Communication & Interaction Sample Pages

Our Communication and Interaction framework has been developed to help support schools show progress and identify next steps within communication and interaction. The framework will help schools work more closely with their Speech and Language Therapist (SALT)

connecting steps
assessment software

BSquared

Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

"Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment"

Brandon Mills, Deputy Head Teacher, Brookfields School

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.bsquared.co.uk/meetings

Our Assessment Software

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

"B Squared has been an asset in our school development over the last 2 years"

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

Sample Pages

The samples over the next few pages are designed to give you an overview of Communication & Interaction.

They show the different areas covered by this assessment framework and cover a range of ability levels.

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Connecting steps v4
Demo

Name:

Started:................. Completed:.................

Using Spoken Language

- [ ] Communicates in a fluent manner about familiar topic or an event
- [ ] In everyday speech, uses the /l/ voiced consonant phoneme, which is used to say: 'leaf', 'pill', 'sole', 'devil', 'trial', 'novel', 'useful', etc.
- [ ] In everyday speech, uses the triphthong phonemes, e.g./aɪə/ as in the ⟨ire⟩ in 'fire', /aʊə/ as in the ⟨oyer⟩ in 'employer', /ɔɪə/ as in the ⟨ayer⟩ in 'player', /eɪə/ as in the ⟨our⟩ in 'hour', /əʊə/ as in the ⟨ower⟩ in 'mower', etc.
- [ ] In isolation, correctly pronounces the /l/ voiced consonant phoneme, which is used to say: 'leaf', 'pill', 'sole', 'devil', 'trial', 'novel', 'useful', etc.

- [ ] In isolation, correctly pronounces the triphthong phonemes, e.g. /aɪə/ as in the ⟨ire⟩ in 'fire', /aʊə/ as in the ⟨oyer⟩ in 'employer', /ɔɪə/ as in the ⟨ayer⟩ in 'player', /eɪə/ as in the ⟨our⟩ in 'hour', /əʊə/ as in the ⟨ower⟩ in 'mower', etc.
- [ ] Joins in a rote chant of the alphabet
- [ ] Links sounds to letters, naming and sounding the letters of the alphabet
- [ ] Responds speedily by saying or communicating the correct sound for all letters of the alphabet

- [ ] Says a single sound for 15+ graphemes
- [ ] Says a single sound for 20+ graphemes (PKSS)
- [ ] Says sounds for the 40+ graphemes, including one grapheme for each of the 40+ phonemes (PKSS)
- [ ] Says the letter name of a sound to help when writing a word with support
- [ ] Sounds each letter out
- [ ] Speaks clearly and audibly with confidence and control
- [ ] Speaks clearly enough to be understood by familiar and unfamiliar people

Understanding Spoken Language

- [ ] Attempts to write words using letter sound knowledge
- [ ] Finds a discrete phoneme from a range offered
- [ ] Hears and says some of the initial sound in words and knows which letters represent some of the sounds
- [ ] Hears the final letter sound of a word
- [ ] Identifies the initial sound of spoken words

- [ ] Identifies words beginning with letter sounds from their name
- [ ] Links some upper- and lower-case letters, e.g. ones relating to letters and sounds they have learnt
- [ ] Listens to, and copies, the sound of words
- [ ] Participates willingly when exploring the sounds of language
- [ ] Recognises a discrete phoneme

- [ ] Relates letter sound to letter name
- [ ] States the position of a given phoneme, e.g. the beginning, middle or end of a word
- [ ] Sustains attentive listening

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connecting steps v4
Demo

Name:

Started:.................. Completed:.................

