Queensland Braille Learning Progression and Assessment Tool

Student: _____

Date of Birth: _____

Foreword

Underpinned by the Queensland Department of Education's Inclusive Education Policy, the Queensland Braille Learning Progression (QBLP) has been produced to provide guidance to teachers to improve the braille literacy standards in Queensland schools.

In response to the department's survey of the needs of students who are blind or have low vision, the Braille Project was established in 2020, recognising that with the right support every student who uses braille can succeed.

Christine Casey, an experienced teacher of braille was employed as the Head of Department (HOD) Braille Literacy, to lead this work. Through extensive consultation with every specialist teacher of students with vision impairment Christine gained a comprehensive understanding of the current status of braille education and student achievement.

The first draft of the QBLP and Assessment Tool was then compiled using this data in conjunction with insights gained from reviewing key writings of national and international braille experts, as well as professional conversations with interstate colleagues. A number of expert Queensland teachers, interstate colleagues and the department's Statewide Vision Impairment Services team were then invited to provide feedback, which informed the first official version of this document, published in 2021.

Since publication of the original document, Christine and the Statewide Vision Impairment Services team have continued to seek and compile feedback from teachers and other relevant professionals throughout Queensland and beyond. In direct response to feedback received, some minor changes have been made to the original progression and additional levels in some domains have been included to expand the application of the QBLP to cover students from emergent to full independent use of braille for literacy purposes.

Alison Jones

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Schools and Student Support

Acknowledgements

In undertaking the ambitious task to create the Queensland Braille Learning Progression (QBLP), the Statewide Vision Impairment Services (SVIS) team was grateful for the interest and support of a number of groups and individuals. Accordingly, we wish to extend the following acknowledgements:

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To all Queensland specialist teachers of students with vision impairment, thank you for your generosity in sharing your expertise and experiences. Your enthusiastic provision of feedback on various aspects of the QBLP as it was in development has been invaluable.

To expert braille teachers from Victoria, New South Wales, South Australia, the Northern Territory and Western Australia whose input was invited, thank you for your willingness to discuss aspects of the project in its early stages and for your thoughtful suggestions in reviewing drafts of the progression.

To the Queensland Department of Education's Reading and Writing Centre, thanks are extended for your advice which clarified the purpose of the document and its place in schools.

To Garry Stinchcombe, previous Assistant Head of School at the Vision Australia School, thank you for the many voluntary hours you gave in discussing and reviewing various aspects of the progression and assistance in conceptualising the structure and breakdown of domains.

The creation of this unique Queensland resource could not have been achieved without the support of the aforementioned, and that of the Department of Education and members of the SVIS team, especially Alison Jones who initiated the project.

Christine Casey | Head of Department Braille Literacy

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Queensland Braille Learning Progression

Description

The Queensland Braille Learning Progression (QBLP) describes the observable indicators of increasing sophistication in the use of braille to access literacy and enable self-reliance. The QBLP documents the general stages of braille-related skill development unique to those who access literacy through touch.

For students who have a significant vision loss there exist limited learning opportunities through observation of others, modelling and incidental learning. Acquiring these braille-related skills requires explicit teaching and engagement in specifically planned experiences tailored to the diverse needs and qualities of braille learners – a group which may include students of various ages, print literacy backgrounds and additional needs.

Purpose

The QBLP aims to support the planning of targeted instruction in braille. It also seeks to facilitate consistency in assessment and reporting on braille-specific skill development to provide efficient and equitable access to the curriculum.

The QBLP is intended to be used in conjunction with the whole-of-school curriculum plan. It does not contain all of the indicators and descriptors required for complete and effective literacy learning. The descriptors included in the QBLP are considered key to the unique development of touch readers or have special significance to the braille code. The QBLP is designed to sit alongside the Queensland Department of Education monitoring tools and is not a standalone document.

Structure

The QBLP is divided into domains with each domain further separated into levels which group together observable indicators. There is no correlation between levels from separate domains (level 2 in braille writing is not necessarily equivalent to level 2 in braille decoding and fluency) and students' progress through levels within their respective domains at varying rates according to a wide range of factors. Indicators within levels are not presented in any significant order; rather, each level sets out to describe the variety of concurrent observable behaviours present at a given phase of braille skill development within its specific domain.

Limitations

As there is great variation in the qualities of beginning braille learners, levels within the QBLP are not linked to any specific chronological or developmental age. The progression is appropriate for use with older print-literate students beginning braille as well as students with complex needs.

Intended use

It is anticipated that the QBLP and Assessment Tool will be used by the school team in collaboration with a specialist teacher in vision impairment.

The descriptors in each level of each domain provide an opportunity for teachers to monitor the development and progression of braille-related skills as they build their knowledge of the learner. The descriptors may serve as a prompt for teachers to design tailored learning experiences to facilitate the development of skills, and may involve the input and expertise of a range of professionals. Mastery of every descriptor within a level should generally be achieved before the focus of instruction shifts to descriptors within the next level of the domain.

When used in this way quality braille teaching practice will be supported through the accurate assessment of skills, plotting of achievement and planning for future learning.

Braille Decoding and Fluency

BDF1

- touches braille dots incidentally on a daily basis (braille on placemat, braille on toys, braille books in home)
- runs fingers over environmental braille labels
- plays with books containing braille (touches with open hands, manipulates pages)

BDF2

- locates braille labels in familiar environments (name label on hook, label on dog's bowl at home)
- locates the braille text on a page (when asked to find the braille or words)
- moves fingers over braille as an adult reads
- runs fingers over some familiar braille labels and recites text from memory (says James when touching name label on cubby)

BDF3

- 'reads' braille labels in familiar environments
- pretends to read a familiar book by moving fingers and reciting text from memory
- suggests the type of messages that may be communicated by braille based upon context clues (name on personal belongings, 'table' on shared table, story in a book)
- searches for braille labels in new environments

BDF4

- locates a real object or tactile illustration on a page in an unfamiliar book and 'reads' the corresponding text
- discriminates own name from other dissimilar (significantly different in length, shape) names when reading labels
- recognises 5 (personally significant) key vocabulary words (including any contractions or capital letters, may include numbers)
- uses gross tactile features (length, shape, spaces) to distinguish between key vocabulary words (go is a little square, cat is very thin at the beginning, Mummy has a tunnel at the start, helicopter is very long, Emma Wiggle has a gap in the middle)

BDF5

- describes braille characters with reference to shape and dot location (3 dots on the left and the top on the right, 2 dots in the top and bottom rows and none in the middle) or dot numbers (1-6)
- identifies own name (in contracted braille)
- reads all 26 letters of the alphabet
- recognises the capital I
- orally provides most corresponding alphabetic wordsigns when given a letter name (g – go, l – like)
- says the most common phoneme for each letter of the alphabet
- reads decodable VC (vowel, consonant e.g., at) and CVC (consonant, vowel, consonant e.g., man) words which do not contain contractions
- reads decodable CVC words which include contractions (bed – ed, ten – en, pin – in)
- reads taught high-frequency words (the, to, my) in decodable texts (including any contractions)
- reads short sentences which include decodable VC and CVC words, alphabetic wordsigns and taught high frequency words (in contracted braille) (My dog can sit on the mat. Sam and I like to run.)
- reads sentences with fluency after practice

BDF6

- reads CVCC, CCVC and CCVCC words which do not contain contractions (jump, hill, frog, snack)
- reads single-syllable words with common long vowels CVCe, including those containing the in, en or ed contractions
- reads single-syllable decodable words which include and, ch, ing, of, ong, sh, st or th groupsigns
- reads one- and two-syllable words with common suffixes (ed, ing) (jumped, jumping)
- reads strong group wordsigns (and, for, of, the, with)
- reads lower wordsigns in and was, in connected text, distinguishing them from letter i and j by using context clues (Does it make sense?)
- reads the wordsigns for child, enough, shall, still and this
- recognises full stop, capital letter and question mark symbols in connected text
- reads numerals 0-10
- orally spells taught high-frequency words (letter by letter) which are contracted in braille (like, the, it, have, was)
- reads texts of 30-50 words with fluency after practice

