OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
October 21, 2021

OFFICE OF ELEMENTARY EDUCATION AND READING

C.02. Approval to adopt Mississippi Alternate English Language Proficiency (MS Alt-
ELP) Standards
(Has cleared the Administrative Procedures Act process without public comments)

Executive Summary

Pursuant to Miss. Code Ann. § 37-1-3 the State Board of Education shall adopt and maintain a curriculum and course of study to improve student learning outcomes. The statute allows for the creation of curriculum and course of study which includes the development of English learner Standards. The MS-ELP and the MS Alt-ELP standards were developed in collaboration with states under the aegis of the Council of Chief State School Officers. The standards are based on current applied research in linguistics, language development, meta-cognition, and literacy, and reflect the language demands of rigorous college-and career-ready standards. Each of the ten standards is described through the 13 grades (PK-12) and five performance levels, so that educators can easily identify where students are strong and where they need additional scaffolded support.
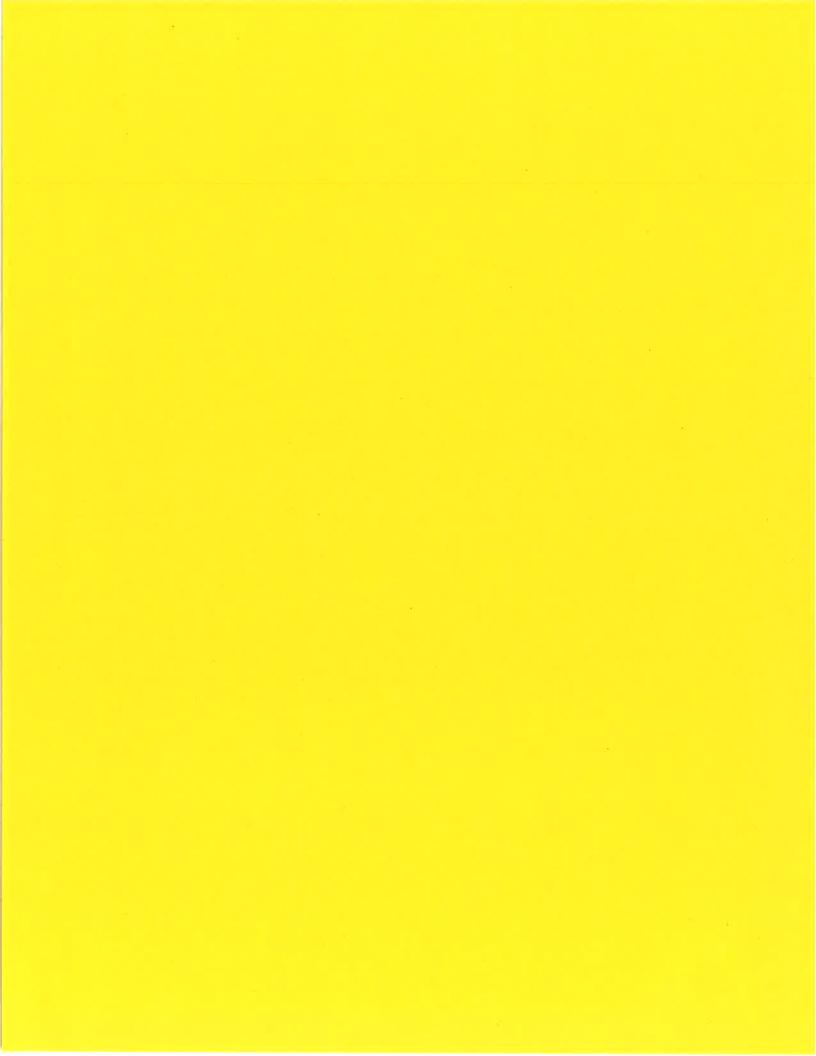
Recommendation: Approval

Back-up material attached

APA Comment Summary on MS Alt-ELP Standards Adoption

Office of Elementary Education and Reading received the following APA comments about the MS Alt-ELP Standards Adoption.

Summary of Comment	MDE Response
No comments were received.	

Mississippi Alternate English Language Proficiency (MS-Alt-ELP) Standards for

English Learners with Significant Cognitive Disabilities

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The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, Bureau of Indian Education, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities

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Introduction

These Mississippi Alternate English language proficiency (MS ALT-ELP) standards were developed for English learners with the most significant cognitive disabilities (hereafter, English learners with significant cognitive disabilities). English learners with significant cognitive disabilities are students who have been identified by Individualized Education Program (IEP) teams as having significant cognitive disabilities and by ELP screening instruments as needing English development services. They are a diverse group of students who, for the purposes of developing the MS ALT-ELP standards are defined as **students who are progressing toward English language proficiency; whose primary home languages are other than English; and who have one or more disabilities that significantly affect their cognitive functioning and adaptive behavior** (Christensen, Gholson, & Shyyan, 2018; Thurlow, Liu, Goldstone, Albus, & Rogers, 2018). Educators are still learning about the diverse characteristics of these students, their instructional and assessment experiences, and what college- and career- readiness means for them (see the final project report, *English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities: Final Report* [Sato, 2019], for details on these topics).

These MS ALT-ELP standards are the a cross-disciplinary effort to support states and other education entities as they work to meet the Federal requirement to develop alternate assessments of ELP for English learners with significant cognitive disabilities (as per ESEA section 1111(b)(2)(G); 34 CFR § 200.6(h)(1), (5)). The Alt-ELP standards measured by these alternate assessments must be relevant and appropriate for English learners with significant cognitive disabilities, in addition to being rigorous, coherent, measurable, and linked to grade-level expectations (ESEA section 1111(b)(2)(G); 34 CFR §§ 200.2(b)(2), (b)(4), (b)(5), 200.6(h)(2); U.S. Department of Education, 2018). States may develop alternate ELP achievement standards for these alternate ELP assessments (Rooney, 2017).

The MS ALT-ELP standards presented in this document were developed with explicit consideration of the range of learners who make up the English learner with significant cognitive disabilities student population. The standards are further intended to support these students as they learn critical English language knowledge and skills and communicative competence that are necessary to access and meaningfully engage in and succeed in social and academic contexts in the same way as students with significant cognitive disabilities who are not ELs. The Council of Chief State School Officers (CCSSO) supported this standards development effort to address states' request for help in meeting the Federal requirement described above. CCSSO enlisted the services of Sato Education Consulting LLC and the National Center on Educational Outcomes to solicit substantive input from educators, states, and other education entities on the content and organization of these MS ALT-ELP standards for English learners with significant cognitive disabilities. The design and content of these standards are based on the ELP standards developed by CCSSO in 2014 and reflect the best elements of the intersection of standards-related work related to ELP and the learning and achievement of students

with significant cognitive disabilities. These standards were refined through successive drafts, collaborative discussions, and numerous rounds of feedback, receiving input from multiple sources with relevant expertise and experience, including educators from state departments of education and other education entities; teachers of English learners, students with disabilities, and English learners with significant cognitive disabilities; and other scholars with knowledge of the student population, assessment and measurement, and English language learning and acquisition. For more information about the standards development process and its contributors, see the final project report.

Organization of the Standards

The MS ALT-ELP standards for English learners with significant cognitive disabilities are organized similarly to the MS ALT-ELP Standards (2014):

- o MS ALT-ELP standards are specified for each of <u>six grade levels/grade bands</u>: Kindergarten; grade 1; and grade bands 2-3, 4-5, 6-8, and 9-12.
- o <u>Ten MS ALT-ELP standards</u> are common across the grade levels/grade bands. The standards reflect the language necessary for English learners to engage in the central content-specific practices associated with English language arts and literacy, mathematics, and science, as well as linguistic features that function in support of the language necessary to engage in such content-specific practices.
- o <u>Three Alt-ELP levels</u> for each standard at each grade level/grade band address the question, "What might the language use look like at each Alt-ELP level as an English learner with significant cognitive disabilities progresses toward full participation in grade-appropriate activities?" The three levels are: low, mid, and high.
  - o The descriptions for each of the three Alt-ELP levels reflect targets of performance by the *end* of each Alt-ELP level in that grade or grade band. However, students may demonstrate a range of abilities within each Alt-ELP level. By describing the end of each Alt-ELP level for each standard, the three Alt-ELP level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. As with the original EL Alt-ELP standards (CCSSO, 2014), this is done for purposes of presentation and understanding; actual English language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Thus, the ELP levels describe what a student knows and can do at a point in time in the student's English language development.
  - o Educators involved in the development of these standards generally believed that sufficient distinction can be expected across students and observed across three levels of ELP for a given standard.

- Consistent with the original ELP standards (CCSSO, 2014), these MS ALT-ELP standards are interrelated and can be used separately or in combination. Additionally, as in the original ELP standards, Standards 9 and 10 address the linguistic structures of English and are framed in relation to next-generation English Language Arts standards in the Language domain.

How These Standards Are Appropriate for ELs with Significant Cognitive Disabilities

Each of the ten original ELP standards (CCSSO, 2014) was examined for its appropriateness for English learners with significant cognitive disabilities. All the original standards were believed to be appropriate (as originally stated) for English learners with significant cognitive disabilities except Standard 4.[1] The essence of Standard 4 was kept, but the requirement to support oral and written claims with reasoning and evidence was deleted. The proficiency level descriptors (as reflected in the three ELP levels) were developed to reflect appropriate expectations of English learners with significant cognitive disabilities, and therefore the proficiency level descriptors are different from those in the original standards document (i.e., CCSSO, 2014). The ten MS ALT-ELP standards for English learners with significant cognitive disabilities are shown in Table 1.

Similar to the original ELP standards (CCSSO, 2014), some of the Alt-ELP levels are not reflected in the levels for a specific standard. That is, in the original standards, Standards 6 and 7 had proficiency level descriptors for Levels 4 and 5 only. Standard 9 in the original ELP standards had descriptors for Levels 3, 4, and 5 only. In these MS ALT-ELP standards for English learners with the most significant cognitive disabilities, ELP level descriptors are not provided for the following standards and levels in kindergarten: Standard 6, all three ELP levels; Standard 7, the lowest ELP level; and Standard 9, the lowest Alt-ELP level.

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[1] Standard 4 in the original ELP standards reads, "construct grade-appropriate oral and written claims and support them with reasoning and evidence" (CCSSO, 2014, p.4). For assessment purposes, Standard 4 for English learners with significant cognitive disabilities does not require support of oral and written claims with reasoning and evidence. States or local education agencies may choose, however, to include support of oral and written claims with reasoning and evidence in instruction for this standard.

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Table 1. Organization of the MS Alt-ELP Standards for English Learners with Significant Cognitive Disabilities.

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and information texts and topics
4	construct grade appropriate oral and written claims
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for English learners with significant cognitive disabilities to engage in the central content-specific practices associated with ELA & literacy, mathematics, and science. They begin with a focus on extracting meaning and then progress to engagement in these practices.

Standards 8 through 10 focus on some micro-level linguistic features and serve the other seven standards.

(CCSSO,2014)

States may use these standards and levels as-is when developing their alternate ELP assessments, or they may develop statements that reflect the essence of the standard and ELP levels (such as "connectors" or "extensions"). States also may elect to change the number of levels, or possibly add a level between the first and second and between the second and third (to create five levels rather than three).

Organization of the MS ALT-ELP Standards for English Learners with Significant Cognitive Disabilities by Modality and Domain

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The MS ALT-ELP Standards for English learners with significant cognitive disabilities also can be framed in relation to the domains of listening, speaking, reading, and writing, as well as to broader receptive, productive, and interactive modalities. Table 2 shows the MS ALT-ELP standards for English learners with significant cognitive disabilities organized by modality and domain. Alternate assessment developers will need to have important conversations about what the modalities and domains mean for English learners with significant sensory-related disabilities (e.g., English learners with significant cognitive disabilities who are deaf or blind), including discussion about accessibility features and tools needed by this student population and how such supports may impact the modalities and domains.