Using Signed Language

- Asks a simple "What ... ?" question, using hand signs
- Asks for more of something with signs
- Communicates 'Please' and 'Thank you', using signs, when reminded
- Communicates 'Sorry', using signs, when reminded
- Communicates two signs together

- Expresses what they are going to do, using hand signs
- Fingerspells first letter of own name
- Indicates a preference when provided with two pictures of equally-liked activities
- Indicates a preference when provided with two pictures of equally-liked items

- Introduces new topics to conversations, using hand signs
- Points and shows objects to others
- Signs 'me' and 'mine'
- Uses signs to introduce topics, maintain conversation, request information, predict events, describe objects and socialize with others

Understanding Signed Language

- Answers yes/no questions using gestures or facial expressions when working with a member of staff
- Answers yes/no questions using rough signs when working with a member of staff

- Answers yes/no questions using signs, gestures or facial expressions when being asked about objects, people or occasions that are familiar to them
- Imitates a range of hand movements that are used to sign

Recognises the signs for:
- - ball
- - car
- - sock
- - spoon
- Takes turns in conversations, using hand signs

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connecting steps v4
Demo

Name:

Started:................. Completed:.................

Using Symbols		
☐ Attracts attention	☐ Initiates social game	☐ Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity
☐ Attracts attention from a member of staff when they want something	☐ Perseveres by repeating action for reward in social game	☐ Undertakes an action intentionally which make something happen in order to elicit a specific response
☐ Indicates a preference when provided with two equally-liked items		

Understanding Symbols		
☐ Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	☐ Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue	☐ Looks backwards and forwards between two objects, i.e. knows that two objects are present

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connecting steps v4
Demo

Name:

Started:.................. Completed:.................

Using Vocabulary, Parts of Words & Grammatical Structures

- Applies knowledge of plurals, sometimes incorrectly, e.g. mouses
- Applies knowledge of tense, sometimes incorrectly, e.g. runned
- Begins to use compound sentences, full prepositional clauses in sentences, and simple infinitives, e.g. Her bag is red and yellow, I put away the books in the tray, I want to play, etc.
- Communicates the terms 'I', 'you' and 'me' correctly
- Describes an object they are familiar with, giving several properties
- Echoes a member of staff slowly sounding out CVC words
- Enjoys rhyming and rhythmic activities
- Expresses at least three key words, signs or symbols to communicate information
- Expresses the conjunction 'and' when adding information during a discussion
- Expresses the conjunction 'and' when linking ideas during a discussion
- Generates a a rhyming word to orally complete a sentence
- Gives a simple two-word answer when imagining 'what might happen if?'

- Identifies common items by using familiar group names, e.g. plants, animals, etc.
- Identifies whether there are one, two or three objects in a group of objects
- Joins in rote counting to ten
- Joins in with repeated refrains
- Makes sentences that are three or four words long
- Makes short statements or phrases in the past tense
- Makes statements or phrases in future tense
- Makes statements or phrases in past tense
- Modifies noun and verb phrases and by using word endings to create more complex sentences
- Names common objects in a three-word string, e.g. Tom go bike
- Names some days of the week
- Orally segments words
- Orders auxiliary verb correctly in questions and negatives, e.g. 'What are you doing?', 'She cannot swim.', etc.
- Repeats counting to five

- Says forename (or nickname) and surname when asked: 'What is your name?'
- Says the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) (PKSS)
- Segments the sounds in simple words
- Uses 'because' and 'so' to indicate cause-and-effect relationships
- Uses comparative language when talking about two objects, e.g. taller, shorter, longer, wider, etc.
- Uses isolated words and phrases and/or gestures to communicate with those well known to them
- Uses mental verbs, e.g. think, remember, pretend, etc.
- Uses term 'that' to refer to object in view
- Uses the following pronouns correctly: 'its', 'him', 'myself', 'yourself', 'our', 'ours', 'their' and 'theirs'
- Uses the following pronouns correctly: 'they', 'them', 'us', 'his', and 'hers'
- Uses words and/or gestures, including body language such as eye contact and facial expressions to communicate
- Uses words to indicate relative time (e.g. before/after) and absolute time (e.g. yesterday/last Sunday) in narratives

Understanding Vocabulary, Parts of Words & Grammatical Structures

- Compares two sets of (up to 5) counters pointing to the group that contains fewer/greater
- Compares two sets of (up to 5) counters pointing to the group that contains less/more
- Compares two sets of (up to 5) counters pointing to the group that contains smaller/larger

- Demonstrates understanding of positional words, e.g. on, in, under, etc.
- Joins in rhymes by saying last word of each line or phrase
- Points to objects and pictures when they are named
- Repeats one series of two numbers after a member of staff has spoken them, e.g. says 'seven, three' after hearing it said

- Shows an awareness of comparative terms

Understands positional words:
- behind
- in front of
- next to
- by

BSquared
connecting steps v4
Demo

Name:

Started:................. Completed:.................

