Passport for learning: Bloom Red-Green Assessment Tool

Do you know your student's Cognitive, Receptive, Expressive and Social skills (CRES)?

Contents

NSW Department of Education

About the Bloom Red-Green assessment and general tips

The Bloom Red-Green assessment was developed to support students create their own voice and work towards independence through clearly differentiated and scaffolded learning experiences. Each question has a description of how a student responds separated into the categories of Intentional (Red), Imitation and first-then (Brown), Categorising (Orange), Simple problem solving (Yellow) and Simple critical thinking (Green).

Assessing a student and determining their Passport colour group for each question should be based on the descriptions of the colours in the questions. Some questions also contain tips with examples of students' responses. These examples, when read in combination with the descriptions and questions, help provide a more complete depiction of a student in each colour group. However, these examples may not apply to all students in a particular colour group and should not replace the descriptions as the main basis for assessing a student.

When using the Bloom Red-Green assessment, educators will have to take into consideration:

- sensory and physical challenges of a student: understand a student's visual, auditory, tactile and other sensory abilities, as well as their mobility, before undertaking this assessment
- time a student needs to process information: know a student's response time and consider it when assessing a student and developing learning programs targeted to their needs.

This ensures informed decisions are made about how to best support a student's understanding of information as well as enabling relevant ways to express themselves.

Domains and questions in each domain don't have to be completed in a sequential order. It is recommended that:

- you get to know the question, descriptions and tips
- you start with the domain you know the most about your student
- you try starting with Social and leave Cognitive to last
- if you are unable to answer a question, keep going with the remaining questions
- for any unanswered questions, you may need to make further observation of how your student responds
- you use the Passport poster assessment data as a starting point for the Bloom assessment. For example, if a student is assessed at the Categorising (orange) group, then start to read the responses in the orange group for each question. If the response doesn't describe your student, read the responses from the 2 adjacent groups and so on.

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C1 Stay on task					
C1a **Can the student stay on task in a teacher directed activity?**	**Student can stay on task, in a teacher directed activity, for under one minute (approximately).**	**Student can stay on task, in a teacher directed activity, for one to 2 minutes (approximately).**	**Student can stay on task, in a teacher directed activity, for 2 to 4 minutes (approximately).**	**Student can stay on task, in a teacher directed activity, for 5 minutes (approximately).**	**Student can stay on task, in a teacher directed activity, between 5 to 10 minutes (approximately).**
	Tip: This student needs an adult to sustain attention constantly with full support (for example, the educator may need to touch the student's hand then tap the focus item to sustain their attention).	Tip: This student needs supervision to sustain attention on the task (for example, constant gestures or closer proximity).	Tip: This student learns through exploration and adult direction.	Tip: This student still relies on adults for directions.	Tip: This student can concentrate well on a task.
C1b **Can the student stay on-task for activities (motivating, engaging and/or self-chosen activities)?**	**Student can sustain attention between 30–60 seconds (approximately).**	**Student can sustain attention in a self-chosen activity for less than 5 minutes (approximately).**	**Student can sustain attention in a self-chosen activity for 5 minutes (approximately).**	**Student can sustain attention in a self-chosen activity for 5 to 10 minutes (approximately).**	**Student can sustain attention in a self-chosen activity for over 10 minutes (approximately).**
	***General tip C1b: Students with autism may have a special interest or repetitive behaviours, which allow them to spend a long time on an activity (for example, they might spend a long time watching videos, but flick between a lot of them in that time).				

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C2 Follow routines and schedules					
C2a **Can the student follow routines?**	**NOT currently demonstrating this.**	**Student can complete one to 2 steps within a few familiar routines.**	**Student can complete most steps within familiar routines.**	**Student can complete most steps within familiar and less familiar routines.**	**Student can complete all steps within familiar and less familiar routines.**
	Tip: This student requires full support to follow routines.	Tip: This student requires prompting (for example, visual, verbal, gesture) and cues (for example, location) to complete the whole routine for only a few familiar routines. For example, the educator says 'drawing' and the student will sit down in the correct area and pick up a pencil. Familiar routines are routines that are well-known to a student, often these are routines that are completed on most days (for example, unpacking a bag, eating a meal and so on).	Tip: This student still requires some prompts to complete the routine. For example, the student unpacks their bag with some level of prompting, visual, gestures, verbal, from an educator.	Tip: This student is generalising these skills to other settings (for example, being able to unpack their bag at school and at home). Unfamiliar or less familiar routines are those routines that are unknown or are less familiar to this student, often these are routines that are completed on occasion (for example, attending a special event).	Tip: This student is capable of following all steps within a variety of routines and does this consistently.
	***General tip C2a: A routine is a series of steps completed in a specific order. An activity like unpacking a bag can be considered a routine. Completing a reading, sorting and writing activity can also be considered a routine or set of activities. A student learns a routine by completing a series of steps. Some students require repetition of the same steps to learn a routine. Some students learn routines in a rote manner, without understanding the order of steps involved. Some students can become highly reliant on routines and can have unusual reactions when a routine changes or steps are missed. The use of a personalised schedule can support them to understand a routine or set of activities. Some schedules can be used to reorder the steps within a routine or reorder a set of activities. Students who are supported to use such a schedule, rather than rely solely on routines, now have a visual format to rely on especially during times of change. This then allows students to become more flexible, less rigid, when following routines or sets of activities.				
C2b **Can the student follow schedules?**	**Student understands that there is an activity now and uses a 'now' box or board.**	**Student understands that there is an activity now ('first') and an activity after ('then'), and uses a 'first-then' schedule with a clear motivator for 'then'.**	**Student understands that there is an activity now ('first'), a following activity ('next') and an activity after that ('then'), and uses a 'first-next-then' schedule with a clear motivator for 'then'.**	**Student uses a whole day schedule spilt into morning, middle and afternoon sessions.**	**Student uses a whole day schedule and a weekly schedule.**
	Tip: Use familiar real objects and object symbols paired with photographs of the objects, for this student to learn about the 'now' scenario with activities. Keep the objects that represent specific activities consistent (for example, library bag = library). A 'now' box or board allows the initial concept of time to be introduced.	Tip: Use objects, photographs and realistic pictures to assist this student's understanding. For this student, basic concepts of time periods are emerging, which is aided by the daily participation in activities, explicitly presented with a schedule.	Tip: Use the most appropriate visual for the activity, from a choice of photographs, realistic pictures or realistic line drawings (for example, a realistic image from an internet search or a realistic Picture Communication Symbols™). This student benefits from having a preferred activity as their 'then'. For this student, the concept of time periods is gradually developing.	Tip: Use the most appropriate visual for the activity, from a choice of abstract line drawings, photographs or realistic pictures. For this student, the concept of time periods is starting to establish. For example, the concepts of morning, afternoon and night are emerging. Full comprehension of a day schedule comes in green.	Tip: Use the most appropriate visual for the activity, from a choice of abstract line drawings, photographs or realistic pictures. For this student the concept of time periods are more concrete.
	***General tip C2b: A schedule can visually inform the student about what step, routine, activity or set of activities is going to occur and in what order. It helps the student understand what routine or activity they are going to be participating in next, for part of a day, whole day or whole week. Some schedules can include information about who will be involved and when an activity take place. Visually representing routines and activities can support students to understand the order of steps or order of activities. This then allows students to learn the sequence of steps or activities in a visual format.				

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C3 Sequence steps and events					
C3a **Can the student sequence steps in an activity, set of activities or story (to create a narrative)?**	**NOT currently demonstrating this.**	**NOT currently demonstrating sequencing – understands 'first-then' with a clear motivator for 'then'. Mark down Red – see tips.**	**Student can sequence 3 steps in a familiar activity or story using photographs, realistic pictures or realistic line drawings to create a narrative.**	**Student can sequence 4 to 6 steps in a familiar activity or story (basic plot) to create a narrative.**	**Student can sequence 6 or more steps in a familiar activity or story to create a narrative.**
	Tip: To support this student to develop sequencing skills, use photographs of their own experiences to recount personal experiences (one photograph per page with simple text).	Tip: A student who is able to understand first-then, doesn't automatically know how to sequence a set of steps or activities after a personal experience or a story is read to create a narrative. To support this student to develop sequencing skills, use a 'first-then' board or booklet to give information about what has happened in an activity or story. They will require the use of visuals they understand to support a first-then format within familiar activities and stories.	Tip: To further support development of this student's sequencing skills, use a 'first-next-then' board or booklet to retell a personal experience or familiar story.	Tip: To further support development of this student's sequencing skills, use 4 to 6 line drawings, pictures or photographs to recount personal experiences or retell familiar stories. For example, "we went on the bus, we went to the park, we went for a walk, we went to the shops".	Tip: To further support development of this student's sequencing skills, use 6 or more line drawings, pictures or photographs to recount personal experiences or retell familiar stories.
	***General tip C3a: Sequencing is the ability to order a set of steps or activities after the routine or activity has been completed or a story has been read. It supports a student to create a narrative about the routine, activity or set of activities. Within sequencing activities, students are being asked to recall and recount the order of steps, activity or set of activities. Sequencing activities about personal experiences and stories allow students to develop an order to their thinking. This is key to developing further literacy skills.				
C4 Use items and understand their functions					
C4a **Can the student use items appropriately (in other words use items functionally)?**	**Appropriate use of 6–15 items (approximately).**	**More than 30 items (approximately). Student knows how to use a wide range of familiar items.**	**More than 100 items (approximately). Student knows how to use a wide range of familiar items.**	**Student uses simple problem solving and simple reasoning skills to understand how certain items work. For example, knows that when turned on the stove can get hot, when turned on the blender mixes.**	**Student knows when and how to use items across environments.**
C4b **Can the student understand items by function?**	**NOT currently demonstrating this.**	**Student can demonstrate the function or purpose of an item (for example, know that socks go on their feet).**	**Student can group items that go together by their function (for example, paper/pencils; shoes/socks; knife/fork/spoon).**	**Student knows the main functions of different environments (for example, kitchen = cooking, bedroom = sleeping and so on).**	**Student knows that items and environments have specific functions and applies this to new items.**
	Tip: This student knows how to use familiar objects that are a part of key routines (for example, spoon = eat). They are learning to use different items and can initially explore them by banging, mouthing and/ or throwing them. This student needs to be shown how to use different items. For example, with blocks this student bangs 2 blocks together to make a noise or likes to knock towers over. Introduce items in familiar activities, emphasising the item's function (for example, hat goes on head, pencil for drawing).	Tip: This student can use objects functionally as they were intended to be used. For example, with blocks, this student can balance 2 to 3 blocks on top of each other.	Tip: This student should be able to know approximately 10 common functions that items help perform. They can respond to questions like 'what can you throw?' when presented with no more than 6 items. With blocks, this student can stack more blocks together (makes a tower of 7 to 9 blocks).	Tip: This student knows how to use a range of items within different contexts and understands how items are related. They understand and know the function of items such that they can respond to questions like 'what do you do with scissor?', 'give me something big'. With blocks, this student can stack blocks on top of each other to create structures like houses, castle or bridges.	Tip: This student has a more established understanding of items by their function and ability to use items appropriately. They can apply their understanding of items and their functions to new items. With blocks, this student uses blocks to create more extensive structures.

