

## RESOURCE MATERIAL The Assessment of Lateral Progress: Descriptors and Rating Scale

<i>from dependent <b>INDEPENDENCE</b> to independent</i>			
<b>Learners complete tasks independently</b>			
The task is carefully scaffolded and the learner is fully prompted throughout.	Some elements of the task are completed without support ( <i>or</i> the overall level of support is lighter, for example physical help is replaced by gestural help).	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.
1 2	3 4 5	6 7 8	9 10

<i>from approximate <b>FLUENCY</b> to accurate</i>			
<b>Learners reach a level of mastery combining speed and accuracy</b>			
The skill is approximate, and the learner's behaviour needs considerable shaping to accomplish the task. Performance is slow and halting.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.	The skill is smooth, swift, and accurate. No further refinement is needed.
1 2	3 4 5	6 7 8	9 10

<i>from inconsistent <b>MAINTENANCE</b> to consistent</i>			
<b>Learners maintain competency over time through repetition. They remember how to do a task after a break</b>			
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.	The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.	Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.
1 2	3 4 5	6 7 8	9 10

<i>from single context <b>GENERALISATION</b> to many contexts</i>			
<b>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff</b>			
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials, or staff.	The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner applies the skill to meet the demands of a new situation.
1 2	3 4 5	6 7 8	9 10