

Progression Tool summary table

Name of student	
Date of birth	Age
Questions completed by	
Observations completed by	
Gender	
First language	

Score Summary	Date		Date repeated	
	Questions	Observations	Questions	Observations
Total understanding spoken language and verbal reasoning score				
Total understanding and using vocabulary score				
Total sentence structure and narrative score				
Total social interaction score				

Understanding spoken language and verbal reasoning

1. They should be able to follow complex directions with confidence; identifying any specific issues they may have with understanding

Instructions to student – “I am going to describe a scenario you might hear at school or at college. Listen carefully, and then tell me in your own words what needs to be done. Also think about why the teacher is asking you do certain things?”

Competition for work experience placements is unprecedented this year so I want you to write a curriculum vitae which will accompany your application. There’s a template on the student learning platform if you need it but really, that’s a bit lame. If you want to create the best kind of impression, and get one of the top placements, my suggestion is that you conceive something that will make you conspicuous for all the right reasons. Then, you need to evaluate each other’s work from a potential employer’s perspective because that’s who will be reading the cv’s.

Now... tell me what you need to do and why?”

You may prompt the student if they don’t give reasons immediately e.g. ‘Why do you have to evaluate each others’ work?’ ‘Why shouldn’t you use the cv template provided?’

Ⓜ Write down exactly what they say in the space below. See p30 for how to score.

Calculated score (see p30)

/5

2. They should be able to pick out themes in discussions and understand implicit meanings

Read each of the song lyrics, written on resource sheet 1, one at a time. The first one is a practice item which you do not need to score. After each set of lyrics, ask the student to tell you what they think the song is about as below. You may read the lyrics more than once.

Instructions to student – **“I’m going to read you some lyrics from songs. I want you to listen carefully and tell me what you think the song is about. What are the ‘themes’ in the song? If you would like me to read the lyrics again, just ask me.”**

® Write down exactly what they say in the space below. See p30 for how to score.

Practice item:

Song 1:

Song 2:

Song 3:

Calculated score (see p30)

/5

3. They should be becoming skilful in discussions, acknowledging and building on others' contributions while using a range of arguments to persuade

Instructions to student – “I’m going to read you the start of a dialogue between an imaginary Head Teacher and student council. I want you to take a student councillor role and persuade the Head to consider other angles / change their mind...

Headteacher: It’s essential that our 6th form students present a business-like impression at all times. We are therefore changing the uniform policy and are proposing the following from the start of term. No exceptions will be made for changes to the weather:

Boys: Two piece black or dark grey suit; white shirt; plain coloured tie; dark shoes; briefcase or lap-top bag (no coloured holdalls).

Girls: Skirt in black or dark grey; white shirt; dark shoes (no ‘fashion’ shoes); briefcase or lap-top bag (no coloured holdalls). A plain gold or silver chain may be worn. No other necklace or jewellery permitted.”

Ⓜ Write down exactly what they say in the space below. See p31 for how to score.

Calculated score (see p31)	/5
Total understanding spoken language score	
Using the guidance on p31, work out the total understanding spoken language score	/15

Understanding and using vocabulary

1. They should know a range of interesting descriptive words and be able to use them to show nuance of meaning

Instructions to student – “You will know that descriptive words can have slightly different meanings and be used to create atmosphere. For example, instead of saying ‘the day was very warm’, we could say ‘the day was sweltering’, or ‘there was a blistering sun shining’. These paint a particular picture.

Can you think of three different synonyms or ways to make the following words more interesting and descriptive? Once you’ve done that, can you make a sentence with one of them to show the meaning?”

Note: If the student needs you to explain the word ‘synonym’, you may explain but this is cause for concern. They may need a piece of paper to jot down their synonyms - this is ok.

