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TALC 2
Test of Abstract Language Comprehension

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TALC 2
Test of Abstract
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The Theory

TALC 2

Test of Abstract Language Comprehension for young people with speech, language and communication needs

The TALC 2 is based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978). The Language of Learning Model is popular in Australia where it is referred to as 'Blanks' or 'The Blank Language Scheme.'

Blank, Rose and Berlin present a model which facilitates the classification of abstract questions and directions into four levels. They were influenced by the ideas of James Moffett (1968) and they used their own observations of the interaction between children and teachers in American schools and a research project using an assessment based on their model.

The four levels within the model are defined in terms of the perceived distance between the language and the materials available to the listener. The authors identified a variety of different types of questions and directions at each level. While the structure of the different questions etc within each level remain constant, the content and vocabulary change. This means that the model is highly flexible and can be applied in different communication settings across a multitude of topics and curriculum areas.

The four levels follow a developmental sequence so the model can be used to ascertain the level of abstract language a young person can understand. The language used to interact with the young person can therefore be modified to ensure that he understands the linguistic demands. This will in turn improve the young person's confidence and encourage the development of abstract verbal reasoning skills within his or her level of ability.

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The model can be used to increase the awareness of the next type of questions and directions the young person might be expected to understand. The model can therefore be used to extend and develop a young person's understanding of abstract language.

The model is useful to consider when supporting young people who are learning additional languages. The development of underlying verbal reasoning skills e.g. being able to categorise, sequence an event, predict, problem solve and infer are similar across different languages. Cummins, 2000, suggests that a young person may learn to use language to socialise relatively quickly. However, it may take much longer before he can use a new language for complex thinking tasks. The Blank Language Scheme can be valuable in assessing the understanding of question types in an additional language and the level of support needed. It is also important to appreciate that a young person may be receiving information and directions in a new language but may think in his more familiar home language. This means that he needs to learn new vocabulary in his home and additional languages.

Finally, the Language of Learning Model can be used to set individual, specific, measurable, achievable, realistic and timely (SMART) targets can be used to monitor progress. (See page 32)
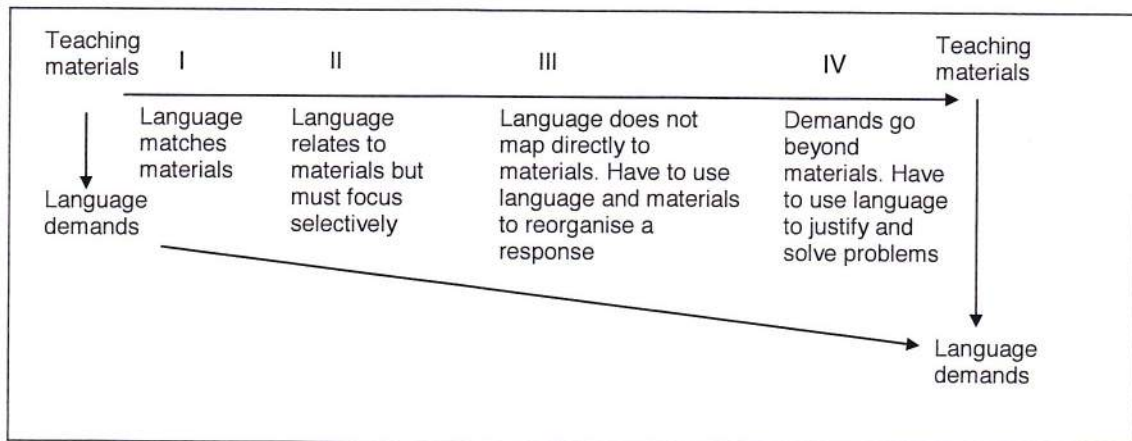
In conclusion, 'Blank' or 'The Language of Learning Model' is a valuable, flexible assessment and management tool which can be used to promote the abstract verbal reasoning skills of all young people with speech, language and communication needs (SLCN) but especially those with receptive language difficulties (difficulties understanding spoken language). Knowledge of the model would benefit everyone who communicates with this client group in a wide range of settings including home, college or place of work.

Reference:
Blank, Rose and Berlin (1978). **The Language of Learning**: The pre-school Years. New York: Grune and Stratton Inc.
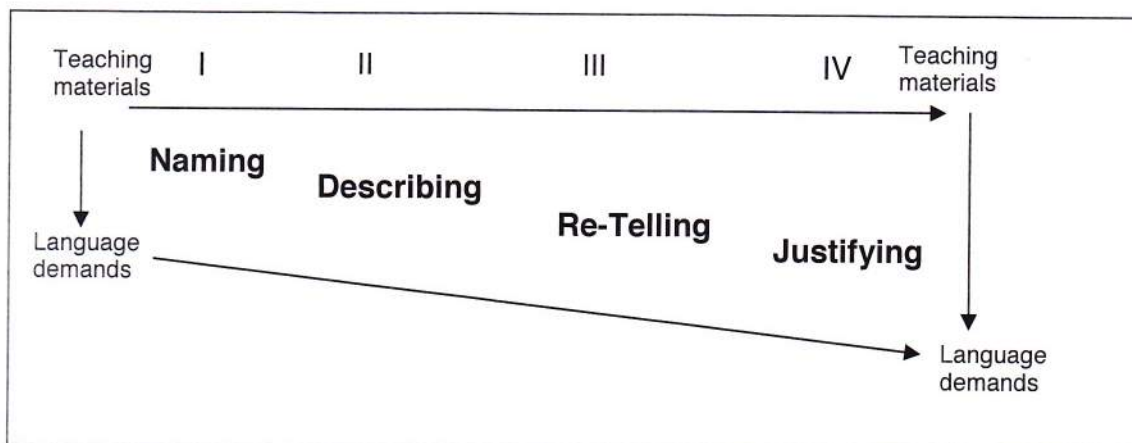
The Language of Learning Model

