Greater Task Complexity

⑦ **Student indicates ability to extend semantic boundaries by recognizing elements such as size, shape, texture and color (e.g., "big/little" dog, "furry/soft" dog, "brown/black" dog**
Student demonstrates ability to discriminate different semantic characteristics by recognizing and labeling elements such as color, shape, size.

⑧ **Student indicates comprehension beyond match-to-sample – for example, by selecting the photo of a dog in response to "Find the one that is brown and big" (elements of "brown" and "big" can be represented by visuals).**
This is a further extension of linguistic/conceptual understanding and semantic flexibility. Students are able to reconstruct a whole by integrating their knowledge of semantic classes and elements within those classes.

⑨ **Student demonstrates recognition of action verbs through matching videos of characters performing actions, to photographs, pictures and line drawings.**
This is the beginning of understanding relationships between action and agent, and sets the groundwork for understanding the structure of a sentence.

Note: Monarch's Visual Representation Assessment, which was developed with Dr. Howard Shane from Boston's Children's Hospital, and is administered by Monarch Speech/Language Pathologists, is significantly more structured and involved than the scenario above. This is merely presented for illustrative purposes, to give you a high-level understanding.