BDF7

- reads words with taught vowel digraphs (ee, oo, oa, ay) which do not contain contractions
- reads words containing taught vowel digraphs and including contractions for ea, ou, ow, ound and ount
- states that the ea contraction can only be used within a word (not at the beginning or end)
- reads words containing taught vowel digraphs where the second vowel is contained within a contraction (in – rain, ed – seed, en – green)
- reads high frequency words which include the 'the' groupsign (them, then, they, brother)
- reads gh and wh groupsigns in high-frequency words (night, eight, what, white)
- reads lower wordsigns (were, his, be) in connected text
- reads the following as whole word contractions: out, had, there, one, day, said, because, time, some, after, little, friend, name, upon, good, your
- reads most common high-frequency words (100 or more) in contracted braille
- identifies commas, full stops and question marks when encountered in connected text
- reflects some punctuation when reading familiar texts (pauses, changes inflection)
- reads short (30-50 words) unfamiliar decodable texts with independence
- reads texts of 50-100 words with fluency after practice

BDF8

- reads words with r-controlled vowel combinations (ar – far, or – corn, er – herb, ur – turn, ir – girl) including ar or er contractions where present
- reads words containing taught standalone groupsigns (day – Sunday, friend – friends)
- reads two-syllable words containing double letter contractions (soccer, digging, fluffy, bubble)
- states that double letter contractions can only be used within words (not at the beginning or end)
- reads two-syllable compound words with taught grapheme phoneme correspondences (playground, handbag, sandpit)
- reads the following dot 5 groupsigns: know, ever, part, where, ought, work, through, right, here, under; as standalone words and word parts
- reads the following 4-5-6 groupsigns: cannot, many, spirit, world, their
- reads the following shortforms: him, first, about, also, much, would, could, should, today, tomorrow, tonight, again, its, great, always, together, before, afternoon, afterward
- identifies apostrophes within words (I'm, don't, Jack's)
- identifies commas, full stops, question marks, exclamation marks and simple quotation marks in connected text
- demonstrates some awareness of punctuation when reading (pauses, varies intonation)
- reads dates, times, and dollar prices
- reads texts containing high frequency words and familiar spelling patterns at 40 words per minute or faster

BDF9

- reads two-syllable words containing common prefixes including lower prefix signs: be, con, dis (behave, connect, dismay, preschool)
- states that lower prefix groupsigns can only be used at the beginning of a word
- reads single-syllable words containing ance and ence contractions (dance, fence)
- reads two-syllable words containing the following part-word final contractions: ful, tion, ness, ment, ity, sion, less
- reads the following braille contractions in isolation and as word parts: father, mother, question, young, word, these, above, across, against, almost, already, although, altogether, behind, below, beneath, beside, between, beyond, blind, braille, children, herself, himself, either, immediate, itself, letter, must, myself, necessary, neither, paid, perhaps, quick, receive, receiving, such, yourself
- reads familiar texts at 60 words per minute or faster

BDF10

- reads multisyllabic words (frustrated, destination)
- reads website and email addresses
- reads grade-appropriate texts (stories, worksheets, procedures) with limited to no support (assistance to read some less familiar words)
- reads text with some reference to punctuation cues on a first reading (takes a breath at full stops, modifies vocal tone for direct speech)
- reads unseen, level-appropriate texts at 60 words per minute
- reads familiar texts at 90 words per minute

BDF11

- reads in contracted braille including infrequently used contractions (thyself, rejoicing, conceive)
- correctly names or describes the function of punctuation, special characters and braille indicators appropriate to their academic level
- reads texts on familiar subjects at 120 words per minute or faster

BDF12

- uses at least two different strategies to determine the name and purpose of unfamiliar braille characters when encountered (asks teacher, types the sign into a braille device with speech, checks the UEB manual)
- reads texts on familiar subjects at 150 words per minute or faster

Braille Reading Mechanics

BRM1

- opens hands to touch a variety of surfaces and textures
- demonstrates awareness of hands (plays with fingers and hands at midline, uses vision – if present – to observe hands in front of face)
- reaches for objects

BRM2

- bears weight through hands
- uses hands and fingers to hold and explore objects
- uses both hands simultaneously to explore objects
- transfers an object from one hand to the other
- searches for and locates objects within reach

BRM3

- identifies preferred objects by touch (chooses a favourite toy when presented with a set of 3 items)
- plays with toys using different hand movements (shakes, pushes buttons, squeezes)
- uses hands to search for dropped or lost objects
- uses individual fingers and finger tips to play games and explore textures

BRM4

- plays with shape sorters, nesting toys and large threading activities
- identifies small objects by touch (button, feather, lolly)
- uses touch to locate small objects when presented with other objects of a similar size (finds the bead when given a bag containing five similarly sized items)
- matches objects using one-to-one correspondence
- matches like textures

BRM5

- works in a left-to-right pattern to complete tasks (placing pegs on a pegboard, attaching stickers to a card, clipping pegs to a container)
- identifies the unlike texture, object or shape in a series of 4 items
- uses 'gentle' fingers when holding or exploring fragile items (touches flowers without crushing them)
- maintains upright posture (straight back, relaxed shoulders, right angles at knees and hips, feet flat on the floor) while performing tracking and other tactile activities
- tracks single lines of different lengths, widths and textures (string, straws, glitter, leather, tactile paint)
- finds the gap (no more than one braille cell in length) in a line

BRM6

- uses fingers to locate flat objects (buttons, counters, paperclips) on a surface without moving them from their original position
- locates the beginning and end of tactile lines
- locates the top line on a page
- locates the bottom line on a page
- tracks braille lines (containing gaps of no more than one braille cell in length) in a smooth left-to-right motion
- uses 2 hands when tracking braille lines
- keeps the sides of index fingers together to at least the first knuckle when tracking lines
- keeps the pads of at least 6 fingers aligned (on the line or in line with the line) and in contact with the page when tracking braille lines (supported by a guide if necessary – a ruler or similar for fingers to rest against)
- uses 2 hands in a parallel tracking pattern (across, back, down) to track 3 double-spaced braille lines
- identifies the different multicell braille pattern in a group of 5

BRM7

- tracks 5 or more double-spaced braille lines using a parallel (across, back, down) pattern
- uses both hands with the sides of index fingers touching to at least the first knuckle to track lines
- keeps the pads of at least 6 fingers aligned and in contact with the page when tracking lines (without a guide)
- uses light pressure when tracking braille lines
- locates the unlike symbol in a line of braille
- locates the symbol that is the same in a line of braille
- uses a marker (sticker, magnet, crayon) to indicate a targeted symbol in a line of braille

BRM8

- tracks braille with 2 hands, using a light touch and smooth left-to-right motion keeping the sides of index fingers lightly touching (to at least the first knuckle) and the finger pads of at least 6 fingers aligned and in contact with the page
- tracks 12 or more lines in double-spaced braille using a parallel (across, back, down) pattern
- tracks sets of lines with varying lengths
- locates the unlike symbol in a single-spaced column of braille
- locates the symbol that is the same in a single-spaced column of braille
- marks a targeted symbol in a single-spaced column of braille

BRM9

- uses a split-hand tracking pattern when reading braille (while the right hand finishes reading the end of a line, the left tracks back and drops down to the beginning of the next line before the right hand is lifted and moves diagonally to join it)
- reads short (2-3 lines) paragraphs in single line-spaced braille
- reads short texts (labels, flashcards, game cards) with the left hand only
- reads short texts (labels, flashcards, game cards) with the right hand only

BRM10

- uses a scissors-tracking pattern (both hands take some responsibility for reading)
- reads single-spaced text with double spaces only occurring between paragraphs
- checks for, and locates, headings and other special layouts
- uses an efficient tracking method and keeps place when reading text in columns

BRM11

- reads braille using standard formatting, including indentations denoting paragraphs
- uses efficient tracking patterns and techniques when reading a variety of braille materials and layouts
- selects appropriate positions and techniques for holding and reading braille material in varied environments (holds book against stomach when standing, places book or refreshable braille device on knees or floor when sitting)

Concepts of Braille Layout and Navigation

CLN1

- shows interest in books
- holds and tactually explores books containing braille and/or tactile elements