Table 2. Organization of the MS ALT-ELP Standards by Modality and Domain

Modalities*	Domains	Corresponding MS ALT-ELP Standards	
Receptive modalities: This mode refers to the learner as a reader or listener/viewer working with "text" whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction (Phillips, 2008, p.96).	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive modalities: This mode places the learner as speaker and writer for a "distant" audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast (Phillips, 2008, p.96).	Speaking and Writing	3	speak and write about grade-appropriate complex literary and information texts and topics
		4	construct grade appropriate oral and written claims
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener, where negotiation of meaning may be observed. The exchange will provide evidence of awareness of	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

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the socio-cultural aspects of communication as language proficiency develops (Phillips, 2008, p.96).		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

Based on CCSSO (2014)

Standards 9 and 10 are not shown in this table because they address linguistic structures.

*Contingent upon accessibility to the learner.

Guiding Principles and Foundational Information

<u>Guiding Principles</u>

The principles that guided the development of the original ELP standards (CCSSO, 2014, pp. 1-3) were refined for English learners with significant cognitive disabilities. Like the original ELP standards, there is some overlap of specific skills contributing to proficiency across standards, particularly skills related to interactive standards with receptive and productive standards. The principles are:

- **Student Potential**: English learners with significant cognitive disabilities have the same potential as their peers who have significant cognitive disabilities but who are not ELs to communicate in everyday school and home environments and engage in a range of social and academic tasks. English language development for English learners with significant cognitive disabilities must be specific to the individual child, like the language development of their non-EL peers.
- **Funds of Knowledge**: As English learners, English learners with significant cognitive disabilities' primary language(s) and other social, cultural, and linguistic knowledge, experiences, and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) can be useful tools to help them develop the social, cultural, and linguistic competencies required for effective communication in English. Awareness of and sensitivity to students' funds of knowledge should be reflected in curriculum, instruction, and assessment because funds of knowledge affect students' interpretation of spoken and written texts, their interactions, and their use of language (Sato, 2017).
- **Variability in Acquiring English Language Proficiency**: A student's ability to demonstrate proficiency at a particular ELP level will depend on factors such as context, content-area focus, a student's level of development, and unique communication needs as they relate to different abilities (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Thus, a student's designated ELP level represents his or her typical current performance level, not a fixed status. A student's progress

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toward English language proficiency may vary depending on program type (e.g., based on the student's Individualized Education Program or language development program), age at which the student entered the program, initial English proficiency level, native language literacy, communicative competence, and other factors. Proficiency levels and progress toward proficiency will likely vary across domains (listening, speaking, reading, writing) due to differences in communication modes; some students will demonstrate proficiency in a domain through related skills (e.g., a deaf student demonstrating receptive language skills through sign language and reading, and a hearing student demonstrating receptive language skills through listening and reading). There also are cultural aspects to communication, including nonverbal communication, that account for variability in acquiring ELP among English learners with significant cognitive disabilities (Christensen & Shyyan, 2018; Sato, 2017).

- **Simultaneous Development of Language and Content Knowledge**: English learners with significant cognitive disabilities can develop English language and content-area knowledge, skills, and abilities simultaneously (Shyyan & Christensen, 2018). That said, while content-area knowledge, skills, and abilities are integrated with these standards, the focus of the standards for English learners with significant cognitive disabilities is on the development of English language proficiency to engage and participate in instruction in classrooms where English is the language of instruction as well as to communicate in everyday school, community, and home environments.

- **Students with Limited or Interrupted Formal Education (SLIFE)**: English learners with limited or interrupted formal education who may lack foundational literacy and/or communication skills (e.g., Kearns, Kleinert, Kleinert, Page, Thurlow, & Quenemoen, 2015). All English learners with significant cognitive disabilities must be provided access to targeted supports that allow them to develop foundational literacy or communication skills in a focused and efficient timeframe appropriate to their individual learning needs and accelerated to the extent possible.

- **Special Needs**: English learners with significant cognitive disabilities have both English language development and disability-related needs (e.g., Shyyan & Christensen, 2018). These students can benefit from English language development services that are specific to the individual child. Students may take slightly different paths toward English language proficiency. Additionally, these students may access information and demonstrate English language proficiency knowledge and skills differently. MS ALT-ELP standards for English learners with significant cognitive disabilities should be part of planning, discussion, collaboration, and documentation of the student's IEPs and a language development, English language acquisition, or bilingual specialist should be a member of the IEP team for English learners with significant cognitive disabilities.

- **Access Supports and Accommodations**: Students who are English learners with significant cognitive disabilities, like all students with disabilities, have the right to receive instruction in the least restrictive environment with access to supports and accommodations as determined by the IEP team. Educators should receive training to implement supports and accommodations as part of individualized, small and whole group instruction (e.g., scaffolding, visual organizers) and

assessment (e.g., use of a scribe, if allowed; familiar test administrator) to ensure that they have access to instruction and assessment based on the MS ALT-ELP Standards. When identifying the access supports and accommodations that should be considered for these students, the IEP process should be used to consider communication needs in relation to receptive and productive modalities (Shyyan, Gholson, & Christensen, 2018). The nature of the prompting and supports provided (e.g., type, intensity, duration) will depend on each student's language and disability needs.

- **Multimedia and Technology**: Multimedia technology should be considered in the design of curriculum, instruction, and assessment processes for English learners with significant cognitive disabilities. New understandings of literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the MS ALT-ELP Standards and consistent with the learning and instructional experiences of the students, should be integrated, as appropriate, considering the student's current modes of communication (e.g., augmentative and alternative communication (AAC)).

- **Neutral Approach**: As mentioned previously, the focus of these standards is on English language knowledge and skills that English learners with significant cognitive disabilities need to develop in order to engage and participate in instruction in classrooms where English is the language of instruction, as well as to communicate in everyday school and home environments. These standards do not include curriculum statements, nor are they intended to privilege/promote a particular instructional approach or program.

- **Collaboration**: Supporting English learners with significant cognitive disabilities' communicative success requires collaboration to set high, realistic expectations. These standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD), special education, and content area educators in *both* English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and caregivers/parents to improve students' learning experiences.

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Foundational Information

A shared understanding of how the range of English learners with significant cognitive disabilities relates to the guiding principles above was core to developing these MS ALT-ELP standards. Information about the student population that served as a foundation for the development of these standards is summarized below (For a fuller discussion of the student population information below, as well as the standards development process, see *English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities: Final Report* [Sato, 2019]).

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1. Who are our English learners with significant cognitive disabilities?

There currently is no agreed-upon definition of English learners with significant cognitive disabilities. The current 13 disability categories in the Individuals with Disabilities Education Act (IDEA) can serve as a proxy for understanding some of the characteristics of students with significant cognitive disabilities, but they do not define what these students know and can do (Thurlow, Wu, Quenemoen, & Towles, 2016). A student's disability(ies) may prevent him or her from using skills in one or more domain(s) (e.g., listening, speaking, reading, writing). Moreover, disability categories alone do not reflect the nuance of culture (e.g., how the student interacts, understands or interprets information) and new language acquisition, nor do they account for these students' particular language needs vis-a-vis progress toward English language proficiency. For the purpose of this standards development effort, English learners with significant cognitive disabilities are students:

- who are progressing toward English language proficiency;
- whose primary home language(s) is/are a language other than English (as per U.S. Department of Education, 2016); and
- who have one or more disability(ies) that significantly affect their cognitive functioning and adaptive behavior (i.e., cognitive and practical/functional skills that affect one's daily life and functioning) (Christensen, Gholson & Shyyan, 2018; Shyyan & Christensen, 2018; Thurlow, Liu, Goldstone, Albus & Rogers, 2018).

2. What are the instructional and assessment experiences of English learners with significant cognitive disabilities?

Students who are English learners with significant cognitive disabilities require intensive and extensive individualized instruction that is not of a temporary or transient nature. They also require substantial supports to access grade-appropriate curricula in order to achieve measurable gains, as well as specialized supports to acquire, maintain, generalize, or transfer skills in/across multiple settings. Supports may include, but are not limited to, alternative or augmentative communication devices/systems and assistive technology, as well as adaptations and modifications to the delivery of curricula, instruction, and supporting materials. Such supports can help these students achieve more equitable access to instructional and assessment content (Christensen et al., 2018; Thurlow et al., 2018). The nature and level of instructional supports these students require will have implications for how they are assessed (e.g., methods used, resources needed). In terms of classroom assessment, for example, methods may include the use of multiple trials, checklists of progress or maintenance of skills, visual and object prompts, and alternative forms of responding such as a communication system that uses pictures.

3. What are the English language knowledge and skills of English learners with significant cognitive disabilities need and what does college and career readiness mean for this population of students?

Students who are English learners with significant cognitive disabilities vary widely in their expressive and receptive language skills. A small percentage of English learners with significant cognitive disabilities may be non-verbal, and of these non-verbal students, only some may have a communication system. For these students more generally, communication systems may vary from simple picture-based systems to complex technology-based systems, and some students may use augmentative or alternative communication devices. It is critical that students are able to develop communication and language in school (Huff & Christensen, 2018; Kleinert, Kleinert & Kearns, 2016).

Students in this population may or may not respond to information that is presented to them in one or more domains (e.g., listening, speaking, reading, writing). That is, the demonstration of language skills in a given domain may manifest in different ways because of the variability in how students in this population communicate, including use of nonverbal communication (e.g., pointing, "thumbs up/thumbs down," gestures, eye gaze/look at/turn toward something to respond, use of pictures or realia). Additionally, students' receptive and expressive communication skills likely may reflect their multiple linguistic and cultural environments. Nonetheless, English learners with significant cognitive disabilities should be provided with equal access to language and communication through appropriate supports (e.g., augmentative and alternative communication systems) and individualized goals that address adopted MS ALT-ELP standards, and they should be expected to leave school with clear and effective communication in English, when provided with the appropriate supports, that is comparable to their non-EL peers with significant cognitive disabilities who are able to communicate. As mentioned previously, MS ALT-ELP standards for English learners with significant cognitive disabilities should enable the proficiency in English needed to access and engage in instruction and achieve academically. Academic expectations (i.e., as reflected in academic content standards) for students with significant cognitive disabilities must be linked to post-secondary success (i.e., post-secondary education, vocational training, or competitive integrated employment). Therefore, by extension, MS ALT-ELP standards for English learners with significant cognitive disabilities should be linked to and support the acquisition of language needed for college and career readiness.

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4. Some misperceptions about English learners with significant cognitive disabilities:

Information about the student population that served as a foundation for the development of these standards included common misperceptions that contributors to these standards believed important to explicate, in order to help understand the capabilities and needs of this special student population. These misperceptions about English learners with significant cognitive disabilities are:

- They only belong to specific IDEA disability categories (e.g., intellectual disability, autism) or are identified by one or two IDEA disability categories.
- They are all non-verbal.
- They are not able to learn English or a new language. They respond to only one language despite being exposed to more than one language.
- They cannot communicate about concepts.
- They do not read or write, perform mathematical computations, or understand scientific concepts.
- They are unable to make progress in their acquisition of knowledge and skills.
- They can be assessed with traditional testing methods to determine their level of proficiency.
- They do not need to have ELP goals listed in their IEP.

There is still much to be learned about the English learner with significant cognitive disabilities student population. Although it is a relatively small segment of our student population, it is highly diverse. Because of the diversity of this population, some of the proficiency level descriptors may need refinement for segments of students in this population. Part of this refinement will come from the use of the standards and identification of additional ways students demonstrate levels of English language proficiency. That said, because of the diversity of this population and the range of ways students communicate, these standards are meant to be applied in the context of how the student communicates and should communicate in order to benefit from instruction. Additional research is needed to better understand the conditions under which we can provide these students with fair, reliable, and valid assessment. Therefore, these standards are intended to be a "living work"—as new and better evidence emerges, these standards may be revised and refined accordingly.