Creating Shared Meaning

- [ ] Adds their opinion to a discussion
- [ ] Adds to an idea of another person
- [ ] Asks simple questions to obtain information, e.g. about events/experiences
- [ ] Attempts to negotiate
- [ ] Communicates simple statements about personal matters, e.g. why they do/do not like doing something

- [ ] Communicates simple views on what they have done/seen/read
- [ ] Has emerging self-confidence to speak to others about wants and interests
- [ ] Initiates a simple conversation about events that have happened to them or others
- [ ] Link statements and sticks to a main theme or intention
- [ ] Maintains topics for an average of five turns

- [ ] Modifies communication to correct misunderstanding
- [ ] Shows understanding of what information needs to be included during conversations to aid the perspective of the listener
- [ ] Tries to give a reason for their own opinion

Understanding Shared Meaning

- [ ] Answers questions about an experience, with support
- [ ] Answers questions about instructions heard
- [ ] Answers questions about new information
- [ ] Answers questions related to their experience
- [ ] Attempts to answer 'why?' questions
- [ ] Demonstrates understanding of instructions issued to a group
- [ ] Follows a verbal directional instruction, e.g. go through the gate at the end of the path

- [ ] Follows two unrelated instructions
- [ ] Hears and understands most of what is said
- [ ] Identifies at least three items from a common category, e.g. says: 'apples, eggs and bread' when a member of staff asks for three things you can eat
- [ ] Listens and responds to simple requests
- [ ] Listens to and answers simple questions about personal details, personal experiences and personal events

- [ ] Offers an appropriate word to complete a sentence e.g. truck/lorry, jacket/coat
- [ ] Offers comments without changing the subject
- [ ] Pays attention to, and takes account of, other's views
- [ ] Retells simple instructions
- [ ] States simply what the task is

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connecting steps v4
Demo

Name:

Started:.................. Completed:.................

Using Written Language		
☐ Adds a suffix beginning with vowels to word ending -fer	☐ Makes simple, fast written notes	☐ Uses correct grammar, e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles
☐ Distinguishes between less commonly used homophones and near homophones	☐ Spells most common words with silent letters correctly	☐ Writes legibly and with increasing speed
☐ Empty Strand	☐ Spells most derivational prefixes and suffixes correctly	☐ Writes neatly, legibly and accurately in a consistent, flowing join up style
☐ Explains how the roots or origins of a word may help them with spelling	☐ Uses a hyphen to join a prefix to a root word, e.g. co-ordinate	☐ Writes with increased fluency and speed, using the appropriate style of handwriting for purpose

Understanding Written Language		
☐ Attempts to spell irregular, unfamiliar, non-phonetic words, with some success	☐ Recognises vocabulary typically associated with specific types and purposes of texts, e.g. formal, informal, instructional, descriptive, explanatory and persuasive	☐ Uses knowledge of punctuation to aid understanding of straightforward texts
☐ Finds the meaning of an unknown word using reference materials, e.g. glossary/dictionary	☐ Skims texts using a range of strategies to get the gist and to find key ideas/information	
☐ Reads and understands the meanings of a range of specialist words in context, e.g. related to their own area of study	☐ Uses dictionaries and thesauruses efficiently	

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connecting steps v4
Demo

Name:

Started:.................. Completed:.................