Write down exactly what they say in the space below. See p31 for how to score.

e.g. warm	baking	sweltering	blistering
“There was a blistering sun shining in the sky.”			
a. cold	Synonym 1	Synonym 2	Synonym 3
Sentence:			
b. walk	Synonym 1	Synonym 2	Synonym 3
Sentence:			
c. tired	Synonym 1	Synonym 2	Synonym 3
Sentence:			
d. speak	Synonym 1	Synonym 2	Synonym 3
Sentence:			
e. hungry	Synonym 1	Synonym 2	Synonym 3
Sentence:			
Calculated score (see p31)			/5

2. They should understand well the ‘instruction’ or ‘thinking’ words used in classrooms and exams and know what these words are asking them to do

Instructions to student – “**I am going to say some sentences you might hear your teacher say or read in an exam question. I want you to explain what you would have to do each time. For example, if I gave you a diagram of a science experiment and asked you to ‘annotate the diagram’, I’d be asking you to label the diagram.**

Read the instructions below, stressing the words that are underlined. You may repeat the sentence if you wish.

So, what do each of the following words mean? What exactly do you have to do? Explain in your own words.”

Ⓡ Write down exactly what they say in the space below. See p31 for how to score.

a. English: Read this novel extract. Compile and then contrast the personality traits of the two main characters.

b. Maths: Look at the table of results for the recorded traffic over two separate months. Compare the data sets.

c. ICT: Explore these two desk-top publishing packages over the next two lessons and then evaluate them for use in the school magazine.

Calculated score (see p31)

/5

3. They should understand subtle differences between words with similar meanings

Instructions to student – “I am going to say some pairs of words which have similar meanings. However, there are important differences between them. I want you to tell me how the words are different from each other. For example, if we used the words ‘old’ and ‘elderly’, ‘old’ can have a more negative meaning. Elderly would be a more polite description.”

Write down exactly what they say in the space below. See p32 for how to score.

a. Childish and youthful

b. Skinny and slim

c. House and home

d. Disabled and handicapped

e. Strict and ruthless

Calculated score (see p32)

/5

Total understanding and using vocabulary score

Using the guidance on p32, work out the total understanding and using vocabulary score

/15

Sentence structure and narrative

1. They should be able to talk using complete, grammatically correct sentences with an average length of 9-13 words

Instructions to student – **“I want you to tell me about something good you’ve done recently or a good programme you’ve watched. I am just going to record what you are telling me so I don’t forget.”**

Note: The conversation can be about anything the student is interested in.

Ⓡ Write down exactly what they say in the space below. See p32 for how to score.

Calculated score (see p32)

/5

2. They should be able to join spoken and written sentences using more difficult words

Use resource sheet 2. Instructions to student - **“Look at each of these picture scenarios in turn. Then, I will ask you to make a sentence that describes the scenario. You will need to use a particular word or words in your sentence.”**

Note: If you think the student will need an example, use picture 1 (cinema picture), demonstrate making a sentence with ‘even though’. You could say “I agreed to watch a romance even though I don’t really like them.”

® Write down exactly what they say in the space below. See p32 for how to score.

Picture 1: Make a sentence which includes the word ‘whereas’

Picture 2: Make a sentence which includes the word ‘consequently’

Picture 3: Make a sentence which includes the word ‘provided that’

Picture 4: Make a sentence which includes the word ‘hence’

Picture 5: Make a sentence which includes the word ‘whether’

3. They should be able to give a short summary of a book or film, ensuring the ‘thread’ of the story is understood throughout

Instructions to student – **“I want you to think of a film or book that you know well. It has to be one that I have heard of. Now, explain the plot of the film/book to me.”**

Ⓜ Write down exactly what they say in the space below. See p33 for how to score

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Calculated score (see p33)	/5
Total sentence structure and narrative score	
Using the guidance on p33, work out the total sentence structure and narrative score	/15

Social interaction

1. They should be able to switch easily between informal and formal styles of talking

Instructions to students – “I am going to present a scenario to you where you will need to change the way that you talk according to the different people that you meet. Listen to the scenario and then tell me what you would say to each of the following people / at each stage of your day.

It’s the morning of an important work experience / job interview. You are nervous but feel well prepared. You need to travel independently from home to the venue for the interview. After the interview, you have to go back to school/college to let your Head of Year know how you got on.

Now, think of something that you would say to each of the following people that you meet. For example, if your best friend text you that morning, you might say ‘mate I’m well nervous.’ What would you say...”

