

<b>Performance Level</b>	<b>Performance Description</b>
<b>Nonexistent</b>	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
<b>Minimal</b>	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
<b>Emerging</b>	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
<b>Progressing</b>	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
<b>Accomplished</b>	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Raters may find the following descriptions of prompting helpful when evaluating each student's performance:

**Full physical prompting** ("Nonexistent" rating) requires the teacher to use "hand-overhand" prompting throughout the entire task.

**Significant prompting** ("Minimal" rating) involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.

**Moderate prompting** ("Emerging" rating) includes touching the student's elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.

**Minimal prompting** ("Progressing" rating) includes providing verbal cues or touch cues to initiate or redirect the student.