CLN2

- identifies the parts of a book including spine, front cover, back cover and pages
- positions books with the spine to the left
- turns pages, one at a time

CLN3

- locates the title on the cover of a book
- uses tactile clues to correctly orientate reading materials (the spine and label on the front cover of a book, cut-off top right corner of flashcards, empty space at the bottom of a worksheet)
- locates braille page numbers
- locates the beginning or end of given lines on a page (the end of the third line, the beginning of the second-last line)
- uses a tactile marker (paperclip, sticker) to mark the point where reading was stopped

CLN4

- quickly and efficiently relocates place on a page (after having removed hands to write or perform some other activity) with or without the use of a tactile marker
- turns to a given braille page by searching for and locating the correct page number
- locates centred headings at the top of pages
- understands markers indicating the end of a book

CLN5

- locates and distinguishes between braille and print page numbers when present
- understands markers indicating the end of sections or print pages
- uses estimation skills to efficiently find targeted pages by turning multiple pages at a time
- independently uses a contents page to find specific sections within a book

CLN6

- locates and reads the first sentence on a given print page when requested, including when the page begins part-way down a braille page
- scans pages to check for headings and other special layouts
- uses skimming techniques to find the beginning of paragraphs as directed (the next paragraph, the third paragraph on the page)

CLN7

- efficiently locates specific points within files when using a digital braille device (such as by performing a search command for a phrase)

Concept Development and Understandings

CDU1

- responds to familiar people and voices (smiles, vocalises, ceases crying)
- demonstrates anticipation during some familiar daily routines (opens mouth when feels spoon on lip, gets excited when hears bath water running)
- plays with toys, taking advantage of their key features (shakes rattle, rolls ball, bats at mobile to hear it jingle)

CDU2

- demonstrates anticipation in response to sound or physical cues in the home environment (raises arms when top is pulled up, goes to door when hears doorbell)
- demonstrates function of some familiar objects (pushes buttons on toys, attempts to put on shoes, drinks from a sippy cup)
- provides consistent name or name approximation for 10 or more familiar people or objects (family members, pets, favourite toys)
- performs some daily activities with independence (puts toys in box, eats with spoon or fingers)
- follows one-step directions (bring me your shoes, come here, give me your hands)

CDU3

- demonstrates anticipation of routines in familiar settings outside of the home with or without sound or other cues (requests favourite food when shopping, gets hat when it's time to go outside at day care)
- names familiar objects by touch or sound (plate, chair, puzzle, toilet, car, swing)
- demonstrates independent use of objects within the home and other familiar environments (digs in a sandpit, draws with a crayon, opens doors, bangs on a drum)
- follows one-step directions including a positional concept (put your hands on your head, put your bag under the chair, leave the doll in its cradle)
- uses single words or short phrases to demonstrate understanding and recall of events in response to simple questions ('Where did we go today?' – 'park', 'Who did we see at the park?' – 'Aunty Sarah')

CDU4

- categorises the same group of objects in at least 3 different ways (big and small, hard and soft, things from the kitchen and things from the bedroom)
- describes the properties of sounds and concrete objects (loud/quiet, heavy/light, rough/smooth)
- describes common features or uses of objects within a category (foods are edible, brushes have handles and bristles)
- uses some abstract nouns to describe feelings and experiences (happy, fun)
- associates some key behavioural indicators with basic emotions (laughing – happy, crying – sad)

CDU5

- verbally recalls the order of at least 3 events from a story or personal experience
- links events in a story to personal experiences (tells about a time when they walked on the sand like the turtle in the story)
- uses gestures to convey messages (hand up with palm facing forward – stop, nods head – yes)
- identifies the way a person might be feeling based on the tone of their voice or other auditory clues (crying, shouting, stamping)
- uses abstract vocabulary (angry, scared, excited) to describe the emotion they felt during a personal experience (hearing a balloon burst, winning a prize)

CDU6

- uses appropriate abstract terms (frightened, lucky) to describe the way a character might be feeling in response to a given situation and description of their behaviour or body language (a mouse that runs away when it sees a cat, a girl who is wearing her new shoes and smiling)
- demonstrates an awareness of visual language and conceptual observations (you can see through a window but you cannot see through a wall, you might need to turn on a light to see in the dark)
- predicts events in stories and relates to personal experiences (the children might go swimming at the beach because that's what I did at the beach)
- asks questions to increase knowledge of objects and environments ('What is this?', 'What is that sound?' 'What are they doing?')

CDU7

- asks questions when encountering unfamiliar concepts in texts and conversations ('What is a skyscraper?', 'How big is a monkey?')
- seeks clarification when information encountered in texts is inconsistent with previous knowledge or experience ('Can elephants really fly or is that make believe?')
- identifies when essential information may be present in visual material and requests a description ('What is the boy doing in the picture?', 'What is on the front cover of this book?')

Braille Writing

BrW1

- observes and listens to descriptions of others using braille, print and electronic devices to write for a variety of purposes (labelling, communicating, enjoyment)
- identifies the sound of a braille writer when heard and associates the sound with text creation
- contributes ideas to support the creation of personally significant texts (suggests content for 'experience' books)
- tactually explores braille-writing devices

BrW2

- scribbles using a braille machine
- dictates words and short sentences to others (labels, captions for pictures, messages in birthday cards)
- assigns meaning to own writing (verbalises messages when feeling own braille writing)

BrW3

- dictates a variety of connected texts to others (stories, journal entries, letters to friends)
- writes in braille on a daily basis
- takes some responsibility for writing during shared writing tasks with a proficient writer (writes some letters, spaces between words)
- shares own writing with others (reads own texts to classmates, displays writing samples in the classroom and at home)

BrW4

- writes own name, including capital letter indicator, in contracted braille
- writes all letters of the alphabet
- writes in braille using invented spelling
- uses some known contractions when writing (can, like, the)
- uses thumb or index finger to press the space bar between words
- reads back own writing

BrW5

- writes original texts (stories, journal entries, recounts)
- includes some punctuation signs when writing original texts
- uses contractions when writing known high-frequency words with consistency
- includes known groupsign contractions (ch, in, st) when writing familiar words
- rereads own writing to check for meaning

BrW6

- includes known groupsigns in decodable words with consistency
- uses known contractions for words and wordparts with consistency (friend, was, day within Sunday)
- prepares drafts
- reads own drafts to check for meaning and errors
- identifies some errors (missing braille contraction, spelling, punctuation) when rereading drafts
- associates tactile markers or braille signs with specific error types (sticker indicates missing word, tape indicates braille error, * indicates missing or incorrect information)
- uses tactile markers or braille signs to indicate desired changes to drafts
- applies tactile markers or braille signs when rewriting self-edited or teacher-edited work (adds a missing word as indicated by a tactile marker or the abbreviation *mw)

BrW7

- plans and writes original texts in equivalent timeframes to peers
- writes dictated texts with grade-appropriate speed and accuracy
- uses punctuation with grade-appropriate accuracy
- includes known contractions with consistency
- demonstrates grade-appropriate spelling
- labels pages or electronic files with the date and a title to facilitate organisation and later retrieval
- edits own work to grade-appropriate standards

Writing Mechanics and Technology

WMT1

- grasps and releases items
- brings hands to midline
- bears weight through forearms and hands

WMT2

- uses a variety of hand movements (pushes, pulls, scratches, bangs, rubs)
- uses 2 hands together
- pokes finger into small spaces
- maintains a sitting position while using hands to play

WMT3

- uses fingers to pick up small items (beads, buttons, paperclips)
- squeezes, rolls, stretches and moulds clay, putty, playdough or other malleable materials to make a variety of shapes
- uses isolated finger movements when performing finger plays, or when playing with toys or musical instruments
- uses 2 hands in different ways to explore or perform a task
- tactually explores braille-writing devices
- appropriately places fingers (one finger per key) on the braille keys of a manual, electronic or digital braille device
- presses the keys of a braille machine to create dots
- locates the braille dots they have produced after pressing the braille keys of a braille device
- sits with a straight back while performing large arm movements (raising arms above head, extending arms at shoulder height)