Using Vocabulary, Parts of Words & Grammatical Structures

☐ Builds simple descriptions within their writing, e.g. of a character and setting in a story

☐ Captures what they want to say sentence by sentence

☐ Changes simple sentences from the simple past form to the present perfect form with support, e.g. he has gone to the movies - he went to the movies

☐ Checks for appropriate punctuation and vocabulary choices when drafting and writing, e.g. by reading each sentence aloud

☐ Checks their writing for full stops and capital letter markers for sentences, correcting some after discussion

☐ Chooses time connectives they wish to include when planning their writing

☐ Chooses words to change for more exciting vocabulary in their writing

☐ Completes a sentence written in the past tense by choosing the correct word from a selection

☐ Completes a sentence written in the present tense by choosing the correct word from a selection

☐ Completes a sentence written in the progressive form of the past tense by choosing the correct verb from a selection

☐ Completes a sentence written in the progressive form of the present tense by choosing the correct verb from a selection

☐ Demonstrates an awareness of tense in their writing, e.g. changes some tense errors of a word on re-reading or when pointed out to them

☐ Demonstrates cohesion throughout a piece of writing, e.g. by attempting to keep in the same tense

☐ Inserts a comma into a list of three items mostly correctly

☐ Lists key words and phrases to include in their writing

☐ Separates their text into sections or paragraphs with support

☐ Suggests a relevant co-ordinating conjunction to complete a sentence

☐ Suggests a relevant subordinating conjunction to complete a sentence

☐ Uses a variety of sentence structures

☐ Uses understandable text language when communicating with a familiar person via a messaging app

☐ Writes in compound sentences, using common conjunctions to connect clauses, e.g. or, and, but

☐ Writes simple expanded noun phrases to aid description or specification

☐ Writes simple sentences using different forms, e.g. questions, commands and statements

Understanding Vocabulary, Parts of Words & Grammatical Structures

☐ Describes how points are related in a text with support, e.g. having attention drawn to conjunctions such as next, soon, after, etc.

☐ Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction

☐ Identifies how information has been presented, e.g. as lists, using labels, etc.

☐ Identifies some key features of story book language

☐ Points out common language used in stories, e.g. once upon a time

☐ Reads and understands organisational markers in short, straightforward texts, e.g. conjunctions/connectives

☐ Suggests missing words in line with the general sentence meaning

☐ Understands sentences with more than one clause

Name:

Started:................... Completed:.................

Creating Shared Meaning

- [ ] Expresses what they are immediately going to do
- [ ] Introduces new topics to conversations
- [ ] Links two words to convey message
- [ ] Uses content words so speech sounds "telegraphic", e.g. food gone, teacher happy

Understanding Shared Meaning

- [ ] Chooses books to "read" independently, mimicking adult reading behaviour and reciting the language of familiar stories
- [ ] Delights in repeated readings of favourite stories
- [ ] Develops an understanding of some of the parts of a book and how to handle books
- [ ] Empty Strand
- [ ] Enjoys having books read
- [ ] Hands book to adult to read or share
- [ ] Holds books with the proper orientation and turn pages in the correct direction
- [ ] Identifies connections between feeling and events in familiar stories, e.g. "Boy sad. Ball gone."
- [ ] Looks at pictures in a book
- [ ] Takes turns with adults during reading times
- [ ] Turns pages when sharing a book
- [ ] Turns several pages at a time

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Demo

Name:

Started:.................. Completed:.................

Using Faces, Bodies & Sounds		
☐ Begins to interact with peers in close proximity, e.g. smiling and reaching arms out to touch	☐ Looks at another peer when they've been named	☐ Refuses an object, activity or foodstuff when given to them by a member of staff, e.g. verbally or physically
☐ Communicates 'more'/'no more' through two different consistent actions	☐ Looks backwards and forwards between two objects, i.e. knows that two objects are present	☐ Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity
☐ Communicates consistent preferences with emotional responses when choices are provided	☐ Makes grunting, growling or deep-toned sounds whilst playing with voice	☐ Requests physical contact with gestures or vocalisations when playing with peers
☐ Communicates their wants to an adult by using an individual action or gesture	☐ Makes high-pitched squeals	☐ Starts to combine vocalisations and gestures
☐ Communicates their wants to peers by using actions or gestures	☐ Moves towards a member of staff to attract attention when not engaged in a task	☐ Undertakes an action intentionally which make something happen in order to elicit a specific response
☐ Continues to express different emotions and meanings with vocal sounds	☐ Perseveres by repeating action for reward in social game	☐ Uses eye contact as a communication tool along with gestures and vocalisations, e.g. looks back and forth between desired objects and another a member of staff
☐ Gestures to a familiar person or object consistently when they come into range	☐ Protests the conclusion of an activity after working with a member of staff	
☐ Imitates hand-clapping with little support when clapping in a group	☐ Reacts with heightened expressive response to the suggestion of "More?" when it is accompanied by intonation, gesture or sign	☐ Uses gestures to gain and keep attention and reaching out for what they want

