ACSF Appendix 1 • Levels of performance and factors affecting performance

A person's competence in any of the core skills is influenced by a number of variables. These include the amount of support given, the context, the features and content of the text and the complexity of the task. The following table provides detail of how these variables change across the levels of performance.

FIVE LEVELS OF PERFORMANCE	SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
1	Full support Works alongside expert/mentor Prompting and modelling provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of one or two processes, eg locating, recognising
2	High level support May work with expert/mentor Modelling available and accessible if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar processes, eg identifying, interpreting
3	Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/ routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the one task, eg sequencing, basic inferencing, extrapolation and integration
4	Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, eg extracting, comparing and interpreting information
5	Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, refection, synthesis, evaluation and recommendation