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C5 Match and sort items					
C5a **Can the student match items with meaning (match different representations of the same thing)?**	**NOT currently demonstrating this.**	**Student can match photographs to real items. They understand the meaning of the photograph (for example, can match a photograph of a ball to an actual ball).**	**Student can match photographs and realistic line drawing (for example, a realistic picture from an internet search or a realistic Picture Communication Symbols™) to real items, people, animals. They can match with meaning.**	**Student can match photographs, realistic pictures and more abstract line drawings to real items, people and animals. They can match with meaning.**	**Student can match photographs, realistic pictures and more abstract line drawings to real items, people and animals. They can match with meaning. This student has a wider range of understanding to draw from.**
	Tip: This student is still learning to identify the different features that distinguish one item from another. They are learning to use these items in a useful manner and can initially explore items by banging, mouthing and/or throwing them.	Tip: When named, this student can point out (using eye gaze, finger pointing and so on.) familiar objects in photographs. They recognise a familiar person in a photograph as they become a more 'solid' Brown moving into Orange. This student can link what is happening in videos to reality.	Tip: **Shapes:** match basic shapes (circle, square, triangle). This student can match basic 2D shapes to a 2D matching board. This student is most likely matching visually and is unlikely to recognise the name of the shape. **Colour:** match up to 4 colours (red, blue, yellow and green).	Tip: **Shapes:** match a range of shapes (circle, square, triangle, rectangle and diamond). **Colour:** match a range of 3 to 6 colours. When named, this student can point to 3 to 6 colours. **Size:** match sizes small, medium, big.	Tip: This student's matching (with meaning) skills are established. **Shapes:** match more complex shapes such as pentagon, hexagon. **Colour:** matching up to 10 colours.
	***General Tip C5c: For some students, especially those with autism, picture-to-picture matching is a strength. This is a visual discrimination skill rather than it demonstrating that the student is matching with understanding. A student who is able to match with meaning can group things based on the understanding that different representations of an item are the same thing (for example, spoken word ‘cat’ = actual cat = picture of a cat = the written word cat).				
C5b **Can the student understand that a collection of items can be sorted (separated) based on their features?**	**NOT currently demonstrating this.**	**Student can sort (separate) a collection of familiar objects into simple groups (for example, hats together, balls together).**	**Student can sort (separate) a collection of items according to more than one attribute (for example, sort blocks by colours they know).**	**Student can sort (separate) a collection of items into groups according to simple variables (for example, animals versus vehicles, simple shapes, primary colours and so on).**	**Student can sort (separate) a collection of items into groups according to a few more variables that they understand (for example, types of animals: pets, farm, wild).**
	Tip: This student may learn to take objects out of a container, before learning to put them in a container. This student is learning to identify features of different items and how to use them.	Tip: Sorting real objects can be easier as this student can clearly see the different features of an object versus a picture or photograph. This student can sort items into broad groups (for example, putting all the balls together, all the dolls together). In the initial stages, this student will benefit from all the objects being identical (for example, all the balls being tennis balls and all the spoons being red). This student can match and sort real objects.	Tip: This student understands the concept of same and different which allows them to sort items into a similar group. They can sort photographs of balls from a pile of photographs of balls and hats.	Tip: This student can sort photographs, pictures, line drawings and real objects according to simple factors, such as by simple shapes, primary colours and so on.	Tip: This student can sort photographs, pictures, line drawings and real objects according to a few more factors such as by more complex shapes, size, more colours.
	***General tip C5b: During sorting activities, students are separating a collection of items into particular groups, based on the features of an item. They have the visual cue of the items in front of them. Sorting activities allow students to focus on the features of an item AND match similar items in order to form distinct groups. Sorting activities allow students to develop and practice a process (look at an item → evaluate its features → place it with other items with similar features). This process can lead to the development of logical thinking and maths skills like understanding patterns, comparing items for similarities and differences, organising sets of items and so on.				

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C6 Categorise items					
C6a **Can the student categorise an item (identify that an item belongs to a particular group based on particular features of the item)?**	**NOT currently demonstrating this.**	**Student can sort familiar real objects into groups that are the same.**	**Student can categorise items according to broad groups (for example, animals, plants, food).**	**Student can categorise items based on their features (for example, big and little) and their type (places, people, modes of transport) but they still require practice categorising items into more complex and abstract categories.**	**Student can categorise most common items into a wide range of categories. Their categorisation skills are established and they can categorise with increasing complexity (for example, a person can be grouped into the category of family, friends or teachers).**
	Tip: This student is learning to recognise different items, how to use them and how to match and sort these items.	Tip: A student who is able to sort using familiar real objects doesn't automatically know how to categorise an item (please see general tip C6a below). For this student the concept of categorising is starting to emerge. They are still learning the concept of same and different using concrete objects. Categorisation skills improve based on a student's ability to: • identify different items and learn to use them • match and sort these items • their conceptual understanding • their receptive and expressive vocabulary, and so on.	Tip: This student understands the concept of same and different which allows them to categorise items into a group, in other words they are able to classify an item. For example, if they see a picture of a 'banana', they know that it belongs to a set of items known as 'fruits'.	Tip: This student is understanding more categories as it is linked to their increased vocabulary compared to a student in the previous groups. They can understand and follow instructions incorporating categorisation (for example: 'put the big toys over here and the little toys over there'). They can understand basic modes of transport: car, train, plane, boat.	Tip: This student can categorise. For example: • Animals: pets, farm, wild • Plants: trees, flowers, bushes • Road vehicles: cars, trucks, buses, motorbikes • Air vehicles: planes, helicopters, gliders.
	***General tip C6a: Categorisation is the ability to identify features of an item and then be able to place the item into a category (place the item into a group of similar items or items with a designated feature). For example, an animal with 4 legs that goes 'woof' is a dog and it belongs to the animal category/group. During categorisation activities, students are presented a single item at a time and are asked to think of a category/group for that item, rather than given a collection of items to group together. Categorisation differs from sorting as sorting focuses on students being able to visually separate a group of items all presented at once, while categorisation focuses on presenting a single item and a student being able to identify features of that item such that they can determine the category/categories that the item fits into. For students who are non-verbal, they require access to their own communication system to respond to this activity. Note: classifying or categorising is often used to describe sorting. In the Passport, categorising is separated from sorting as described in this explanation.				

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C7 Understand key concepts					
C7a **Can the student understand a range of key concepts?**	**Student can demonstrate they understand the following concepts individually but not as related opposites:** • **Position: up, down, in (side of container), out (side of container).**	**Student can demonstrate they understand:** • **Position: up/down, in (side of) / out (side of), on (a surface) / under (a surface).**	**Student can demonstrate that they understand:** • **'Equal'-ness: same/different (for only one attribute)** • **Size: little/big** • **Position: inside/outside, behind/in front** • **Other concepts: open/shut, on/off.**	**Student can demonstrate that they understand:** • **'Equal'-ness: same (sameness) / different (difference) across 2 attributes (for example, hair colour, eye colour)** • **Time: soon/later** • **Sequences: first/then/next/last** • **Position: next to / between** • **Comparatives: simple comparatives with 2 choices (for example, this stick is longer than this one).**	**Student can demonstrate that they understand:** • **'Equal'-ness: same (sameness) / different (difference) across 3 attributes of an object (for example, big yellow car or little blue truck)** • **Time: sequences: 1st/2nd/3rd (in a race)** • **Position sequences: first/middle/last Position: above/below, left/right** • **Comparatives: more complex comparison with more objects/groups (for example, big/bigger/biggest)** • **Other concepts for example either/ both.**
	Tip: This student's understanding of basic key concepts is emerging. They require cues to assist their understanding (including context, gestures, routines and so on). They need explicit teaching of related concepts such as teaching the concept 'up', then the related concept 'down' as the inherent opposite of 'up'. For example, holding an object and moving it up slowly, while the student is watching, and saying 'up', then moving it down slowly while saying 'down'.	Tip: This student's understanding that 2 concepts are related is still emerging. The type of teaching described in the red tip leads to this student understanding that these concepts are related. It is easier to learn these concepts using familiar objects. In/out in Orange is different to in/out in Brown. In Brown, we refer to the object, for example, 'in' a bag / 'out' of a bag, whereas Orange brings in the concept of location, 'in-side' the room/'out-side' of the room.	Tip: In general 'same' is developed first, then 'different'. Same/different attributes include examples such as cars, trains, balls, primary colours, basic shapes (triangle, square, circle). This student can demonstrate an understanding of these concepts: stop/go, hot/cold, loud/quiet. This student's understanding of more varied opposites is deepening. 'On/off' in Orange is more general than Brown, for example: on table / off table, on (switch) / off (switch).	Tip: This student can demonstrate understanding of these concepts: • Time: wait. • Position: around, high/low. • Quantity: full/empty, a lot / a little. • Length: tall/short, long/short. • Mass: heavy/light, hard/soft. • Movement: fast/slow. It isn't until the higher ends of Yellow that a student is starting to understand the word and concept of 'opposites'. This student can begin learning about the concept of 'both' through experiences (for example, if the student asks you 'which do you like?', respond with 'I like both').	Tip: This student can demonstrate understanding of these concepts: • Quantity: more of/less of/same amount as. • Comparatives such as: Size: small/ smaller/smallest. • Length: tall/taller/tallest, long/longer/ longest, tallest to shortest. • Mass: heavier/lighter – can order items according to weight. This student should be able to express the opposite of the concepts they understand (for example, indicate something is small when asked for the opposite of something big).

