

# How to...

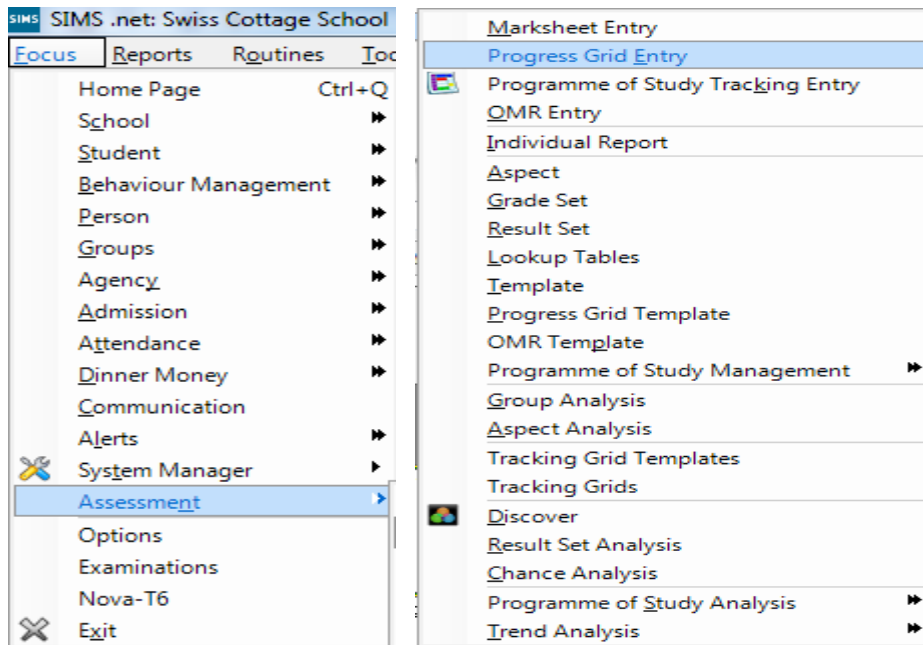


## Use SILSAF in SIMS

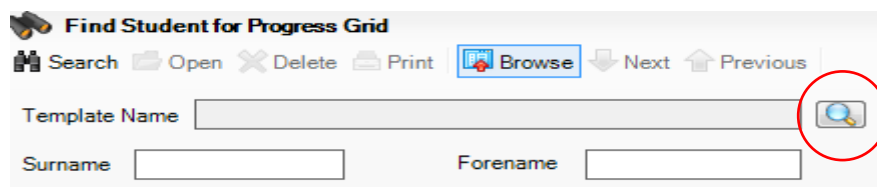


## SILSAF in SIMS

1. Go to Focus-Assessment-Progress grid entry

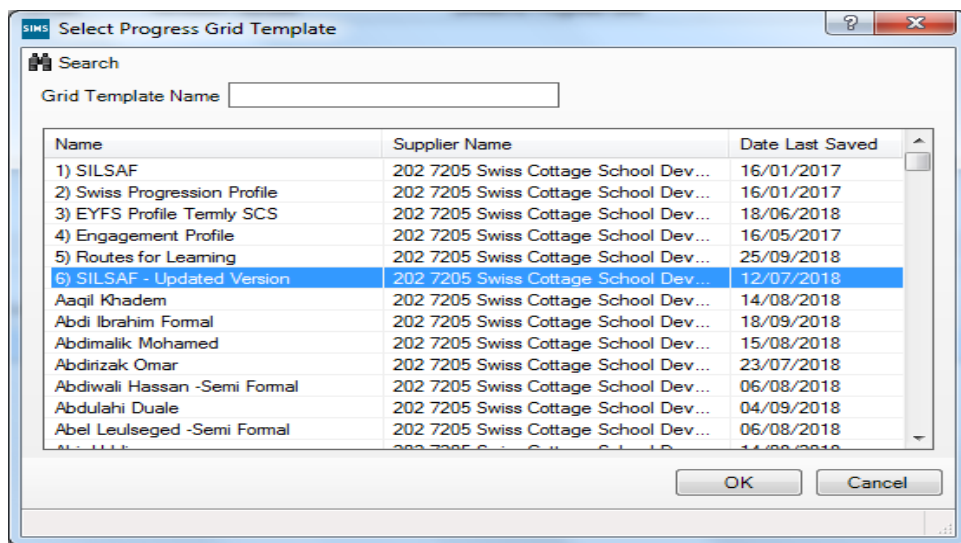


2. On "template name" click on the search button

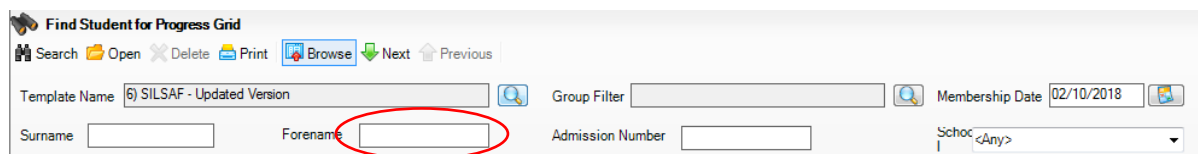




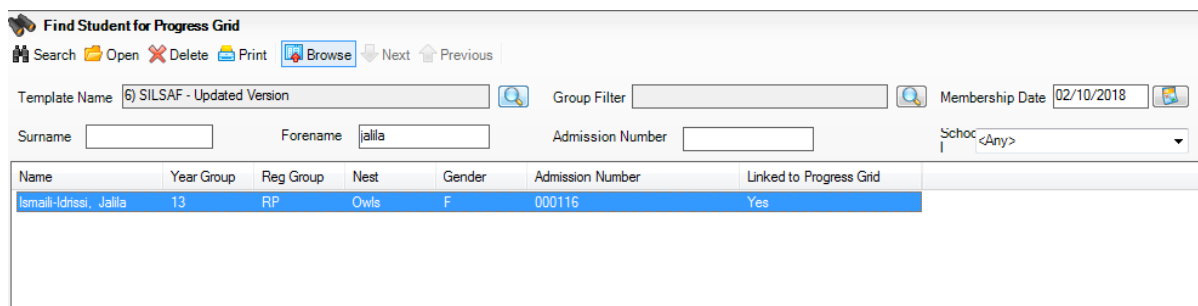
3. Choose "SILSAF – Updated Version" then click ok.



4. Once the Template is selected search the pupil you want to record assessment for.



5. Once you have selected the pupil double click on pupil name.





6. This will open SILSAF template, linked with the selected pupil profile.

6) SILSAF - Updated Version: Ismaili-Idrissi, Jafila - RP

Save Undo Zoom Export

Progress Grid

Result Set: <Blank Resultset> Result Set Locked: ☐ Result Date: 02/10/2018 Teacher View

Home Management Accessing th... Kitchen Skills Independent ... Work Based L...

	Clothes Management	Bedroom and Bathroom	Keeping the Home Clean	General Home Skills
SILSAF	<input type="checkbox"/> <b>Clothes Management</b> <input type="checkbox"/> Can identify clothes as clean or dirty <input type="checkbox"/> Can sort clothes for washing <input type="checkbox"/> Can dress <input type="checkbox"/> Can undress <input type="checkbox"/> Can select appropriate clothes for activity/environment	<input