

Delaware Communication Portfolio Summary (DCPS) Student Response Booklet

The Delaware Communication Portfolio Summary (DCPS) Student Response Booklet for Concrete/Abstract Symbolic Learners must be completed for all four days in a testing window (fall, winter, spring) before entering student responses in KITE Client®.

Concrete/Abstract Symbolic Learner

Choose **three** different activities for your student. Each activity will have **two** different targets. Use this rubric to record observations of the student.

Concrete/Abstract Symbolic Learner Targets

A student who currently uses concrete symbols, pantomimes actions or objects, or uses tangible symbols. These symbols bear 1:1 correspondence to a specific referent and physically resembles the referent. Alternatively, the student currently uses singular abstract symbols such as speech, manual signs, braille, abstract graphic symbols, or 3-D graphic symbols. The student uses the abstract symbols one at a time. Or, the student currently uses two or more abstract symbols such as speech, manual signs, braille, abstract graphic symbols, or 3-D graphic symbols. The student uses the abstract symbols in combination.

Concrete/Abstract Symbolic Learner Targets

Student Identification Information

Student Name _____

Grade _____

Educator Name _____

School Name _____

District Name _____

District Number _____

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Select **one** activity during which the student will be observed. **This will be Activity 1.**

ITEM 1	
	Morning meeting/greeting
	Literacy activities
	Math activities
	Science activities
	Social Studies activities
	Community-based instruction/lessons
	Transition lessons/activities

Select **one** target to observe while working with the student. **This will be Activity 1, Target A.**

ITEM 2	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express “yes,” “no,” or “I don’t know” in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Select a **different** target to observe while working with the student. **This will be Activity 1, Target B.**

ITEM 3	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express "yes," "no," or "I don't know" in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Expectations for Activity 1

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

Expectation	Fall				Winter				Spring			
	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____
A schedule that indicates to the student that he/she is going to begin or end an activity.												
Provide a short explanation to the student of what is going to happen within the activity.												
Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,” “you can turn your head”).												
If the student uses a visual enforcer schedule or chart, explain that it will continue to be used in the activity.												
Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use it during the activity.												
The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is typically completed in the classroom).												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Activity 1, Target A Rubric

Use this rubric to record observations of the student.

Activity 1, Target A _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 4						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Activity 1, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 5												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Activity 1, Target B Rubric

Use this rubric to record observations of the student.

Activity 1, Target B _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 6						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 1

Activity 1, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 7												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Select **one** activity during which the student will be observed. This activity must be different from the one selected in Activity 1. **This will be Activity 2.**

ITEM 8	
	Morning meeting/greeting
	Literacy activities
	Math activities
	Science activities
	Social Studies activities
	Community-based instruction/lessons
	Transition lessons/activities

Select **one** target to observe while working with the student. **This will be Activity 2, Target A.**

ITEM 9	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express “yes,” “no,” or “I don’t know” in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Select a **different** target to observe while working with the student. **This will be Activity 2, Target B.**

ITEM 10	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express "yes," "no," or "I don't know" in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Expectations for Activity 2

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

Expectation	Fall				Winter				Spring			
	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____
A schedule that indicates to the student that he/she is going to begin or end an activity.												
Provide a short explanation to the student of what is going to happen within the activity.												
Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,” “you can turn your head”).												
If the student uses a visual enforcer schedule or chart, explain that it will continue to be used in the activity.												
Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use it during the activity.												
The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is typically completed in the classroom).												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Activity 2, Target A Rubric

Use this rubric to record observations of the student.

Activity 2, Target A _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 11						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Activity 2, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 12												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Activity 2, Target B Rubric

Use this rubric to record observations of the student.