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C8 Cause-effect, simple problem solving and simple critical thinking skills					
C8a **Can the student understand cause-effect?**	**Student often knows with a variety of objects that certain actions with objects will have specific results (for example, banging 2 blocks together makes a sound, throwing an object on the floor to hear the noise it makes).**	**Student knows certain things happen as a result of their actions (for example, can roll balls down a ramp, bangs pots with a wooden spoon to hear the noise). They are developing their understanding of basic and direct cause-effect.**	**Student can determine a simple cause and give a basic reason for some aspects of a situation. (For example, teacher: 'why did the glass break?' Student response: 'fell off table').**	**Student can give a logical reason for some aspects of a situation. (For example, teacher: 'Why do we go to the kitchen?' Student response: 'Because kitchen is where you cook.' Teacher: 'Why did the glass break?' Student response: 'Close to the edge, fell off and broke').**	**Student can give a logical reason for more aspects of a situation. (For example, teacher: 'Why do we go to the kitchen?' The student communicates that all the necessary equipment, implements and ingredients are in the kitchen. Teacher: 'Why did the glass break? Student response: 'Too close to the edge, so it fell off. It hit the ground and broke').**
	Tip: The student is able to demonstrate waiting and anticipation. For example, the student knows that if they wait, the Jack in the Box will appear. The student mostly looks and listens in anticipation of an expected result.	Tip: This student's understanding of basic and direct cause-effect continues to develop (for example, can push a button and turn the mixer on). This student checks for variations to actions (for example, replacing the wooden spoon with a metal one to see if the pots make a different sound).	Tip: At the early stages of Orange, this student may not be able to clearly identify or articulate the cause or reason (for example they may indicate/say, 'glass broken' or 'glass fell off table'). This student typically needs visual supports to assist with answering or providing a reason.	Tip: This student's language is not as sophisticated, they may say or indicate 'glass near edge, glass fall on ground, glass breaked'.	Tip: As this student's vocabulary and understanding increases, they are able to understand different situations more in-depth and be able give more in-depth reasons compared to students in the other colour groups. This student is able to organise information and ideas, identify a logical sequence to events and connect ideas compared to earlier Passport groups.
	***General tip C8a: A student's understanding of object and environment cause-effect supports the development of basic problem solving and basic critical thinking skills. An understanding that an event that occurred (effect) is a result of another event (cause) supports students to be able to identify causes of events, create a logical order to events and connect related events. This is needed when identifying that an event is a problem, being able to create alternative solutions, organise information and ideas, pose questions, categorise and so on.				
C8b **Does the student demonstrate simple problem solving?**	**NOT currently demonstrating this.**	**NOT currently demonstrating this – developing an understanding of basic and direct cause-effect. Mark down Red – see tips.**	**Student can predict what will happen next in a simple routine, activity or story and is starting to connect events together (for example, knows that a tower will fall down because it is too tall).**	**Student can recognise a problem and ask for help to solve it.**	**Student can manage more complex problems by describing, anticipating problems and identifying solutions to problems.**
	Tip: This student is yet to develop basic and direct cause-effect connections. To support them to demonstrate simple problem solving at later stages, provide them with opportunities to participate in cause-effect activities (for example, opportunities to activate switch-toys and equipment).	Tip: This student is still learning to connect that an event is a result of another event (basic and direct cause-effect). Making these connections more explicit, using visuals this student understands, supports them to identify events and make connections between them.	Tip: This student will most likely use trial and error strategies rather than systematic problem solving. They may experience frustration when they cannot recognise or solve a problem. The use of a 'help please' visual can support this student to ask for help. This student may benefit from educators explicitly identifying problems and alternative options using visuals this student understands.	Tip: This student may benefit from the use of 'help please' visual. Educators may need to identify the problem for the student: 'It looks like the string is too short.'	Tip: This student uses simple critical thinking and reasoning skills to think of different options and decide the best solution for the situation. They will still require support to reason out loud and predict outcomes.
	***General tip C8b: For a student to be able to solve a problem they must: 1) identify that they are having a problem with an item, activity, situation or person; 2) identify alternative options; 3) choose an option; and 4) execute the option.				

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C8 Cause-effect, simple problem solving and simple critical thinking skills					
C8c **Does the student demonstrate simple critical thinking?**	**NOT currently demonstrating this.**	**NOT currently demonstrating this – developing an understanding of basic and direct cause-effect.** **Mark down Red – see tips.**	**NOT currently demonstrating this – is starting to connect events together and determine simple causes.** **Mark down Red – see tips.**	**Student can understand logical sequencing of 4 to 6 events: first, next, then … then.**	**Student can categorise information, think of some causes and sequence 6+ events to understand how the problem arose.**
	Tip: This student is yet to develop their understanding of 'first-then' in relation to familiar activities.	Tip: This student is still learning to organise and process information, activities and routines in a step-by-step manner. They are able to understand 'first-then' in the context of familiar activities with a clear motivator for 'then'.	Tip: This student can understand differences such as those between a baby, themselves and somebody older in terms of size and simple behaviour, but not anything more complex than that.	Tip: This student has a more detailed understanding of different logical sequences and can understand more aspects of these sequences. For example, this student can understand what can be done at different ages as well as age-based differences (they know that a baby crawls, a child runs and a teenager plays basketball).	Tip: This student can use simple critical thinking and reasoning skills in discussion with others, as well as have further developed understanding of different logical sequences. For example, this student can understand what can be done at different ages as well as age-based differences with more complexity (they are able to differentiate between a baby, child, teenager and adult).
	***General tip C8c: A student who is able to demonstrate simple critical thinking skills is able to identify causes of events, create a logical order to events, connect related events, organise information and ideas, pose questions, categorise, identify some reasons for an event, generate alternatives to an event, carry out the alternative action, be able to sequence steps, routines or activities and so on. Logical sequencing is an important skill for critical thinking and problem solving as it supports students to identify different solutions and alternatives to problems they encounter or understand what might cause a problem to have occurred. A student who can logically sequence can use their understanding of cause-effect, combined with their ability to recall and recount events (sequencing Cognitive Question 3), to generate ideas, connect events together, make predictions and so on.				
C9 Literacy skills – understanding texts					
C9a **Does the student demonstrate an understanding of texts?**	**Student can hold a book and is starting to be able to turn the book the right way up.**	**Student can look at a book, listen to someone reading a short story and show interest in the process. They use pictures to identify, in simple terms what is happening on the page in simple who/what/where stories.**	**Student can differentiate between words and pictures. They use illustrations to identify what is happening on the page in stories.**	**With prompting from the teacher, the student has an emerging understanding of the plot of a story. They can understand simple actions taking place in an illustration.**	**Student can understand simple plots within texts. They can understand more actions taking place in an illustration.**
	Tip: The student can enjoy looking through a book with an adult. This student may enjoy looking at books of their own personal experiences (for example, books with one photograph of a personal experience paired with basic text).	Tip: This student knows how to handle books (for example, turn the pages and look at the detail in the pictures). This student's ability to understand a text is connected to their personal experiences. Use of real objects, performing familiar actions/sounds, role playing, costumes, singing and dancing can support this student's understanding of the text. Students with physical challenges may require more consideration in terms of how to adapt the activity or book to suit their individual needs. For example, carefully consider the size of the book, thickness of the pages, use of page turners and so on to increase their accessibility.	Tip: Use of real objects, performing familiar actions/sounds, role playing, costumes, singing and dancing can support this student's understanding of the text.	Tip: Use of real objects, performing familiar actions/sounds, role playing, costumes, singing and dancing can support this student's understanding of the text.	Tip: This student's understanding of plots increases as they move through Green. This student benefits from simple word lists linked to personal experiences.

