

# LAF: Assessment Aspects



Knowing more remembering more

	Bronze	Silver	Gold	Platinum
<b>Fluency</b> Performance of task	<b>Approximate</b> The learner shows no interest in the outcome that needs to be completed  The learner shows interest and behaviour needs shaping to complete the outcome	<b>Purposeful &amp; Co-ordinated</b> Learner is willing to attempt the outcome with purpose.  Learner shows resilience in the outcome even when they are unable to complete.  Learner is successful but required high levels of support	<b>Sufficiently Accurate</b> Learner starts and completes the task with some reluctance and some hesitation.  Learner starts and completes the outcome with no reluctance but some hesitation.  Learner starts and completes the outcome without reluctance or hesitation.	<b>Accurate</b> Outcome is smooth, swift and accurate 80% of the time.  Outcome is smooth, swift and accurate 90% of the time.
<b>Maintenance</b> Success rate of task	<b>Single</b> Outcome has not been observed on any occasion  Outcome has only been observed once	<b>More than once</b> Outcome is observed more than once but not always accurate  Outcome is observed more than once with increasing accuracy  Outcome is observed more than once and is accurately performed with intent over 70% of the time.	<b>Repeated &amp; Accurate</b> Outcome is repeated and achieved but there is difference in the quality.  Outcome is often reliably repeated and achieved over time.  Outcome is reliably repeated and achieved over time effectively.	<b>Consolidated</b> Outcome is accurate, consolidated and maintained 80% of the time even after prolonged breaks.  Outcome is accurate, consolidated and maintained 90% of the time even after prolonged breaks
<b>Independence</b> Level of support required for task	<b>Full support provided</b> Physical, gestural, visual or spoken help.  Gestural or spoken help.	<b>Support is given</b> Reduction in the level of support and/or prompting given but the learner still requires support to complete the task  Reduction in the level of support and/or prompting given as the learner is reminded to become more independent.  Reduction in the level of support and/or prompting given as the learner attempts the task more independently and with greater success.	<b>Minimal prompting</b> Learner performs independently but requires prompting to start or complete the task.  Learner performs independently but needs reminding to complete task independently.  Learner performs independently but needs support to become consistent.	<b>Independently completed the outcome</b> Encouragement can be given to complete task of prolonged complexity.  No encouragement necessary to complete any task.
<b>Overview</b> Range of scenarios task is completed	<b>Single context</b> Learner shows no willingness to perform the outcome in any context  Learner shows some willingness to engage with outcome in one specific single context	<b>Some variation</b> Outcome is repeated with some change in the task setting.  Outcome is repeated with some change in the task setting, materials, staff or support.  Outcome is repeated with some change in task, outside contexts, materials or people.	<b>Frequently but not consistently</b> Outcome is completed in different settings/context  Outcome is completed in different settings/contexts, with different materials  Outcome is completed in different settings/contexts, with different materials and people	<b>Many contexts</b> Outcome is reliably completed indifferent settings, with different materials and people.  Outcome is always completed indifferent settings, with different materials and people.