Blank, Rose and Berlin's model provides a framework for classifying the complex area of abstract language into just four different levels:

| Teaching materials	I	II	III	IV	Teaching materials
Language demands	Language matches materials	Language relates to materials but must focus selectively	Language does not map directly to materials. Have to use language and materials to reorganise a response	Demands go beyond materials. Have to use language to justify and solve problems	Language demands

This model can be represented in several other ways which summarise the key points. Three are suggested here. These diagrams admittedly lose some of the finer detail but might be easier to remember!

The first is to consider the key themes at each level:

| Teaching materials	I	II	III	IV	Teaching materials
Language demands	**Naming**	**Describing**	**Re-Telling**	**Justifying**	Language demands

The second is to consider the complexity of abstract language gradually developing outwards from an inner core:
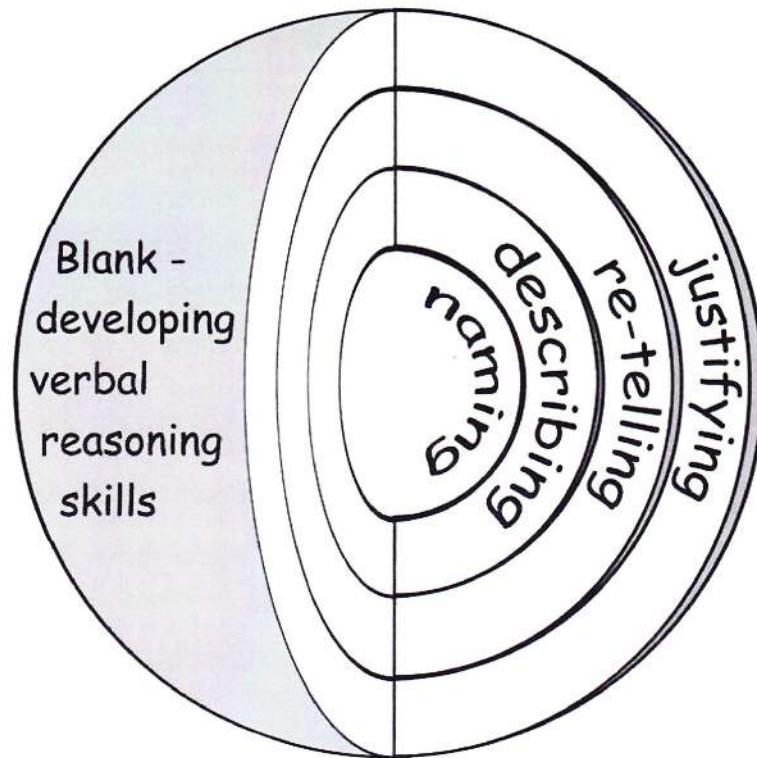
The third is a visual representation using pictures. These are shown and explained on the following pages. A coloured version is available as a poster from Elklan and could be displayed to help Blank users to remember the key points about each level.

Level 1 - Naming (Elklan's key theme)

At this level the young person is looking at the WHOLE object.

Find another one like this.

What is this?

Show me a ...

Pick up ...
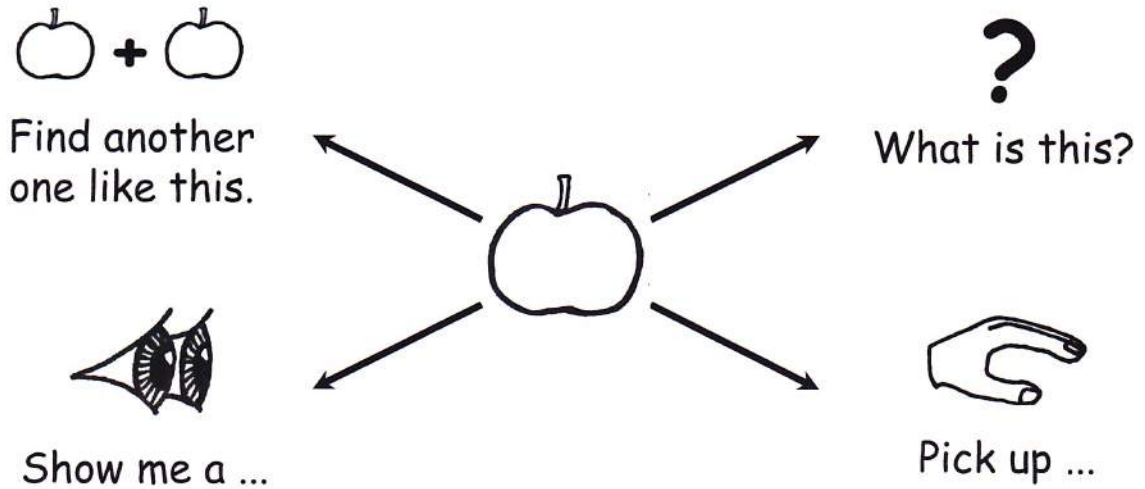
Matching perception (Blank's definition)

The young person is required to match his immediate perceptions to language, and so responds to simple commands which involve matching what he is seeing to what he is hearing.