Write down exactly what they say in the space below. See p33 for how to score.

a. To your mum when she wishes you good luck as you leave the house.

b. To your friends when you see them on the bus and they ask you why you are looking extra smart.

c. To the receptionist at the interview venue when she says “Can I help you?” You recognise her as a friend of your mum’s.

d. To the person who is interviewing you for the work experience placement/job when he/she asks you why you applied for the job / placement.

e. To your Head of Year when he/she asks you how the interview went.

2. They should be able to use their language imaginatively for social interaction

Instructions to student – “When you are talking to your friends, you will often use a kind of ‘street language’ or slang which changes according to fashion. These are the kinds of words that might sound weird if your parents used them. For example, if I was going to say that something wasn’t a problem, I’d say ‘no worries’. Can you think of an example of street language that you would use with your friends for the following?”

Note: Street language is subject to frequent change. Staff might want to check student answers with an online ‘urban dictionary’ or other reliable source.

Write down exactly what they say in the space below. See p33 for how to score.

a. Saying something is easy

b. Saying something is fashionable

c. Saying something is difficult

d. Saying you dislike something

e. Saying something is good (positive)

Calculated score (see p33)

/5

3. They should be able to use sarcasm in their humour with peers and familiar adults

Instruction to student: “Sometimes you might want to use sarcasm as a way of making jokes with your friends or adults you know really well. Can you think of a sarcastic but funny comment you could make in these situations? For example, I’m really busy so when teachers in school ask me to do extra things I say ‘yeah because I’ve got loads of spare time!’ What would you say when...”

Write down exactly what they say in the space below. See p33 for how to score.

a. Despite promising they wouldn’t be late, your friend turned up 10 minutes late, leaving you to wait in the cold.

b. Your Dad often tells jokes that aren’t funny. He’s just told another poor joke and is waiting for your reaction.

c. Your Mum knows she isn’t very good at baking but she likes to try. She’s just made a cake that hasn’t gone that well.

d. A family friend who is visiting your parents is having trouble understanding how to use his/her new mobile phone.

e. Your friend has asked your opinion on some new trainers / clothes they have just bought. You think they are a bit bright.

Calculated score (see p33)	/5
Total social interaction score	
Using the guidance on p33, work out the total social interaction score	/15



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Observations

Understanding spoken language and verbal reasoning observations

Are they struggling? Complete this section using your knowledge and/or observations in class. Only complete if you know the student well. It may be useful to complete the observations in more than one lesson as students may vary in their responses across the curriculum.

You may wish to have page 34 of the reference booklet with you at the time of the observation to help with scoring.

1. They should be able to follow classroom instructions

<i>Students aged 16-18 should easily be able to follow long and often complex instructions in the classroom and other school / college contexts.</i>	
<i>Tick if students display these behaviours across a range of contexts. See p34 for how to score.</i>	✓
a. They often carry out only parts of an instruction. You need to remind them frequently of the stages of a task	
b. They appear fine working on group tasks but watch others carefully before carrying out instructions for independent work	
c. They need to give their full attention in order to follow instructions, e.g. they always have to stop writing things down in order to listen properly	
Calculated score (see p34)	/5

2. They should be aware when they don't understand and respond appropriately

<i>Students aged 16-18 should be independently monitoring their own understanding.</i>	
<i>Tick if students display these behaviours across a range of contexts. See p34 for how to score.</i>	✓
a. They say what you're saying quietly to themselves, or repeat what you say rather than respond	
b. They respond with a general 'I don't get it' rather than a specific 'I get the first bit but I'm not sure what you mean when you say 'x''	
c. They use distraction techniques to delay starting a task. For example, asking you questions, talking to others, asking for pens, pencils, not engaging etc.	
Calculated score (see p34)	/5

3. They should be able to understand non-literal and / or implied meaning

Students aged 16-18 should easily understand non-literal language without the need for other information, such as very obvious facial expressions and tone of voice or explanations to help them.