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Notes:
- The proficiency descriptors describe **end of level** skills.

- Students may need prompting and support to engage. With lower-proficient students, physical prompting such as hand over hand may be used; higher-proficient students may need verbal prompting rather than physical prompting, unless pointing is used to bring the student back to the task or to help them remain on task.
- Generally, students should be able to use their preferred method of communication to respond.
    a. A student may point to a visual, use alternative communication/symbols, use a head nod or gesture.
    b. Nonverbal responses may include self-generated language.
    c. Students may support communication with nonverbal cues. A student may also answer verbally using simple one word/word approximations (with no detail) or 2-3-word phrases.
    d. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.

ELP Standard K.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support, use a very limited set of strategies to identify a few key words from read-alouds, oral presentations, and picture books. *Limited set of strategies*: Refers to one or two different strategies the student successfully uses regularly (e.g., matching, pointing, nodding, yes or no responses).	A student may: ▪ match identical pictures or choose a picture of a familiar object, based on the read-aloud, oral presentation, or picture book, from a field of two pictures; ▪ attend to, point to, and/or identify realia, people, labeled pictures, items, shapes, etc., from the read-aloud, oral presentation, or picture book.
Mid	with prompting and support, use an emerging set of strategies to identify some key words and main topics from read-alouds, oral presentations, and picture books. *Emerging set of strategies*: Refers to one or two different strategies to show understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).	A student may: ▪ match pictures that are related by a concept (e.g., opposites), based on the read-aloud, oral presentation, or picture book; ▪ label/identify key vocabulary words/items/details, from the read-aloud, oral presentation, or picture book, using realia, visuals, or a word bank of key vocabulary to give a key detail; ▪ answer questions from the read-aloud, oral presentation or picture book with the use of pictures cards (from a field of 3); ▪ answer a cloze/fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation, or picture book.

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High	with prompting and support, use an increasing range of strategies to: • answer questions about key details • retell basic information from read-alouds, oral presentations, and picture books.	A student may: ▪ match antonyms or synonyms (e.g., "The dog is big, show me an animal that is not big.") from the read-aloud, oral presentation, or picture book; ▪ put items into the correct sequence of events, based on the read-aloud, oral presentation, or picture book, when provided with a field of 3 items; ▪ orally complete a sentence starter based on the read-aloud, oral presentation, or picture book (e.g., "The girl is happy but the boy is _____," or "Plants need sun, _____ and ____ to grow."); ▪ provide a simple retell in the appropriate sequence using key vocabulary (more elaborate details may be absent) from the read-aloud, oral presentation, or picture book, when provided with visual support as well as additional cues.

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ELP Standard K.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • listen with limited participation in short conversations • respond to simple yes/no questions about familiar topics. *Limited participation* includes eyes on speaker or text with teacher prompting and proximity for redirection. *Limited participation* also refers to being able to add something to the conversation through whatever modality the student is most comfortable using, even if this means the students is repeating sounds or words.	A student may: ▪ match similar pictures as directed orally (e.g., of animals, people); ▪ choose between two options about familiar topics, experiences, or events; ▪ respond to a simple, familiar yes/no question (e.g., "Are you ready for lunch?").

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	with prompting and support: • listen with some participation in short conversations • respond to simple yes/no and wh- questions • follow simple rules for discussion about familiar topics.	A student may: ▪ respond to simple questions (e.g., "Do you want to eat?", "Are you ready for lunch?", "What do you want to eat?"). ▪ respond to simple wh- questions (e.g., who, what and some concrete/ familiar where, "What is your name?", labels of familiar daily objects such as familiar food); ▪ sort pictures into various categories such as clothing, foods, animals etc. Higher level skills might include sorting farm animals from zoo animals or vegetables from meats; ▪ indicate a desire to take a turn (e.g. raise hand).
Mid		
High	with prompting and support: • participate in short conversations • respond to more complex yes/no and wh- questions • follow some rules for discussion about familiar topics.	A student may: ▪ respond to a question (e.g., "What is the cat's name?") ▪ indicate a desire to take a turn (e.g. raise hand); ▪ respond to wh- questions (who, what and concrete where); ▪ participate in a short, multi-turn conversation.

ELP Standard K.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • communicate simple information or feelings about familiar topics or experiences.	A student may: ▪ indicate a feeling (e.g., if they are happy or sad in response to a question such as, "Are you happy or sad?") ▪ choose between two options about familiar topics or experiences (e.g., "Do you want to go outside?", "Do you want water or milk?") ▪ point to a picture or object as directed (e.g., "Point to the bear in the story.")
Mid	with prompting and support:	A student may:

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	• communicate simple information or feelings about familiar topics, experiences, or events.	• identify and provide basic information about a topic, experience, or event (e.g., student identifies the happy person in the story or the sad person, and the student explains how he/she can tell that the person is happy or sad). • respond to a simple question that asks about familiar experiences (e.g., "What do you like to do on the playground?" "What do you like to do at school?").
High	with prompting and support: tell or dictate simple information about familiar topics, experiences, or events.	A student may: • select from options or respond in writing or orally to questions such as, "Tell me what you want to do now," and "Tell me what the boy in the story did." • respond to a question that asks about familiar topics, experiences, or events (e.g., "What did you do last summer?" "Tell me about a game you like to play?"). •

ELP Standard K.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • indicate a feeling or opinion about a familiar topic showing limited control.	A student may: • respond yes/no to a question; • select from two choices (to communicate a feeling or opinion) when asked a question (e.g., "Which do you like, frogs or butterflies?"). • select from the two picture options to respond to questions (e.g., "Do you want to use the red crayon or the blue crayon?" or "Joe is crying. Is he happy or sad?").
Mid	with prompting and support: • identify a feeling or opinion about a familiar topic showing emerging control.	A student may: • choose an activity or food they like better. • complete a sentence such as "I like _____," or "I do not like _____." • identify happy and sad once it has been shown to him/her.

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| High | with prompting and support:
• express an opinion or preference about a familiar topic showing increasing control. | A student may:
▪ use one or more words to express an opinion or preference. For example, student says "hot dog" with words/word approximations, AAC output, etc. when asked "Are hot dogs or hamburgers better?"
▪ answer questions about an opinion or preference. |

<table>
<tr><td colspan="3" style="background-color:#f0c040">ELP Standard K.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.</td></tr>
<tr><td>ELP Level</td><td>Proficiency Descriptors
An English learner with significant cognitive disabilities can:</td><td>Example(s)</td></tr>
<tr><td>Low</td><td>with prompting and support:
• recognize information from experience or from a provided source.</td><td>A student may:
▪ identify information that is relevant to the topic of shared research by selecting from two choices. "Which one is a dog?" (e.g., when provided with a picture of a loaf of bread and dog).</td></tr>
<tr><td>Mid</td><td>with prompting and support:
• recall information from experience or from a provided source to answer a question showing developing control.</td><td>A student may:
▪ identify information that is relevant to the topic of shared research by selecting from a field of 2-3 choices. "Which one is a dog?" (e.g., when provided with a picture of a dog and 2 other animals, such as a lion and a zebra).
▪ sequence events or classify/categorize information (e.g., show student three pictures of dogs and ask, "How are all of these pictures alike?" Student responds, for example, "They are dogs.")
▪ respond to the following: The teacher gives example or non-example and then the student can repeat. (e.g., "The ice is cold, show me something that is NOT cold.") This can be done with matching, using pictures, or having the student answer orally.
▪ select from three choices the information that is relevant to the research (e.g., "Which is a non-living thing?" Cat, dog, rock.).
▪ use simple sentences and some compound sentences.</td></tr>
<tr><td>High</td><td>with prompting and support:
• identify information from experience or from a provided source to answer a question showing increasing control</td><td>A student may:
▪ identify information that is relevant to the topic of shared research (e.g., "Which one is an animal?" Student responds, "dog".).</td></tr>
</table>

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	▪ choose from multiple pictures of animals those that are dogs, or choose multiple examples of dogs from pictures (pictures of a German Shephard, Chihuahua, etc.).
	▪ name/choose multiple examples of animals (e.g., animals with feathers, animals on a farm), classifying or sorting activities.
	▪ may use more complex sentences and compound sentences.

ELP Standard K.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	Not appropriate at this proficiency level	N/A
Mid	Not appropriate at this proficiency level	N/A
High	Not appropriate at this proficiency level	N/A

ELP Standard K.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	Not appropriate at this proficiency level	N/A
Mid	with prompting and support: • indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences. • indicate awareness of the appropriate language for the playground and for the classroom.	A student may: ▪ choose an answer appropriate for the task when presented with choices (2 or 3 choices) (e.g., Time for lunch. Student chooses picture of food, not picture of swing). ▪ indicate awareness of appropriate language use based on context (e.g., school versus playground).

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		■ identify how to appropriately address a teacher versus a friend, etc.
High	with prompting and support: • show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	A student may: ■ use words and phrases such as: please, I like, Can I, It is… ■ use pictures to indicate awareness of appropriate language use based on context (school versus playground). ■ use learned words appropriate for social and academic contexts (e.g., playground and classroom language).

ELP Standard K.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ■ touch words or items in book as they are read. ■ point to pictures that correspond with frequently used vocabulary in the text (e.g. teacher says truck and student points to picture of a truck).
Mid	with prompting and support: • recognize the meaning of some frequently occurring words • in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ■ match or point to a picture after teacher gives examples. ■ select a response from choices for definitions. (e.g., "Is the apple smooth or rough?") ■ identify what happy, sad, or angry, looks like by pointing to pictures. ■ repeat key words from the story. ■ with modeling, select a response (e.g., teacher says, "The dog is furry. Show me a picture of something furry in the book.").
High	with prompting and support: • answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ■ repeat one word/word approximations or 1-3 words in response to simple questions (e.g., wh- questions, "Show me..."). ■ match or select pictures related to key words or phrases from the story. ■ select a response from options (e.g., for prepositional phrases — a picture of a ball in different positions).

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ELP Standard K.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	Not appropriate at this proficiency level	N/A
Mid	with prompting and support: • retell a few events from experience or from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	A student may: ▪ use phrases or a string of words to communicate an idea in writing (e.g., may use PECS, picture cards, visuals) or orally (e.g., word/word approximations). ▪ point to an event that happened in the story from given choices. ▪ describe (e.g., using PECS, picture cards, word/word approximations) what is happening in a picture on a familiar topic/with a familiar context. ▪ retell a familiar experience or event or what happened in a story, but the retell may not be in correct sequence.
High	with prompting and support: • retell a simple sequence of events from experience or from a familiar story with increasing control of frequently occurring linking words.	A student may: ▪ put events from the story in sequential order with the use of picture cards and verbal prompting. ▪ respond to questions such as, "Which part of this story did you like best?" or "Tell me what is happening in this picture?" Prompts and supports are used as needed.

ELP Standard K.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize and use a small number of frequently occurring nouns and verbs	A student may: ▪ respond to the following: The teacher points to a picture of house and says, "This is a house. What is this called?" Student responds, "House."

	• respond to simple questions (e.g., yes/no) in shared language activities*. *Shared language activities* include: conversation; read aloud; interaction.	▪ Student is shown pictures or models of different types of homes. ▪ Student repeats the name of each object after teacher models.
Mid	with prompting and support: • recognize and use a small number of frequently occurring nouns, verbs, and short phrases • respond to simple questions (e.g., yes/no, wh-questions) • repeat simple sentences on familiar topics in shared language activities.	A student may: ▪ respond to the following: The teacher asks, "What day is it?" Student identifies the day on a calendar. ▪ use a preferred noun in communication when the teacher provides the student with a sentence frame and noun choices. ▪ find the correct picture and/or verbally identify the weather when the teacher asks, "What is the weather outside like today?" ▪ repeat simple sentences (e.g., "Today is Monday.").
High	with prompting and support: • recognize and use frequently occurring nouns, verbs, and prepositions • use and respond to question words • produce simple and some compound sentences on familiar topics in shared language activities.	A student may: ▪ provide a complete sentence verbally and the teacher writes the sentence for the student. Sentences could include imperative sentences (e.g., "Go!" "Write!"). ▪ engage in shared language activities, for example, for prepositions where students follow directions (e.g., Simple Simon says, "put your hand over your head.")