Using the example of a young person choosing some fruit, level 1 questions might include:

Type of question	Example
Point to an object	*Point to the apple* *Pick up the banana.* *Give me the pineapple* *Show me the mango*
Find a matching object	*Find another orange like this.*
Name an object	*What's this?*

Level two – Describing (Elklan's key theme)

Many of the types of questions and directions at this level involve describing something:

- Describing ithe attributes e.g. colour, size, texture, position.
- Describing what you do with it (function).
- Describing things that go together.
- Describing and or sorting/classifying objects by attributes they share.
- Describing who is present, what they are doing and where they are.
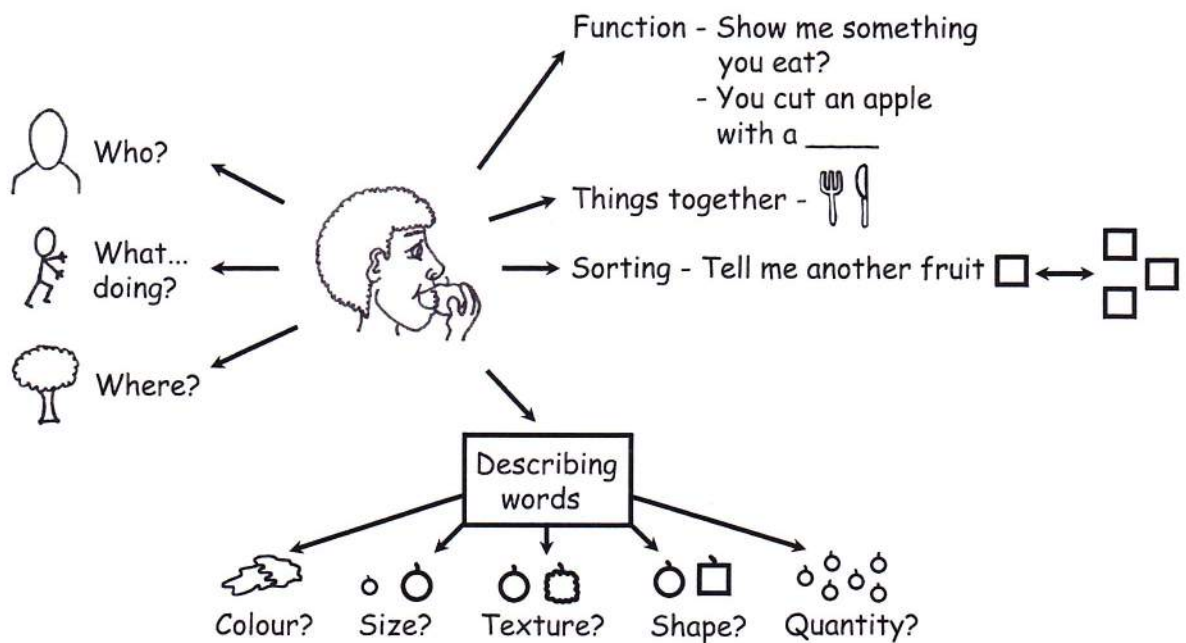
Selective analysis of perception (Blanks' definition)

The young person is still required to match language to his immediate perceptions, however he must focus more **selectively** on the material by responding to and identifying its attributes, qualities etc.

Using the example of choosing and eating fruit at level 2 the questions and directions might include:

Type of question	Example
Find an object by attribute/description	*Pass me the yellow fruit* *Show me the fruit that is large and prickly* *Which fruit should you peel?*
Find an object by function	*What can you use to peel the orange?* *You cut an apple with a………*
Give an example within a category	*What other fruit would you like?* *Show me another fruit that is green.*
Answering Who? What? Where? when either information is given or a picture is provided.	*Who is eating?* *What is he eating?* *Where is he eating his apple?*
Answering What is happening?	*What is ………..doing?*

Level three – Re-Telling (Elklan's key theme)

At level 3 the young person is able to re-tell an event or a narrative and is able to empathise with the characters so he can:

- State what a character/person says or thinks.
- How they might be feeling.

He can also:

- Predict what might happen next.
- Use language to talk about language so he can tell you what words mean.