Understanding Faces, Bodies & Sounds		
☐ Attracts attention from a member of staff when they want something	☐ Imitates the actions of others during interactive play	☐ Responds to the tone of a member of staff's voice and stops activity at least briefly when heard 'no-no'
☐ Demonstrates a desire to be included in social interactions	☐ Imitates the expressions of others during interactive play	☐ Understands and responds to some simple gestures from members of staff
☐ Follows, with eyes, to what someone points to	☐ Initiates social game	

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Connecting steps V4
Demo

Name:

Started:.................. Completed:.................

Expression of Information

- [ ] Handles a range of paper
- [ ] Scribbles on paper and attends to the marks they have made when prompted by a member of staff
- [ ] Scribbles on paper without attending to the outcome when prompted by a member of staff
- [ ] Scribbles with either hand

Expression of Ideas through Art

- [ ] Deliberately makes marks with a variety of materials
- [ ] Demonstrates horizontal scribble with writing/drawing tool
- [ ] Demonstrates vertical scribble with writing/drawing tool
- [ ] Makes a pictorial representation of an object
- [ ] Makes deliberate marks on paper using a pencil or crayon
- [ ] Picks up a piece of string, with first finger and thumb, after a few attempts
- [ ] Picks up an object, less than 1 centimetre wide, using the tips of thumb and fingers without resting arm or hand on the surface
- [ ] Picks up an object, less than 1 centimetre wide, using the tips of thumb and fingers–may rest arm or hand on the table while doing it
- [ ] Uses a range of drawing tools
- [ ] Uses a writing implement to intentionally make marks
- [ ] Uses pincer grip to hold objects
- [ ] Uses thumb in opposition to the forefinger to grasp a thin object, e.g. crayon, pencil, pen, brush, etc.
- [ ] Uses whole hand to hold pencil

Expression of Ideas through Performance

- [ ] Changes pitch indiscriminately whilst babbling to themselves or others
- [ ] Changes volume indiscriminately whilst babbling to themselves or others
- [ ] Copies/imitates a sound of an instrument
- [ ] Initiates actions to achieve desired result (exerting autonomy in variety of contexts)
- [ ] Joins in with repetition of a story or song independently
- [ ] Listens to and engages with a range of music
- [ ] Makes sounds with their voices, e.g. steam train: 'chchch', bumble bee: 'zzzzz'
- [ ] Makes vocal or body sounds in response to music
- [ ] Makes vocal or physical sounds in response to music
- [ ] Responds to interactive rhymes