GRADE 1

Notes:
- The proficiency descriptors describe **end of level** skills.
- Students may need prompting and support to engage. Support includes: modeling "think-aloud" while writing or verbally demonstrating how express an opinion; guiding student through the process using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures or pictures attached to light up buttons; providing context for information.
- Generally, students should be able to use their preferred method of communication to respond. A student may point to a visual, use alternative communication/symbols, and use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues or answer verbally using simple one word/word approximations (with no detail) or 2-3-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.

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- Examples of familiar topics include: anything the student finds interesting (e.g., dinosaurs, movies, leaves, plants, paper airplanes); subjects that the student has studied recently (e.g., weather, apples); family; family events; animals; favorites; food; activities; home; school; school events (arrival, dismissal, lunch, recess); how students get to school; class activities; meals; weather; grocery shopping; going to the movies; tv shows.
- For an English learner with significant cognitive disabilities at a lower level of English proficiency, common words and phrases likely include words used for attributes such as colors, size, shape. Common phrases likely include common prepositional phrases (on, off, over, under).
- Expressive modality includes storytelling, picture and communication boards, text, speech, drawing, multimedia, AAC, gestures.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support, use a very limited set of strategies to: • identify a few key words from read-alouds, oral presentations, and simple written texts. *Limited set of strategies* may include matching identical pictures, making a choice between two pictures, choosing the real item (realia).	A student may: ▪ choose a picture of a familiar object (or familiar word phrase) from a field of two or three. ▪ identify up to three key words related to content of information presented orally.
Mid	with prompting and support, use an emerging set of strategies to: • identify key words and main topics from read-alouds, oral presentations, and simple written texts. *Emerging set of strategies* may include using word phrases, sentence frames, pictorial sentence frames.	A student may: ▪ choose the three pictures from a field of five that show key details. ▪ fill in the blanks about key details using a sentence frame ▪ respond to simple wh- questions. ▪ match pictures to word/text and identify pictures. ▪ select pictures related to key details, setting, and characters. ▪ choose from a field of pictures (or word phrases) the key details of the presentation/text.
High	with prompting and support, use an increasing range of strategies to: • answer questions about key details • retell basic information from read-alouds, oral presentations, and simple written texts.	A student may: ▪ answer simple wh- questions about text. ▪ tell what is happening in a provided picture. ▪ choose from a set of word phrases or sentences to: o answer questions about key details;

ELP Standard 1.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

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		o retell a key detail.

ELP Standard 1.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • listen with limited participation in short conversations. • respond to simple yes/no questions about familiar topics. Notes: *Limited participation*: Pointing to pictures, eye contact – looking at the speaker, knocking, eye gazing, blinking, pointing nose, sounds.	A student may: ▪ respond to simple yes/no questions (e.g., "Is this the brick house?" "Was Jack in the story?" or "Did Jack climb a tree in the story?") ▪ participate in short conversations by turning/orienting toward speaker, attending to speaker, using single words.
Mid	with prompting and support: • listen with some participation in short conversations. • respond to simple yes/no questions and wh- questions. • follow simple rules for discussion about familiar topics.	A student may: ▪ respond to simple wh- questions with two or three choices given (e.g., "Which one is the brick house?" "What color is the sky?") ▪ choose the main idea from information presented. ▪ choose a picture/symbol that represents presented information. ▪ use pictures to respond to yes/no and simple wh- questions. ▪ respond to wh- questions on familiar topics. ▪ participate in short conversations using short phrases.
High	with prompting and support: • participate in short conversations • respond to simple yes/no questions and wh- questions • follow some rules for discussion about familiar topics.	A student may: ▪ take turns in conversation. ▪ raise hand to indicate a desire to speak. ▪ participate in a conversation about a chosen topic. For example, the student is not talking about elephants when the discussion is about fire drill safety.

ELP Standard 1.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.

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ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • communicate simple information or feelings about familiar topics or experiences.	A student may: ▪ answer yes/no questions. ▪ answer simple questions on familiar topics such as: In a cafeteria: "Do you want chocolate ice cream or vanilla ice cream?" or "Did Harold use a purple crayon or an orange crayon?" ▪ identify feelings of persons/characters in texts (e.g., "Bruce won the race. Does he look happy or sad?") ▪ express a single word idea (happy, sad, etc.) about a grade-appropriate text or topic.
Mid	with prompting and support: • communicate simple messages about familiar topics, experiences, or events.	A student may: ▪ say "orange pumpkin" or "heavy" when describing a pumpkin. ▪ tell/give two facts about, for example, his/her class/school/state/nation. ▪ state/name/list/label parts of a tree. ▪ response to, "Who blew down the house?", "What was the house the wolf blew down made of?" when shown a picture of a wolf blowing down a straw house. ▪ dictate, draw, use pictures or words. ▪ use word phrases. ▪ list up to two facts or ideas when a familiar topic is presented. ▪ communicate what a character did in a story.
High	with prompting and support: • tell or dictate simple information about familiar topics, stories, experiences, or events.	A student may: ▪ communicate a simple message such as, "Go tell Mr. Tate what Gilbert did in the story." ▪ state what needs to be done in a fire drill or can draw where to go in a fire drill, after reading a story about fire drills, and with prompts. ▪ dictate, draw, use pictures or words.

ELP Standard 1.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

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ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • indicate a feeling or opinion about familiar topics or experiences.	A student may: ▪ select a response from two choices. ▪ use eye gaze or touch to select a feeling or opinion when given two choices. "Are hot dogs or hamburgers better?" Student selects from the two picture options.
Mid	with prompting and support: • identify a feeling or opinion about familiar topics, experiences, or events.	A student may: ▪ use pictures to complete a sentence to communicate an opinion. "I like _____ better." ▪ present picture of hot dog/hamburger to show student choice. ▪ draw a picture of what he or she likes best. ▪ select/label a feeling or opinion about a familiar topic by selecting from two choices using visual aids with support and repetition.
High	with prompting and support: • express an opinion or preference about familiar topics, stories, experiences, or events.	A student may: ▪ use a word or short phrase to express an opinion or a feeling. For example, student says, "like hot dog" with words/word approximations, AAC output, etc. when asked "Are hot dogs or hamburgers better?"

ELP Standard 1.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • participate in shared research projects. • label information from provided sources showing limited control.	A student may: ▪ provide input when given two choices, with prompts and supports. For example, student selects from choices to respond to the following. "We are talking about the zoo. Here is a lion. Show me another lion." ▪ name animals with four legs, animals that like to swim, animals that have stripes.

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Mid	with prompting and support: • participate in shared research projects. • retell key information from provided sources showing emerging control.	A student may: ▪ select information when given three choices with prompts and supports. ▪ provide input using a preferred way to communicate to indicate animals discussed in the shared research topic. ▪ locate/list/report up to two facts about a given research topic. ▪ fill in details (up to three) on a topic outline for an activity. ▪ provide input by choosing one of 3-4 pictures and naming the chosen picture, or sorting zoo animals from the zoo and naming them (e.g., all zebra's together, all lions together). ▪ provide input by sorting animals by characteristics (e.g., number of legs, how they move, body covering).
High	with prompting and support: • participate in shared research projects • answer a question from provided sources showing increasing control.	A student may: ▪ answer questions using a preferred expressive modality with prompts and supports. ▪ provide input by using a preferred expressive modality to indicate animals discussed in the shared research topic. ▪ participate in a shared research project, which uses visuals and grade appropriate books to provide a solution to a given problem using a preferred way to communicate. ▪ tell about an animal – its name, that it has stripes, spots, that it swims, etc. ▪ respond to, "Show me an animal you like and why?" Student describes this animal, the sound it makes, how it moves, and why he/she likes this animal.

ELP Standard 1.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.		
ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support:	A student may:

	• identify the main idea of a simple presentation of a familiar topic.	▪ choose one of two pictures that reflect the main idea from a short text on a familiar topic that is read to the student.
Mid	with prompting and support: • identify a key detail that supports the main idea of a simple presentation on a familiar topic.	A student may: ▪ choose one of three pictures that show a key detail that supports the main idea from a short text on a familiar topic that is read to the student.
High	with prompting and support: • identify key details that support the main idea of a simple presentation on a familiar topic.	A student may: ▪ communicate at least two key details that supports the main idea from a short text on a familiar topic that is read to the student.

ELP Standard 1.7: An English learner with significant cognitive disabilities adapt language choices to purpose, task, and audience when speaking and writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences. • indicate awareness of the appropriate language for the playground and for the classroom.	A student may: ▪ choose the appropriate language from two-word phrase cards (e.g., social, self-help language) with prompts and supports. ▪ choose the correct phrase from a set of word phrases ("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "playground language." ▪ smile when greeting someone. ▪ gesture when he/she does not want any more of something. ▪ use sounds, gestures or expressions appropriate for social and self-help contexts (e.g., greetings, needs).
Mid	with prompting and support: • show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	A student may: ▪ choose the appropriate language from three-word phrase cards (e.g., classroom, social, self-help language) with prompts and supports. ▪ Use learned words, sounds, gestures, appropriate for social and academic contexts. (e.g., playground, classroom) with prompts and supports.

		▪ choose the correct phrase from a set of word phrases (("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "classroom language." ▪ use appropriate words to label familiar items. ▪ use pictures, sounds, gestures, etc. to express himself/herself appropriately (in a classroom or playground scenario).
High	with prompting and support: • show awareness of the difference between appropriate language for the playground and language for the classroom.	A student may: ▪ use learned words and expressions, appropriate for social and academic contexts. (e.g., playground, classroom) with prompts and supports. ▪ use words learned through conversations, reading, and being read to with prompts and supports. ▪ use language appropriately (e.g., language used in anger versus learned language to express emotions; communicate intent). ▪ use pictures to indicate awareness of appropriate language use based on context (school vs. playground). ▪ demonstrate volume control based on location. ▪ sort a set of six or more cards into playground language and classroom language.

ELP Standard 1.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize the meaning of a few frequently occurring words. • in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ▪ upon request, name/point to/identify nouns or pictures of nouns in text. ▪ recognize the meaning of frequently occurring nouns, colors, or shapes in oral presentations or texts. ▪ respond to up to two familiar words within information presented. ▪ choose the picture that matches the word or phrase from a field of two.
Mid	with prompting and support:	A student may:

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	answer simple questions to help determine the meaning of some frequently occurring words and phrases. • in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	• upon request, name/point to/identify verbs or pictures of verbs in text and nouns or pictures of nouns in a text. • choose the picture that matches the word. • match the noun in print to a picture.
High	with prompting and support: • answer and sometimes ask simple questions to help determine the meaning of some less-frequently occurring words and phrases in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	A student may: • upon request, student can name/point to/identify nouns, verbs, or prepositional phrases • use some prepositional phrases such as "beside" or "around." • choose the picture that matches the word.