There are a few exceptions to the key theme of 'Re-Telling'. One is being able to give another example within a category but be able to listen to an extra condition e.g. 'Who has not eaten their apple?', 'Who was not arguing about eating the mango?'
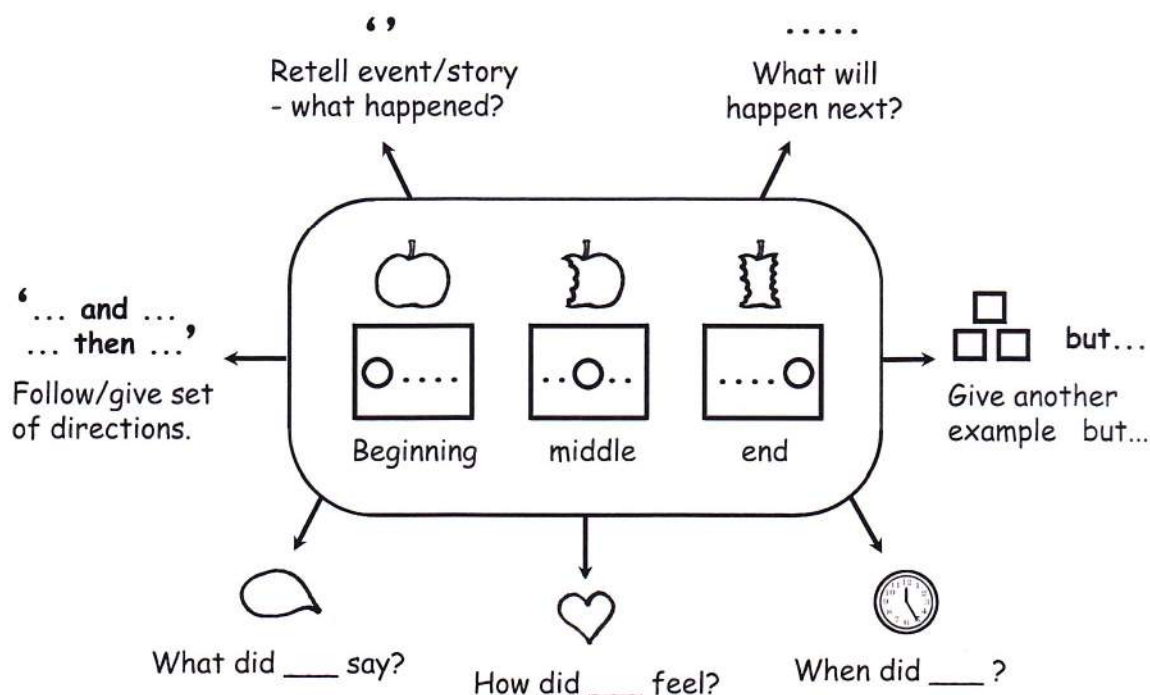
Re ordering perception (Blank's definition)

At this level the young person can use language to re-structure and re-order his perceptions and experiences. The young person is expected to have an understanding of language itself and will be required to use language to talk about language. The young person is expected to make deductions or generalisations about a situation and to be able to make a common link in order to group information together.

Keeping to the same scenario of apples, and eating fruit:

Type of question	Example
Tell a story or re-tell an event	What happened?
Sequence pictures to represent an event	
State what a character might say	What is Elsa saying?
State what a character might think	What might Elsa be thinking?
State how a character might feel	How is Elsa feeling?
Answering When?	When did it happen?
Summarise an event	
Predict what will happen next	What will happen next?
Types of question not about the key theme of Narrative include:	
Follow a set of directions	Please take four apples into the kitchen, wash them and bring them back in the blue bowl.
Give an example but listen to extra conditions	Take a piece of fruit but not one that you have to peel. Which fruit is not round? Which fruits don't go brown when you cut them?
Define a word	What does peel mean? What does healthy mean?

Level four – Justifying (Elklan's key theme)

This level requires the young person to solve and justify abstract verbal problems. All 'Why?' questions are level 4 because they are asking the person to justify a decision. Many 'How?' type questions as in 'How do you know that?' are level 4.
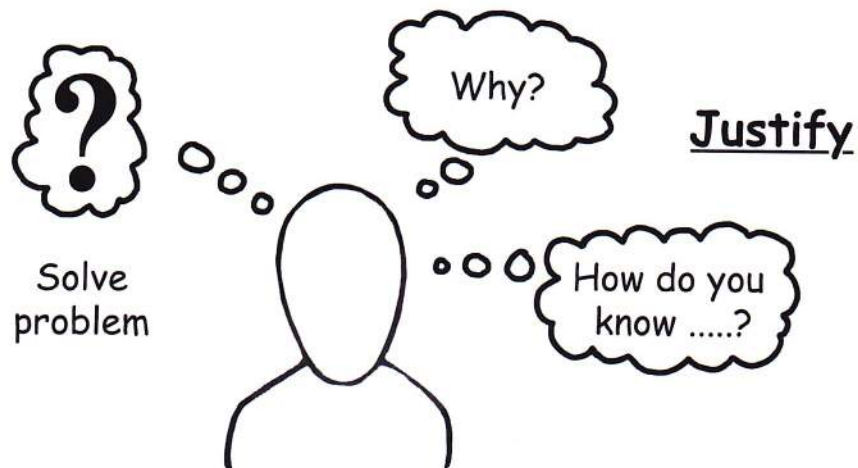
Solving problems and justifying (Blanks' definition)

The young person has to think about the relationships between objects, people and events and give reasons as to why things happen. He has to justify why events have occurred and why a particular prediction is made.

By level four the young person should be able to:

Type of question	Example
Solve a problem	Why is it better to eat an apple for break and not a chocolate bar?
Solve a problem from another persons point of view	Elsa and Tariq both want an apple but there is only one left in the bowl. What could they do?
Justify a decision or prediction	(Young person is given a choice of an apple or chocolate bar) Why did you choose an apple?
Identify the cause of an event	Why are Elsa and Tariq arguing?
Explain why something cannot be done	Why don't we eat orange peel?
Make an inference from an observation	(The fruit bowl empties quickly) Do you think people here like fruit?

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Administration

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Administration

There are two parts to the TALC 2 assessment.

Part I

Picture assessment. The young person is shown a picture or is given four pictures to put in the correct order. The assessor asks the questions listed on the score sheet. Notes can be made about the young person's response.

Where should I start and stop the assessment?

The young person must be given the opportunity to complete each picture assessment. It is advisable to start with the first question. However, if the young person is obviously failing at level 2, assessing at levels 3 and 4 is unlikely to produce useful information so move onto the next picture.