type="checkbox"/> <b>Bedroom and Bathroom</b> <input type="checkbox"/> Can make the bed (tidy) <input type="checkbox"/> Can change bedding <input type="checkbox"/> Can replace household items (e.g. soap/toilet rolls)	<input type="checkbox"/> <b>Keeping the Home Clean</b> <input type="checkbox"/> Can use a mop <input type="checkbox"/> Can use a vacuum <input type="checkbox"/> Can clean windows <input type="checkbox"/> Can find and store cleaning products safely <input type="checkbox"/> Can select appropriate cleaning products for different tasks in the home	<input type="checkbox"/> <b>General Home Skills</b> <input type="checkbox"/> Can use a land-line phone <input type="checkbox"/> Can use a mobile phone <input type="checkbox"/> Can work a television <input type="checkbox"/> Can set up electronic devices <input type="checkbox"/> Can use a plug and socket safely

Observation

Next Steps

Overall Assessment

Colour Palette

Grade	Description	Colour
5	Mastered	Green
4	Secure	Blue
3	Developing 2	Grey
2	Developing 1	Pink
1	Emerging	Orange
0	Unable to assess	Grey

7. Click on the drop down box "Result set" and choose the result set in accordance with the year group of the student and the current term the data is being entered for. For example if the student is in year 13 and its autumn term you would choose Autumn Y13.