WMT4

- uses the paper release levers and paper feed knob to assist in the loading and unloading of paper from a manual braille machine
- identifies the dot position or number pressed by each finger (top left – left index finger, dot 5 – right middle finger)
- pushes all 6 embossing keys (one finger per key) with even pressure to write a full braille cell with dots of even heights when using a manual braille machine
- uses fingers in isolation to write rows of braille dots while keeping remaining fingers gently resting on or slightly above their appropriate keys (a line of dot 3)
- responds to the warning bell by stopping before hitting the margin stop when using a manual braille machine
- depresses the line space key and pulls the carriage lever all the way to the left after completing a line when using a manual braille machine
- sits with a straight back and wrists above key level while pushing the keys of a manual, electronic or digital braille device

WMT5

- assists with the insertion or removal of paper from a manual braille machine and presses the line space key to lock the paper in place
- creates braille patterns using one or more braille keys pressed by the appropriate finger(s)
- uses appropriate pressure to create dots of equal height when writing a variety of characters using a manual braille machine
- leaves the manual braille machine in rest position when not in use (moves embossing head to the right as far as possible, leaves paper release lever open and covers machine)

WMT6

- inserts and removes paper from a digital or electronic braille machine
- locates key parts of familiar braille devices when named
- demonstrates use of key parts of familiar braille devices when asked
- uses a tool (fingernail, wooden eraser) to neatly and efficiently erase (flatten) unwanted braille dots made on paper
- uses the backspace key to erase unwanted braille characters when using a digital braille device

WMT7

- loads paper quickly and locates the position of resumed work when using a manual or electronic braille machine
- adjusts margins on the braille machine to accommodate paper width
- sets margin stops on the braille machine to create columns
- carries the braille machine safely
- explores devices with refreshable braille displays

WMT8

- independently writes braille using at least two different devices
- writes in braille using a virtual braille keyboard such as used by IOS
- demonstrates basic use of a braille frame and stylus

Braille Maths Code

BMC1

- reads numerals 1-10
- writes numerals 1-10

BMC2

- reads 2- and 3-digit numerals
- reads ordinal numbers (1st, 2nd, 3rd, 4th)
- reads operation signs plus minus, and equals
- writes 2- and 3-digit numerals
- writes ordinal numbers (1st, 2nd, 3rd, 4th)
- writes operation signs plus, minus and equals

BMC3

- reads equations across the line (5+2=7)
- reads basic currencies and measurements ($1.50, 30cm)
- reads times and dates (5:30pm, 12/04/20)
- reads simple fractions (½, ¾)
- reads multiplication symbol
- reads division symbol
- interprets simple graphs
- writes equations across the line (3+4=7, 26-11=15)
- writes basic currencies and measurements ($1.50, 30cm)
- writes times and dates (5:30pm, 12/04/20)
- writes simple fractions (½, ¾)
- writes multiplication and division symbols
- reads and writes braille tally marks

BMC4

- uses braille and tactile materials to create simple graphs
- reads compass directions and coordinates
- reads mixed numbers $3\frac{4}{5}$
- reads and comprehends vertical arithmetic examples
- sets out mathematical operations using a logical format (horizontal or vertical)
- reads and writes number passage indicator and terminator
- writes compass directions and coordinates
- writes mixed numbers $3\frac{4}{5}$

BMC5

- reads and writes decimal numbers
- reads and writes percentages
- reads and writes negative numbers
- reads and writes greater than and less than symbols (>, <)
- reads and writes round brackets
- reads and writes units of area and volume (km^2, cm^3)
- reads and writes the degrees symbol (°)
- reads and writes basic geometric symbols (shape indicator, circle, triangle)

BMC6

- reads and writes all braille maths symbols appropriate to level and need
- uses braille formats appropriate to maths level and need
- uses efficient strategies to determine the meaning of unfamiliar braille symbols
- uses effective strategies to determine the braille symbols required for new maths content

Braille Music

BMu1

- understands that musical sounds can be represented by a unique braille code
- reads and performs simple rhythms consisting of crotchets, quavers and crotchet rests (based on the note c or f but without assigning pitch to the symbols)
- writes simple rhythms consisting of crotchets, quavers and crotchet rests (based on the note c or f but without assigning pitch to the symbols)

BMu2

- identifies bar and double bar lines
- reads crotchets, quavers and minims for 3 musical notes (pitches)
- writes crotchets, quavers and minims for 3 musical notes (pitches)
- identifies the octave sign at the beginning of a line of music
- identifies the time signature at the beginning of a piece of music
- reads and performs simple rhythms containing crotchets, quavers, semiquavers, minims and crotchet rests (based on the note c or f but without assigning pitch to the symbols)
- reads and observes the full and part bar repeat sign (dots 2-3-5-6)

BMu3

- reads all crotchet, quaver, minim and semibreve notes
- writes all crotchet, quaver, minim and semibreve notes
- reads and writes crotchet, quaver, minim and semibreve/whole bar rests
- reads and writes at least two octave signs relevant to their instrument
- reads and performs simple melodies containing steps and skips (seconds and thirds) and jumps of fourths and fifths when the jumps fall within a single octave
- reads and writes simple time signatures (4/4, ¾, common time)
- reads and observes repeat signs

BMu4

- reads all semiquaver and dotted notes
- writes all semiquaver and dotted notes
- reads and writes flat and sharp signs
- identifies major key signatures of up to 3 flats or sharps
- correctly observes octave sign rules to read and perform melodies which contain skips, steps, jumps and leaps
- locates and reads dynamic markings within a piece of music
- locates words and musical term abbreviations (andante, rit., piu mosso) within a musical score which denote tempo or other performance instructions
- Read slurs and ties

- distinguishes between lyric and music lines within a vocal score
- correctly articulates slurred syllables in vocal music

BMu5

- reads and writes all common symbols indicating phrasing and articulation (staccato, accent, tenuto, trill, grace notes, open/close phrase, etc)
- reads and writes braille music symbols appropriate to their specific level and instrument(s) (breath marks, bowing symbols, intervals, finger numbers, word/phrase repeats)
- reads and writes all key signatures observing correct accidental groupings or numbering
- reads and writes compound time signatures
- locates bar numbers, rehearsal marks and print page numbers in musical scores

Tactile Graphicacy

TaG1

- demonstrates interest in the tactile features of books (uses an open hand to briefly touch pages when presented)
- identifies a favourite toy when provided with 3 options

TaG2

- explores tactile images with interest (tactually explores for at least 3 seconds, searches for texture on pages)
- matches objects (sorts shoes into pairs)
- identifies circles, triangles, rectangles and squares from cut-outs and tactile outlines
- matches shapes to holes in games, shape sorters or puzzle boards
- scribbles, plays with malleable materials (playdough, putty, clay) and experiments with collage techniques

TaG3

- matches like objects of differing sizes and/or textures (a big shoe and little shoe, a metal teaspoon and plastic serving spoon)
- identifies the different shape in a series
- finds the exact match of a 2D shape
- creates and assigns meaning to own models, tactile drawings, paintings and collages

TaG4

- uses hands and fingers to scan a complete page in an efficient manner
- uses one or more fingers to trace the outline of a shape
- verbally identifies key features of familiar real objects (legs of a chair, eyes, nose and mouth of a face)
- matches simple to-scale graphics with real objects (forks, comb, hand)
- uses a drawing tool (crayon, pencil, stylus) to trace around a simple shape or own hand
- creates 3D models of familiar objects which reflect key features (round ball, long snake, flat pancake)

TaG5

- matches simple tactile graphics to real objects of a different size
- places a set of 3 to 5 objects in a pattern copied from tactile graphics
- locates key features of familiar tactile graphics (eyes of a teddy bear, tail of a dog, wheels of a bus)
- includes one or more recognisable key features of familiar objects when creating collages or drawings (uses round shapes for the wheels of a bus, uses wool to represent hair, uses straight lines to show the mesh of a birdcage)

TaG6

- identifies graphics of familiar road, rail and water vehicles, four-legged animals, fish and birds when presented from a simple side-on perspective
- identifies tactile representations of familiar insects and reptiles when presented from an aerial view
- recognises tactile representations of everyday objects (houses, flowers, leaves, trees, clothing, sun)
- locates key features of tactile graphics (roof, windows and door of a house)
- uses labels to interpret parts of familiar tactile graphics (stem and petals of a flower)
- demonstrates understanding of position and spatial relationships when creating tactile representations of familiar objects (places nose roughly in middle of paper plate face, draws sun at top of page, puts wheels under the body of a car)