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C9 Literacy skills – understanding texts					
C9b **Does the student demonstrate an understanding of pictures, symbols and word recognition?**	**NOT currently demonstrating this.**	**Student attends to pictures in books and the environment.**	**Student recognises signs, pictures and symbols in their environment (for example, a toilet symbol, a 'no entry' sign).**	**Student recognises their name in print and familiar words in context. With guidance from the teacher, student has an emerging understanding of the direction of print (for example, left to right in English). Student demonstrates that they are curious about print in the environment.**	**Student sequences letters in their own name and familiar words. Student can recognise the letters of the alphabet and knows the names. Student can read some familiar words within context.**
	Tip: This student is in the 'here and now'. Some strategies to support word recognition, can include but are not limited to: • creating personalised books linked to real experiences • opportunities to match a photo to photo and/or real objects linked to published and personalised books • focusing on book conventions • using songs and movement to sustain attention and encourage imitation • using relevant props to sustain attention and build meaning • establishment of a 'now' schedule using real objects and photographs • encouraging this student to indicate 'more' and to make choices • knowing this student's way of rejecting and requesting and so on.	Tip: This student can attend to a short story and uses pictures in books to gain meaning. They benefit from strategies in the previous group. Further strategies to support them, can include but are not limited to: • opportunities to sort real objects into clear groups based on a story/activity • asking simple 'what is this?' and 'where is the…?' questions using simple, realistic picture books or when objects are in view • creating personalised chat mats or using personalised communication systems to model use of 2-word phrases, asking 'what's that' and so on • establishment of a 'first-then' schedule using real objects, photographs, realistic pictures • encouraging this student to indicate 'yes' or 'no' for simple, 'do you want … ?' questions • using videos when real objects can't be present (for example, video of an elephant).	Tip: This student can distinguish between a word and a picture. They benefit from strategies in the previous groups. Further strategies to support them, can include but are not limited to: • opportunities to sort items into clear groups and categorise based on a story or activity • establishment of a 'first-next-then' schedule • asking 'who, what and where' questions in relation to a story or activity • opportunities to sequence (up to 3 steps) after a story or activity to create a narrative • creating situations where something goes wrong to provide opportunities to identify a simple 'problem' and possible solutions • creating chat mats or using personalised communication systems to model use of 3 to 4 word messages, to ask 'who, what and where' questions • using a sentence strip to place messages (this can be useful for previous groups).	Tip: They benefit from strategies in the previous groups. Further strategies to support them, can include but are not limited to: • incorporating matching, sorting and categorising activities related to the story or activity • creating chat mats or using personalised communication systems to discuss a book (for example, logical reasons for some aspects of the situation, understanding simple consequences, identifying emotions and so on) • explicitly identifying negative information in a book or activity (for example, the boy didn't go outside because it's raining) • creating situations where something goes wrong or something is done in a silly way for this student to identify the 'problem' and think of possible solutions • establishment of a 'whole day' schedule • opportunities to sequence (4 to 6 steps) to retell the story or activity.	Tip: This student can benefit from strategies in the previous groups. Further strategies to support them, can include but are not limited to: • opportunities to sound out and sequence consonant-vowel-consonant words related to the story or activity • opportunities to draw a picture or write about a story or activity • ask questions 'how, why and when' questions related to the book or activity • create chat mats or use personalised communication systems to facilitate 8-word sentences • create rhyming word walls and books and so on.
	***General tip C9b: Word recognition involves the skill of recognising written letters and understanding the meaning of written words. For some students, this can be an advanced skill and they may require support to better understand items, matching, sorting, categorising, understanding concepts and sequencing to build greater understanding of the world around them, which will then provide greater meaning and significance to words and build their vocabulary. These skills, coupled with phonological awareness and phonic knowledge, can help scaffold students to better identify written letters and words. For students to be able to recognise words at later stages, it is important to develop a personalised literacy program and create meaningful resources to build their word recognition skills based on their Passport assessment. For example, students learning to recognise words may benefit from a visual and print rich environment with clear locations for specific literacy activities (class library, writing/drawing area and so on). They may require opportunities to build their receptive and expressive vocabulary linked to real experiences, using visuals they understand. They may require the development of concepts and establishment of clear routines, which are linked to schedules.				

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C9 Literacy skills – understanding texts					
C9c **Does the student demonstrate phonological awareness and phonic knowledge?**	**NOT currently demonstrating this.**	**NOT currently demonstrating this – attends to familiar songs, chants, jingles and rhymes.** **Mark down Red – see tips.**	**Student notices that some words rhyme in familiar verses, chants, jingles and songs.**	**Student can rhyme some words in familiar/favourite verses, chants, jingles and songs. Student can segment familiar, spoken words into syllables.**	**Student can rhyme more words in familiar/favourite verses, chants, jingles and songs (for example, they know that cat and mat rhyme). Student can segment familiar, spoken words into 3 syllables (for example, el-e-phant). Student knows the sounds of the alphabet ('a' is for apple). Can say the most common phoneme (smallest unit of spoken word) for taught single-letter graphemes (a letter or group of letters that represent each phoneme).**
	Tip: Student can listen, watch and (where able) move to the rhythm of verses, chants, jingles and songs. For this question, students with hearing impairment will need careful consideration.	Tip: Student can listen, watch and move to the rhythm of verses, chants, jingles and songs.	Tip: The focus is on the emergence of this student's understanding of rhyming. This student can repeat some words in favourite verse, song, jingle or chant particularly the last word (for example, 'twinkle, twinkle little … ' student says 'star').	Tip: For this student the focus is on broadening the student's phonological awareness through: 1. increasing awareness of rhyming 2. increased understanding of syllables. This student will break familiar spoken words into syllables, if they have had previous experiences. Use of clapping, drumming and movement can increase this student's understanding of syllables, starting with common, familiar words with one to 2 syllables.	Tip: For this student the focus is on broadening the student's phonological awareness through: 1. increasing awareness of rhyming 2. increased understanding of syllables 3. awareness of alliteration (initial sound). These skills start to fully consolidate towards the end of green and often starts with the awareness of alliteration (for example, 'snappy snake').
	***General tip C9c: Phonological awareness is the term used to describe the awareness of the constituent sounds of spoken words, while phonic knowledge focuses on students using letter-sound relationships and visual knowledge as code-breaking skills (National Literacy Learning Progressions, 2018). Many students with autism learn to read through the patterns of the words rather than through phonological awareness.				

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C10 Literacy skills – handwriting					
C10a **Can the student draw/handwrite?**	**Student can make marks on a page (for example, use fingers to paint, use pencils to attempt to colour).**	**Student is starting to apply meaning to their scribbles (for example, attempt to draw familiar people or objects). Student can imitate drawing/writing by scribbling.**	**Student is becoming more intentional with their drawing or writing. Student can copy shapes and complete tracing activities.**	**Student can write some familiar letters (for example, letters in their name).**	**Student can correctly form most lowercase letters and some uppercase letters.**
	Tip: Some students are still learning to recognise a writing implement (pen, crayon, pencil) and how to use them appropriately. Students with physical challenges and/or vision impairment may require further consideration of their individual needs so that they can access the activity. **Pencil grasp:** This student may use a 'fist grip' (Palmar supinate grip).	Tip: This student is starting to apply meaning to their scribbles. They are capable of scribbling by moving their whole arm. **Pencil grasp:** This student may use a 'fist grip' (Palmar supinate grip).	Tip: This student understands that the marks on a page produced by themselves or others represents something. **Pencil grasp:** This student may use a digital pronate grip. All fingers are holding the writing implement, but the wrist is turned so that the palm is facing down towards the page. They are beginning to stabilise their shoulders, so that now movement comes mostly from the elbow.	Tip: This student can now understand that writing is made up of lines, curves and repeated patterns. They try to imitate this in their own writing. They may not write actual letters. You may see components of letters in their drawing, which might include lines, dots and curves. **Pencil grasp:** This student may use a quadrupod grip or 4 finger grip. 4 fingers are held on the writing implement and are beginning to form the arc between the thumb and index finger. They can use movement mostly from the wrist: the hand and fingers move as one whole unit.	Tip: This student begins to understand the difference between drawing pictures and writing letters/words. They can plan to draw something. Initially, pictures often build off circles (for example, a sun will be an irregular circle with lots of lines drawn from the circle). **Pencil grasp:** This student may use a static tripod grip or 3 finger grasp: 3 finger grasp where the thumb, index and middle finger work as one unit.
	***General tip C10a: Not all students follow a typical development with fine motor skills such as pencil grasp. Some students may use a ‘fist grip’, however are able to produce detailed drawings and handwriting.				
C11 Numeracy skills – understanding number and algebra					
C11a **Can the student demonstrate an understanding of counting concepts?**	**NOT currently demonstrating this.**	**Student participates in counting activities by imitating actionsand sounds to represent a counting sequence.**	**Student is starting to count using basic one-to-one correspondence in a small range (for example, 1–3).**	**Student counts 1–5 objects/actions using a stable counting sequence (1,2,3,4,5). Students can combine 2 groups of items up to 5.**	**Student counts objects/actions using one-to-one correspondence to numbers they know (1–10) and can combine 2 groups of items, up to 10.**
	Tip: This student is not currently understanding the concept of numbers. They may show some interest in rote counting songs, chants and jingles that include numbers. Use of objects (props), gestures and actions help this student to understand numbers.	Tip: This student participates in counting songs and activities.	Tip: This student counts out objects by matching to a template.	Tip: This student is starting to recognise that the last number used represents the total number of items.	Tip: This student can count objects using a stable counting sequence. They recognise that the last number represents the total number of items
	***General tip C11a: For some students, especially those with autism, aspects of numeracy such as sequencing numbers can be an area of strength.				

Cognitive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
C11 Numeracy skills – understanding number and algebra					
C11b **Can the student recognise numerals and sequence numbers?**	**NOT currently demonstrating this.**	**Student is able to rote count to 5.**	**Student is able to rote count to 10 and is able to read numerals in the range 1–3.**	**Student is able to rote count up to 15. They can read numerals and sequence numbers in the range 1–5. Student can add one more to a group and can combine groups in the range (1–5).**	**Student can rote count up to 30. They can read numerals and sequence numbers in the range 1–10. Student can add one more to a group and can identify the number before and after a given number in the range (1–10). They can make and recognise different visual arrangements and recognise dot patterns (for example, 5 dots on a dice = 5).**
	Tip: This student is not currently understanding the concept of numbers. They may show some interest in rote counting songs, chants and jingles that include numbers. Use of objects (props), gestures and actions help this student to understand numbers.	Tip: This student participates in rote counting songs and activities.	Tip: This student can identify numerals in the range 1–3.	Tip: This student is more familiar with numerals and can match their understanding of 1:1 correspondence to the numbers they know.	Tip: This student can use mathematical language. When using concrete materials they can demonstrate mathematical concepts such as addition and subtraction.