<table>
<tr><td colspan="3" style="background:yellow">ELP Standard 1.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.</td></tr>
<tr><td>ELP Level</td><td>Proficiency Descriptors
An English learner with significant cognitive disabilities can:</td><td>Example(s)</td></tr>
<tr><td>Low</td><td>with prompting and support:
• communicate a familiar event or simple information about a familiar topic.
• with emerging control of some frequently occurring linking words.</td><td>A student may:
• answer, in a single word or short phrase, when asked what he/she did last night.</td></tr>
<tr><td>Mid</td><td>with prompting and support:
• retell a simple sequence of events.
• communicate simple information about a familiar topic with developing control of some frequently occurring linking words.</td><td>A student may:
• answer in a sentence what he did last night. Student may complete a sentence frame.
• complete a daily report about events during the school day.
• put the pictures in the correct sequence (first, then, last), when provided with three pictures related to the sequence of events.
• use pictures to tell about or retell what the teacher just presented.
• tell details about a picture or topic.
• provide facts about him or herself (family, siblings, age, likes).
• use some frequently occurring linking words (e.g., and, so).</td></tr>
<tr><td>High</td><td>with prompting and support:</td><td>A student may:</td></tr>
</table>

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	• retell two or three events in sequence of events. • communicate simple information about a familiar topic with increasing control of some temporal words (e.g., next, after) and some frequently occurring linking words.		▪ complete sentence frames or respond to verbal prompting such as, "What happened next?" ▪ sequence pictures or provided sentences in the correct order. ▪ use some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).

ELP Standard 1.10		

ELP Standard 1.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • recognize and use a small number of frequently occurring nouns and verbs. • respond to simple questions (e.g., yes/no, wh-questions).	A student may: ▪ identify nouns or verbs by selecting the object/picture that corresponds to the noun or verb. ▪ recognize/recite a repeated story line.
Mid	with prompting and support: • recognize and use a small number of frequently occurring nouns, verbs, prepositions, and conjunctions. • produce simple sentences on a familiar topic.	A student may: ▪ tell the teacher about the picture. ▪ list 1-2 words that are descriptors. ▪ match symbols to a holiday, event, or sport to produce a greeting card, poster, or banner. ▪ match or label pictures to/with nouns and verbs. ▪ tell what a person or animal in a picture is doing.
High	with prompting and support: • recognize and use an increasing number of nouns, verbs, prepositions, and conjunctions. • produce simple and compound sentences on familiar topics.	A student may: ▪ add descriptors (adjectives, adverbs) to expand sentences. ▪ retell an event from his/her day or retell story read to him/her.

GRADE BAND 2-3

Notes:
• The proficiency descriptors describe **end of level** skills.

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- Students may need prompting and support to engage. Support includes: modeling think-aloud while writing or verbally demonstrating how express an opinion; guiding student through process; simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light up buttons; providing context for information.
- Generally, students should be able to use their preferred method of communication to respond. A student may point to a visual, use alternative communication/symbols, use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues A student may also answer verbally using simple one word/word approximations (with no detail) or 2-3 word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.
- Examples of familiar topics include: anything the student finds interesting (e.g., dinosaurs, movies, leaves, plants, paper airplanes); subjects that the student has studied recently (e.g., weather, apples); family; family events; animals; favorites; food; activities; home; school; school events (arrival, dismissal, lunch, recess); how students get to school; class activities; meals; weather; grocery shopping; going to the movies; tv shows.

ELP Standard 2-3.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	
ELP Level / **Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low / with prompting and support, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	A student may: ▪ identify common sight words, colors, items, or phrases (e.g. which word is …?). ▪ demonstrate understanding by giving objects or pictures according to attribute (the blue paper, the yellow flower, the long string, etc.) upon request. ▪ say a line that is often repeated in the text.
Mid / with prompting and support, use an emerging set of strategies to: • identify the main topic or characters. • sequence information from read-alouds, simple written texts, and oral presentations.	A student may: ▪ answers questions with words or phrases. ▪ answer questions around the main idea or characters. For example, What is the main idea? Who is the main character? Choose one of the 2-3 options. ▪ put three events in order of beginning, middle, and end (options could be images or simple sentences). ▪ answer yes/no and simple "wh" questions about the main topic, about specific sight words and lesson.

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	with prompting and support, use an increasing range of strategies to: • answer questions about key details. • retell parts of a story from read-alouds, simple written texts, and oral presentations.	A student may: ▪ describe what happened in a simple science experiment in simple sentences. ▪ provide sentences about a topic.
High		

ELP Standard 2-3.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • listen with occasional participation in short conversations. • respond to simple yes/no questions about familiar topics.	A student may: ▪ respond to simple questions about text using a preferred way to communicate. ▪ produce non-verbal and/or vocalization interactions during instruction or read-alouds.
Mid	with prompting and support: • listen to and participate in short conversations. • respond to simple yes/no and wh- questions. • follow simple rules for discussion about familiar topics.	A student may: ▪ respond to simple questions with 2-3 word phrases. ▪ answer basic questions (e.g., What color is the car? What is the girl doing?). ▪ answer simple questions using sentence frames and starters.
High	with prompting and support: • participate in short conversations. • ask and answer simple questions to exchange ideas or information, or to clarify for understanding. • follow some rules for discussion about familiar topics.	A student may: ▪ discuss ideas from the story. ▪ ask and answer questions about the story.

ELP Standard 2-3.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.

ELP Level	Proficiency Descriptors	Example(s)

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ELP Level	Proficiency Descriptors	Example(s)
	An English learner with significant cognitive disabilities can:	

Low	with prompting and support:
	• communicate simple information about familiar texts, topics, experiences, or events.
		A student may:
		▪ provide one word or picture to complete sentence, using sentence frames. For example:
		  ○ How does the _____ in the story feel?
		  ○ What word tells ___?
		  ○ Which picture shows_____?

Mid	with prompting and support:
	• communicate simple information.
	• compose simple written text about familiar texts, topics, experiences, or events.
		A student may:
		▪ relate what he or she has read, using sentence starters or pictures, and adding short phrases to show understanding of the text. For example:
		  ○ In the story, Tom feels sad because___
		  ○ The ball is _____
		▪ tell about the main events or important topics from the text, with prompting and support.
		▪ dictate information to a scribe to produce written text (e.g., Do you like/not like the story/text?).

High	with prompting and support: • deliver short presentations or information. • compose written text about familiar texts, topics, experiences, or events.	A student may: ▪ respond to questions such as: Do you like/not like the story? ▪ provide reasons for his/her opinion. ▪ provide details to support the main idea/main topic, for example, what is this story about? ▪ dictate information to a scribe to produce written text.

ELP Standard 2-3.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • express a preference about a familiar topic.	A student may: ▪ provide a preference, when asked to choose between a field of two ▪ shares a "like" or "dislike" when asked about a familiar topic
Mid	with prompting and support:	A student may:

	• express a preference. • provide one reason for the preference about a familiar topic or story.	▪ provide a preference, when asked to choose between a field of two or more. ▪ respond with a yes/no response and give one reason why when asked an open-ended question.
High	with prompting and support: • express a preference. • provide more than one reason for the preference about a familiar topic or story.	A student may: ▪ provide an opinion on a provided topic and be able to tell why he/she has that opinion. Sentence frames can be used to help with responses (e.g., I like_____ because_____.)

ELP Standard 2-3.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • participate in shared research projects. • label information from provided sources.	A student may: ▪ label or match objects or pictures. ▪ produce non-verbal responses and/or vocalization interactions.
Mid	with prompting and support: • participate in shared research projects. • recall information from experience. • record key information from provided sources.	A student may: ▪ participate in a research project by answering simple questions about a topic. ▪ agree/disagree with a stated opinion. ▪ identify the subject of research by answering questions about the topic, listening to and describing information about a subject and writing short statements about the subject.
High	with prompting and support: • participate in shared research projects. • recall information from experience. • sort information from provided sources into categories.	A student may: ▪ participate in a research project by answering questions about a topic or asking questions about a topic provided (or pictures of topics). ▪ identify information provided as true or false (real or not). For example, "Zebras have spots" is not a true statement. ▪ sort objects or pictures according to common characteristics. ▪ identify word/noun by pointing to a picture/object.

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ELP Standard 2-3.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	analyze and critique the arguments of others orally and in writing	A student may: ▪ identify the main idea of a presentation.
Mid	with prompting and support: • identify a reason an author or a speaker gives to support the main point of a familiar topic.	A student may: ▪ respond to questions such as, "Show me how you know this?" ▪ point to a frequently occurring word/phrase supports the main idea. ▪ determine why the speaker/author likes or dislikes their main point.
High	with prompting and support: • tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.	A student may: ▪ respond to simple wh- questions (e.g., What does the speaker/author want to happen? Why does the speaker/author want…?) ▪ respond to questions such as, Why was Joe sad? Why are fire drills important? Why does the policeman say to stop at a red light?

ELP Standard 2-3.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • recognize the meaning of some words learned through conversations, reading, and being read to.	A student may: ▪ choose the appropriate language from two-word phrase cards (e.g., social, self-help language) with prompts and supports. ▪ select the word phrase that is "playground language" when presented with a set of word phrases ("Hey there." or "Hello Mr. Graham."). ▪ smile when greeting someone. ▪ gesture when he/she does not want any more of something. ▪ use sounds, gestures or expressions appropriate for social and self-help contexts (e.g., greetings, needs).

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Mid	with prompting and support: • use some learned words, sounds, expressions, and gestures, appropriate for social and academic contexts. (e.g., playground, classroom) showing developing control.	A student may: ▪ choose the appropriate language from three-word phrase cards (e.g., classroom, social, self-help language) with prompts and supports. ▪ select the word phrase that is "classroom language" when presented with a set of word phrases ("Hey there." or "Hello Mr. Graham."). ▪ smile when greeting someone. ▪ gesture when he/she does not want any more of something. ▪ use sounds, gestures or expressions appropriate for social and self-help contexts (e.g., greetings, needs).
High	with prompting and support: • use an increasing number of learned words, sounds, expressions, and gestures appropriate for social and academic contexts. (e.g., playground, classroom) showing increasing control.	A student may: ▪ use language appropriately (e.g., language used in anger versus learned language to express emotions; communicative intent). ▪ use pictures to indicate awareness of appropriate language use based on context (school versus playground). ▪ demonstrate volume control based on location (e.g., use a quieter "inside voice" when in the classroom but yelling to friends is acceptable on the playground). ▪ sort a set of six or more cards into playground language and classroom language. ▪ talk about topic given by teacher, for example when asked to talk about animals does not talk about swimming with a sibling.

ELP Standard 2-3.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize the meaning of a few frequently occurring words in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.	A student may: ▪ give/look at/point to the 'red' shirt when shown red and blue. ▪ identify environmental print such as universal signs for bathroom, stop signs, etc.
Mid	with prompting and support:	A student may:

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		• answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.	• identify the word/word combination and picture associated with the picture. • name a word to match environmental print and may inquire about environmental print that is new to them. • respond to questions such as, "When the sign says stop do I keep going?" • look at/read/point to words/phrases and expressions that are related to common events, topics and ideas in their daily life.
High		with prompting and support: • determine the meaning of some less-frequently occurring words and phrases, some content-specific words, and some idiomatic expressions in simple oral discourse, read- alouds and simple written texts about familiar topics, experiences, or events.	A student may: • ask for clarification if he or she does not understand a word heard orally. • ask questions about provided pictures.

ELP Standard 2-3.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • communicate simple information about an event or familiar topic. • use a narrow range of frequently occurring vocabulary and simple sentences with limited control.	A student may: • select a card or a picture that reflects an event or topic.
Mid	with prompting and support: • communicate simple information about an event or familiar topic. • retell two events in sequence. • use some frequently occurring linking words with emerging control.	A student may: • place three pictures in correct order of beginning, middle, and end. • use simple words/or a phrase to explain each event.

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High	with prompting and support: • communicate a few pieces of information about a familiar topic. • retell a short sequence of events. • use some temporal words and common linking words with increasing control.	A student may: ▪ place pictures, words, phrases, and/or simple sentences (a field of 3 to 5) in correct order of events.