Tick if students display these behaviours. See p34 for how to score.



a. They take comments such as ‘Let’s all try leaving our revision to the last minute shall we year 11?’ literally

b. They struggle to understand implied meanings such as ‘The pressure is on to get this content covered year 12 so unless I hear from you, we’re moving on’ – implying, ask your clarification questions now

c. They struggle to understand idioms, subtle jokes, metaphors and similes, even with an explanation

Calculated score (see p34)

/5

Total understanding spoken language and verbal reasoning observations score

Using the guidance on p34, work out the total understanding spoken language and verbal reasoning observations score

/15

Understanding and using vocabulary observations

1. They should find it relatively easy to learn new words and to use them in their conversations, discussions and written work

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They struggle to understand subtle differences in cross curricular vocabulary e.g. the fact that range means something different in maths to science	
b. Their spontaneous verbal and written explanations lack the range of mature / interesting descriptive words needed for the courses they are studying	
c. They struggle to properly differentiate between similar 'exam question' words e.g. the difference between discuss/evaluate or compare/contrast	
Calculated score (see p34)	/5

2. They should have a solid understanding of more difficult ideas and concepts such as time and emotion

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They get confused by words such as before / after; the day before yesterday / last month/next term, and as a result may become quickly disorganised with busy homework schedules	
b. Their emotional vocabulary seems to be limited to basic words such as happy, sad and angry, for example	
c. They find it difficult to express feelings of stress or frustration constructively	
Calculated score (see p34)	/5

3. They should be able to express their ideas fluently and clearly with no difficulty 'finding' the words they want

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They over-use non-specific words in explanations and written work, such as thing, that, put, get, whatever	
b. They use a lot of fillers, e.g. and, that, sort of, or hesitate a lot, e.g. um, er, um... y'know... like, in verbal explanations	
c. They use swearing, mumbling and/or silence when asked direct questions or specific information	
Calculated score (see p34)	/5
Total understanding and using vocabulary observations scores	
Using the guidance on p34, work out the total understanding and using vocabulary observations score	/15

Sentence structure and narrative observations

1. They should be able to speak in sentences that explain complex information and that are clear and easy to follow

<i>Tick if students display these behaviours. See p34 for how to score.</i>	✓
a. They sound muddled, have lots of incomplete sentences, pauses and revisions or take a long time to organise what they want to say	
b. They say a lot but their answers are vague, often leaving out key information needed by listeners in order to understand	
c. When recounting events or giving detailed explanations or instructions, their responses are often not in the right order	
Calculated score (see p34)	/5

2. They should be able to construct longer sentences that are clear and grammatically correct; regularly using more difficult or unusual connecting words

<i>Tick if students display these behaviours. See p34 for how to score.</i>	✓
a. They regularly need to be prompted to extend their spoken and written answers	
b. Where they do join sentences when talking, they use basic connectives only, e.g. and, then, because, but	
c. They struggle to build an 'argument' in discussions, either independently or building from others' contributions	
Calculated score (see p34)	/5

3. They should be able to speak fluently, clearly and with confidence

<i>Tick if students display these behaviours. See p34 for how to score.</i>	✓
a. They stammer, hesitate, repeat sounds / words or get stuck	
b. Their speech is unclear and difficult to understand	
c. They are reluctant to speak, particularly in groups	
Calculated score (see p34)	/5
Total sentence structure and narrative observations score	
Using the guidance on p34, work out the total sentence structure and narrative observations score	/15

Social interaction observations

1. They should show they understand the rules of conversation and be able to interact well with a range of adults and peers

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They struggle with the subtleties of conversation and interaction, such as knowing how to start, join in or end conversations	
b. They may struggle with teenage interaction styles, such as quick turn taking, commenting, one liners, and their interactions may sound ‘scripted’	
c. They struggle to use the right style for talking to different people, e.g. they talk to their peers in the same way as they talk to their teacher	
Calculated score (see p34)	/5

2. They should be able to function well in a task where working together as a group is part of what is required and a key skill that is needed

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They struggle to work and talk effectively in groups, e.g. taking over, opting out and leaving all of the work to others or disrupting	
b. They struggle to understand the feelings of others and see their viewpoint	
c. They look ‘uncomfortable’ when they don’t have close friends or supportive adults to help or support them	
Calculated score (see p34)	/5