Expression of Self through Personal Presentation

- [ ] Accepts help getting dressed or undressed
- [ ] Attempts to clean teeth independently
- [ ] Attempts to put on their socks
- [ ] Attempts to replace hat
- [ ] Brings both shoes when asked to bring their shoes
- [ ] Co-operates when having coat put on
- [ ] Deliberately squeezes tube to release toothpaste (no control over amount)
- [ ] Demonstrates preference for a texture of fabric
- [ ] Finds the armholes in a top
- [ ] Follows one-step direction when getting dressed/undressed
- [ ] Follows simple commands with appropriate responses when asked to wash different areas of their body
- [ ] Gestures to show which outfit they wish to wear
- [ ] Helps undress by taking off clothes, e.g. socks, hat, shoes, or mittens
- [ ] Holds up shoe to be fastened
- [ ] Indicates a need for a change of clothes when they have soiled them
- [ ] Indicates a need for a change of clothes when they have wet them
- [ ] Lifts foot for shoe, sock, or trouser leg
- [ ] Opens and closes drawer/door deliberately to get out items of clothing when reminded which drawer they are in
- [ ] Picks clothing items from racks or shelves to inspect them closely
- [ ] Points to a piece of clothing which is dirty or clean when two obviously different items are shown with verbal prompts, e.g. by vocalising or gesturing
- [ ] Presses and releases soap from a dispenser getting some soap on their hand with support
- [ ] Pulls off socks
- [ ] Puts clothes on the appropriate part of their body
- [ ] Puts on a front-buttoned shirt without doing up buttons
- [ ] Puts on any type of appropriate clothing when asked to choose a 'top', e.g. t-shirt/jumper
- [ ] Puts on any type of clothing when asked to choose 'bottoms', e.g. skirt/shorts/trousers
- [ ] Puts on shoes, not always correctly
- [ ] Recognises self in mirror
- [ ] Removes unbuttoned shirt/blouse
- [ ] Requests an item in a different colour, e.g. by pointing to a similar item they are holding that is on a rack in different colours
- [ ] Rubs soaped hands together
- [ ] Selects clothing from a choice of two
- [ ] Takes off shoes when laces are undone
- [ ] Takes off their unfastened coat
- [ ] Takes off their unfastened trousers
- [ ] Turns a new item of clothing around to view it in different ways, e.g. to see the back
- [ ] Wants to re-wear favourite outfit
- [ ] Washes hands with assistance
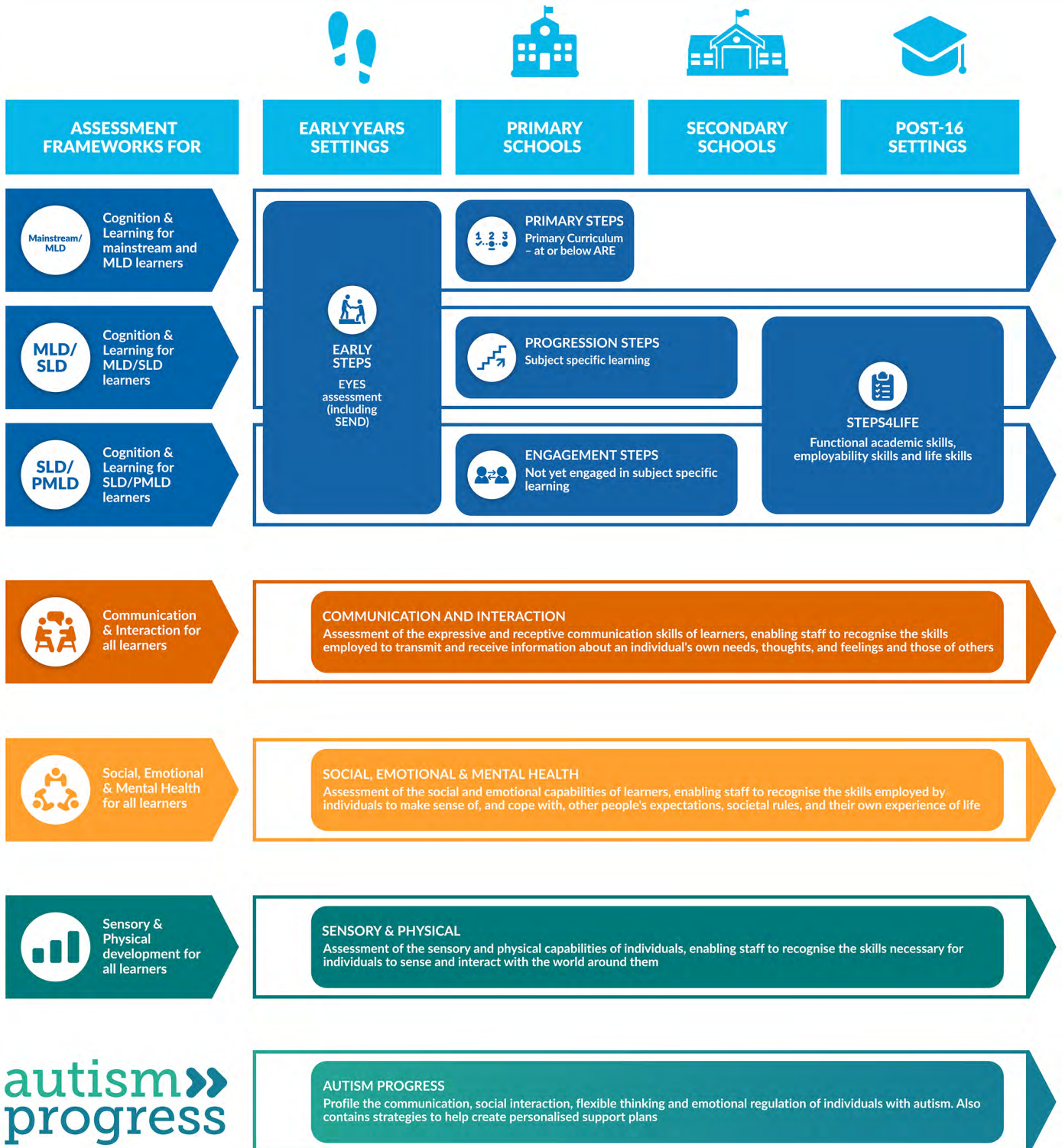- [ ] Zips up and down (without having to join or separate the zip)