If it is obvious that the young person is competent at level 1 or levels 1 and 2, use your own judgement as to the level at which you start the assessment.

If the young person does not achieve the level of competence at level 3, consider completing the assessment at level 4 as some have particular difficulties in re-telling events and empathy and may find the problem solving and justification at level 4 easier.

It is advisable not to repeat the assessment within a period of less than six months.

What is a correct answer?

The TALC 2 is a test of **receptive** language therefore if the young person gives a clear indication of understanding the question the answer is correct. For example during the 'Backpack' picture assessment, the young person is asked to 'Find another blue pen like this'. If the young person pointed to a blue pen on the table at which you were sitting rather than the other blue pencil in the assessment picture the answer would be correct because although this is not the intended answer, the young person has indicated an understanding of the type of question. Likewise if, in answer to the question 'What do you like to do when you are not at school/college?' is 'T.V.' this one word, or indeed a non-verbal answer, could be correct because the young person has demonstrated that he has <u>understood</u> the type of question.

Information in brackets

On the picture assessment score sheets occasionally information is given in brackets and written in italics. This tells the assessor what to say or what to do before asking the target question. For example, during the 'Park bench' assessment, the following is written before assessment item 32: '*(Point to one of the trees)* Find another one like this' This means that the assessor chooses and point to one of the trees first and then asks the question.

Part II

Part II of the TALC 2 - The General Assessment - gives a list of the types of questions appropriate at the different levels. There is room to record examples of the questions asked. The 'General Assessment' can be adapted to all situations so that assessment can take place during natural communicative interactions. It is advisable to assess the young person's levels of understanding in a variety of different contexts before reaching any conclusion about his level of functioning. Simple record sheets are provided.

Scoring

The assessment sheet has been devised so that the results of three assessments can be recorded on one page. This makes the comparison of scores easier. The scores for the first assessment are listed under **I**, the scores for the second assessment are listed under **II** etc.

Score 1 = correct answer

0 = incorrect answer

NR = no response

The scores are added for each level and recorded under the sub total.

Example scoring

								Sub Total			

Young person 's name.......... Date of birth...............   Date of assessment I.........
Date of assessment II........
Date of assessment III.......

2. Phone conversation

Blank Level		Question	Young person 's response	I	II	III	Sub Total			
							I	II	III	
1	1	Show me the girl	√	1						
				Sub Total			1			Level 1
2	2	Who is on the phone?	'boy'	1						
	3	Where does the boy want to go?	'cinema'	1						
	4	What kind of film does the boy want to see?	NR	0						
				Sub Total			2			Level 2

The subtotals from each picture/set of questions and directions are transferred onto the 'Summary of Scores'.

Summary of Scores

Transfer the sub score for each assessment picture onto the 'Summary of Scores' sheet. (See page 31)

	Level 1	Level 2	Level 3	Level 4
1. Backpack	2	2	0	
2. Phoning	1	3	1	
3. Football		2	3	
4. Park	2	3	0	
5. Day off	1	2	0	
6. Take away		3	2	
Total	6	15	6	
Maximum possible Score	6	17	20	17
Score needed for 80% competency	5	14	16	14
Competency achieved	√	√		
If competency not achieved, percentage scored			30%	

1. Add up the subtotal scores for each picture assessment at the different levels.

2. Add the total scores for each level

3. If the young person understands 80% of the questions at a particular level, he can be said to be competent at that level.
Add a tick for quick reference.

4. If the young person does not meet the 80% criteria, look the score up on the 'Percentage Score' sheet. This young person scored 6 out of a possible total of 20 which is 30%. The percentage scores can be used to demonstrate change over time.

Interpretation

Competency is achieved at a level when **80%** of the answers are correct.

This means that if the young person correctly answers 80% of the questions at level 1, 2, 3 or 4 then he can be said to be functioning at that level. For example if a young person answers 15 level 2 questions correctly he is functioning at level 2. For a table to help with this, see page 32.

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Typical pattern of development

Level 1	Naming things	60% of 3 year olds understand level 1 and level 2 questions
Level 2	Describing things Answering Who? What? Where?	
Level 3	Talking about stories and events	65% of 5 year olds understand level 3 and level 4 questions
Level 4	Solving problems and answering Why? questions	

Blank, Rose and Berlin (1978). **The Language of Learning**: The pre-school Years. New York: Grune and Stratton Inc.

For ideas to support a young person at a particular Blank level or move them onto the next level see:

Secondary Language Builders. Advice and activities to encourage the communication skills of 11-16 year olds.

Language Builders for Post 16s. Advice and activities to promote thte communication skills of young adults.

Both are available from Elklan.

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Picture Assessment
Score Sheets

TALC 2 Picture Assessment Score Sheet

Elklan

Young person's name..........................Date of birth........................

Date of assessment I..........................
Date of assessment II.........................
Date of assessment III.........................

