

This document is designed to establish insight into current skills & potential target skills. It is not a standardised assessment and is best completed in consultation with a range of communication partners & the individual wherever possible. This document DOES NOT and SHOULD NOT be used to describe someone's potential.

Individuals may demonstrate skills in more than one level and are not required to demonstrate mastery of one level before exploring skills in other levels.

Individual's details		People helping to complete this form	
Name:		Name:	
Age:		Name:	

### Expressive communication strategies (being used by the individual)

<input type="checkbox"/> Body movements & gestures	<input type="checkbox"/> Hands (pointing, touching...)	<input type="checkbox"/> Text (writing, typing, letter selection...)
<input type="checkbox"/> Facial expressions	<input type="checkbox"/> Manual signs (Auslan, Key Word Sign...)	<input type="checkbox"/> Non-Electronic AAC: Type:
<input type="checkbox"/> Eyes	<input type="checkbox"/> Real objects	<input type="checkbox"/> Electronic AAC: Type:
<input type="checkbox"/> Voice <input type="checkbox"/> Speech	<input type="checkbox"/> Pictures (photos, PCS, SymbolStix...)	<input type="checkbox"/> Something else: Details:

### Receptive communication strategies (being modelled by others)






<input type="checkbox"/> Body movements & gestures	<input type="checkbox"/> Hands (pointing, touching...)	<input type="checkbox"/> Text (writing, typing, letter selection...)
<input type="checkbox"/> Facial expressions	<input type="checkbox"/> Manual signs (Auslan, Key Word Sign...)	<input type="checkbox"/> Non-Electronic AAC: Type:
<input type="checkbox"/> Eyes	<input type="checkbox"/> Real objects	<input type="checkbox"/> Electronic AAC: Type:
<input type="checkbox"/> Voice <input type="checkbox"/> Speech	<input type="checkbox"/> Pictures (photos, PCS, SymbolStix...)	<input type="checkbox"/> Something else: Details:

### Summary

Best description of current skills	Emergent	Emergent to contextual	Context dependent	Contextual to independent	Independent
Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Skill area: Decision making

Date:

<b>Emergent (Stage 1) – Expressing preferences</b> 	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
It helps to have a familiar person to interpret expressive behaviours successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses:			
• A person/ action/ thing is liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A person/ action/ thing is not liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• An opinion about a person/ action /thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Receptive (Stage 2) – Affirm or deny</b> 	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Confirms how actions are interpreted (e.g., a smile to say “you guessed it”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicates an interpretation was incorrect (e.g., a frown to say “that’s not what I meant”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicates when something is not understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds conditions to a choice (e.g., “yes, but...”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for something not offered (e.g., something different)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Early expressive (Stage 3) – Elaborate &amp; describe</b> 	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Expands on preferences – express the why (e.g., “Don’t like. Too noisy”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/1
<b>Early conventional (Stage 4) – Rank &amp; compare</b> 	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Compares or ranks choices/options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An environment exists where opinions are expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/2
<b>Conventional (Stage 5) – Expand Authority</b> 	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
It is known what decisions are being made by & for the individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is known what decisions are important to the individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An agreement is in place as to who has the final say in which decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3

Adapted from: Sheldon, E. (2019)

## Skill area: Understanding (receptive language)

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Starting to show understanding that symbols represent ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures & picture symbols are used by others to help understanding & teach expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows anticipation of steps in familiar routines & activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pays attention to an object or activity with partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Responds to common natural gestures (e.g., come here, go away, hi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows understanding of the use of common objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures seem to help improve understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting to follow simple directions in familiar routines & activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows understanding of symbols for basic, common, or concrete items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Shows understanding of symbols for common objects & actions (e.g., run, paint, eat), people, or situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows understanding of more abstract concepts (e.g., think, big, hot, few)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows simple instructions in both familiar & unfamiliar routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pays attention in general conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Shows understanding of general conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows more complex or unusual instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows what accommodations are needed to support understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Advocates for accommodations to support understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/1

*Adapted from: Janice Light & David McNaughton (2014)*

## Skill area: Expressive language

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Uses facial expression, body language, gestures, &/or behaviour (usually understood only by very familiar people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicates acceptance or rejection (e.g., smile or turning away)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries to communicate in familiar & motivating activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is helped by others to communicate successfully (e.g., narrowing choices, interpreting body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Uses clear & simple symbols during motivating situations & activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses one symbol at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs use of gestures, body language, facial expression, or behaviour at a communication partner (reliability varies from day to day or activity to activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Uses a combination of methods to express messages (e.g., gestures/pointing, picture symbols, speech/voice, AAC device).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning to comment &/or ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates best in routines, about familiar topics, & with a familiar partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning to combine two or more symbols to create longer messages (e.g., want+drink; I+like; it+yuck)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning to combine two or more strategies (e.g., point+verbal word; sign+picture symbol)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Communicates about a range of topics with both familiar & unfamiliar partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently combines 2 or more symbols to create longer, more complex &/or an increased variety of messages for different reasons (e.g., comments, questions, or sharing information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a wide variety of vocabulary or communication tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Combines single words, spelling, & phrases to communicate about different subjects like peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses words/messages available to describe unavailable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links sentences using conjunctions (e.g., and, because, if, that, but)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3