Name:

Started:.................. Completed:.................

Using Technology to Communicate

☐ Activates a switch to operate a device, e.g. a fan, a monitor, etc.

☐ Activates a switch to randomly generated audible prompts

☐ Activates a switch to randomly generated visual prompts

☐ Demonstrates understanding that each switch in a two-switch activity will trigger a separate action

☐ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 15-20 nouns in isolation appropriately and without being prompted, e.g. the names of key people such as Mum or Dad, favoured items such as toy or teddy, frequently visited places such as home or park, and preferred foods and drinks.

☐ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 15-20 verbs in isolation appropriately and without being prompted, e.g. eat, play, look, want, do, etc.

☐ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 75 unique words in different ways appropriately and without being prompted

☐ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express the pronoun term 'I' appropriately and without being prompted in order to indicate themselves, e.g. says 'I.' and then reaches for an item to indicate possession, replies with 'I.' in response to a question such as 'Who wants a drink?', or combines the pronoun with another word such as 'I go.' to indicate a turn in a game

☐ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express the pronoun term 'it' appropriately and without being prompted in order to indicate an item, e.g. requests or joint-references an item by saying 'It.' and pointing or gazing at an object, or combines the pronoun with another word such as 'I go.' to indicate a turn in a game

☐ During simple interactions, uses a high-tech communication aid to express a range of one-word phrases to a member of staff in order to maintain a conversation about a familiar topic, e.g. when presented with an electronic toy, says 'play' then subsequently says 'go' or 'again' to continue the game

☐ Listens to a recording of themselves and friends with interest

☐ Matches letters and numbers in print to letters and numbers on a screen

☐ Points to text on the screen

☐ Presses a switch at a specific point with prompts in order to achieve a desired result

☐ Reads symbols on a computer screen

☐ Recognises that certain actions produce predictable results and refines their actions to ensure better results

☐ Select any icon in a 5 by 5 matrix on a digital device, e.g. touch screen

☐ Selects a specific icon in a 3 by 3 matrix on a digital device, e.g. touch screen

☐ Selects any icon in a 3 by 3 matrix on a digital device, e.g. touch screen

☐ Sequences a five-step event on screen

☐ Sequences a four-step event on screen

☐ Sequences a three-step event on screen

☐ Shows frustration when they fail to press the access/control device at the desired point (shows awareness but not control)

☐ Touches a specific image on a screen

☐ Understands that they need to push the switch at a particular point (in time or space) to achieve a desired result

☐ Watches self on a clip and communicates recognition

Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.