3. They should interpret and appropriately use a range of non-verbal language and ‘banter’ in interactions

<i>Tick if students display these behaviours. See p34 for how to score.</i>	
a. They struggle to understand and respond to peer humour, regularly looking ‘on the fringe’ or a step behind with their ‘retorts’ in teenage interactions	
b. They struggle to recognise subtle changes in teachers’ vocal tones and facial expressions, e.g. those which might indicate that students need to extend an answer	
c. They struggle to read non-verbal signals from peers, e.g. those signals which might indicate boredom with a topic	
Calculated score (see p34)	/5
Total social interaction observations score	
Using the guidance on p34, work out the total social interaction observations score	/15

Specific scoring guidelines: questions

Look at the tables below to work out the total score for each aspect of the questions section. Follow the guidance and the descriptions in the columns to work out their score for each question.

Write down the score in the **calculated score** spaces for each question provided on the **score sheet**. Add up each of the **calculated scores** to get a total score for each aspect of the questions section. **See appendix for an example.**

Understanding of spoken language and verbal reasoning	Score 1	Score 3	Score 5
<p>1. Are they able to follow complex directions with confidence; identifying any specific issue they may have with understanding?</p> <p><i>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score.</i></p> <p><i>Listen to the recording/look at the transcript of the student's response. Scoring should take account of how well students understand instructions, whether they understand the reasons behind the instructions, whether they recognise when they don't understand words and instructions and whether they seek clarification. Students should not be penalised for words that they do not understand providing that they ask for clarification.</i></p> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> • Write a CV • Use a template if need be • Make it original / stand out • Evaluate each other's work <p><i>3 reasons behind instructions:</i></p> <ul style="list-style-type: none"> • Competition is high • Being original will help you stand out • Think like an employer because that's who will read the applications <p><i>6 different vocabulary items: Have they used any of the words underlined in the original transcript?</i></p>	<p>Indicates "I have no idea what to do"</p> <p>No specific identification of words / Instructions</p> <p>Instructions they don't understand</p>	<p>1-2 instructions understood</p> <p>Unclear on reasons behind specific requests</p> <p>No clarification requested for words / instructions they don't understand</p>	<p>3 or more instructions understood</p> <p>At least 1 reason given</p> <p>Asks for clarification of words/ instructions that they don't understand</p>

<p>2. Are they able to pick out themes in discussions and understand implicit meanings?</p> <p><i>Listen to the recording/look at the transcript of the student's responses for the songs, compare them with the descriptions opposite and the guidance on resource sheet 1 and score accordingly.</i></p> <p><i>Example scoring from the practice item:</i></p> <p>Score 1 if they don't know what it's about, they recognise the theme tune but give no further explanation</p> <p>Score 3 if they mention any of the literal points, e.g. it hasn't been your day; you're broke</p> <p>Score 5 if they mention any of the themes, e.g. friends are important when things go badly</p>	No response or extremely literal understanding	Responses are mainly literal / include only words from the song lyrics themselves	One or more of the identified themes mentioned Student explains in own words
<p>3. Are they becoming skilful in discussions, acknowledging and building on others' contributions while using a range of arguments to persuade?</p> <p><i>Listen to the recording/look at the transcript of the student's response and compare with the categories opposite.</i></p> <p><i>Examples are given below:</i></p> <p>Score 1 if they say 'That's way too strict' or 'I always wear fashion shoes'</p> <p>Score 3 if they say 'He needs to be reasonable' or 'I can't afford that'</p> <p>Score 5 if they say 'There is a range of clothing suited to business' or 'Businesses will make adjustments for weather, schools should too if they want to reflect business'</p>	Unconvincing argument with no/poor examples given to back up	Attempts a convincing argument but few examples given to back up	Good argument with a number of non-personal examples given to back up
<p>Total understanding spoken language and verbal reasoning score</p> <p>Put this score on the summary table and profile chart</p>		/15	

