Executive Function Assessment

Executive function can be built through deliberate practice in the classroom. This Executive Function Assessment outlines the conditions under which one can learn. Teachers and students may utilize this assessment as a self-reflection tool for their own skill development. Teachers may also use it as an assessment instrument to determine their students' level of executive function. The four columns at the top are meant to categorize current skill development and set goals for future growth.

Executive Function Skill	**Need to build this skill**	**With cues (internal or external)**	**Usually, independently**	**Consistently, naturally, appropriately, strategically**
Shifting focus from one event to another				
Changing perspective				
Seeing multiple sides to a situation				
Being open to others' points of view				
Being creative				
Catching and correcting errors				
Thinking about multiple concepts simultaneously				
Storing and manipulating visual and verbal information				
Identifying same and different				
Remembering details				
Following multiple steps				
Holding on to information while considering other information				

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Executive Function Skill	Need to build this skill	With cues (internal or external)	Usually, independently	Consistently, naturally, appropriately, strategically
Identifying cause-and-effect relationships				
Categorizing information				
Setting goals				
Managing time				
Working toward a goal				
Organizing actions and thoughts				
Considering future consequences in light of current action				
Making hypotheses, deductions, and inferences				
Applying former approaches to new situations				
Defining a problem				
Analyzing				
Creating mental images				
Generating possible solutions				
Anticipating				

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Executive Function Skill	Need to build this skill	With cues (internal or external)	Usually, independently	Consistently, naturally, appropriately, strategically
Predicting outcomes				
Evaluating				
Attending to a person or activity				
Focusing				
Concentrating				
Thinking before acting				
Initiating a task				
Persisting in a task				
Maintaining social appropriateness				
Self-assessing				
Overcoming temptation				
Monitoring performance				
Reflecting on goals				
Managing conflicting thoughts				

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