ASSESSMENT FRAMEWORKS FOR	EARLY YEARS SETTINGS	PRIMARY SCHOOLS	SECONDARY SCHOOLS	POST-16 SETTINGS
Mainstream/ MLD — Cognition & Learning for mainstream and MLD learners		**PRIMARY STEPS** Primary Curriculum – at or below ARE		
MLD/ SLD — Cognition & Learning for MLD/SLD learners	**EARLY STEPS** EYES assessment (including SEND)	**PROGRESSION STEPS** Subject specific learning	**STEPS4LIFE** Functional academic skills, employability skills and life skills	
SLD/ PMLD — Cognition & Learning for SLD/PMLD learners		**ENGAGEMENT STEPS** Not yet engaged in subject specific learning		

Communication & Interaction for all learners

COMMUNICATION AND INTERACTION
Assessment of the expressive and receptive communication skills of learners, enabling staff to recognise the skills employed to transmit and receive information about an individual's own needs, thoughts, and feelings and those of others

Social, Emotional & Mental Health for all learners

SOCIAL, EMOTIONAL & MENTAL HEALTH
Assessment of the social and emotional capabilities of learners, enabling staff to recognise the skills employed by individuals to make sense of, and cope with, other people's expectations, societal rules, and their own experience of life

Sensory & Physical development for all learners

SENSORY & PHYSICAL
Assessment of the sensory and physical capabilities of individuals, enabling staff to recognise the skills necessary for individuals to sense and interact with the world around them

autism progress

AUTISM PROGRESS
Profile the communication, social interaction, flexible thinking and emotional regulation of individuals with autism. Also contains strategies to help create personalised support plans

Our Assessment Frameworks

Each assessment framework has to align to the curriculum it is based on. This means our frameworks use a range of level structures. The image below shows a comparison between our different frameworks.

STATUTORY FRAMEWORKS		B SQUARED ASSESSMENT FRAMEWORKS						
P Levels and NC Levels	Pre-Key Stage Standards	Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need
NC 7								
				Progression Step 10				Level 16 (13–15 yrs)
NC 6						Level 2	Level 17	
				Progression Step 9	Greater Depth & Breadth			Level 15 (11–13 yrs)
NC 5							Level 16	
NC 4				Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
					Year 5			
NC 3								
				Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
NC 2 / NC 2a					Year 3			
NC 2b								
NC 2c	Standard 6			Progression Step 6				
	Standard 5				Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
NC 1 / NC 1a		Exc. ELG		Progression Step 5				
NC 1b	Standard 4			Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
NC 1c	Standard 3	ELG		Progression Step 3	Progression Step 3			
P8		40–60 months				Step 7	Level 11	Level 10 (4–5 yrs)
		30–50 months						
P7	Standard 2			Progression Step 2	Progression Step 2		Level 10	Level 9 (3–4 yrs)
P6		22–36 months	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
	Standard 1			Progression Step 1	Progression Step 1			Level 7 (2–2½ yrs)
P5		16–26 months					Level 8	
P4		8–20 months	Engagement Step 5			Step 5	Level 7	Level 6 (18–24 mnths)
								Level 5 (12–18 mnths)
P3(ii)							Level 6	
P3(i)		0–11 months	Engagement Step 4			Step 4	Level 5	Level 4 (9–12
P2(ii)							Level 4	Level 3 (6–9 mnths)
P2(i)			Engagement Step 3			Step 3	Level 3	Level 2 (3–6 mnths)
P1(ii)			Engagement Step 2			Step 2	Level 2	Level 1 (0–3 mnths)

Cognition and Learning

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Computing, PSHE (including Relationships) and PE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RQF Level 1 and 2.

Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism—Communication, Flexibility of Thought, Social Interaction, Emotional Regulation

"Connecting Steps was crucial in securing our

Outstanding OFSTED Inspection"

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.bsquared.co.uk/meetings

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Or get in touch with us...

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