TaG7

- explains why some features of an object (all 4 legs of a table) may not be shown in graphic representations
- uses own body or doll to recreate simple poses of a person in a picture
- interprets tactile scenes containing combinations of familiar graphics (a girl chasing a ball, a boy holding a bunch of balloons)
- uses labels to interpret simple unfamiliar graphics
- recreates recognisable outlines and key features of familiar graphics from memory (uses a tactile drawing kit to draw a house with windows, makes a flower from pipe cleaners, creates a graph)

TaG8

- uses keys which include textures or symbols to represent elements of diagrams to interpret graphics including maps when the key and graphic are on a single page
- Uses labelled graphics to obtain information from diagrams about unfamiliar concepts (relative size of planets, differences between eucalyptus and palm trees) when information is presented on a single page
- creates tactile graphics which demonstrate awareness of spatial relationships and include two or more distinguishing features of objects which have previously only been presented in 3D form (thick and thin rectangular keys in a row to represent a piano keyboard, a form with body, legs, wide long trunk at one end and a thinner shorter tail at the other to represent an elephant)

TaG9

- uses keys to interpret graphics when the key is on a separate page
- uses diagrams with scales to accurately answer multiple choice questions related to measurement (is the tree approximately 2, 4 or 6 times taller than a person? Is Mackay approximately 500 km or 1000 km from Brisbane?)
- makes comparisons between two unfamiliar or complex diagrams which are on separate pages (the climate zones of Queensland as compared to Western Australia)
- creates 3D models which demonstrate awareness of spatial relationships and include two or more distinguishing features of objects which have previously only been presented in tactile graphics format

TaG10

- uses a reliable strategy to estimate distances and simple measurements when using tactile graphics including a scale
- matches tactile graphics of 3D solids to physical models of the same shape

Self-Reliance

SeR1

- initiates preferred activities
- locates favourite objects in familiar environments
- follows one-step directions

SeR2

- uses tactual markers (felt square, button, braille dots) in combination with braille to identify personal belongings (locates the chair with the felt square on it)
- attends during adult-lead group activities
- locates personal belongings in shared environments (finds cubby in classroom)
- puts personal belongings in their assigned places (toys in basket, hat on hook, lunchbox in bag)
- searches for dropped objects
- packs up activities when completed (puts blocks back into box)
- follows two-step directions

SeR3

- uses braille name labels to distinguish own belongings from the belongings of others
- seeks or declines assistance as required in a socially appropriate manner
- takes responsibility for organising work area and personal belongings
- puts completed work in an assigned place (basket, drawer, folder)
- returns materials to the place from which they were taken before transitioning to a new activity
- follows group or whole-class directions (everyone come to the mat)

SeR4

- uses braille labels to facilitate organisation
- puts completed work in assigned places, sorted by subject and time (places completed maths sheet on top in maths folder)
- performs transitions efficiently and in a manner similar to peers
- locates equipment and arranges work environment for routine activities (places reader, spelling book and braille machine on desk prior to literacy block)
- collects and returns shared learning resources (maths counters, sports equipment)

SeR5

- writes name and labels on belongings
- independently alternates between 2 documents or reading and writing tasks (re-locates place on braille document after viewing a second braille document)
- locates appropriate texts and materials for different curriculum tasks (finds reader for reading groups, locates calculator and dice for maths)
- staples multi-sheet documents (a composition of 2 or more pages)
- locates a page or chapter in a timely manner as requested by the teacher

SeR6

- selects devices and materials best suited for different literacy tasks (refreshable braille device for a story requiring editing, manual braille writer for writing message to stick into friend's birthday card)
- requests accessible materials when not provided
- demonstrates at least two strategies for independently presenting written work to non-braille-readers (emails work to teacher, asks assistant to overwrite hard copy braille, reads brailled work to a peer, saves electronic braille text into a text file on memory drive)

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Queensland Braille Learning Progression Assessment Tool

Student: _____

Date of Birth: _____

Student Progression Mastery of Levels Overview

Braille Decoding and Fluency												
Level	BDF1	BDF2	BDF3	BDF4	BDF5	BDF6	BDF7	BDF8	BDF9	BDF10	BDF11	BDF12
Date mastered												

Braille Reading Mechanics											
Level	BRM1	BRM2	BRM3	BRM4	BRM5	BRM6	BRM7	BRM8	BRM9	BRM10	BRM11
Date mastered											

Concepts of Braille Layout and Navigation						
Level	CLN1	CLN2	CLN3	CLN4	CLN5	CLN6
Date mastered						

Concept Development and Understandings							
Level	CDU1	CDU2	CDU3	CDU4	CDU5	CDU6	CDU7
Date mastered							

Braille Writing							
Level	BrW1	BrW2	BrW3	BrW4	BrW5	BrW6	BrW7
Date mastered							

Writing Mechanics and Technology								
Level	WMT1	WMT2	WMT3	WMT4	WMT5	WMT6	WMT7	WMT8
Date mastered								

Braille Maths Code						
Level	BMC1	BMC2	BMC3	BMC4	BMC5	BMC6
Date mastered						

Braille Music									
Level	BMu1		BMu2		BMu3		BMu4		BMu5
Date mastered									

Tactile Graphicacy										
Level	TaG1	TaG2	TaG3	TaG4	TaG5	TaG6	TaG7	TaG8	TaG9	TaG10
Date mastered										

Self-Reliance						
Level	SeR1	SeR2	SeR3	SeR4	SeR5	SeR6
Date mastered						

Additional Student Information

Additional information which may support or impact teaching and learning of braille *(e.g., medical conditions causing weakness or reduced sensitivity, special interests or motivators)*	
Date:	Notes:

Braille Learning Progression Assessment Guidelines

Instructions

Place a date in the appropriate box as students achieve mastery.

Please note: mastery of every descriptor within a level must be achieved before commencing explicit teaching of descriptors within the next level in that domain.

Performance Descriptions

- U = unknown or unobserved (the student has not been observed to perform the task and the assessor is unsure of their ability to do so)
- B = beginning (the student has been introduced to the task and attempts with support)
- L = limited competence (the student is able to complete some aspects of the task independently or completes the task independently within a given setting or routine or achieves 40-59% correct answers when tested)
- D = developing competence (the student performs the task independently in most familiar settings – may require occasional prompting – or achieves 60-79% correct answers when tested)
- C = consolidating competence (the student consistently performs the task independently in familiar settings but may require occasional prompting in less familiar settings or achieves 80-99% correct answers when tested)
- M = mastered (the student performs the task with consistent independence and automaticity across all settings or achieves 100% correct answers when tested)

Braille Decoding and Fluency Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

BDF1

	U	B	L	D	C	M
touches braille dots incidentally on a daily basis						
runs fingers over environmental braille labels						
plays with books containing braille						

BDF2

	U	B	L	D	C	M
locates braille labels in familiar environments						
locates the braille text on a page						
moves fingers over braille as an adult reads						
runs fingers over some familiar braille labels and recites text from memory						

BDF3

	U	B	L	D	C	M
'reads' braille labels in familiar environments						
pretends to read a familiar book by moving fingers and reciting text from memory						
suggests the type of messages that may be communicated by braille based upon context clues						
searches for braille labels in new environments						

BDF4

	U	B	L	D	C	M
locates a real object or tactile illustration on a page in an unfamiliar book and 'reads' the corresponding text						
discriminates own name from other dissimilar names when reading labels						
recognises 5 key vocabulary words						
uses gross tactile features to distinguish between key vocabulary words						

BDF5

	U	B	L	D	C	M
describes braille characters with reference to shape and dot location or dot numbers (1-6)						
identifies own name						
reads all 26 letters of the alphabet						
recognises the capital I						
orally provides most corresponding alphabetic wordsigns when given a letter name						
says the most common phoneme for each letter of the alphabet						
reads decodable VC and CVC words which do not contain contractions						
reads decodable CVC words which include contractions						
reads taught high-frequency words in decodable texts						
reads short sentences which include decodable VC and CVC words, alphabetic wordsigns and taught high frequency words						
reads sentences with fluency after practice						