ELP Standard 2-3.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • recognize and use a small number of frequently occurring nouns and verbs. • respond to simple questions (e.g., yes/no, wh-questions).	A student may: ▪ identify the meaning of a word by pointing to a picture related to or describing that word.
Mid	with prompting and support: • recognize and use a small number of frequently occurring nouns, verbs, adjectives, adverbs, and conjunctions. • produce simple sentences on a familiar topic.	A student may: • identify the meaning of words by using two-word phrases using the preferred mode of communication. • complete a sentence from a list of options, when looking at a picture. (The photo shows a cat in a box. The sentence frame: The ---is ___ the ____). If student cannot do independently, the teacher may give the student choices: cat/dog, in/on, or box/can. • apply simple language understanding by describing pictures of common and high frequency words. Student may combine 2-3 words to create short descriptions.
High	with prompting and support: • recognize and use an increasing number of nouns, verbs, adjectives, adverbs, and conjunctions.	A student may: • describe a picture using simple sentences.

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• produce simple and compound sentences (and at Grade 3, some complex sentences) on familiar topics.	• use prepositional phrases in response to questions (Where did she put the cat? In the box). • dictate sentences related to a prompt.

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GRADE BAND 4-5

Notes:
- The proficiency descriptors describe **end of level** skills.
- Students may need prompting and support to engage. Verbal prompting includes: questions asked by teachers or directions given to students such as "Point to the…," or "Show me...," pictures, graphics, and visuals that elicit a desired response from a student, and verbal sentence frames. Support includes: modeling think-aloud while writing or verbally demonstrating how express an opinion; guiding students through process; using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light up buttons; providing context for information.
- Generally, students should be able to use their preferred method of communication to respond. A student may point to a visual, use alternative communication/symbols, use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues A student may also answer verbally using simple one word/word approximations (with no detail) or 2-3-word phrases. Written response may include drawing, copying or labeling, or producing letters, words, numbers, and phrases.
- Examples of familiar topics include: anything the student finds interesting (e.g., dinosaurs, movies, leaves, plants, paper airplanes); subjects that the student has studied recently (e.g., weather, apples); family; family events; animals; favorites; food; activities; home; school; school events (arrival, dismissal, lunch, recess); how students get to school; class activities; meals; weather; grocery shopping; going to the movies; tv shows.
- Familiar topics include: food, family, topics covered in class, topics related to common experiences, school routines; subject material that has already been taught/presented in class. At more advanced levels, familiar topics can include current events, school rules, school events, conflicts with peers.
- At grades 4 and 5, the student may just be beginning to ask questions to clarify meaning.

ELP Standard 4-5.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	A student may: ▪ identify key vocabulary. Example: "This is a lion. Can you point to another lion?" ▪ with support and guidance, identify their name, environmental print, etc. ▪ choose from two pictures, for example, "Which boy is on a red bike?"

		▪ identify common sight words, colors, items, or phrases (e.g. which word is …?)
Mid	with prompting and support, use an emerging set of strategies to: • identify the main topic or characters. • sequence information from read-alouds, simple written texts, and oral presentations.	A student may: ▪ identify common sight word, colors, items, or phrases with limited prompting or among several options. ▪ complete sentences. For example, "In this story, the lion lived at the _____ (zoo)." ▪ identify the main topic by a one- or multiple-word oral or written response or gesturing such as pointing to pictures or word/s that identify the main topic. ▪ use pictures to assist in a retell. Pictures may be provided, or students may draw short sketches of what they visualize while listening to the teacher read. ▪ answer wh- questions about text.
High	with prompting and support, use an increasing range of strategies to: • determine the main idea or theme. • identify some details that support the main idea or theme. • retell parts of a story from read-alouds, simple written texts, and oral presentations.	A student may: ▪ use pictures to assist in a retell. ▪ answer wh- questions about text. ▪ locate answers to wh- questions in written text.

ELP Standard 4-5.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • participate in short conversations. • participate in short written exchanges about familiar topics.	A student may: ▪ respond to simple questions about key words or events with yes/no responses, making a choice between two or three visual prompts, or providing a picture to complete a sentence read by teacher. ▪ participate in an oral exchange by repeating a model conversation with pictures such as, "Who has the green shirt? Mary has the green shirt. Who has the yellow shirt? . . ."

		▪ participate in short written exchanges by choosing a word or picture from a bank. ▪ use one or two words to respond to wh- questions. ▪ participate in short written exchanges by ordering sentences. ▪ provide a single written response to a question or makes a comment using task specific word banks.
Mid	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions about familiar topics and texts.	A student may: ▪ participate in short written exchange by providing multiple responses using task specific word banks. ▪ use appropriate social skills in short conversations such as turn taking, raising hand in class discussion. ▪ respond to wh- questions about the text (e.g., "Have you. . ."). Sentence starters can be used to build another person's response. ▪ provide specific details about events/topics. ▪ write or dictate a short sentence about topic. ▪ using conversation frames, participate in a conversation about familiar topics, such as, "Should students wear uniforms?
High	with prompting and support: • participate in short conversations • participate in short written exchanges • respond to others' comments or ideas about familiar topics and texts.	A student may: ▪ provide specific details about events/topics. ▪ answer wh- questions about text. ▪ write or dictate a short sentence about a topic (e.g., a short letter to someone). ▪ use appropriate social skills in short conversations such as turn taking, raising hand in class discussion.

ELP Standard 4-5.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	
ELP Level / **Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low — with prompting and support: • communicate simple information about familiar texts, topics, events, or objects in the environment.	A student may: ▪ indicate if they liked or disliked a text or topic. ▪ identify the correct feeling or emotion of a character.

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		▪ identify the topic of presented text (Was this about bicycles or trains?). ▪ upon request, indicate information the author shared in the text.
Mid	with prompting and support: • communicate simple information. • compose simple written text about familiar texts, topics, and experiences.	A student may: ▪ identify the topic of the text. For example, '"This story was about ___." ▪ with prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. ▪ illustrate AND label, dictate, or compose a narrative or expositive text. Narrative should include clear beginning, middle, and end. Expository should include topic and 1-2 supporting details. ▪ communicate using their preferred communication mode to share details from the story (i.e., "What is the character doing on this page?" "The girl is…")
High	with prompting and support: • deliver short presentations or information. • compose written text about familiar texts, topics, and experiences.	A student may: ▪ compose written texts about a text or topic using multiple simple sentences. ▪ communicate information about texts with verbal prompting or by use of visual aids as prompts.

ELP Standard 4-5.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • express an opinion about a familiar topic.	A student may: ▪ provide a preference when asked to choose between two or three objects.
Mid	with prompting and support: • express an opinion. • provide one or two reasons or facts to support the opinion about a familiar topic.	A student may: ▪ state a preference and provide a reason to support that preference. ▪ state an opinion and provide a reason or fact to support the opinion. ▪ respond to the following: At the end of the unit on maps, the student may be shown a political map and a topographical map and

		asked, "Which map would be more helpful if you were lost? Tell one reason why."
High	with prompting and support: • express an opinion. • provide a few reasons or facts to support the opinion about a familiar topic.	A student may: ▪ provide an opinion and is able to tell why he/she has that opinion. And, the student may use a few details or facts from the text to support that opinion.

ELP Standard 4-5.5: An English learner with significant cognitive disabilities can conduct research, evaluate, and communicate findings to answer questions or solve problems.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • participate in shared research projects label information from provided sources.	A student may: ▪ identify which one, two, or three choices relate(s) to the topic, or activity choices may have to be very distinctly different.
Mid	with prompting and support: • participate in shared research projects. • recall information from experience record some information from provided sources.	A student may: ▪ recognize or identify pictures or words about the topic of research. This will look different for students depending on their needs. ▪ make observations and provide key details from provided visual aids. ▪ identify relevant facts in print. Student may copy and include quotations to show direct quote. ▪ respond with a single word or short phrase to "What color is the penguin?"
High	with prompting and support: • participate in shared research projects. • recall information from experience. • retell key ideas and information from provided sources.	A student may: ▪ make observations and provide information from provided visual aids (for example, when provided a picture of a penguin, can state that penguins are black and white). ▪ select and make observations and provide information from provided visual aids (for example, when provided a choice of nature magazines or pictures, the student can select and describe the picture of a penguin. ▪ after reading silently or aloud with the teacher, identify relevant facts in print. Student may paraphrase or direct quote.

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| | | ▪ if studying penguins, sort several picture cards into those that are not penguins and those that are penguins using established criteria, such as penguins are black and white and have webbed feet.
▪ respond to, "Can you tell me a detail about penguins?"
▪ given a model to follow, provide some citations, like a title or author name of a more than one type of source (e.g., web page, book, magazine.) May be able to transfer some citations to a works cited page. |

ELP Standard 4-5.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • identify a point an author or speaker makes.	A student may: ▪ when given descriptions of a preference of the speaker, respond to the following, "Does the speaker feel X/Y?" or "Is the speaker happy/sad?" etc. ▪ when given three possible points, indicate which point the author made.
Mid	with prompting and support: • identify a reason an author or speaker gives to support a main idea. • agree or disagree with the author or speaker.	A student may: ▪ when prompted with questions such as, "What does the speaker feel about X/Y? How do you know?" provide a reasonable response. ▪ given two or more pictures, identify which one represents the speaker's or author's topic. ▪ point to a picture showing the speaker's or author's feelings about the topic, for example, "Can you find a picture or word in the text to show why the author is sad?" ▪ given categories (informative, persuasive, and entertain), match texts to their categories. May use pictures of covers of familiar books.
High	with prompting and support:	A student may: ▪ respond to wh- questions (e.g., what does the speaker/author want to happen, why does the speaker/author want…)

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	▪ tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.	▪ respond using sentence frames such as: "The author or speaker believes….and I agree with him/her because…". ▪ organize the author/speaker's points by completing a graphic organizer (e.g., web page, book, magazine.) May be able to transfer some citations to a works cited page.

ELP Standard 4-5.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: ▪ recognize the meaning of some words learned through conversations, reading, and being read to.	A student may: ▪ match appropriate greetings, vocabulary, tone, or mechanics (upper case/lower case) to situations and people. ▪ use appropriate words and timing to respond to an adult (e.g., greeting, farewell).
Mid	with prompting and support: • use some learned words, sounds, expressions, and gestures, appropriate for social and academic contexts. (e.g., playground, classroom) showing developing control.	A student may: ▪ respond appropriate to, for example, "How old are you?" Student response is a number, not the name of a color. ▪ when indicating choice of food to eat, indicate with a picture or say the name of a food, not an animal, for example. ▪ when the student feels cold, indicate cold, not "sleepy." ▪ given a picture of a teacher, choose the best title: Mrs. Smith, Mr. Smith, Dr. Smith. ▪ given choices, write a closing and signature for a friendly letter. ▪ given two word or phrase choices, select the better greeting, title, vocabulary. ▪ given a situation, choose the better vocabulary, tone or gesture. ▪ use the correct word(s) in the correct context.
High	with prompting and support and showing increasing control: • use an increasing number of learned words, sounds, expressions, and gestures appropriate for social and	A student may: ▪ talk about topic given by teacher, for example when asked to talk about animals does not talk about swimming with a sibling.

	academic contexts (e.g., playground, classroom) showing increasing control in speech and writing.	▪ initiate a greeting or farewell using appropriate words and timing to respond to a peer.

ELP Standard 4-5.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support and relying heavily on context, visual aids, and communicative experience: • recognize the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse, read- alouds and simple written texts about familiar topics, experiences, or events.	A student may: • give/look at/point to the 'red' shirt when shown red and blue. • Identify environmental print such as universal signs for bathroom, stop signs, etc.
Mid	with prompting and support and relying some on context, visual aids, reference materials, and communicative experience: • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read- alouds and simple written texts about familiar topics, experiences, or events.	A student may: ▪ respond appropriately to beginning formulaic expressions such as "time for lunch," go to the bathroom," and "time to go." ▪ match a word to a picture.
High	with prompting and support and using context, visual aids, reference materials, and knowledge of English: • determine the meaning of frequently occurring words and phrases, general academic and content-specific words, and an increasing number of expressions in texts about familiar topics, experiences, or events.	A student may: ▪ given verbal directions to find the total number of pets at the pet store, combine the number of dogs, cats, and birds to find the total number. He/she is demonstrating his knowledge of the math term, total.