**Progress Grid**

Result Set: <Blank Resultset>

Home Manager: <Blank Resultset>

Autumn Y10

Autumn Y11

Autumn Y12

**Autumn Y13**

Autumn Y14

Spring Y10

Spring Y11

Spring Y12

Spring Y13

Spring Y14

Summer Y10

Summer Y11

Summer Y12

Summer Y13

Summer Y14

8. The colour palette is used to assign the stages with Stage 5 being the highest and 0 the lowest.

**Colour Palette**

Grade	Description	Colour
<input type="checkbox"/> 5	Mastered	Green
<input type="checkbox"/> 4	Secure	Blue
<input type="checkbox"/> 3	Developing 2	Grey
<input type="checkbox"/> 2	Developing 1	Pink
<input type="checkbox"/> 1	Emerging	Orange
<input type="checkbox"/> 0	Unable to assess	Light Grey

9. To assign a stage to an individual under any assessment area such as “finding a train station”. You simply have to choose a grade on the colour palette and then tick the statement box you want that to be assigned to.



Colour Palette		
Grade	Description	Colour
<input type="checkbox"/> 5	Mastered	Green
<input type="checkbox"/> 4	Secure	Blue
<input checked="" type="checkbox"/> 3	Developing 2	Grey
<input type="checkbox"/> 2	Developing 1	Pink
<input type="checkbox"/> 1	Emerging	Orange
<input type="checkbox"/> 0	Unable to assess	Light Grey

<input type="checkbox"/> <b>Train / Tube</b>	
Can find correct train station to start journey	<input checked="" type="checkbox"/>
Can pay for train ticket or use pass correctly	<input type="checkbox"/>

10. Repeat the process for all the assessment areas. Please note there are tabs on top for the other subjects.

**Progress Grid**

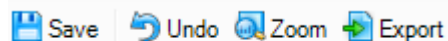
Result Set: <Blank Resultset>    Result Set Locked: ☐    Result Date: 02/10/2018    Teacher: [Redacted]

Home Management    Accessing th...    Kitchen Skills    Independent ...    Work Based L...

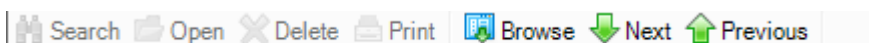
	Clothes Management	Bedroom and Bathroom	Keeping the Home Clean	General Home Skills
<b>SILSAF</b>	<input type="checkbox"/> <b>Clothes Management</b> <div>Can identify clothes as clean or dirty</div> <div>Can sort clothes for washing</div> <div>Can dress</div> <div>Can undress</div>	<input type="checkbox"/> <b>Bedroom and Bathroom</b> <div>Can make the bed (tidy)</div> <div>Can change bedding</div> <div>Can replace household items (e.g soap/toilet rolls)</div>	<input type="checkbox"/> <b>Keeping the Home Clean</b> <div>Can use a mop</div> <div>Can use a vacuum</div> <div>Can clean windows</div> <div>Can find and store cleaning products safely</div>	<input type="checkbox"/> <b>General Home Skills</b> <div>Can use a land-line phone</div> <div>Can use a mobile phone</div> <div>Can work a television</div> <div>Can set up electronic devices</div>



11. Once completed click save to save what you have done.



12. To move onto the next student for progress grid entry, click browse and it will reopen the student search area from before.



### Level Descriptors – SILSAF

All levels and assessment criteria are detailed below for the independence areas.

<u>Level</u>		<u>Descriptors</u>
<b>Blank</b>	Not assessed	Not attempted
<b>Level 0</b>	Task not completed	<b>(Unable to access)</b> Student tried task but could not/ would not complete
<b>Level 1</b>	Complete task with staff modelling	<b>(Emerging)</b> Student able to follow staff lead and copy in order to complete task. Some physical prompting or support from staff may be needed.
<b>Level 2</b>	Complete task with staff prompting	<b>(Developing Stage 1)</b> Student able to follow simple instructions/prompts from staff in order to complete task.
<b>Level 3</b>	Complete task with minimal staff prompting	<b>(Developing Stage 2)</b> Students able to complete much of task with very little interjection from staff. Prompting only when necessary. Prompting to keep student on track with task.
<b>Level 4</b>	Complete task whilst being shadowed	<b>(Secured)</b> Students able to complete the task without prompting in one context or setting.
<b>Level 5</b>	Complete task independently	<b>(Mastered)</b> Student can complete the task independently and safely in a variety of different contexts and/or settings (Generalise skill). <b><i>(Could the student complete the task if the adult was not there)</i></b>