Shifting**
INVENTORY **14**



**Organization of
Materials**
INVENTORY **15**

02 Summarize It, Share It, Plan From It

PAGES 17–22



**The One-Page
Quick Observation
Card**
REFERENCE **17**



**EF Profile — Roll-
Up Across All
Eight Areas**
TRACKER **18**



**Quick Observation
Card for a Second
Adult or Setting**
CHECKLIST **19**



**Team or Family
Update**
NOTES **20**



**Turning an
Indicator Into an
Observation Note**
REFERENCE **21**



**Filled In, for One
Invented Student**
EXAMPLE **22**

READING THIS FILE'S TAGS

Setup — fill in once. **Reference** — read it, nothing to fill in. **Inventory** — one skill area, rate every indicator. **Tracker** — the roll-up across all eight areas. **Checklist** — a shorter version for a second adult. **Notes** — a page meant to be sent, not filed. **Example** — a worked, invented student, so every other page has something real to compare against.

 INVENTORY

Working Memory

Holding instructions and steps in mind while using them. Rate each indicator Rarely, Sometimes, Often or Consistently — see page 7 for what each word means.

STUDENT		OBSERVER / ROLE		SETTING OBSERVED		
#	OBSERVABLE INDICATOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	
1	Follows multi-step directions without needing them repeated					
2	Returns to a task after a short interruption					
3	Remembers which materials are needed for the next activity					
4	Keeps track of more than one step while solving a problem					
5	Recalls instructions given a few minutes earlier					
6	Holds a short list of items in mind while working					

WHERE YOU MIGHT SEE THIS

- ☐ In the classroom: needs multi-step directions repeated partway through an assignment.
- ☐ At home or in the community: forgets part of a multi-step errand or chore partway through.

WHAT SUPPORT OFTEN LOOKS LIKE

- ☐ A written or pictured list of the steps, left in view during the task
- ☐ One step given at a time, with a pause before the next one
- ☐ A consistent place for the next activity’s materials

WHAT THIS MIGHT LOOK LIKE, FOR ONE INDICATOR

Holds a short list of items in mind while working During a three-item scavenger hunt, remembered two of three items without a written list.

INVENTORY

Self-Monitoring

Checking one's own work and adjusting based on it. Rate each indicator Rarely, Sometimes, Often or Consistently — see page 7 for what each word means.

STUDENT

OBSERVER / ROLE

SETTING OBSERVED

#	OBSERVABLE INDICATOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY
1	Checks own work before turning it in				
2	Notices a mistake without being told				
3	Reflects on how an activity went				
4	Adjusts an approach after feedback				
5	Recognizes when help is needed and asks for it				
6	Compares finished work against the directions or a model				

WHERE YOU MIGHT SEE THIS

- ☐ In the classroom: turns in work without checking it against the directions.
- ☐ At home or in the community: does not notice when a chore is only partly done.

WHAT SUPPORT OFTEN LOOKS LIKE

- ☐ A short checklist to run before turning work in
- ☐ A model of finished work to compare against
- ☐ A simple way to signal for help (a card, a cup, a sign)

WHAT THIS MIGHT LOOK LIKE, FOR ONE INDICATOR

Checks own work before turning it in

Compared a finished math page against the worked example before turning it in, on request.

REFERENCE

The One-Page Quick Observation Card

Two indicators per skill area — the quickest pass across all eight. The full inventories (pages 8–15) have six each.

KEEP THIS PAGE AT YOUR DESK

Two indicators per skill area — a fast pass across all eight. The full inventories (pages 8–15) carry three times as many, plus a rating column for each and a few support ideas.

THE SCALE, AS A REMINDER

Rarely · Sometimes · Often · Consistently — the same four words used on every page in this file. See page 7 for what each one means.