Activity 2, Target B _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 13						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 2

Activity 2, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 14												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired item												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Select **one** activity from Category A or Category B during which the student will be observed. The activity must be different from the one selected in Activities 1 and 2. **This will be Activity 3.**

ITEM 15		
Category A		Morning meeting/greeting
		Literacy activities
		Math activities
		Science activities
		Social Studies activities
		Community-based instruction/lessons
		Transition lessons/activities
Category B		Special (e.g., Music, PE, Art, Speech, OT/PT)
		School-based events (e.g., assemblies, community visitors, field trips)
		Navigating the building/community
		Social opportunities (e.g., breakfast, lunch, snack break, recess, peer buddy visits)
		Other _____

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Select **one** target to observe while working with the student. **This will be Activity 3, Target A.**

ITEM 16	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express "yes," "no," or "I don't know" in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Select a **different** target to observe while working with the student. **This will be Activity 3, Target B.**

ITEM 17	The student will:
	express he/she does not want something during the activity.
	express polite forms of social interaction during the activity (e.g., asking permission before doing something, requesting something from you, saying please/thank you).
	express a choice between four or more items offered during the activity (the student should be aware of all choices, not just choosing the first one he/she notices or is offered).
	express "yes," "no," or "I don't know" in response to a question asked during the activity.
	ask a question in which he/she clearly wants to elicit a response from you or another person during the activity.
	name a person in response to a question asked during the activity.
	name a person spontaneously during the activity.
	provide information about something (e.g., making a comment) in response to a question asked during the activity.
	spontaneously provide information (e.g., make a comment) about something during the activity.
	name an object spontaneously during the activity.
	name an action or activity in response to a question asked during the activity.
	name an action or activity spontaneously during the activity.
	name an object in response to a question asked during the activity.

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Expectations for Activity 3

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

Expectation	Fall				Winter				Spring			
	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____
A schedule that indicates to the student that he/she is going to begin or end an activity.												
Provide a short explanation to the student of what is going to happen within the activity.												
Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,” “you can turn your head”).												
If the student uses a visual enforcer schedule or chart, explain that it will continue to be used in the activity.												
Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use it during the activity.												
The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is typically completed in the classroom).												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Activity 3, Target A Rubric

Use this rubric to record observations of the student.

Activity 3, Target A _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 18						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Activity 3, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 19												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Activity 3, Target B Rubric

Use this rubric to record observations of the student.

Activity 3, Target B _____

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

Fully Assisted: Does not demonstrate/is unresponsive; requires physical prompts

Some Support: Developing skills/is inconsistent; requires some prompting

Independent: Independent/mastered; requires no prompting

ITEM 20						
Day	Fall		Winter		Spring	
Day 1	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 2	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 3	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	
Day 4	Fully Assisted		Fully Assisted		Fully Assisted	
	Some Support		Some Support		Some Support	
	Independent		Independent		Independent	

Concrete/Abstract Symbolic Learner Targets

ACTIVITY 3

Activity 3, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

ITEM 21												
Behavior	Fall				Winter				Spring			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
Rejects photo or drawing of unwanted item												
Rejects object symbol representing unwanted item												
Indicates photo or drawing of desired item/person/action												
Indicates object symbol representing desired												
Pantomimes action, object, or quality												
Mimics sound of desired object/action												
Indicates photo/drawing of social concept												
Indicates photo/drawing of item/person/place/activity/quality												
Indicates object symbol representing item/person/place/activity/quality												
Uses spoken word (e.g., "no," "more," "please," "yes")												
Uses manual sign (e.g., "stop," "ball," "look," "why")												
Uses written word (e.g., "finished," "more," "hi," name of)												
Uses brailled word (e.g., "no," "ball," "yours," quality)												
Uses abstract 3-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses abstract 2-dimensional symbol (e.g., for "no," "stop," "more," "ball," "please," "look," "hi," "yours")												
Uses two symbols (e.g., "stop it," "no want," "more juice," "want ball," "out please," "over there," "no thanks")												
Uses three symbols (e.g., "no go out," "do it again," "give me ball," "that for you," "see you later," "I don't know")												
AAC device used: _____												
Other: _____												

Concrete/Abstract Symbolic Learner Targets

AFTER DAY 4

Have you observed the student using communicative behaviors consistently?

Fall: Circle **YES** or **NO**

Winter: Circle **YES** or **NO**

Spring: Circle **YES** or **NO**

If **NO**, consider convening the team to discuss strategies to increase the student's communication.