









AIMS A PERFORMANCE TASK SCORING RUBRIC

	Level 5	Level 4	Level 3	Level 2	Level 1
FIRST: Prompts with Answer Card Choices	Test Administrator reads Performance Task prompt and shows answer card choices contained in test materials. Student responds without assistance or only with a single repetition of the prompt. (Do not label/read answer card choices).	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and removes all items/distracters (answer card choices). Present student only the correct answer card choice with any cues as necessary.	The student is non-responsive after Performance Task prompt was presented with all levels of support.
Prompts without Answer Card Choices*	Test Administrator reads Performance Task prompt. Student responds without assistance or only with a single repetition of the prompt and uses wait time only .	Test Administrator reads Performance Task prompt and uses a single cue . <i>Cues that can be used at Level 4: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	Test Administrator reads Performance Task prompt and uses 2 cues . <i>Cues that can be used at Level 3: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	Test Administrator reads Performance Task prompt with any cues necessary, Test Administrator will verbally state correct response for student to imitate or repeat . <i>Cues that can be used at Level 2: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</i>	
THEN: ADD STRATEGY	None	Elaborate the question: provide additional clarifying information on directions or expected response.	Demonstrate a similar response: "This is picture of a dog. Show me the picture of the cat."	Model exact response: "This is a picture of a dog. What is this?" (Show picture/object representing dog.)	
SCORE	The student responds correctly. Record a score of 4  If the student: <ul style="list-style-type: none"> Does not respond independently; Responds incorrectly; Does not perform the requested task when given wait time; or After test administrator repeats the instructions; Move to Level 4. 	The student responds correctly. Record a score of 3  If the student: <ul style="list-style-type: none"> Does not respond; or Responds incorrectly; Even with the addition of elaboration; Move to Level 3. 	The student responds correctly. Record a score of 2  If the student: <ul style="list-style-type: none"> Does not respond; or Responds incorrectly; Even with the addition of a demonstration; Move to Level 2. 	The student responds correctly. Record a score of 1  If the student: <ul style="list-style-type: none"> Does not respond; or Responds incorrectly; Even with a model, cues, and removal of all distracters; Move to Level 1. 	The student does not respond. Record a score of 0

*NOT ALL PERFORMANCE TASK PROMPTS HAVE ANSWER CARD CHOICES

Cues

Cueing is a way to help support or signal a student. A cue by itself does not give the student a direct answer. Most importantly cues should be understood by the student and eventually faded. *This is not an exhaustive list.*

Physical Cue: Offers physical guidance to support or elicit a response. Hand over hand, tapping the back of a hand, holding an elbow, pointing, or standing by a student to stop a behavior (proximity), etc.

Verbal Cue: Gives the student oral or verbal information. “Look at me”, “put letter A first”, “it’s 11:30 (lunchtime)”, etc.

Gestural Cue: A movement or gesture which is understood by student to extract a specific behavior. Pointing, tapping, winking, waving, etc.

Auditory Cue: Presents a sound or noise used to focus or gain student’s attention. Tapping on table, bells, timer, ringers, etc.

Visual Cue: Alerts a student to where to focus and/or where to respond: Color coding, labeling, highlighting, arrows, concrete objects, etc.

Tactile Cue: Provides an item for the student to feel or a touch support for student. Feather, velcro, sandpaper, concrete objects, etc.

Example of how to use rubric:

Give student an alphabet chart.

“Sally point to the letter S.” No response from student. **Support at Level 5:** *wait time.*

“Sally point to the letter S. It is between the letter R and U. Remember it is the first letter of your name.” No response from student. **Support at Level 4:** *verbal cue* and elaboration.

“Sally watch me point to the letter R. Now you point to the letter S.” (Teacher points to letter R and teacher puts hand on top of Sally’s and moves her hand near the letter S. No response from student. **Support at Level 3:** *gestural and physical cues* and demonstrated a similar response.

“Sally watch me point to the letter S. Now you point to the letter S.” (Teacher covers all letters with a paper, teacher guides Sally’s hand to letter S and Sally moves finger once over the letter S. **Support at Level 2:** *physical cue*, removes all distracters and modeled a response. **SCORE: 1.**