Receptive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
R1 Understand spoken words or messages					
R1a **Can the student understand spoken words or messages? (Messages can include but are not limited to vocalisations, gestures, touch cues, sign language, objects, pictures and so on.)**	**Student can understand up to 30 spoken words or messages (in context – within familiar routines, activities, environments and with familiar people).**	**Student can understand up to 500 spoken words or messages (starting to understand the meaning of words out of context).**	**Student can understand up to 900 spoken words or messages (out of context).**	**Student can understand over 1,000 spoken words or messages (out of context).**	**Student can understand over 2,000 spoken words or messages (out of context).**
	Tip: This student can understand words like: finished, more, give, stop, look. When named, they can recognise 3 body parts (if they have had previous experience). Once a student has learned a word/ message, for example, 'dog' they can learn other words associated with it – pat (dog), big (dog) and walk (dog). It is useful to develop photo memory books so that students are provided with the ability to learn this type of language scaffolding.	Tip: This student can understand more abstract words like later and wait. They understand the names of familiar people, activities, places and food. This student can recognise themselves in a mirror and in photographs.	Tip: This student can understand more abstract words like: soon, later, wait. They can understand simple comments about what is happening (for example, 'the bed is broken', 'are you hungry?'). COLOURS: When named, they can recognise 2 primary colours. For a student to recognise colours and shapes, the names of these items should be emphasised.	Tip: This student can understand simple comments about what is going to happen in the future (for example, 'we are going to the shops later.'). They can understand basic kinship words like aunt, uncle, brother, sister. COLOURS: When named, they can recognise 3 to 6 colours. SHAPES: When named, they can recognise 2D shapes (for example, circle, triangle, square and so on).	Tip: This student can understand more complex comments about what is going to happen in the future (for example, 'daddy is coming home tomorrow afternoon'). COLOURS: When named, they can recognise 7 or more colours. SHAPES: When named, they can recognise more 2D shapes (for example, rectangle, hexagon and so on).
R2 Understand instructions					
R2a **Can the student understand instructions?**	**Student can understand simple one step instructions in familiar contexts, within familiar routines with gestures, objects/ photographs (for example, 'get the book', 'give the ball', 'turn the page').**	**Student can understand unfamiliar one step instructions within an activity (for example, during a playdough activity the instruction 'cut the playdough' is given, while the student is holding a playdough knife).**	**Student can understand 2-step related instructions (for example, 'get your shoes and put them on', 'find your hat and line up', 'take your workbook and open it to a new page').**	**Student can understand 2-step unrelated instructions (for example, 'touch your toes then get the book', 'get your shoes and go under the table').**	**Student can understand related and unrelated 2-step instructions incorporating concepts (for example, 'put your plate in the sink and wash your fork with soapy water,' 'put your bag on the shelf, then bring me back the tin of pencils').**
	Tip: This student understands simple one-part instructions in familiar contexts (for example, jump, push, go, give, kick). A one-part instruction is an instruction where there is only one grammatical component (or word) in the instruction, typically just the verb like the examples above.	Tip: This student is starting to understand 2-step instructions in familiar contexts, within familiar routines with gestures and visual support (for example, 'put the plate in the sink and the cup on the table', 'touch your toes, then wave your arms'). This student understands 2, simple grammatical parts of an instruction in familiar contexts, when familiar concepts are used. For example, 'throw (verb) the ball (object)'.	Tip: This student can understand 2 to 3 words in each instruction. They find it hard to comply with instructions if they disagree. At the early stages of Orange, this student will need visual prompts, gestures and so on to assist their understanding of an instruction. For example, for the instruction, 'take out your workbook and open it to a new page', show the student the new page. They can understand singular/plural (for example, 'get the ball'/'get the balls'). This student can understand grammatical parts of an instruction. For example, 'make the pop figure (from a range of figures and toys) jump (from a range of actions)'.	Tip: This student responds to instructions without requiring additional cues from the teacher. They are starting to understand and follow classroom procedures and rules (for example, waiting for their turn, putting up their hand before speaking). This student can understand more grammatical parts of an instruction. For example, 'make the big (from options big/ little), pop figure (from a range of figures and toys) jump (from a range of actions)'.	Tip: This student can understand instructions for a new activity in a range of situations. They are starting to understand 3-step related instructions (for example, 'put your plate in the sink, wash your fork and get the cup'). They can follow classroom procedures and rules more closely. This student can understand all grammatical parts of an instruction. For example, 'make the big (options from big/ little), pop figure (from a range of figures and toys) jump and run fast (from a range of actions).
R2b **Can the student understand negation or negative instructions/ information?**	**Student can understand one-part negative instructions (for example, 'no', 'don't touch' and 'stop').**	**Student can understand simple negative instructions and negative information (for example, 'no walking today', 'no jumping').**	**Student can understand negative instructions, negative information and the related explanation (for example, 'no walking today, it is raining', 'no jumping please, the trampoline is broken').**	**Student can understand factual information phrased in the negative (for example, 'this is not a dog').**	**Concepts of negation and understanding of negative instructions/information are established and are combined with other concepts such as time (for example, 'we can't go on our excursion on Friday, the bus is broken').**

Receptive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
R3 Understand questions					
R3a **Can the student understand questions?**	**NOT currently demonstrating this.**	**Student can understand simple 'what' and 'where' questions in context (within familiar routines and when objects or pictures are in view) (for example, 'What is this?' 'What do you want?' (with the use of a choice board)).**	**Student can understand simple 'who', 'what' and 'where' questions (when objects or pictures are not in view) (for example, 'What do you want to eat?' 'Where are we going?').**	**Student can understand 'when', 'why' and 'how' questions using their personal experiences and knowledge (for example, 'When will you go?' 'Why did you go?' 'How did you get there?').**	**Student can understand 'when', 'why' and 'how' questions using their personal experiences, reasoning skills and by making assumptions (for example, 'When did it happen?' 'Why did it happen?' 'How did it happen?').**
	Tip: This student benefits from the introduction of simple 'wh' questions within familiar activities and using familiar objects or photographs to answer these questions. This is introduced to facilitate understanding at the next level.	Tip: This student can understand simple 'what is this?' and 'where is the … ?' questions using simple realistic picture books. For a student to understand 'when, why and how' questions with greater consistency, they require support to: • expand their vocabulary (receptive and expressive) • increase their understanding of sequencing and concepts, know a range of items and their functions, match, sort and categorise items, understand cause-effect (cognitive) • engage with others and imitate the actions of others (social). All Passport groups will benefit from support in the above when building understanding of questions.	Tip: This student is understanding who, what and where questions based on their immediate experiences and when the information is present. All Passport groups benefit from having access to personalised visuals to increase their understanding of all questions.	Tip: This student benefits from being given the opportunity to answer all questions about their own life and experiences using visuals they understand, for example: • their own communication system • personalised chat mats (line drawings, realistic pictures or photographs placed in categories) • sentence strips (strip of card to place messages on) • personalised workbooks (one photograph or line drawing to a page paired with text) and so on.	Tip: This student can understand more questions and has a greater level of understanding of these questions, as compared to previous Passport groups, as they have: • a more extensive vocabulary (both receptive and expressive) • a better understanding of sequencing, concepts, matching, sorting and categorising items, know a range of items and their functions, cause-effect (cognitive) • increased engagement with others and can imitate the actions of others (social).
R4 Understand pronouns					
R4a **Can the student understand pronouns?**	**NOT currently demonstrating this.**	**Student can understand personal pronouns: my/mine, you, this/that (for example, 'my hat').**	**Student can understand subject pronouns: I/you, she/he/it, we/they (for example, 'you draw', 'she walks', 'they play').**	**Student can understand the difference between 'I' and 'me' and object pronouns: her/him, us/them (for example, 'She has a hat, it is her hat').**	**Student can understand possessive pronouns: his/hers/theirs, him/her/them (for example, 'It is his hat, give it to him').**
	Tip: This student is a 'here and now' learner. They are learning to respond consistently to their name and learning the names of familiar peers and adults.	Tip: This student is starting to differentiate between themselves and others according to their sense of self and identity. They can recognise themselves in a mirror and in photographs.	Tip: This student can differentiate between themselves and others according to their sense of self and identity (for example, Mary likes to wear dresses while I like to wear shorts).	Tip: This student understands more widely their sense of self and identity in relation to others (for example, the student understands that as a sub-category of 'people', women/girls are different from men/boys).	Tip: This student can differentiate between themselves and others using their increased categorisation skills, vocabulary and sense of self/identity. They understand that they can give opinions and that different groups of peers can have different opinions.

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E1 Request and reject					
E1a **Can the student request something (items, activities or interactions)?**	**Most of the time can request something (items, activities or interactions) using non-verbal forms (body movements, eye-gaze, facial expressions, gestures and so on).**	**Student can request using single words and/or non-verbal forms (pointing, eye-gaze, smiling, take the teacher to what they want and so on).**	**Student can make simple requests for activities and items (for example, 'toilet please', 'want ball').**	**Student can make requests in more ways (for example, 'can you help?') and give simple reasons for their request (for example, 'I want yellow ball, like yellow').**	**Student can make requests by asking questions (for example, 'Where is Mrs Smith?', 'Why is Mr Ng not here?').**
	***General tip E1a: Students who are intentional in their communication know that their actions can get a response from those around them. These students can initiate and indicate that they want someone to do something for them (for example, look at or point to an interactive whiteboard and then back to the teacher to indicate that they want a video/song). They have a range of messages that they use to gain attention, make requests, rejections and so on. For example, throwing an item on the ground to get attention; pointing or looking at what they want then at a person to get it for them. Some of these messages or signals are not always obvious and are easy to miss. Observing and knowing your students' signals and messages is important for building and extending the different ways students communicate. For some students, the way they receive information (for example, objects, touch cues) can be different to the way they express themselves (for example, body movements, facial expressions). Students with higher physical challenges will most likely use vocalising to get attention rather than pointing or looking at an item.				
E1b **Can the student reject something (items, activities or interactions)?**	**Can reject something (items, activities or interactions) using non-verbal forms.**	**Student can use/say a single word and/ or non-verbal ways to reject.**	**Student can use/say a simple phrase (for example, 'no chair') to reject.**	**Student can give a simple reason for something they are rejecting (for example, 'Not the blue ball, I want the yellow ball').**	**Student can give more in-depth reasons to reject (for example, 'I don't want to go to the shops, I feel sick').**
	Tip: This student is requesting or rejecting using non-verbal forms of communication such as eye-gaze, smiling, gesturing, turning away, walking away or pushing the item away.	Tip: For students who are non-verbal, they may use their communication system to request or refuse an item, activity or interaction.	Tip: This student can communicate their requests and rejections with more intention than students in earlier stages. Students who use augmentative and alternative communication systems will use their communication system to communicate their requests or rejections.	Tip: Students who use augmentative and alternative communication systems will use their communication system to communicate their requests or rejections and be able to give simple reasons for their choices. This student can refuse an activity, for example, choosing not to play something another student has suggested.	Tip: Students who use augmentative and alternative communication systems will use their communication system to ask questions to make requests and be able to give more in depth reasons to reject. This student can ask questions to clarify information (for example, 'why is Mr Jones not here?'). They can clarify their rejections (for example, 'I don't want to play a game, I feel sick').
	***General tip E1b: The ability to reject an item, activity or interaction is not dependent on someone asking 'do you want…?' questions. Rejecting or protesting are some of the early reasons a student communicates. Opportunities to reject, protest, gain attention, request allows a progression towards more complex reasons to communicate (for example, clarifying why they don't want something, questioning and so on).				