*Adapted from: Janice Light & David McNaughton (2014)*

## Skill area: Strategic competence

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Shows understanding that communication can change the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows that a message was not successfully understood (e.g., shows displeasure or frustration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/2
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Gets partner's attention before communicating a message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses simple repair strategy (repeating message) if needed (e.g., if misunderstood, ignored, or the system did not speak/activate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is helped by others identifying possible communication methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Uses an introduction strategy with unfamiliar communication partners with some help (e.g., something to show they use a device to help communicate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is engaged during conversations to monitor attention & understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses more repair strategies (e.g., repeat, rephrase, additional key word, first letter clue...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses simple strategies to increase speed of communication (e.g., key words, pre-stored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persists in repeating message when intended message is misunderstood or system did not activate/speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Independently uses an introduction with unfamiliar partners (e.g., descriptive instructions on how to best communicate with them)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates plan to contribute to a conversation (e.g., I have a question; I want to tell you about...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises message was not understood & alerts the communication partner (e.g., wrong, try again; let me tell you another way)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactively manages the interaction (e.g., interjects with "wait", "hang on", or "yeah")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signals a topic change or end with appropriate message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Independently uses several strategies to prevent or repair communication breakdown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans ahead to contribute effectively to a conversation (e.g., compose & store messages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects a communication mode appropriate to situation & listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creatively uses system features to communicate effectively & efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently analyses errors in communication interactions & comes up with strategies to address it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5

*Adapted from: Janice Light & David McNaughton (2014)*

## Skill area: Operational competence (specific to aided AAC use)

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Attends to AAC system (e.g., by looking at it, quieting to listen, or moving towards it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explores the device (not always for obvious communication reasons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/2
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Transports AAC system in familiar activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positions AAC system for use or indicates the positioning needs to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses basic navigation (e.g., back/home button, swipe, turn page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises if AAC system needs adjustment (e.g., volume, not working)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns system on/off when appropriate (or asks for other to do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Asks for help if equipment needs adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts volume appropriate to environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charges device (or asks others to do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts screen/position for best visibility & access (or asks other to do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigates to a logical page during familiar routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clears & deletes messages independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps to add words by selecting symbols or choosing from suggested message choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transports AAC system from one activity to another or asks others to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/8
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Cleans device or asks others to do independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in programming by identifying additional topics or vocab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in programming by selecting appropriate buttons for editing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts volume appropriate to environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigates to logical page for new or unusual activities/topics/partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigates to different message tools (e.g., phrases, keyboard, visual scenes, photos...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/6
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Combines different message types or tools to communicate (e.g., phrases, keyboard, photos...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges equipment maintenance (e.g., upgrades, troubleshooting, starts repair procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs system independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accesses additional features (e.g., remote controls, text messaging, social media, computer control...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses additional software features (e.g., word prediction, pronunciation exceptions, & editing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5

## Skill area: Social

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Reacts to familiar people &/or motivating activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turns in familiar & motivating routines (e.g., "high five" or when someone spreads arms for a hug)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May respond to close physical interaction by looking, smiling, or reaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/3
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Shows clear preference for certain objects, activities, &/or people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May be starting to show some interest in social interactions, especially in specific situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting to use symbols to interact for social reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped by others to maintain an appropriate distance during interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Starts conversations & social interactions with familiar communication partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benefits from help to take additional turns in conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers questions in familiar situations with familiar communication partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions of others in familiar situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains an appropriate distance during interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/5
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Uses socially appropriate comments/questions to start conversation with familiar communication partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers routine questions with a variety of communication partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately uses comments/questions to start conversations with familiar communication partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate strategies to change topic or end a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in clubs/groups related to interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently manages conversations with unfamiliar people in familiar situations or situations of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/6
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Maintains relationships beyond family and paid support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently manages conversations with unfamiliar people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/2

\*Appropriateness of behaviour will always depend on the people and situation

*Adapted from: Janice Light & David McNaughton (2014)*

## Skill area: Literacy

Date:

<b>Emergent skills</b>	<b>Not Observed 0</b>	<b>Developing 0.5</b>	<b>Established 1</b>
Plays with books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is attracted to pictures in books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May be using a pencil to draw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May be scribbling with some letter like shapes recognisable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4
<b>Emergent to contextual skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Producing letter strings (not words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grouping letter strings (unintelligible words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows an interest in shared reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is starting to engage with books independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to identify own name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to identify commonly seen words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/6
<b>Context dependent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
May group letters & start to produce one or two real words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy skills include:			
• Identifying/recognising letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Connecting some letters with corresponding sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understanding word boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognising high frequency sight words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reading & writing name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Beginning to spell words (unconventional spelling sometimes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/7
<b>Contextual to independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Literacy skills include:			
• Increased awareness of link between letters & sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses conventional spelling of simple words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adding word endings as appropriate (e.g., past tense '-ed', plural '-s', or '-ing'),	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understanding the connection between spoken words & print.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses word prediction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes choices about preferred writing strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped by using screen reader technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/7
<b>Independent skills</b>	<b>Not Observed</b>	<b>Developing</b>	<b>Established</b>
Incorporates spelling to express uncommon words / words not in communication system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses spelling as primary communication method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates access to preferred writing strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates access to required reading accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			/4

*Adapted from: Sturm J., Cali K., Nelson N., Staskowski M. (2012)*