1. Backpack

Blank Level		Question	Young person 's response	I	II	III	Sub Total		
							I	II	III
1	1	*(Point to the backpack and ask...)* What is this?							
	2	*(Point to a blue pen)* Find another one like this.							
		Sub Total							Level 1
2	3	Point to the red pen.							
	4	What do you use to buy things with?							
		Sub Total							Level 2
3	5	Point to three coins, the blue book and the pencil which is on top of the pens.							
	6	*(Point to the rubbers.)* Here are two rubbers. Which rubber is not round?							
	7	What does erase mean?							
		Sub Total							Level 3
4	8	At lunch time, some students have a packed lunch. Others buy something in the canteen. How do you know this person is not going to the canteen for lunch?							
	9	What could the student do it she forgets her packed lunch?							
	10	If she isn't going to buy lunch, why has she got money in her backpack?							
		Sub Total							Level 4

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2. Phone conversation

Blank Level		Question	Young person 's response	I	II	III	Sub Total			
							I	II	III	
1	11	Point to the girl								
			Sub Total							Level 1
2		(Give the following information – The boy is asking the girl to go to the cinema to watch a film about spaceships, aliens and wars. The girl doesn't want to go. Then ask….)								
	12	Who is on the phone?								
	13	Where does the boy want to go?								
	14	What kind of film does the boy want to see?								
			Sub Total							Level 2
3	15	What is the boy saying?								
	16	What is the girl thinking?								
	17	How is the girl feeling?								
			Sub Total							Level 3
4	18	(Say- I think she's worried) Why is the girl feeling worried?								
	19	If she doesn't want to go what should she do?								
	20	What do you like to do when you are not at college/school?								
			Sub Total							Level 4

3. Playing football

Blank Level		Question	Young person 's response	I	II	III	Sub Total			
							I	II	III	
2	21	Who kicked the ball?								
	22	Where did he kick it?								
		Sub Total								Level 2
3	23	What happened?								
	24	What is the man saying?								
	25	How is the man feeling?								
	26	He might be furious. What does furious mean?								
	27	What will happen next?								
		Sub Total								Level 3
4	28	Why shouldn't the youngsters run off?								
	29	(Say - I think the man is going to chase the youngsters.) Why will he chase them?								
	30	If the man catches them, what will he do?								
		Sub Total								Level 4

4. Park bench

Blank Level		Question	Young person 's response	I	II	III	Sub Total		
							I	II	III
1	31	Point to the bench.							
	32	*(Point to one of the trees with no leaves.)* Find another one like this.							
			Sub Total						Level 1
2	33	What is the boy doing?							
	34	Tell me one thing the boy is wearing.							
	35	What else is he wearing to keep warm?							
	36	Who is wearing a pink scarf?							
			Sub Total						Level 2
3	37	Who is not wearing a hat?							
	38	What is the girl going to do?							
	39	When is this happening? What time of the year is it?							
			Sub Total						Level 3
4	40	How do you know its winter time?							
			Sub Total						Level 4

5. Day off

Blank Level		Question	Young person 's response	I	II	III	Sub Total			
							I	II	III	
1	41	(Show just picture 2 from the sequence where Mum is sitting on the bed) Point to the Mum.								
		Sub Total								Level 1
2	42	Who is in the bed?								
	43	What is Mum doing?								
		Sub Total								Level 2
3	44	(Give all the pictures) Arrange the pictures to tell a story.								
	45	What happened?								
	46	(Point to picture 2 again with Mum sitting on the bed and ask -) What is the Mum thinking?								
		Sub Total								Level 3
4	47	Why does the mother think the boy is ill?								
	48	How do we know that the boy is not ill?								
	49	Why is the boy pretending to be ill?								
	50	What might happen to the boy if his mother finds out that he was lying?								
		Sub Total								Level 4

6. Take away

Blank Level		Question	Young person 's response	I	II	III	Sub Total		
							I	II	III
		(Questions 51-55 use the large picture in the booklet. Questions 56-60, use the small pictures.)							
2	51	What could he eat?							
	52	What other snack could he eat?							
	53	Which snack is round and has chocolate on top?							
	54	Point to all the drinks in blue cups.							
		Sub Total							Level 2
3	55	Which drinks are not hot?							
	56	Put the pictures in the right order.							
	57	*(Point to the young man at the till and ask -)* What is he going to do?							
		Sub Total							Level 3
4	58	This young man is using money to pay. How else could he pay for his food?							
	59	Why can't he just walk out with the food?							
	60	*(Ask the first part but don't score it. Only score the second part of the question, the 'why' part)* If you eat out, where do you go? Why do you like...............?							
		Sub Total							Level 4

TALC 2 **Picture Assessment   Summary of Scores**

Date of Assessment I.................

Transfer the sub total scores here:

	Level 1	Level 2	Level 3	Level 4
1. Backpack				
2. Phoning				
3. Football				
4. Park bench				
5. Day Off				
6. Take away				
Total				
Maximum possible Score	6	17	20	17
Score needed for 80% competency	5	14	16	14
Competency achieved				
If competency not achieved, percentage scored				

Date of Assessment II.........................

Transfer the sub total scores here:

	Level 1	Level 2	Level 3	Level 4
1. Backpack				
2. Phoning				
3. Football				
4. Park bench				
5. Day Off				
6. Take away				
Total				
Maximum possible Score	6	17	20	17
Score needed for 80% competency	5	14	16	14
Competency achieved				
If competency not achieved, percentage scored				

Date of Assessment II.........................

Transfer the sub total scores here:

	Level 1	Level 2	Level 3	Level 4
1. Backpack				
2. Phoning				
3. Football				
4. Park bench				
5. Day Off				
6. Take away				
Total				
Maximum possible Score	6	17	20	17
Score needed for 80% competency	5	14	16	14
Competency achieved				
If competency not achieved, percentage scored				

TALC 2 **Picture Assessment   Percentage Scores**

This table gives the percentage of correct answers at each level. For example, if a young person scored 3 at level 4 then 18% of his answers were correct at level 4. If he scored 17 at level 3 then 85% of his answers were correct at level 3.