Understanding and using vocabulary	Score 1	Score 3	Score 5
<p>1. Do they know a range of interesting descriptive words and be able to use them to show nuance of meaning?</p> <p><i>Review the student's answers, compare them with the descriptions opposite and score accordingly.</i></p>	Struggles to give synonyms for all items Difficulty constructing appropriate sentences	Manages to give at least 1 synonym per item Basic sentences given only	Comfortably gives at least 2 synonyms per item Constructs interesting and appropriate sentences
<p>2. Do they understand well the 'instruction' or 'thinking' words used in classrooms and exams and know what these words are asking them to do?</p> <p><i>Mark correct if students are able to explain what the key words are telling them to do. Do not score correctly if the student just repeats back the key words in their explanations.</i></p>	Explanation shows little or no understanding of any instructions	Explanation shows some understanding but potential to get important aspects wrong	Explanation shows clear understanding of the instructions

<p>3. Do they understand subtle differences between words with similar meanings?</p> <p>Score correctly if students can differentiate between the subtly different meanings. Examples are given below:</p> <ul style="list-style-type: none"> • Childish and youthful – childish is immature, a negative meaning of young; youthful is just young • Skinny and slim – skinny is a less flattering word; slim is a statement of fact • House and home – house indicates only the building; home is a more emotional word • Disabled and handicapped – handicapped has negative connotations; disabled might be considered more a statement of fact • Strict and ruthless – both relate to setting boundaries or discipline, but ruthless has more negative connotations; strict can be fair 	0-1 correct	2 correct	3 or more correct
<p>Total understanding and using vocabulary score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Sentence structure and narrative	Score 1	Score 3	Score 5
<p>1. Are they able to talk using complete, grammatically correct sentences with an average length of 9-13 words?</p> <p>Listen to the recording/look at the transcript of what the student has talked about. Count up the number of words they are using in each sentence. Also consider the number of hesitations, repetitions and revisions the student makes. Note incomplete sentences. See guidance opposite for how to score.</p>	All sentences less than 7 words and/or most sentences incomplete	Most sentences less than 7 words or many sentences incomplete	An average of 9 words per sentence and most sentences complete
<p>2. Are they able to join spoken and written sentences using more difficult words?</p> <p>Score correct if student constructs a grammatically accurate sentence which illustrates accurate understanding of the joining word. Examples are given below:</p> <ul style="list-style-type: none"> • I want to watch an action film, whereas my friend wants to watch a romance. • I have no money so consequently will not be able to go out with my friends tonight. • Provided that I have done my homework, I will get my pocket money. • They are in the science lab; hence they have to wear safety goggles. • I don't know whether to go for this hairstyle or that one. 	0-2 correct	3 correct	4 or more correct

<p>3. Are they able to give a short summary of a book or film, ensuring the ‘thread’ of the story is understood throughout?</p> <p><i>Students’ recounts should be clear and concise, with the main plot and character descriptions conveyed. The listener should get a good understanding of the ‘point’ of the film/ book, including the ‘high point(s)’ and the conclusion.</i></p>	<p>Unclear Long or rambled description</p> <p>Not in a logical order</p> <p>Assume listener knowledge</p>	<p>Clear only with prior knowledge</p> <p>Plot and/or character motivations conveyed badly</p> <p>Misses detail or gives too much</p>	<p>Clear Concise</p> <p>Easy to follow/ blurb type explanation which covers all key points</p>
<p>Total sentence structure and narrative score</p> <p>Put this score on the summary table and profile chart:</p>		<p>/15</p>	