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E2 Answer 'yes' or 'no'					
E2a **Can the student answer 'yes' or 'no'?**	**NOT currently demonstrating this.**	**Student can indicate 'yes' or 'no' for simple, 'do you want...?' questions. For example:** • **Rejecting specific item: when a teacher asks 'Do you want a drink?', student can reply 'No drink.'** • **Accepting specific item: when a teacher asks 'Do you want the ball?', student can reply 'Yes'.** • **Offers of 'more': when a teacher asks 'Do you want more?' of a particular item without naming it, student can reply 'No more'.**	**Student can answer 'yes' or 'no' to simple questions. For example:** • **Factual: when a teacher asks 'is it a dog?' while shown a picture, student can reply 'No, cat' or 'Yes, dog.'** • **Personal: when a teacher asks 'Can you open it?', student can reply 'I can' or 'I can't'.**	**Student can answer 'yes' or 'no' to more complex questions and more categories of questions. For example:** • **Possession: 'Is this your hat?'** • **Preferences: 'Do you like the cake?'** • **Labelling: 'Is this a dog?' (while showing the student a picture or prop of a cat).** • **Function: 'Can your pencil talk?'** • **Time: 'Are you going out today?'**	**Student can answer 'yes' or 'no' to more complex questions and more categories of questions. For example:** • **Test knowledge: 'Is the sky blue?'** • **Comparison: 'Is a dog older than a puppy?'** • **Relative time: 'Did that happen first?'** • **Perspective: 'Do you think your mum will be angry with you?'** • **Wants versus needs: 'Do you need the blue pencil to colour your drawing?'**
	Tip: For simple 'do you want ... ?' questions and when the items are in view, this student uses non-verbal communication forms to request or reject (for example, eye-gaze, smiling, gesturing, turning away, walking away and pushing item away). They are working towards using a clear 'yes/no' response. This student will search for an item that has disappeared (object permanence).	Tip: This student can use 'gone' when asked 'where is ... ?' They can indicate that something is not present (for example, 'hat gone').	Tip: This student may not use conventional ways to express themselves (for example, may say 'I no do this' instead of 'I can't do this'). This student can say or indicate 'no more' or 'gone' when an item disappears.	Tip: This student can use negation across a range of categories. For example: • Factual: 'this is not a bear.' • Want: 'I don't want the bear.' • Need: 'I need the bear'. They may not use grammatically accurate phrases to get their message across.	Tip: This student can use negation to describe items or activities. For example: • Speaking about a car: 'It isn't fast'. • Speaking about a puzzle piece: 'It doesn't fit'.

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E3 Use messages, spoken words, phrases or sentences					
E3a **Can the student use a range of spoken words or messages consistently?**	**Student can use up to 15 messages or spoken words within familiar routines, activities, environments and with familiar people.** **Phrases and sentences** **NOT currently demonstrating this.**	**Student can use messages or spoken words within familiar routines, activities, environments and with familiar people (approximately 15–100 words spontaneously).** **Phrases and sentences** **This student is starting to combine messages and words into 2-word phrases.**	**Student can use messages or spoken words to convey meaning in familiar contexts (approximately 300 messages and words spontaneously).** **Phrases and sentences** **This student is starting to combine messages and words into 3- to 4-word phrases.**	**Student can use messages or spoken words to convey meaning within different contexts (approximately 1,000 messages and words spontaneously).** **Phrases and sentences** **This student can use phrases or sentences to combine messages and words into 3- to 6-word phrases or sentences.**	**Student can use messages or spoken words to convey meaning across all contexts (approximately 1,000–3,000 messages and words spontaneously).** **Phrases and sentences** **This student can use phrases or sentences of over 8 messages.**
	Tip: This student uses up to 15 messages or spoken words to indicate 'more', label, request and reject within familiar contexts (for example, within familiar routines, with familiar people, using familiar objects). This student can imitate new words. They require new words to be introduced within familiar contexts using familiar things. For example, for students familiar with dogs, when introducing the phrase 'look at the dog', start by saying 'look at dog'. Then simplify to 'look, dog' and finally dog (can add 'woof'). This student is more likely to copy an approximation of the word 'dog' ('dah' or 'woo').	Tip: This student can label common objects in the environment; name familiar actions; name familiar concepts (up/down, in/on) and use some words from familiar songs.	Tip: This student is using the conjunctions 'and' and 'because' (for example, 'juice and biscuit'). This understanding and use of the concept 'because' is an important one, as this is needed for problem solving, emotional regulation and so on. This student can recognise and name items presented in a picture-format.	Tip: This student can say their name on request. If they have had prior experience learning their address, they can say their address on request. They can name one colour. When shown a 2D representation of a shape, they can name a circle and triangle. They can use the conjunction 'and' to join 2 sentences (for example, 'I ate biscuit and played on swing').	Tip: This student can present a short 'show and tell'. They can name 4 colours. When shown a 2D representation of a shape, they can name a rectangle and hexagon.
	***General tip E3a: Messages include but are not limited to personalised signals, body movements, body posture, facial expressions, eye gaze, gestures, pointing, vocalisations, word approximations, objects, object symbols, signs, photos, pictures and symbols, for example, Picture Exchange Communication System (PECS™) or Alternative Augmentative Communication (AAC) device.				
E3b **Can the student use language for a range of purposes?**	**Student is not yet able to use language for the purpose of:** **Commenting or describing or retell a story of event**	**Student can use language for the purpose of:** **Commenting and describing** **This student can make simple comments using their main form of communication (for example, pointing at a ball and saying or indicating 'ball').** **Retelling a story or event** **Use personal photo-books to support this student's retelling (for example, by pointing, using spoken words, sign language to label familiar objects/people).**	**Student can use language for the purpose of:** **Commenting and describing** **This student can make simple comments and use simple descriptions (for example, when shown a picture they can make a comment 'like cars', 'like red truck').** **Retelling a story or event** **This student can retell some parts of a very familiar story with the support of pictures, photographs or other records of an event (for example, sound recording, video, souvenir).**	**Student can use language for the purpose of:** **Commenting and describing** **This student can talk about the past using words related to time. They will be commenting and describing using a wider range of concepts and vocabulary (for example, commenting about something in a book they just read, 'The girl was happy', commenting about the weather, 'cold day').** **Retelling a story or event** **This student can retell some parts of a well-known story (for example, answer simple 'wh' questions using pictures or photographs).**	**Student can use language for the purpose of:** **Commenting and describing** **This student can talk about the past and future events using words related to time. They can comment about how they feel (for example, 'I feel cold because it is windy'). They are using full and appropriate sentences to comment and describe.** **Retelling a story or event** **This student can retell the main parts of a familiar story. They can recount the main activities of the day. They still benefit from pictures or photographs to support their retelling. They can present a short recount of a personal experience.**

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E3 Use messages, spoken words, phrases or sentences					
E3c Can the student use grammatical language?	NOT currently demonstrating this.	This student can use their personal communication system to demonstrate the use of: • agent + action: 'mummy kiss' • agent + object: 'push car'; 'daddy ball' • action + location: 'sit chair' • object + location: 'cup table' • possessor + possession: 'mummy bag' • object + attribute: 'car under' • demonstrative + object: 'there car' • negation + object: 'no ball' • negating: 'no walk' • question: 'where ball?' • requesting: 'more juice'.	This student can use their personal communication system to demonstrate the use of: • regular past tense (-ed): 'jumped' • present singular (s): 'she washes hands', 'she eats biscuits' • adjectives for colour and size: 'red ball', 'big ball' • auxiliary verbs ('have' and 'do'): 'I have it, do you want?' • use negation: 'dog, no bite', 'don't push'. They are also starting to use simple present progressive (-ing) (for example, 'I jumping'. The correct phrase is 'I am jumping', this student may say 'I is/are jumping' instead).	This student can use their personal communication system to demonstrate the use of: • more complex use of present progressive(-ing): 'Abby is going to school' • plural (-s): '2 biscuits' • contracted auxiliary verb ('s): 'he's tired' • auxiliary verbs ('can', 'be' and 'will'): 'I can jump' • irregular past tense: 'ate', 'broke', 'went', 'drew' • definite and indefinite articles ('a' and 'the'): 'throw the ball' (the use of 'a' emerges before 'the') • prepositions: 'behind', 'around'.	This student can use their personal communication system to demonstrate the use of: • full and appropriate sentences • future tense ('will'; 'is going to'): 'she will write', 'she is going to write a letter' • conjunctions ('if ', 'so', 'because' and 'when') • comparatives: 'my ball is the biggest'.
E4 Express choices					
E4a Can the student express a choice?	When asked and presented with 2 objects (preferred item and a distractor), student can express a simple choice all the time.	When asked, student can express a simple choice from 2 to 4 items.	When asked, student can express a simple choice from a range of up to 6 items.	When asked, student can make higher level choices related to items, activities, people, locations, timing, when an activity is finished and so on. (For example: 'What will you take? The big, fluffy bear or the smooth, brown bear?', 'Where shall we play? In the shade or sun?', 'Who do you want to play connect 4 with?'.	Student can make choices based on simple reasoning skills and knowing their personal preferences (For example, 'even though all the others chose singing, I would like to read a book').
	Tip: When this student has consistently demonstrated that they can make an intentional choice between a preferred item and distractor, choices between a preferred and less preferred item can be introduced. Ensure the item that is chosen is given, rather than giving both.	Tip: This student is understanding photographs and realistic pictures, so these can be used in addition to actual items when asking them to make a choice. They benefit from choosing between 2 preferred items to help their ability to choose items according to most to least preferred with fewer choices.	Tip: Using only 6 items allows this student to improve their ability to choose between items according to most to least preferred with fewer choices. However, this student doesn't require only 6 choices to be offered at all times. The idea is that, when asked, they should be able to consistently demonstrate that they can make a choice from up to 6 items. Once they can consistently make a choice from 6 items then they can be asked to make 2 choices from a range of up to 6 items. They benefit from having access to visuals they understand when making choices, especially in the early stages of Orange.	Tip: For this student, the complexity of the questions can be increased with the use of extra descriptors and adjectives.	Tip: This student is more adept at making choices based on knowing their own personal preferences. As they learn to manage their emotions, they start to become better at making these choices within a situation (for example, 'Tim is using the computer, I will do drawing').