If 80% or more of the answers are correct, the young person can be said to be competent at that level of the Blank Model. His understanding at this level should be reinforced during everyday situations and targets set to help him work towards the next level.

If the individual achieves at less that 80% he needs more opportunities to practise at this level. Advice and activities can be found in Secondary Language Builders and Language Builders for Post 16s (available through Elklan). The assessment can be repeated (but not less than once every six months) and changes in the percentage achieved can be used to monitor progress.

Level 1		Level 2				Level 3				Level 4			
Total score	Percentage score	Total score	Percentage score	Total score	Percentage score	Total score	Percentage score	Total score	Percentage score	Total score	Percentage score	Total score	Percentage score
1	17	1	6	10	59	1	5	11	55	1	6	10	59
2	33	2	12	11	65	2	10	12	60	2	12	11	65
3	50	3	18	12	71	3	15	13	65	3	18	12	71
4	67	4	24	13	76	4	20	14	70	4	24	13	76
5	83	5	29	14	82	5	25	15	75	5	29	14	82
6	100	6	35	15	88	6	30	16	80	6	35	15	88
		7	41	16	94	7	35	17	85	7	41	16	94
		8	47	17	100	8	40	18	90	8	47	17	100
		9	53			9	45	19	95	9	53	18	
						10	50	20	100				

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General Assessment

TALC 2 General Assessment

Child's name: Date of birth: Date of initial assessment:

Blank Level		Type of question or demand	Example	Date achieved		
1	1	Points to object				
	2	Finds matching object				
	3	Names object				
2	4	Identifies object by attribute/description				
	5	Identifies object by function				
	6	Gives examples within a category				
	7	Answers who? what? where? from a statement or picture				
	8	Describes what is happening				
3	9	Tells a story/narrative or re-calls an event				
	10	Arranges pictures in sequence				
	11	States what a character might say				

3	12	States what a character might think				
	13	States how a character might feel				
	14	Answers When? type questions				
	15	Summarises an event				
	16	Predicts				
	17	Follows a set of directions				
	18	Gives examples but listens to extra conditions				
	19	Defines words				
4	20	Solves problems				
	21	Solves problems from another person's point of view				
	22	Justifies decisions and predictions				
	23	Identifies the cause of an event				
	24	Explains why something cannot be done				
	25	Makes inferences				

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Examples of differentiated questions for different curriculum subjects

ENGLISH LITERATURE

Level 1

📜 Name items, real or pictures.

📜 Find named items.

📜 Find matching items.

Level 2

📜 Answer 'Who?', 'What?', 'Where?' questions about information that has just been given, shown or read. This requires recall.

📜 Identify by properties or attributes e.g. a character who is mean, generous, ugly, attractive, forceful etc or a plot that is exciting, boring etc.

📜 Categorise examples e.g. name the characters in a scene, what settings are used.

📜 Give another example e.g. Yes, X is a character, who else is in the film/book?

Level 3

📜 Summarise information.

📜 Choose a suitable title.

📜 Retell a short sequence of events from the story – much easier for the young person to give a recount immediately after hearing it. Gradually increase the time-lag between hearing and recounting the events.

📜 Identify what a character might think or say about a situation in the story.

📜 Identify how a character might feel in a situation.

📜 Make a simple prediction about what might happen next. For some young peoples this will be extremely hard..... support them by:

📜 Retelling the sequence of events so far for them.

📜 Highlighting the critical elements of the event.

📜 Linking the event in the story to the young person's personal experience.

📜 Define words.

Level 4

- Inference; how can we tell....? How can we tell that this character is feeling angry/happy, is poor, has committed this crime, etc.? Again the young person may need support in identifying the critical information in order for an inference to be made.
- Justify the prediction made at Level 3 – why do you think that X will be the outcome?
- Justify the action of a character - why did a character behave in that way?
- Solve a problem. If X happens or doesn't happen, what should the character do? E.g. if the dog doesn't come home before bedtime, what should the boy do? Apply the situation to the young person's own personal experience.

MATHEMATICS

Level 1

- Name items, real or in pictures e.g. shapes, angles, mathematical symbols.
- Find named items.
- Find matching items.

Level 2

- Identify by properties or attributes e.g. more than, the least, total, first, last, heaviest, lightest, smallest.
- Categorise examples e.g. types of triangles.
- Name other shapes in the same category (e.g. types of triangle/4-sided shapes).

Level 3

- Identify items that could fit a certain category with specific criteria.
- Identify what other items could not fit into a given category.
- Understand a series of instructions to complete a sum.
- Explain how to complete a sum/mathematical application.
- Define words and symbols.

Level 4

- Inference – i.e. give reasons and evidence why this particular item fits a given set of criteria, e.g. how can we tell this is an X?
- Define compound words.
- Justify why something was done.
- Solve a problem which requires reasoning skills and not just working out. E.g. mathematical application.

SCIENCE

Level 1

- Name equipment/chemicals etc.
- Find equipment by name.
- Match pieces of equipment with others that have the same function.

Level 2

- Identify by properties or attributes e.g. Which is an acid/alkali? or Which is a conductor/insulator?
- Categorise items e.g. examples or mammals or reptiles or combustible materials.
- Identify what other pieces of equipment or items (that are not visible to the young person) might fit the same category as the ones that are visible or being used (e.g. other internal organs, other chemicals with the same properties)
- Identify items by a description of their function (e.g. what pumps blood in the body? what is used to heat up the contents of a test tube?) Try this first where the items or pictures of the items are in front of the young person; in later lessons, try this where the items are not visible
- Describe what is happening.