BDF6

	U	B	L	D	C	M
reads CVCC, CCVC and CCVCC words which do not contain contractions						
reads single-syllable words with common long vowels CVCe						
reads single-syllable decodable words which include and, ch, ing, of, ong, sh, st or th groupsigns						
reads one- and two-syllable words with common suffixes						
reads strong group wordsigns						
reads lower wordsigns in and was, in connected text						
reads the wordsigns for child, enough, shall, still and this						
recognises full stop, capital letter and question mark symbols in connected text						
reads numerals 0 to 10						
orally spells taught high-frequency words which are contracted in braille						
reads texts of 30-50 words with fluency after practice						

BDF7

	U	B	L	D	C	M
reads words with taught vowel digraphs which do not contain contractions						
reads words containing taught vowel digraphs and including contractions for ea, ou, ow, ound and ount						
states that the ea contraction can only be used within a word						
reads words containing taught vowel digraphs where the second vowel is contained within a contraction						
reads high frequency words which include the 'the' groupsign						
reads gh and wh groupsigns in high-frequency words						
reads lower wordsigns: were, his, be in connected text						
reads the following as whole word contractions: out, had, there, one, day, said, because, time, some, after, little, friend, name, upon, good, your						

	U	B	L	D	C	M
reads most common high-frequency words in contracted braille						
identifies commas, full stops and question marks when encountered in connected text						
reflects some punctuation when reading familiar texts						
reads short unfamiliar decodable texts with independence						
reads texts of 50-100 words with fluency after practice						

BDF8

	U	B	L	D	C	M
reads words with r-controlled vowel combinations including ar or er contractions where present						
reads words containing taught standalone groupsigns						
reads two-syllable words containing double letter contractions						
states that double letter contractions can only be used within words						
reads two-syllable compound words with taught grapheme phoneme correspondences						
reads the following dot 5 groupsigns: know, ever, part, where, ought, work, through, right, here, under, as standalone words and word parts						
reads the following 4-5-6 groupsigns: cannot, many, spirit, world, their						
reads the following shortforms: him, first, about, also, much, would, could, should, today, tomorrow, tonight, again, its, great, always, together, before, afternoon, afterward						
identifies apostrophes within words						
identifies commas, full stops, question marks, exclamation marks and simple quotation marks in connected text						
demonstrates some awareness of punctuation when reading						
reads dates, times, and dollar prices						
reads texts containing high frequency words and familiar spelling patterns at 40 words per minute or faster						

BDF9

	U	B	L	D	C	M
reads two-syllable words containing common prefixes including lower prefix signs						
states that lower prefix groupsigns can only be used at the beginning of a word						
reads single-syllable words containing ance and ence contractions						
reads two-syllable words containing the following part-word final contractions: ful, tion, ness, ment, ity, sion, less						
reads the following braille contractions in isolation and as word parts: father, mother, question, young, word, these, above, across, against, almost, already, although, altogether, behind, below, beneath, beside, between, beyond, blind, braille, children, herself, himself, either, immediate, itself, letter, must, myself, necessary, neither, paid, perhaps, quick, receive, receiving, such, yourself						
reads familiar texts at 60 words per minute or faster						

BDF10

	U	B	L	D	C	M
reads multisyllabic words						
reads website and email addresses						
reads grade-appropriate texts with limited to no support						
reads text with some reference to punctuation cues on a first reading						
reads unseen, level-appropriate texts at 60 words per minute						
reads familiar texts at 90 words per minute						

BDF11

	U	B	L	D	C	M
reads in contracted braille including infrequently used contractions						
correctly names or describes the function of punctuation, special characters and braille indicators appropriate to their academic level						
reads texts on familiar subjects at 120 words per minute or faster						

BDF12

	U	B	L	D	C	M
uses at least two different strategies to determine the name and purpose of unfamiliar braille characters when encountered						
Reads texts on familiar subjects at 150 words per minute or faster						

Braille Reading Mechanics Assessment (Levels 1-11)

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

BRM1

	U	B	L	D	C	M
opens hands to touch a variety of surfaces and textures						
demonstrates awareness of hands						
reaches for objects						

BRM2

	U	B	L	D	C	M
bears weight through hands						
uses hands and fingers to hold and explore objects						
uses both hands simultaneously to explore objects						
transfers an object from one hand to the other						
searches for and locates objects within reach						

BRM3

	U	B	L	D	C	M
identifies preferred objects by touch						
plays with toys using different hand movements						
uses hands to search for dropped or lost objects						
uses individual fingers and finger tips to play games and explore textures						

BRM4

	U	B	L	D	C	M
plays with shape sorters, nesting toys and large threading activities						
identifies small objects by touch						
uses touch to locate small objects when presented with other objects of a similar size						
matches objects using one-to-one correspondence						
matches like textures						

BRM5

	U	B	L	D	C	M
works in a left-to-right pattern to complete tasks						
identifies the unlike texture, object or shape in a series of 4 items						
uses 'gentle' fingers when holding or exploring fragile items						
maintains upright posture while performing tracking and other tactile activities						
tracks single lines of different lengths, widths and textures						
finds the gap in a line						

BRM6

	U	B	L	D	C	M
uses fingers to locate flat objects on a surface without moving them from their original position						
locates the beginning and end of tactile lines						
locates the top line on a page						
locates the bottom line on a page						
tracks braille lines in a smooth left-to-right motion						
uses 2 hands when tracking braille lines						
keeps the sides of index fingers together to at least the first knuckle when tracking lines						

	U	B	L	D	C	M
keeps the pads of at least 6 fingers aligned and in contact with the page when tracking braille lines (supported by a guide if necessary)						
uses 2 hands in a parallel tracking pattern to track 3 double-spaced braille lines						
identifies the different multi-cell braille pattern in a group of 5						

BRM7

	U	B	L	D	C	M
tracks five or more double-spaced braille lines using a parallel pattern						
uses both hands with the sides of index fingers touching to at least the first knuckle to track lines						
keeps the pads of at least 6 fingers aligned and in contact with the page when tracking lines (without a guide)						
uses light pressure when tracking braille lines						
locates the unlike symbol in a line of braille						
locates the symbol that is the same in a line of braille						
uses a marker to indicate a targeted symbol in a line of braille						

BRM8

	U	B	L	D	C	M
tracks braille with 2 hands, using a light touch and smooth left-to-right motion keeping the sides of index fingers lightly touching and the finger pads of at least 6 fingers aligned and in contact with the page						
tracks 12 or more lines in double-spaced braille using a parallel pattern						
tracks sets of lines with varying lengths						
locates the unlike symbol in a single-spaced column of braille						
locates the symbol that is the same in a single-spaced column of braille						
marks a targeted symbol in a single-spaced column of braille						

BRM9

	U	B	L	D	C	M
uses a split-hand tracking pattern when reading braille						
reads short paragraphs in single line-spaced braille						
reads short texts with the left hand only						
reads short texts with the right hand only						

BRM10

	U	B	L	D	C	M
uses a scissors-tracking pattern						
reads single-spaced text with double spaces only occurring between paragraphs						
checks for, and locates, headings and other special layouts						
uses an efficient tracking method and keeps place when reading text in columns						

BRM11

	U	B	L	D	C	M
reads braille using standard formatting, including indentations denoting paragraphs						
uses efficient tracking patterns and techniques when reading a variety of braille materials and layouts						
selects appropriate positions and techniques for holding and reading braille material in varied environments						

Concepts of Braille Layout and Navigation Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

CLN1

	U	B	L	D	C	M
shows interest in books						
holds and tactually explores books						

CLN2

	U	B	L	D	C	M
identifies the parts of a book including spine, front cover, back cover and pages						
positions books with the spine to the left						
turns pages, one at a time						

CLN3

	U	B	L	D	C	M
locates the title on the cover of a book						
uses tactile clues to correctly orientate reading materials						
locates braille page numbers						
locates the beginning or end of given lines on a page						
uses a tactile marker to mark the point where reading was stopped						