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E5 Ask questions					
E5a **Can the student ask questions?**	**NOT currently demonstrating this.**	**Student can ask 'what's that?'.**	**Student can ask basic 'who-what-where' questions. (For example, 'Who is ... (eating)?', 'Where (are you going)?', 'What is this?', 'Where is ... (person or item)?', 'What is ... doing?').**	**Student can ask more varied questions about events using words related to time. (For example, 'Are you coming?', 'When are we going?', 'Where did the puppy go?', 'Is she going home?').**	**Student can ask more complex questions. These include asking about personal preferences and questions that involve reasoning skills. (For example, 'What is your favourite food?', 'Why can't I go with Daddy?', 'How many books?').**
	Tip: This student requires support to increase their vocabulary (both receptive and expressive) and be able to consistently express themselves intentionally. This provides them the opportunity to start to develop skills that lead to asking questions.	Tip: For students who are non-verbal, they may use their repertoire of messages to ask a question.	Tip: This student wants to know the names of things and to learn new words.	Tip: For this student, asking 'why' is emerging.	Tip: This student can ask 'how many?' of various items, people and so on.
	***General tip E5a: The ability to ask questions is a key part of interpersonal communication skills.				
E6 Name items and their functions					
E6a **When asked about an item's function, can the student name the item?**	**NOT currently demonstrating this.**	**When asked simple questions about an item's use (function) and when items are in view, student is starting to name some very familiar items within familiar contexts. For example, when asked 'what do you draw with?' while shown a pen and distractor and at the drawing table, this student may respond by reaching for the pen or saying 'pen'.**	**When asked simple questions about an item's use (function), student can name familiar items within familiar contexts. For example, when asked 'What do you stir with?' while cooking, this student may respond 'a spoon'.**	**When asked questions about an item's use (function), student can name the item using some logical reasoning. For example, when asked 'What do you need when it is raining?', this student may respond 'Umbrella, gumboots or rain coat' depending on their prior experience.**	**When asked more complex questions about an item's use (function), particularly questions that require greater vocabulary and understanding (see tip below), student can name items. For example, when asked 'What can you use to see objects better?', this student may respond 'Glasses, magnifying glass or binoculars'.**

Expressive	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
E6 Name items and their functions					
E6b **When asked about an item, can the student name the function?**	**NOT currently demonstrating this.**	**When some very familiar items are named and when items are in view, student is starting to name their uses, within familiar contexts and with visual cues. For example, after finishing a drawing, student is asked 'a pen is used for...?', this student may respond by pointing at the drawing or saying 'draw'.**	**When familiar items are named, student can name their uses within familiar contexts. (For example, when a phone is held up and student asked' 'phone is for ... ?' Student response: 'talking or talk' 'Broom is for ... ?' 'sweeping' 'Ball is for ... ?' 'throwing or kicking').**	**When asked questions about how an item can be used, student can name more than one use for it. For example, when asked 'What can we do with a spoon?', this student may respond 'You can eat with a spoon' and 'You can stir with a spoon'.**	**When asked questions about how to deal with and act in different situations, as well as questions on an item's features or condition, student can answer accordingly and provide reasons. For example:** • **Situation: when it is raining and asked 'What do we do?', this student may respond 'Go inside' and give a reason like 'So we don't get wet'.** • **Item condition/feature: when the floor is wet and asked 'What do we do?', this student may respond 'Walk slowly' and give a reason like 'So we don't fall, floor is slippery'.**
	Tip: This student requires the names of objects and their use (the purpose of an object) to be highlighted within different activities. For example, within a cooking activity, songs and chants can be used to identify and highlight the function of a spoon ('stirring, stirring, stirring, a spoon is used for stirring'), while stirring with a spoon during cooking.	Tip: This student is starting to understand the meaning of certain familiar items within familiar activities (for example, in cooking you need a bowl, spoon and ingredients to make food). They continue to require the names of items and their uses (functions) to be highlighted within familiar activities. Using visuals, songs and chants supports this student to name items and their corresponding uses.	Tip: For a student to be able to name an item by its use or name the use of an item, they need to know various items and how to use them (Cognitive Question 4). This student continues to require the names of items and their uses to be highlighted using visuals, familiar contexts and so on. For example, name parts of the body and their uses through songs or chants ('Hands are for ... clapping, feet are for ... walking'). As this student's vocabulary and understanding increases, their ability to name more items and their uses develops.	Tip: This student knows that foods and drinks have different functions (for example, eating food to be able to do things, drinking water to not be thirsty). They are starting to respond to questions about situations. For example: • When asked 'why do you go to bed?', this student may respond 'when you are tired, to sleep'. • When asked 'When do you need medicine?', this student may respond 'when you are sick'.	Tip: This student can identify and express the use of more complex things (for example, 'brains are for thinking'). This student's more extensive vocabulary (both receptive and expressive), ability to use a range of items and identify their function, increased understanding of concepts, and so on, allows them to have an increased understanding and application of naming items and ways to use them compared to earlier groups. See the general tip for more details.
	***General tip E6: For this question, a student must know a range of items, how to use them and understand why we use them (Cognitive 4). In addition, a student's knowledge and understanding in the following Passport questions affects their ability to name items by their function and name a function of an item: • their receptive and expressive vocabulary (Receptive and Expressive questions) • their ability to match, sort and categorise items (Cognitive questions 5 and 6) • their understanding of concepts (Cognitive question 7) • their understanding of cause-effect, simple problem solving and simple critical thinking (Cognitive question 8) • their level of social skills, in particular to what extent they engage with others (Social question 1), able to imitate the actions of others (Social question 3), manage their emotions and regulate themselves (Social question 7).				

Social	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
S1 Engage with others					
S1a **Can the student engage with an adult or peer?**	**Student engages in joint attention (they are able to share their attention with another person and an activity or object). They can use social referencing (they are able to focus on another and observe this person's reaction to an activity or object to moderate their own reaction).**	**Student can gain the attention of others to communicate their interests, seek information and make requests. Joint attention and social referencing are more established.**	**Student is starting to communicate about familiar topics using some conversational conventions (for example, student references something and remarks on it, listens to a peer without interrupting). This student is acquiring conversational conventions.**	**Student can initiate and sustain conversation using appropriate rules of conversations, for at least 2 turns with familiar topics. This student is developing conversational conventions.**	**Student can initiate, sustain and extend conversation in a range of topics, including asking questions appropriate to the person and situation. This student is making use of conversational conventions.**
	Tip: Social referencing is one of the major mechanisms by which people come to understand the world around them. This student shows interest about people, activities and their environment. They will gain the attention of others (often, by using gestures and vocalisations). They will give a toy or item to an adult as a way of extending social contact, the intention being 'look at this'. **Humour** This student understands that it can be funny to do something unexpected. For example, an educator puts a shoe on their head and pulls a funny face before saying 'oh no!'. At first, the student won't recognise the humour, until it is pointed out. They enjoy games and interactions with an element of surprise.	Tip: For this student, it is important to provide opportunities to develop interests, by being clearly shown how to ask for them (pointing, picture exchange, gestures, spoken language) and then be given the opportunity to ask for them from another person. This skill doesn't spontaneously develop. If the student has no interest in asking for something from another person, then the development of asking for help can be delayed. **Humour** This student can distinguish between someone doing something wrong intentionally and doing something wrong accidentally, within familiar contexts. For example, an educator puts the fork in with the spoons, laughs and says 'that's silly'. Student laughs with the teacher, might say 'no', take the fork out and places it with the others.	Tip: This student can ask for help (request assistance) with new activities and from new adults. For a student to do this, they would have had to have been exposed to this previously. They can understand and follow requests from different adults and in different environments. It is important to consider each student's style of attending and getting attention (for example, some students with autism may struggle to sustain eye-contact during an interaction. **Humour** This student can use humour to comment (for example, pretending it is 'yucky'). They find humour in tangible jokes (for example, putting a sock on your head). They can recognise when an action is intentionally silly.	Tip: This student can get the attention of others before conversing. They use appropriate rules of conversations (for example, eye contact, taking turns, responding to the other person, asking relevant questions, staying on topic, recognising physical space boundaries and so on). They are reasonably clear in conveying a message in a range of situations (for example, 'Tim hit me') rather than rambling or going off topic. Students who are non-verbal require access to specific expressive communication systems to converse with others. This student is beginning to understand that they are separate from others, with their understanding of theory of mind emerging. **Humour** This student finds toilet humour funny, but isn't fully aware of the effect on others.	Tip: This student understands and uses conversational conventions (for example, eye-contact, turn taking, staying on topic, asking relevant questions and so on). This student understands the concepts of gifts, both giving and receiving them and understands the element of surprise. Theory of mind is more established. **Humour** This student recognises that changing a word in a sentence can be funny. They are starting to use humour to build friendships and when/where it is appropriate to tell jokes/fool around.
S2 Use social conventions					
S2a **Can the student use social conventions (greetings, manners and polite forms of behaviour)?**	**Student uses some greetings in familiar contexts (for example, smiling for thank you, saying 'ta', waving good bye).**	**Student uses greetings in familiar contexts.**	**Student uses some social manners with others in a variety of contexts (for example, saying 'hello' or 'hi', shaking hands, saying or indicating 'please' and 'thank you').**	**Student uses more social manners and conventions with others in a variety of contexts (for example, starting to consciously inhibit certain behaviours).**	**Student uses social manners and conventions with others in a variety of contexts. This student is starting to have a basic understanding of what is 'right' or 'wrong' with a group context (for example, no taking food from strangers, no kicking people).**
	Tip: This student mainly uses facial expressions, gestures and simple body language. **Group events** This student requires full support to learn the social conventions of school assemblies and other group events.	Tip: Student is less reliant on facial expressions and simple body language. They use a range of body language, gestures and personalised communication systems. **Group events** This student knows the basic conventions for school assemblies and other group events. They still rely on educators to support them through the process.	Tip: For this student, social conventions are developing. **Group events** With verbal and visual support, they are able to follow the social conventions of school assemblies and group events.	Tip: This student is starting to inhibit egocentric behaviours (such as eating only the food given to them rather than eating all the food). They are also starting to inhibit impulsive behaviours (for example, waiting for the swing rather than impulsively running to it). **Group events** They are able to follow the social conventions of school assemblies and group events with minimal support.	Tip: This student is more frequently inhibiting egocentric, impulsive or negative social behaviour (for example, pushing peers). They understand what teasing means and that they could tease others. **Group events** They are able to follow the social conventions of school assemblies and group events.