Social interaction	Score 1	Score 3	Score 5
<p>1. Are they able to switch easily between informal and formal styles of talking?</p> <p><i>Score correctly if the student gives a clear indication of the formality of the situation in the words that they choose. Examples are given below:</i></p> <p>a. To your mum: <i>Thanks Mum; I’m cool about it</i></p> <p>b. To your friends: <i>Dude, I’ve got an interview. Gotta look the business!</i></p> <p>c. To the receptionist: <i>Hi Mrs Smith, I’m here for an interview</i></p> <p>d. To the person who is interviewing you: <i>I’m really interested in x and I think your company will help me gain very useful experience.</i></p> <p>e. To your Head of Year: <i>It went well Miss Sharp; I think I did my best</i></p>	<p>0-2 correct</p>	<p>3 correct</p>	<p>4 or more correct</p>
<p>2. Are they able to use their language imaginatively for social interaction?</p> <p><i>Score correctly if the student is able to offer at least one ‘street language’ synonym for the word given. Do not score correctly if the student gives a standard synonym e.g. ‘basic’, or ‘not difficult’ for easy. Examples of slang words include:</i></p> <p>a. Saying something is easy: <i>doss, cinch, cake</i></p> <p>b. Saying something is fashionable: <i>choice, swank, flossy</i></p> <p>c. Saying something is difficult: <i>killer, bear, solid</i></p> <p>d. Saying you dislike something: <i>bust, dog, fail</i></p> <p>e. Saying something is good: <i>boss, legit, chill</i></p>	<p>No street synonyms / only common synonyms given</p>	<p>Street synonyms given for 2 or fewer</p>	<p>Street synonyms given for 3 or more</p>
<p>3. Are they able to use sarcasm in their humour with peers and familiar adults?</p> <p><i>Score correctly if the student can provide an appropriate example of sarcasm. There should be an obvious attempt at humour.</i></p>	<p>0-1 examples given</p>	<p>2 examples given</p>	<p>3 or more examples given</p>
<p>Total understanding of social interaction score:</p> <p>Put this score on the summary table and profile chart</p>		<p>/15</p>	

Specific scoring guidelines: observations

Understanding spoken language and verbal reasoning observations

For all questions:

Score 1 if the behaviours are observed on a daily basis in a range of lessons

Score 3 if the behaviours are observed at least weekly in a range of lessons

Score 5 if the behaviours are observed rarely

Understanding and using vocabulary observations

For all questions:

Score 1 if the behaviours are observed on a daily basis in a range of lessons

Score 3 if the behaviours are observed at least weekly in a range of lessons

Score 5 if the behaviours are observed rarely

Sentence structure and narrative observations

For all questions:

Score 1 if the behaviours are observed on a daily basis in a range of lessons

Score 3 if the behaviours are observed at least weekly in a range of lessons

Score 5 if the behaviours are observed rarely

Social interaction observations

For all questions:

Score 1 if the behaviours are observed on a daily basis in a range of lessons

Score 3 if the behaviours are observed at least weekly in a range of lessons

Score 5 if the behaviours are observed rarely

How did they do?

Progression Tool summary table

Note the total scores for each section on the **Progression Tool summary table**, which is a separate item that can be photocopied for each student. This is a useful summary if you want to remind yourself of student's scores.

Profile chart

It can be useful to plot students' results on to the **profile chart** (see p36 for reference). You should photocopy the profile chart for each student (item 4 of your scoring and answer sheets). This enables you to see at a glance where their areas of strength and need lie.

Look at whether the students are in the Red, Amber or Green category on the profile chart to determine whether they are reaching typical levels for language development, or whether they need targeted or specialist support. It may be that there are some areas of language where students need additional support, even though other areas are fine. It can be useful to use this profile if you repeat the Tool so that you can track students' development of language skills over time.

It might also be useful to plot a group of students results, such as a whole group, class or cohort of students, on to the **group profile chart** (see p37). You should photocopy the group profile chart for each group (item 5 of your scoring and answer sheets). As a group, this enables you to see at a glance where their areas of strength and need lie.

Both the profile chart and the group profile chart use a RAG rating. Please see p38 for information on how to interpret students' scores.

Profile chart

Name:		Date of birth:		Age:		Gender:		Ethnicity:	
Score	Understanding spoken language and verbal reasoning	Understanding and using vocabulary	Sentence structure and narrative	Social interaction		Questions	Observations	Questions	Observations
15									
13									
11									
9									
7									
5									
3									
Date:	Completed by:								

Group profile chart

Name:	Understanding spoken language and verbal reasoning		Understanding and using vocabulary		Sentence structure and narrative		Social interaction	
	Q	Obs	Q	Obs	Q	Obs	Q	Obs
Example: Ben Smith	13	11	11	13	13	15	11	11
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Score	Colour for questions	Colour for observations
15	Green	Green
13	Green	Green
11	Yellow	Yellow
9	Yellow	Yellow
7	Yellow	Yellow
5	Yellow	Yellow
3	Red	Red