ELP Standard 4-5.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.

ELP Level	Proficiency Descriptors	Example(s)

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	An English learner with significant cognitive disabilities can:	
Low	with prompting and support: • communicate simple information about an event or familiar topic. • use a narrow range of frequently occurring vocabulary and simple sentences with limited control.	A student may: ▪ indicate which picture is related to the current events described in and article. ▪ given word families, supply the missing first, last or middle sound/letter. ▪ given an array of photos, indicate which photos best describe the events read about in the current event article. ▪ order two events in order when asked what happens first and what happens next.
Mid	with prompting and support: • communicate simple information about an event or familiar topic. • retell two events in sequence. • use some frequently occurring linking words with emerging control.	A student may: ▪ with prompting, retell the events of an experience in order, or put two pictures in the correct order. ▪ retell the sequence of events in a story or can arrange two pictures in the correct order. ▪ identify pictures that relate to the topic of discussion. ▪ given print or spoken words, arrange them in the correct order. ▪ arrange two pictures in correct sequence or order simple sentences about topic or task in correct order.
High	with prompting and support: • communicate a few pieces of information about a familiar topic. • retell a short sequence of events. • use an increasing range of temporal words and linking words and some transitional words and phrases with increasing control.	A student may: ▪ arrange 3-5 pictures in correct sequence or order simple sentences about topic or task in correct order. ▪ dictate steps in a task with prompting (do you do anything after...? What happened next?) ▪ communicate the details in an event using first, next, etc.

ELP Standard 4-5.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support:	A student may:

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	• recognize and use a small number of frequently occurring nouns and verbs. • respond to simple questions (e.g., yes/no, wh-questions).	▪ identify the meaning of words by pointing to or giving teacher a picture related to the word. ▪ indicates the correct one of two pictures: one is of man walking, another has a man swimming. The student is asked, "Which man is walking?" ▪ given a sentence with a preposition, choose the appropriate picture, for example: "The book is on the table," or "The book is under the table." ▪ identify the meaning of words by indicating a picture related to the word.
Mid	with prompting and support: • recognize and use a small number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences on a familiar topic.	A student may: ▪ when given five picture cards, point to appropriate card when prompted. ▪ identify meaning of words by pointing to or giving teacher a picture related to the word. ▪ using complex pictures, identify given vocabulary words. For example, students are given a picture of a zoo. The student circles or points to different objects when prompted such as "Where is the zebra?" or "Where is the man," etc. ▪ complete cloze prompts. ▪ identify sight words by matching word to picture (puts the word "dog" under the picture of the dog). When shown a more complex picture, can describe the picture upon request ("Blue shirt on table."). ▪ listen to the speaker and appropriately respond to simple questions about familiar items or events. ("What did you eat for lunch?" or "Who is your teacher?")
High	with prompting and support: • recognize and use an increasing number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions. • produce simple and compound sentences and a few complex sentences on familiar topics.	A student may: ▪ identify sight words by matching word to picture (puts the word 'dog' under the picture of the dog). When shown a more complex picture, can describe the picture upon request ("Blue shirt on table."). ▪ when given a picture, compose a grammatically correct sentence that describes the picture using the given word bank.

GRADE BAND 6-8

Notes:
- The proficiency descriptors describe **end of level** skills.
- Students may need prompting and support to engage. Support includes: modeling think-aloud while writing or verbally demonstrating how express an opinion; guiding students through process; simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light up buttons; providing context for information. Lower level "support" may include selecting a correct word from a limited choice of words (3) or match a given word to an illustration from the text.
- Generally, students should be able to use their preferred method of communication to respond. A student may point to a visual, use alternative communication/symbols, use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues A student may also answer verbally using simple one word/word approximations (with no detail) or 2-3-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.
- Students in this grade band may begin to retell, organize, or summarize information in response to presented text.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
<td colspan="3" style="background:#f5c518">**ELP Standard 6-8.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.**</td>
Low	with prompting and support, use a limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	A student may: ▪ match a visual to a presented grade-appropriate story. ▪ identify a circle when prompted, or when appropriate a small circle. ▪ Identify a plant from two pictures used in a science lesson (e.g., flower, frog).
Mid	with prompting and support, use an emerging set of strategies to: • identify the main topic in and retell a few key details from oral communications and simple written texts.	A student may: ▪ organize a provided sentence card in an appropriate sequence for retelling information in a literary text. ▪ produce 1-2 words to explain what a story is about. ▪ make a list or tell steps in a process described in a presentation on life cycles.
High	with prompting and support, use an increasing range of strategies to:	A student may: ▪ respond to, "What is this story about?" after reading or listening to a grade appropriate literary text

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• summarize information from oral communications or simple written texts. • identify two or more central ideas or themes in oral presentations or simple written texts. • identify supporting details and how they support central ideas or themes in oral presentations or simple written texts.	▪ provide supporting ideas for a teacher-provided summary of an informational text. ▪ identify the main idea and supporting details in an oral presentation on a science topic. ▪ describe why plants need light and water after a simple science exercise. ▪ List the sequence of steps in a simple science exercise.

ELP Standard 6-8.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions about familiar topics and texts.	A student may: ▪ select 1-2 pictures to tell a peer about a favorite school subject. ▪ respond to a question about the topic of a presentation made by a peer. ▪ greet a peer.
Mid	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions and some wh- questions about familiar topics and texts.	A student may: ▪ respond to a request for an opinion when provided key words (verbally or written). ▪ construct a short sentence on a self-selected topic. ▪ choose when provided two options for a book to read. ▪ respond to questions about an informational text.
High	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to the ideas of others or express one's own ideas about familiar topics and texts.	A student may: ▪ respond to questions about a video shown in class. ▪ create a short report on a science topic using sentence frames. ▪ Identify a book for the class to read and say why.

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ELP Standard 6-8.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • communicate simple information about familiar texts, topics, and experiences.	A student may: ▪ choose from among provided response options or provide a one-word response to a simple question about a text. ▪ select pictures that show the topic of an informational text. ▪ select words to complete sentence frames about a selected topic.
Mid	with prompting and support: • communicate simple information. • compose simple written text about familiar texts, topics, and experiences.	A student may: ▪ compose 1-2 sentences on how gravity helps humans (e.g., "Keeps us from floating away.") ▪ summarize in a few sentences basic facts from an informational text. ▪ write or tell in phrases what happened first in a story.
High	with prompting and support: • deliver short presentations or information. • compose written text about familiar texts, topics, and experiences.	A student may: ▪ write (summarize or sequence) about an informational text. ▪ identify the main characters in a familiar story. ▪ state the steps in a familiar sequence to solve a problem in math.

ELP Standard 6-8.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • express an opinion about a familiar topic.	A student may: ▪ respond yes or no to questions about preferred subjects for stories ▪ fill in a blank such as "My favorite story is___"
Mid	with prompting and support: • provide information about a familiar topic. • provide one or two reasons or facts to support the information about a familiar topic.	A student may: ▪ give a simple response to support information presented in a peer's presentation on healthy food.

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		▪ select words to enter into sentence frames about reasons liking a favorite book.
High	with prompting and support: • provide information about a familiar topic. • provide a few reasons or facts to support the information about a familiar topic.	A student may: ▪ give an expanded response to support information presented in a peer's presentation on healthy food. ▪ provide several statements to support an author's opinion about an informational topic. ▪ give information to the class about how to start a science exercise.

ELP Standard 6-8.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • gather information from a few provided sources. • label information from provided sources.	A student may: ▪ identify the most frequent of three options (e.g., class's favorite subject in school) after provided a bar graph of classmates' responses. ▪ ask classmates about their favorite stories, then report to the class on the favorite book. ▪ Compare through short phrases about the weather in summer and winter.
Mid	with prompting and support: • gather information from some provided sources. • record some information from provided sources. • retell information, using labeled illustrations, diagrams, or other graphics, as appropriate.	A student may: ▪ use a questionnaire to gather information on a possible school activity (e.g., school store, field trip) and work with a peer to summarize the information. ▪ develop with a peer a chart showing questionnaire results. ▪ present a summary of the information gathered to present to the class and respond to questions about it.
High	with prompting and support: • gather information from several provided sources. • retell information from provided sources.	A student may: ▪ identify similarities and differences in the characteristics of literary and informational texts. ▪ gather information about classmates' preferences for subjects and the reasons for their preferences.

		▪ express and opinion about classmates' preferences.

ELP Standard 6-8.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • identify a point an author or speaker makes.	A student may: ▪ match a source (book, video) to an opinion expressed in one of them ▪ select images that show the topic discussed by a speaker ▪ choose yes or no when presented with a fact from an informational text
Mid	with prompting and support: • identify a main point an author or speaker makes. • identify a reason an author or speaker gives to support a main idea.	A student may: ▪ identify 2-5 foods that are healthy or not healthy based on a speaker's presentation. ▪ respond with agreement or disagreement and reasons to a main point in an informational text.
High	with prompting and support: • retell the main point an author or speaker makes. • indicate whether author or speaker's main point is supported or not.	A student may: ▪ identify an important source of plastic pollution after watching a video excerpt of *Plastic Ocean*. ▪ identify reasons presented in the *Plastic Ocean* video for why plastic pollution is bad or harmful.

ELP Standard 6-8.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • recognize the meaning of some words learned through conversations, reading, and being read to.	A student may: ▪ identify classroom, community, family, and other familiar words presented on word cards.
Mid	with prompting and support:	A student may:

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- use language appropriate for a task and audience. - use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing.	- identify the missing word in a fact statement (e.g., "the earth _____ around the sun," with choices like "runs," "looks," and "revolves.") - Identify word categories such as science lab tools, school supplies, furniture, transportation. - use all classroom, community, family, and other familiar words correctly in context. - select appropriate vocabulary based on who he or she is talking to.

ELP Level	Proficiency Descriptors	Example(s)
High	with prompting and support: - use language appropriate for a purpose, task, and audience. - use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing.	A student may: - select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. - use sentences in letters but not when making a word list of supplies needed for a science project. - provide list of words that belong to a specific word category (e.g., school supplies, transportation).

ELP Standard 6-8.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support and relying heavily on context, visual aids, and communicative experience: recognize the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	A student may: - identify related vocabulary (food web, mammal, cells). - identify vocabulary related to public transportation (schedule, fare, bus pass, etc.).
Mid	with prompting and support and relying some on context, visual aids, reference materials, and communicative experience: determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences, or events.	A student may: - demonstrate an understanding of the words city, state, country, and continent after a geography lesson. - use vocabulary in context related to a science unit (food web, mammal, cells). - use vocabulary in context related to public transportation (schedule, fare, bus pass, etc.). - determine the meaning of related vocabulary in a science unit.

	with prompting and support and using context, visual aids, reference materials, and knowledge of English: • determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events.	A student may: ▪ identify and explain related vocabulary in a science unit (ecosystem, photosynthesis, species). ▪ respond to task requirements including summarizing, explaining, comparing, sequencing, or identifying cause-effect. ▪ use an adapted dictionary with pictures to find the meaning of a word.
High		

ELP Standard 6-8.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • communicate simple information about an event or familiar topic. • use a narrow range of frequently occurring vocabulary and simple sentences with limited control.	A student may: ▪ in a math unit, express what kind of item they would buy. ▪ respond to a scaffolded telling of a grade-level adapted novel or reading passage. ▪ indicate or select basic information about familiar words from the story during a simplified telling of a story like *Winn*.
Mid	with prompting and support: • communicate simple information about an event or familiar topic. • retell a short sequence of events. • connect phrases or simple statements using some frequently occurring linking and temporal words and some common transitional words with emerging control.	A student may: ▪ provide a simple sentence to describe an event after participating in it (e.g., e.g., physical education class, field trip, fire drill). ▪ provide details of a scaffolded telling of a grade-level adapted novel or reading passage. ▪ provide basic details to a lesson presented in class. ▪ write a response to a presented question.
High	with prompting and support: • communicate a few pieces of information about a familiar topic. • retell a sequence of events or steps in a process.	A student may: ▪ provide details of a scaffolded telling of a grade-level adapted novel or reading passage. ▪ connect two ideas such as "Jori in this story is very smart and the girl in the other book is also very smart."