Level 3

- Recount, in sequence, the steps taken in an experiment. The task will be easier if the young person has the materials in front of him to give a visual reminder and support the organisation of thought. Initially support the young person, either.
- by supplying the information (sentence strips or photos) for the young person to correctly organise, or
- by giving alternatives ('Did you do X or Y next?') or a prompt ('What happened after you did X?') for each step.

Elklan

- Name something that's in the category but has an exception (e.g. an organ of the body that is not internal, a gas that is not toxic on inhalation etc.)
- Name something that does not fit the category.
- Predict the outcome of the experiment.
- Define words and technical terms.

Level 4

- Justify the prediction made a Level 3 – why does the young person think this will be the outcome, what is the evidence?
- Present a solution to a possible problem – what could be done if the experiment is unsuccessful or doesn't bring the expected result?
- Justify why a certain course of action has been taken (e.g. 'Why did we use equipment X rather than equipment Y in this particular experiment?')
- Make a judgement – how does the young person know something, e.g. that a chemical reaction has taken place, that no further reaction will take place?

TECHNOLOGY

Level 1:

- Name equipment.

- Find equipment by name.

- Match one tool with another that has the same function.

Level 2

- Identify items by a description of their function – try this first where tools are in front of the person; in later lessons, try this where the tools are not visible.

- Categorise the tools (e.g. that cut, tools that clamp or secure materials)...... then

- Identify what other tools (that are not visible to the young person) might fit the same category as the ones being used (e.g. other tools to cut with)

Level 3

- Recount the steps taken to make something. The task will be easier if the young person has the materials in front of him to give a visual reminder. Initially support the young person, either

- by supplying the information (sentence strips or photos) for the young person to correctly organise, or

- by giving alternatives ('Did you do X or Y next?') or a prompt ('What happened after you did X?') for each step

- Name something that's in the category, but has an exception (e.g. a tool that cuts but doesn't have two blades).

- Name something that is not in the category.

- Predict the outcome.

- Define words and technical terms.

Level 4

- Present a solution to a possible problem – perhaps a difficulty in construction, or how could it be improved?

- Justify why a certain course of action has been taken (e.g. 'Why should we join these materials with X rather than Y?')

GEOGRAPHY

Level 1

- Name items, real or pictures etc.
- Find named items.
- Find matching items e.g. find another contour line like this one.

Level 2

- Identify by properties or attributes, flat vs hilly areas, high vs low level rainfall/temperatures, densely-populated vs sparsely-populated areas
- Categorise items e.g. list rivers, countries which are part of Europe
- Explain what is happening, e.g. what is happening? or what can be seen in a picture?
- Identify what other items (that are not visible to the young person) might fit the same category as the ones that are visible or being studied (e.g. other mountainous regions, other areas with similar rainfall levels).

Level 3

- Name something that's in the category, but has an exception (e.g. mountain ranges not in Europe or not above 15,000 ft etc.)
- Name something that does not fit the category.
- Recount, in sequence, anything that is a step-by-step event, such as cloud formation/rainfall, rock formation. The task will be easier if the young person has the materials or pictures in front of him to give a visual reminder and support the organisation of thought. Initially support the young person either
- by supplying the information (sentence strips or photos) for the young person to correctly organise, or
- by giving alternatives ('Does X or Y happen next?') or a prompt ('What happens after X?') for each step
- Predict the outcome of a course of action (e.g. deforestation).
- Define words and technical terms.

Level 4

- Justify the prediction made at Level 3 – why does the young person think this will be the outcome, what is the evidence?

- Present a solution to a possible problem – e.g. what could be done to prevent problems caused by deforestation or water pollution?

- Justify why a certain course of action has been taken or is best.

- Make a judgement – how does the young person know something, e.g. how do you find the age of a rock formation, or geographical structure, the climate of a region, the prosperity of a region?

History

Level 1

- Name items, real or pictures.
- Find named items.
- Find matching items.

Level 2

- Answer 'Who?', 'What?', 'Where?' questions about information that has just been given, shown or read. This requires recall.
- Identify by properties or attributes e.g. Which picture shows wealth vs poverty, peace vs wartime.
- Categorise examples e.g. recall causes of X event, what were the 3 main aims of X?
- Give another example.

Level 3

- Summarise information.
- Retell a short sequence of an historical event – much easier for the young person to give a recount immediately after hearing it. Gradually increase the time-lag between hearing and recounting the events.
- Identify what a historical figure might have thought or said about a situation.
- Identify how people might have felt in a situation e.g. Holocaust victims.
- Make a simple prediction about what might have happened next. For some this will be extremely hard..... support them by:
- retelling the sequence of events so far.
- highlighting the critical elements of the event.
- if possible, link the event to the young person's personal experience.
- Define words e.g. hyperinflation, propaganda, dictator.

Level 4

- Inference; how can we tell....? What doest this cartoon tell you about attitudes to X? How far does the photo support Y statement? Again the young person may need support in identifying the critical information in order for an inference to be made.
- Justify the prediction made at Level 3. – why do you think that X might have been the outcome?
- Justify the action of historical figures/populations - why did X do Y?
- Solve a problem. If X happened, what do you think Y did? If possible, apply the situation to the young person's own personal experience.