Social	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
S3 Imitate others					
S3a **Can the student imitate the actions of others?**	**Student can attend to an adult copying their own (the student's) actions/sounds and in response is starting to copy this adult's actions/sounds.**	**Student can imitate an adult's actions with some level of understanding and copy actions using objects and hand/ body movements. They exhibit the ability for short deferred imitation: they imitate actions that they just saw.**	**Student can imitate actions with more understanding and with more time delay between an adult's action and their own response.**	**Student can imitate a wider range of adult's actions within a range of contexts and with more time delay between an adult's action and student response.**	**Student can imitate simple dance, music and movement based sequences.**
	***General tip S3a: The ability to understand another person's actions relies on a number of brain regions collectively known as the mirror neuron system. This system is activated when a student observes another person's actions. The student's neurons 'mirror' the behaviour of someone else, as though they themselves are acting. Awareness of another person and observing their actions or sounds precedes imitation. Care should be taken when selecting which actions or sounds of a student are going to be copied by an adult. If students have physical challenges, use the basic motor action available to the student (for example, head shaking, body rocking) during imitation activities.				
S4 Take turns					
S4a **Can the student take turns?**	**Student can wait very briefly while another person has a turn during simple turn-taking activities (for example, watch another student have a short turn of a drum, before it is their turn).**	**Student can wait for longer periods during turn-taking activities.**	**Student can wait for their turn during activities and conversations.**	**Student can wait for their turn during activities and conversations, with more skill including putting up their hand to speak, and looking at and listening to speakers.**	**Student is skilled at turn taking during activities and conversations. They adhere to classroom procedures more closely.**
	Tip: For this student, all turn taking activities will have to be closely supervised by an adult. Initially, the positioning of equipment, people and the timing will have to be carefully considered. Most likely there will be some grabbing or complaining by this student.	Tip: This student can wait for a short time for something they want. Grabbing and complaining occurs less frequently, especially when an authority figure is present.	Tip: This student is developing their turn-taking skills. They still benefit from practising this skill across a variety of activities and people. They can share for a short time, when guided by a person.	Tip: This student is relatively skilled at waiting for their turn. They can share for a short time with a peer.	Tip: This student is starting to invent games with simple rules, including turn-taking games. They can share for a short time with a peer.
S5 Play/interact with others					
S5a **Can the student play/ interact in an activity with others?**	**Student mostly engages in solitary play/interaction.**	**Student observes others but doesn't join in. They engage in on-looker behaviour.**	**Student sometimes engages in associative play/interaction (such that they play/interact, at times, with others at the same activity or game).**	**Student engages in co-operative and constructive play/interaction (such that they are able to plan games and activities with others). They can interact with others as well as the game/activity.**	**Student engages in co-operative and socio-dramatic play/interaction (such that they are able to assign roles, pretend they are in different locations and so on).**
	Tip: This student can show enjoyment in very simple social interactions or games initiated by others.	Tip: For this student, on-looker behaviour can lead to them engaging in parallel play/interaction (such as students playing/interacting with the same equipment but not interacting with each other). This student is likely to be possessive of their own items and particular toys/equipment.	Tip: During simple group activities, this student is not working with others too constructively. At the early stages of Orange, this student plays/interacts with one other peer or person, while playing/ interacting with 2 others tends to develop towards the end of Orange.	Tip: This student can play/interact with 2 to 3 other students at a time. In activities/play, they can respond to peer requests and make requests of peers. At this stage, the students are starting to see others as potential partners for achieving the same thing in play/ interaction, possibly to do things they couldn't do alone. They are starting to work while in the presence of 2 to 3 other children during learning activities and independent work. In other words, they are not easily distracted by others.	

Social	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
S6 Pretend play and role play					
S6a **Can the student use pretend play / role play?**	**Student can explore objects and their environments (manipulative play/interaction).**	**Student can use objects within pretend play/role plays (for example, they will pretend to eat from a spoon or drink from a cup).**	**Student can use objects to represent other objects (for example, a block is used as a phone).**	**Student is starting to use imaginative play (for example, pretending to be a bus driver, using a puppet as part of their play).**	**Student plays imaginative games, using objects and other students to act out scenes.**
	Tip: This student can play with and use familiar objects functionally (for example, rolling a ball down a ramp).	Tip: This student is starting to sequence play (for example, feed doll, put doll to bed).	Tip: This student can use their imagination, memory and reasoning during pretend play (for example, line up toys and read to them).	Tip: This student is not quite sure about real versus imaginary. They may talk about imaginary friends.	Tip: This student's understanding between imaginary and real is becoming clearer.
S7 Manage their emotions and self-regulate					
S7a **Can the student manage their emotions?**	**Student uses simple behaviours (crying, laughing, smiling) in response to basic emotions (happy, sad, angry, afraid).**	**Student uses simple behaviours to show basic emotions (happy, sad, angry, afraid) but is starting to become aware of the emotions of others (for example, being happy if others are happy).**	**Student is starting to identify simple emotions like happy/sad in self, but still mostly uses behaviours to display their emotions (for example, stamping feet when angry, hiding face when embarrassed). Student can identify simple emotions (happy, sad, angry) in photographs/visuals of others.**	**Student can label emotions (happiness, sadness, fear and anger) in self and shows interest in others' feelings (recognises happiness in others). Student can identify emotions in themselves with support (happiness, sadness, fear and anger).**	**Student can identify and express an emotion in relation to a situation or person (for example, I feel happy because I went swimming).**
	Tip: This student can learn about emotions through songs, chants and simple stories. For a student to start to label emotions at later stages, staff should explicitly point out and name feelings of happy and sad within contexts. It is important to recognise and interpret this student's signals (for example, smile = happy, exaggerated laugh = anxious).	Tip: This student moves away from things that are upsetting and can be distracted from unpleasant things. They look for approval from meaningful people while doing things (for example, kicks a ball then looks at an adult and smiles if the adult smiles). The emergence of defiant behaviour is probable and negotiation with this student can be difficult. They are starting to show regret or sadness when they understand or are told they have done something wrong (for example, may look down at the ground, might cry and so on).	Tip: This student can interpret the emotions of others by their facial expressions, body language or tone of voice. They can find it difficult to comply with requests if they disagree. Defiant behaviour moves towards being directed (for example, shouting loudly to get their own way). For a student to start to label emotions in Yellow, explicitly label feelings of happy and sad as a result of a situation or person (for example: 'Misha is happy because she went to drumming'). This can be started in Brown.	Tip: This student is better at knowing how to display empathy and care towards others (for example, pats someone on their back if they are hurt). They show pride through their body language and facial expressions. This student can use photographs and abstract line drawings to express their emotions. Emotions should be identified as a result of a situation or person (for example, 'Joe is sad because his mum just left').	Tip: This student tries to exert control over others (for example, by being bossy). They can physically express anger associated with jealousy. They can recognise pride in others. This student can consciously recall an event and link it to an emotional experience. They can anticipate the future and learn from past experiences (of what happens at parties and looks forward to similar events at other parties). This student can use abstract line drawings, signing, spoken language and so on to express their emotions. Emotions should continue to be identified as a result of a situation or person (for example, 'Emily is sad because we can't go swimming').

Social	Intentional Red	Imitation and first-then Brown	Categorising Orange	Simple problem solving Yellow	Simple critical thinking Green
S7 Manage their emotions and self-regulate					
S7b **Can the student manage and self-regulate their emotions?**	**NOT currently demonstrating this.**	**Student is starting to manage their emotions with known communication partners within familiar situations, routines and context.**	**Student can manage their emotions with support from a known communication partner.**	**Student is starting to manage their emotions within familiar situations, routines and context.**	**Student can manage their emotions without assistance.**
		Tip: Student is not always successful in their attempts to manage their emotions.	Tip: Student needs support to access a range of activities/strategies that help them to manage their emotions.	Tip: Student can choose from a selection of activities/strategies that help them to manage their emotions.	Tip: This student engages in a calming activity/strategy when feeling angry and uses the activity/strategy to self-regulate.
	***General tip S7b: Students can be supported to improve their emotional regulation by focusing on the following Passport questions: • building their understanding of sequencing, concepts, schedules, matching and sorting, categorisation and cause-effect (Cognitive) • increasing their receptive understanding of words, messages, instructions and questions (Receptive) • increasing their expressive vocabulary in all questions (Expressive) increasing their engagement and interactions with others, imitating the actions of others, taking turns, focusing on social conventions and managing emotions (Social). Individual students will require a focus on certain Passport questions based on: • which Passport groups they have been assessed at across the different questions • the level of support they require to gain and remain in the zone for learning.				