

Hierarchy of Cueing and Prompting

Teachers may provide supports for students to access the task during instruction and as part of the accommodations needed for the assessment tasks. Students should have the opportunity to respond as independently as possible. When a student requires additional assistance, appropriate wait time should be provided. If more assistance is needed, a cue should be given before providing a prompt. After the assessment task begins, any cue or prompt will affect the student's score.

Cueing (general assistance) is an action intended to encourage a student to initiate or continue a task that he or she had previously executed. A cue is a hint or a nudge in the right direction that does not provide a direct answer.

From most to least invasive:

Physical Gesture

An adult alerts the student by touch to begin or continue a task.

Pointing

An adult provides a single point toward an object or place indicating the beginning step of a task or continuation of the task when the student hesitates.

Visual Cue

The student is provided with written directions, arrows, color-coding, or other visual methods beyond the materials planned initially to help the student continue the task.

Verbal Direct Cue

The student is given a hint or short verbal redirection that relates specifically to the task but does not provide a direct answer. (Example: "Always capitalize the first word in the sentence.")

Verbal Indirect Cue

The student is given oral information or a question that guides the student in the right direction but does not provide a direct answer. (Example: "What do you think you need to do next?")

Prompting (specific assistance) is an action taken when directly assisting a student with the completion of a task. A prompt pulls the student through each step to the end of the task and provides a direct answer.

From most to least invasive:

Physical Assist

An adult offers a hand-to-hand manipulation of the student to actually control motor movements to complete the task and perform the predetermined criteria for the student.

Adult Modeling

An adult demonstrates the task that is requested of the student.

Student Modeling

Another student demonstrates the task that is requested of the student.

Visual Graphic

Photographs, videotapes, or drawings of the task to be completed beyond the materials planned initially are shown to the student in a sequence of images.

Gesture Assist

An adult repeatedly points or gestures to indicate a place or object that is the next step of the task.

Verbal Direction

A step-by-step narration is given to the student in order for the task to be completed.