CLN4

	U	B	L	D	C	M
quickly and efficiently re-locates place on a page						
turns to a given braille page by searching for and locating the correct page number						
locates centred headings at the top of pages						
understands markers indicating the end of a book						

CLN5

	U	B	L	D	C	M
locates and distinguishes between braille and print page numbers						
understands markers indicating the end of sections or print pages						
uses estimation skills to efficiently find targeted pages by turning multiple pages at a time						
independently uses a contents page to find specific sections within a book						

CLN6

	U	B	L	D	C	M
locates and reads the first sentence on a given print page						
scans pages to check for headings and other special layouts						
uses skimming techniques to find the beginning of paragraphs as directed						

CLN7

	U	B	L	D	C	M
efficiently locates specific points within files when using a digital braille device						

Concept Development and Understandings Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

CDU1

	U	B	L	D	C	M
responds to familiar people and voices						
demonstrates anticipation during some familiar daily routines						
plays with toys, taking advantage of their key features						

CDU2

	U	B	L	D	C	M
demonstrates anticipation in response to sound or physical cues in the home environment						
demonstrates function of some familiar objects						
provides consistent name or name approximation for 10 or more familiar people or objects						
performs some daily activities with independence						
follows one-step directions						

CDU3

	U	B	L	D	C	M
demonstrates anticipation of routines in familiar settings outside of the home						
names familiar objects by touch or sound						
demonstrates independent use of objects within the home and other familiar environments						
follows one-step directions including a positional concept						
uses single words or short phrases to demonstrate understanding and recall of events in response to simple questions						

CDU4

	U	B	L	D	C	M
categorises the same group of objects in at least 3 different ways						
describes the properties of sounds and concrete objects						
describes common features or uses of objects within a category						
uses some abstract nouns to describe feelings and experiences						
associates some key behavioural indicators with basic emotions						

CDU5

	U	B	L	D	C	M
verbally recalls the order of at least 3 events from a story or personal experience						
links events in a story to personal experiences						
uses gestures to convey messages						
identifies the way a person might be feeling based on the tone of their voice or other auditory clues						
uses abstract vocabulary to describe the emotion they felt during a personal experience						

CDU6

	U	B	L	D	C	M
uses appropriate abstract terms to describe the way a character might be feeling in response to a given situation and description of their behaviour or body language						
demonstrates an awareness of visual language and conceptual observations						
predicts events in stories and relates to personal experiences						
asks questions to increase knowledge of objects and environments						

CDU7

	U	B	L	D	C	M
asks questions when encountering unfamiliar concepts in texts and conversations						
seeks clarification when information encountered in texts is inconsistent with previous knowledge or experience						
identifies when essential information may be present in visual material and requests a description						

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Braille Writing Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

BrW1

	U	B	L	D	C	M
observes and listens to descriptions of others using braille, print and electronic devices to write for a variety of purposes						
identifies the sound of a braille writer and associates the sound with text creation						
contributes ideas to support the creation of personally significant texts						
tactually explores braille-writing devices						

BrW2

	U	B	L	D	C	M
scribbles using a braille machine						
dictates words and short sentences						
assigns meaning to own writing						

BrW3

	U	B	L	D	C	M
dictates a variety of connected texts						
writes in braille on a daily basis						
takes some responsibility for writing during shared writing tasks with a proficient writer						
shares own writing with others						

BrW4

	U	B	L	D	C	M
writes own name including capital letter indicator in contracted braille						
writes all letters of the alphabet						
writes in braille using invented spelling						
uses some known contractions						
uses thumb or index finger to press the space bar between words						
reads back own writing						

BrW5

	U	B	L	D	C	M
writes original texts						
includes some punctuation signs when writing						
uses contractions when writing known high-frequency word with consistency						
includes known groupsign contractions when writing familiar words						
rereads own writing to check for meaning						

BrW6

	U	B	L	D	C	M
includes known groupsigns in decodable words with consistency						
uses known contractions for words and wordparts with consistency						
prepares drafts						
reads own drafts to check for meaning and errors						
identifies some errors when rereading drafts						
associates tactile markers or braille signs with specific error types						

	U	B	L	D	C	M
uses tactile markers or braille signs to indicate desired changes to drafts						
applies tactile markers or braille signs when rewriting self-edited or teacher-edited work						

BrW7

	U	B	L	D	C	M
plans and writes original texts in equivalent timeframes to peers						
writes dictated texts with grade-appropriate speed and accuracy						
uses punctuation with grade-appropriate accuracy						
includes known contractions with consistency						
demonstrates grade-appropriate spelling						
labels pages or electronic files with the date and a title						
edits own work to grade-appropriate standards						

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Writing Mechanics and Technology

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

WMT1

	U	B	L	D	C	M
grasps and releases items						
brings hands to midline						
bears weight through forearms and hands						

WMT2

	U	B	L	D	C	M
uses a variety of hand movements						
uses 2 hands together						
pokes finger into small spaces						
maintains a sitting position while using hands to play						

WMT3

	U	B	L	D	C	M
uses fingers to pick up small items						
squeezes, rolls, stretches and moulds malleable materials to make a variety of shapes						
uses isolated finger movements						
uses 2 hands in different ways to explore or perform a task						
tactually explores braille-writing devices						
appropriately places fingers on the braille keys of a manual, electronic or digital braille device						
presses the keys of a braille machine to create dots						
locates the braille dots they have produced after pressing the braille keys of a braille device						
sits with a straight back while performing large arm movements						

WMT4

	U	B	L	D	C	M
uses the paper release levers and paper feed knob to assist in the loading and unloading of paper from a manual braille machine						
identifies the dot position or number pressed by each finger						
pushes all six embossing keys with even pressure to write a full braille cell with dots of even heights when using a manual braille machine						
uses fingers in isolation to write rows of braille dots while keeping remaining fingers gently resting on or slightly above their appropriate keys						
responds to the warning bell by stopping before hitting the margin stop when using a manual braille machine						
depresses the line space key and pulls the carriage lever all the way to the left after completing a line when using a manual braille machine						
sits with a straight back and wrists above key level while pushing the keys of a manual, electronic or digital braille device						

WMT5

	U	B	L	D	C	M
assists with the insertion or removal of paper from a manual braille machine and presses the line space key to lock the paper in place						
creates braille patterns using one or more braille keys pressed by the appropriate finger(s)						
uses appropriate pressure to create dots of equal height when writing a variety of characters using a manual braille machine						
leaves the manual braille machine in rest position when not in use						

WMT6

	U	B	L	D	C	M
inserts and removes paper from a digital or electronic braille machine						
locates key parts of familiar braille devices when named						
demonstrates use of key parts of familiar braille devices when asked						
uses a tool to neatly and efficiently erase unwanted braille dots made on paper						
uses the backspace key to erase unwanted braille characters when using a digital braille device						

WMT7

	U	B	L	D	C	M
loads paper quickly and locates the position of resumed work when using a manual or electronic braille machine						
adjusts margins on the braille machine to accommodate paper width						
sets margin stops on the braille machine to create columns						
carries the braille machine safely						
explores devices with refreshable braille displays						

WMT8

	U	B	L	D	C	M
independently writes braille using at least two different devices						
writes in braille using a virtual braille keyboard such as used by IOS						
demonstrates basic use of a braille frame and stylus						

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Braille Maths Code Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

BMC1

	U	B	L	D	C	M
reads numerals 1 to 10						
writes numerals 1 to 10						

BMC2

	U	B	L	D	C	M
reads 2- and 3-digit numerals						
reads ordinal numbers						
reads operation signs plus, minus and equals						
writes 2- and 3-digit numerals						
writes ordinal numbers						
writes operation signs plus, minus and equals						

BMC3

	U	B	L	D	C	M
reads equations across the line						
reads basic currencies and measurements						
reads times and dates						
reads simple fractions						
reads multiplication symbol						
reads division symbol						
interprets simple graphs						
writes equations across the line						
writes basic currencies and measurements						
writes times and dates						

	U	B	L	D	C	M
writes simple fractions						
writes multiplication and division symbols						
reads and writes braille tally marks						