WORKING MEMORY

- ☐ Follows multi-step directions without needing them repeated
- ☐ Keeps track of more than one step while solving a problem

PLANNING & ORGANIZATION

- ☐ Breaks a multi-part assignment into smaller steps
- ☐ Plans ahead for a deadline that is a few days away

TASK INITIATION

- ☐ Starts an assigned task without extra prompting
- ☐ Takes a first step after saying “I don’t know how to start”

TIME MANAGEMENT

- ☐ Notices how much time is left for a task
- ☐ Adjusts pace after noticing time is short

SELF-MONITORING

- ☐ Checks own work before turning it in
- ☐ Adjusts an approach after feedback

EMOTIONAL & IMPULSE CONTROL

- ☐ Pauses before reacting to a frustrating moment
- ☐ Responds to an unexpected change without a large reaction

FLEXIBILITY & SHIFTING

- ☐ Shifts to a new task when the activity changes
- ☐ Moves on after making a mistake

ORGANIZATION OF MATERIALS

- ☐ Keeps a workspace usable during a task
- ☐ Keeps a backpack, folder or binder usable

STILL NEED THE DETAIL?

Flip to the full inventories for the rating columns and the support ideas — this page is for a quick look, not the record itself. Use it for a weekly check-in, or any time something seems to have changed, and move anything worth keeping onto the profile roll-up.

 TRACKER

EF Profile — Roll-Up Across All Eight Areas

One row per skill area. Copy a pattern over from the quick card (page 17) or the full inventories, then use the Notes column to plan from it.

STUDENT

DATE

COMPLETED BY

SKILL AREA	PATTERN OBSERVED (FROM THE QUICK CARD OR AN INVENTORY PAGE)	NOTES FOR SUPPORT PLANNING
Working Memory		
Planning & Organization		
Task Initiation		
Time Management		
Self-Monitoring		
Emotional & Impulse Control		
Flexibility & Shifting		
Organization of Materials		

FROM PATTERN TO PLAN

A pattern rated Rarely or Sometimes across several areas is often where a team starts — not every low-frequency indicator at once. Pair each area with one support idea from its inventory page before adding a second one.

USING THIS WITH THE TEAM

This page is a summary, not a new observation — every pattern on it should trace back to the quick card or a full inventory page. Bring it to a team meeting alongside those pages so anyone can check a row against where it came from.

EXAMPLE

Filled In, for One Invented Student

SAMPLE · INVENTED STUDENT

Mateo S. is invented, and so is every rating below. Every pair of indicators is the same two-item list used on the quick card (page 17).

QUICK CARD (PAGE 17) AND PROFILE ROLL-UP (PAGE 18), MATEO S. (INVENTED)

STUDENT	OBSERVER	SETTING	DATE
Mateo S.	Ms. Whitfield	Classroom	Oct 6

SKILL AREA	INDICATOR 1	INDICATOR 2	NOTES FOR SUPPORT PLANNING
Working Memory	Sometimes	Sometimes	Both indicators Sometimes/Sometimes; a candidate area to pair with a support idea.
Planning & Organization	Rarely	Sometimes	Both indicators Rarely/Sometimes; a candidate area to pair with a support idea.
Task Initiation	Sometimes	Rarely	Both indicators Sometimes/Rarely; a candidate area to pair with a support idea.
Time Management	Sometimes	Often	Mixed: one indicator Sometimes, the other Often; notice which situations differ.
Self-Monitoring	Often	Often	Both indicators Often or Consistently; no additional support identified from this snapshot.
Emotional & Impulse Control	Often	Consistently	Both indicators Often or Consistently; no additional support identified from this snapshot.
Flexibility & Shifting	Sometimes	Sometimes	Both indicators Sometimes/Sometimes; a candidate area to pair with a support idea.
Organization of Materials	Rarely	Rarely	Both indicators Rarely/Rarely; a candidate area to pair with a support idea.

HOW TO READ THIS TABLE

Indicator 1 and Indicator 2 are the same two condensed items shown for each skill area on the quick card (page 17). The Notes column is what would go in the matching row of the profile roll-up (page 18) — it is checked against the two ratings in its own row, not written separately.

TWO OF EIGHT AREAS HIGHER-FREQUENCY ON BOTH INDICATORS

Two areas (self-monitoring, emotional/impulse control) show both indicators Often or Consistently. Five show both Rarely or Sometimes. One area (time management) is mixed — each row above matches its own two ratings.