BMC4

	U	B	L	D	C	M
uses braille and tactile materials to create simple graphs						
reads compass directions and coordinates						
reads mixed numbers $3\frac{4}{5}$						
reads and comprehends vertical arithmetic examples						
sets out mathematical operations using a logical format						
reads and writes number passage indicator and terminator						
writes compass directions and coordinates						
writes mixed numbers $3\frac{4}{5}$						

BMC5

	U	B	L	D	C	M
reads and writes decimal numbers						
reads and writes percentages						
reads and writes negative numbers						
reads and writes greater than and less than symbols						
reads and writes round brackets						
reads and writes units of area and volume						
reads and writes the degrees symbol						
reads and writes basic geometric symbols						

BMC6

	U	B	L	D	C	M
reads and writes all braille maths symbols appropriate to level and need						
uses braille formats appropriate to maths level and need						
uses efficient strategies to determine the meaning of unfamiliar braille symbols						
uses effective strategies to determine the braille symbols required for new maths content						
reads and writes all braille maths symbols appropriate to level and need						
uses braille formats appropriate to maths level and need						
uses efficient strategies to determine the meaning of unfamiliar braille symbols						
uses effective strategies to determine the braille symbols required for new maths content						

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Braille Music Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

BMu1

	U	B	L	D	C	M
understands that musical sounds can be represented by a unique braille code						
reads and performs simple rhythms consisting of crotchets, quavers and crotchet rests						
writes simple rhythms consisting of crotchets, quavers and crotchet rests						

BMu2

	U	B	L	D	C	M
identifies bar and double bar lines						
reads crotchets, quavers and minims for 3 musical notes						
writes crotchets, quavers and minims for 3 musical notes						
identifies the octave sign at the beginning of a line of music						
identifies the time signature at the beginning of a piece of music						
reads and performs simple rhythms containing crotchets, quavers, semiquavers, minims and crotchet rests						
reads and observes the full and part bar repeat sign						

BMu3

	U	B	L	D	C	M
reads all crotchet, quaver, minim and semibreve notes						
writes all crotchet, quaver, minim and semibreve notes						
reads and writes crotchet, quaver, minim and semibreve/whole bar rests						
reads and writes at least two octave signs relevant to their instrument						
reads and performs simple melodies containing steps and skips and jumps of fourths and fifths when the jumps fall within a single octave						
reads and writes simple time signatures						
reads and observes repeat signs						

BMu4

	U	B	L	D	C	M
reads all semiquaver and dotted notes						
writes all semiquaver and dotted notes						
reads and writes flat and sharp signs						
identifies major key signatures of up to 3 flats or sharps						
correctly observes octave sign rules to read and perform melodies which contain skips, steps, jumps and leaps						
locates and reads dynamic markings within a piece of music						
locates words and musical term abbreviations within a musical score which denote tempo or other performance instructions						
read slurs and ties						
distinguishes between lyric and music lines within a vocal score						
correctly articulates slurred syllables in vocal music						

BMu5

	U	B	L	D	C	M
reads and writes all common symbols indicating phrasing and articulation						
reads and writes braille music symbols appropriate to their specific level and instrument(s)						
reads and writes all key signatures observing correct accidental groupings or numbering						
reads and writes compound time signatures						
locates bar numbers, rehearsal marks and print page numbers in musical scores						
reads and writes all common symbols indicating phrasing and articulation						
reads and writes braille music symbols appropriate to their specific level and instrument(s)						
reads and writes all key signatures observing correct accidental groupings or numbering						
reads and writes compound time signatures						
locates bar numbers, rehearsal marks and print page numbers in musical scores						

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Tactile Graphicacy Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

TaG1

	U	B	L	D	C	M
demonstrates interest in the tactile features of books						
identifies a favourite toy when provided with 3 options						

TaG2

	U	B	L	D	C	M
explores tactile images with interest						
matches objects						
identifies circles, triangles, rectangles and squares from cut-outs and tactile outlines						
matches shapes to holes in games, shape sorters or puzzle boards						
scribbles, plays with malleable materials and experiments with collage techniques						

TaG3

	U	B	L	D	C	M
matches like objects of differing sizes and/or textures						
identifies the different shape in a series						
finds the exact match of a 2D shape						
creates and assigns meaning to own models, tactile drawings, paintings and collages						

TaG4

	U	B	L	D	C	M
uses hands and fingers to scan a complete page in an efficient manner						
uses one or more fingers to trace the outline of a shape						
verbally identifies key features of familiar real objects						
matches simple to-scale graphics with real objects						
uses a drawing tool to trace around a simple shape or own hand						
creates 3D models of familiar objects which reflect key features						

TaG5

	U	B	L	D	C	M
matches simple tactile graphics to real objects of a different size						
places a set of 3 to 5 objects in a pattern copied from tactile graphics						
locates key features of familiar tactile graphics						
includes one or more recognisable key features of familiar objects when creating collages or drawings						

TaG6

	U	B	L	D	C	M
identifies graphics of familiar road, rail and water vehicles, four-legged animals, fish and birds when presented from a simple side-on perspective						
identifies tactile representations of familiar insects and reptiles when presented from an aerial view						
recognises tactile representations of everyday objects						
locates key features of tactile graphics						
uses labels to interpret parts of familiar tactile graphics						
demonstrates understanding of position and spatial relationships when creating tactile representations of familiar objects						

TaG7

	U	B	L	D	C	M
explains why some features of an object may not be shown in graphic representations						
uses own body or doll to recreate simple poses of a person in a picture						
interprets tactile scenes containing combinations of familiar graphics						
uses labels to interpret simple unfamiliar graphics						
recreates recognisable outlines and key features of familiar graphics from memory						

TaG8

	U	B	L	D	C	M
uses keys which include textures or symbols to represent elements of diagrams to interpret graphics including maps when the key and graphic are on a single page						
Uses labelled graphics to obtain information from diagrams about unfamiliar concepts when information is presented on a single page						
creates tactile graphics which demonstrate awareness of spatial relationships and include two or more distinguishing features of objects which have previously only been presented in 3D form						

TaG9

	U	B	L	D	C	M
uses keys to interpret graphics when the key is on a separate page						
uses diagrams with scales to accurately answer multiple choice questions related to measurement						
makes comparisons between two unfamiliar or complex diagrams which are on separate pages						
creates 3D models which demonstrate awareness of spatial relationships and include two or more distinguishing features of objects which have previously only been presented in tactile graphics format						

TaG10

	U	B	L	D	C	M
uses a reliable strategy to estimate distances and simple measurements when using tactile graphics including a scale						
matches tactile graphics of 3D solids to physical models of the same shape						

Self-Reliance Assessment

Student:	
Date of Birth:	
Date of Assessment:	
Assessed by:	

SeR1

	U	B	L	D	C	M
initiates preferred activities						
locates favourite objects in familiar environments						
follows one-step directions						

SeR2

	U	B	L	D	C	M
uses tactual markers in combination with braille to identify personal belongings						
attends during adult-lead group activities						
locates personal belongings in shared environments						
puts personal belongings in their assigned places						
searches for dropped objects						
packs up activities when completed						
follows two-step directions						

SeR3

	U	B	L	D	C	M
uses braille name labels to distinguish own belongings from the belongings of others						
seeks or declines assistance as required in a socially appropriate manner						
takes responsibility for organising work area and personal belongings						
puts completed work in an assigned place						
returns materials to the place from which they were taken before transitioning to a new activity						
follows group or whole-class directions						

SeR4

	U	B	L	D	C	M
uses braille labels to facilitate organisation						
puts completed work in assigned places, sorted by subject and time						
performs transitions efficiently and in a manner similar to peers						
locates equipment and arranges work environment for routine activities						
collects and returns shared learning resources						

SeR5

	U	B	L	D	C	M
writes name and labels on belongings						
independently alternates between 2 documents or reading and writing tasks						
locates appropriate texts and materials for different curriculum tasks						
staples multi-sheet documents						
locates a page or chapter in a timely manner						

SeR6

	U	B	L	D	C	M
selects devices and materials best suited for different literacy tasks						
requests accessible materials when not provided						
demonstrates at least two strategies for independently presenting written work to non-braille-readers						