	• use an increasing range of linking and temporal words and common transitional words and phrases with increasing control.	▪ responds to a unit of learning using sentence frames. ▪ Repeat modeling of appropriate words to use in real situation (e.g., asking for directions).

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ELP Standard 6-8.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs. • respond to simple questions (e.g., yes/no, wh-questions).	A student may: ▪ choose "on" or "under" to describe the placement of an object. ▪ use description words associated with a given noun (e.g., "The group of protesters is large"). ▪ interact with objects associated with a scaffolded lesson on food webs, and then choose the one called out by the teacher.
Mid	with prompting and support: • recognize and use a small number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases. • produce simple and compound sentences on familiar topics.	A student may: ▪ arrange presented words (name, my, Pedro, is) into a sentence ▪ communicate needs to peers and teacher (e.g., "I need to use the bathroom," "I need a pencil"). ▪ describe what is happening in a picture. ▪ answer questions in complete thoughts, verbally or in writing.
High	with prompting and support: • recognize and use an increasing number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases. • produce simple, compound, and complex sentences on familiar topics.	A student may: ▪ describe a food web or other familiar process with attention to language accuracy. ▪ evaluate or compare presented data on a familiar topic with a focus on language accuracy.

GRADE BAND 9-12

Notes:
• The proficiency descriptors describe **end of level** skills.

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- Students may need prompting and support to engage. Support includes: modeling think-aloud while writing or verbally demonstrating how express an opinion; guiding student through process; using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light up buttons; providing context for information. Lower level "support" may include selecting a correct word from a limited choice of words (3) or match a given word to an illustration from the text.
- Generally, students should be able to use their preferred method of communication to respond. A student may point to a visual, use alternative communication/symbols, use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues A student may also answer verbally using simple one word/word approximations (with no detail) or 2-3-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.
- Familiar topics include: specific interests to the student; topics or books currently being discussed within classroom lessons; and topics that are a part of students' everyday life (e.g., holidays, school, home life, pop culture, science, social studies lesson); games; food; places; sports; music; school; parks; grocery stores; tv shows; restaurants; weekend activities.

ELP Standard 9-12.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	A student may: ▪ match a visual to a presented grade-appropriate adapted story ▪ identify a triangle, or when appropriate, a blue triangle ▪ identify objects related to an informational article ▪ select named objects for a science exercise
Mid	with prompting and support, use an emerging set of strategies to: • identify the main topic in oral presentations and simple written texts. • retell a few key details from oral presentations and simple written texts.	A student may: ▪ answer the question "Who was the story about?" ▪ identify the parts of a triangle. ▪ match a visual to the main character. ▪ identify attributes (gender, clothing, etc.) of the main character in a story. ▪ follow picture directions for a science exercise. ▪ fill in a sentence frame to state what a story is about.
High	with prompting and support, use an increasing range of strategies to: • summarize information from oral presentations or simple written texts.	A student may: ▪ identify the main idea of a story and two supporting details. ▪ identify the theme of simple news article or video and provide details to support it.

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	• identify two or more central ideas or themes in oral presentations or simple written texts. • identify supporting details and how they support central ideas or themes in oral presentations or simple written texts.	▪ read and interpret a weather report or other science report. ▪ identify two central ideas in an informational text. ▪ use a sentence frame to write an informational text or make an oral presentation about an admired person in history.

ELP Standard 9-12.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		
ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions and some wh- questions about familiar topics and texts.	A student may: ▪ tell a peer through 1-2 words about a favorite subject in school. ▪ respond to yes/no questions about a peer's presentation. ▪ assist a peer to present a report on a book. ▪ participate in mock or school election by marking ballot or using augmentative communication device.
Mid	with prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to questions and wh- questions about familiar topics and texts.	A student may: ▪ participate in a two-turn conversation. ▪ use simple sentences. ▪ tell a peer through simple phrases about a favorite subject in school. ▪ select and display a photo or picture that reflects a short statement about a science exercise. ▪ match a topic sentence to an image. ▪ choose captions for pictures. ▪ write modified stories or essays using sentence starters or writing frames, pictures, or word banks. ▪ make poster with a peer to support a school-wide event (e.g., food drive, box-top collection). ▪ conduct, complete, and/or evaluate a survey. ▪ write list of supplies needed for science exercise
High	with prompting and support:	A student may: ▪ participate in a multi-turn conversation. ▪ use simple and compound setences.

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	• participate in short conversations, written exchanges, and answer simple questions about familiar topics and texts. • respond to the ideas of others or express one's own ideas about familiar topics and texts.	▪ write a story us print materials to illustrate. ▪ create informational text using a graphic organizer or chart. ▪ read poetry with a peer and develop a poem together. ▪ complete an application for a job. ▪ create advertisements for an in-school business (e.g., coffee shop; supply store; office support service). ▪ appropriately respond to in-school business or work-experience interactions (see list above), greetings, taking orders, filling orders, supporting colleagues, communicating job completion.

ELP Standard 9-12.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • communicate information about familiar texts, topics, and experiences.	A student may: ▪ identify a story when presented a literary and informational text. ▪ choose a response option or provide a one-word response to a text-prompted question. ▪ respond to a question about an informational text with one or more choices, pictures, or words or a combination of them. ▪ select words to complete sentence frames about a selected topic.
Mid	with prompting and support: • communicate information about familiar texts, topics, experiences, or events. • compose written text about familiar texts, topics, experiences, or events.	A student may: ▪ sequence pictured events in a news story and identify words or phrases for each picture. ▪ speak or write one to two sentences using sentence starters. ▪ write a summary about a graph of the daily local temperatures. ▪ find three to five words (using word cards, online tool, etc.) that represent key points from a text.
High	with prompting and support: • deliver presentations or information.	A student may: ▪ write (summarize or sequence) about an informational text

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	• compose written text about familiar texts, topics, experiences, or events.	▪ speak or write one or two sentences to summarize a literary or informational text. ▪ present information about a schedule (e.g., school day) to peers. ▪ state how to solve an area of a rectangle problem using a text for reference. ▪ describe characters in a familiar story.

ELP Standard 9-12.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • express an opinion about a familiar topic.	A student may: ▪ choose between two literary texts and state why it was chosen. ▪ identify the topic of an informational text and state why that is the topic. ▪ select words that represent favorite subjects in school.
Mid	with prompting and support: • provide information about a familiar topic. • provide one or two reasons or facts to support the information about a familiar topic.	A student may: ▪ provide two facts that support a claim (e.g., eggs are good for you; soda is bad for you). ▪ select two phrases among several that provide reasons to support a claim. ▪ identify the reasons an author gives for a claim in an informational text.
High	with prompting and support: • provide information about a familiar topic. • provide a few reasons or facts to support the information about a familiar topic.	A student may: ▪ identify a favorite literary text and state several reasons for that choice. ▪ describe several facts that support a claim (recycling is important). ▪ respond to questions about an author's opinion (e.g., did the author water pollution is a big or small problem?) and support those answers with facts. ▪ collect data on how peers get to school and create sentences that describe the data collected.

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| | | ▪ create visuals outlining facts and reasons to support claims about a topic the student chooses. |

ELP Standard 9-12.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • gather information from a few provided sources. • label information from provided sources.	A student may: ▪ identify the most frequent of three options (e.g., favorite subject in school) after asking peers and recording responses on a bar graph. ▪ indicate whether an author or speaker agrees with a claim and chart agreements and disagreements. ▪ track and compare weather conditions/temperatures for the week.
Mid	with prompting and support: • gather information from some provided sources. • retell information, using illustrations, diagrams, or other graphics.	A student may ▪ match an object (e.g., picture representing a school topic) to information provided by the teacher on the characteristics of different school topics. ▪ communicate in writing or orally with one- or two-word statements important similarities and differences between two objects. ▪ use visuals to support an argument given prompts and cues ▪ follow instructions in a simple manual (e.g., instructions for setting an alarm clock). ▪ compare grocery ads to determine the best price for a target food.
High	with prompting and support: • gather information from several provided sources paraphrase information in a short written or oral report.	A student may: ▪ identify important similarities and differences when presented an information card and objects (e.g., rock attributes). ▪ express an opinion orally and in writing by responding to a presented argument.

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	▪ write instructions for a peer through a simple manual or set of sentences. ▪ explain the reason an author or speaker gives to support a claim.

ELP Standard 9-12.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • identify a point an author or speaker makes.	A student may: ▪ match an argument to a source after shown two points from a text. ▪ match an argument to a source after shown two points from a speaker presentation.
Mid	with prompting and support: • identify a main point an author or speaker makes. • identify a reason an author or speaker gives to support a main idea.	A student may: ▪ identify sources of protein to eat after watching a short video on protein sources. ▪ separate items that have specific properties (e.g., protein) from those that do not. ▪ indicate agreement or disagreement with an author's point. ▪ provide concrete examples to clarify a point (e.g., writing a letter of complaint about a defective product). ▪ indicate agreement or disagreement with a passage on why students should be allowed to chew gum in school.
High	with prompting and support: • retell the main point an author or speaker makes. • indicate whether author or speaker's main point is supported or not.	A student may: ▪ state the reasons provided in a film about why something is not good (e.g., *Plastic Ocean* video on plastic pollution). ▪ indicate agreement or disagreement with the points in a video through several sentences. ▪ identify words and phrases that are used to persuade a reader that a claim is valid (e.g., "experts agree that…," "the results of most experiments show that…," "in all cases…," or "the experienced user knows…").

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ELP Standard 9-12.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize the meaning of some words learned through conversations, reading, and being read to.	A student may: ▪ identify classroom, community, family, and other familiar words presented on word cards
Mid	with prompting and support: • use language appropriate for a task and audience. • use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing.	A student may: ▪ identify the correct words in a response to a specific question. ▪ indicate which of two responses is appropriate for a friend versus for a classroom teacher. ▪ select basic personal information (e.g., name, address, phone, etc.) ▪ make requests about an academic task (help with getting book). ▪ identify symbols to add to a card for family member or peer. ▪ fill in sentence starters using appropriate vocabulary when writing a letter to the principal vs. writing a text to a friend. ▪ match jobs or roles to workplaces.
High	with prompting and support: • use language appropriate for a purpose, task, and audience. • use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing.	A student may: ▪ respond to a specific question. ▪ respond to a friend with a greeting different from the response to the classroom teacher. ▪ complete forms such as job applications and school registrations, providing personal information requested. ▪ select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. ▪ make a word list of supplies needed for a science project.

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ELP Standard 9-12.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support and relying heavily on context, visual aids, and communicative experience: • recognize the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	A student may: • identify related vocabulary (food web, mammal, cells) in a science unit. • identify vocabulary related to public transportation (schedule, fare, bus pass, etc.) • match word to word, word to picture, picture to picture, picture to non-identical picture. • identify a classroom activity using an object (e.g., student associates a paint brush for to going to art class).
Mid	with prompting and support and using context, visual aids, reference materials, and knowledge of English: determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences, or events.	A student may: ▪ identify and explain with visual cues and prompts, related vocabulary (ecosystem, photosynthesis, species) in a science unit. ▪ sort animal pictures or animal figures into categories for mammal/ not mammal, meat/plant eaters, etc. in a science unit. ▪ show understanding of key scientific terms choosing the answer from three options in a science unit respond to task requirements including synthesize, summarize, explain, compare, sequence, cause-effect but is given specific guiding oral or written questions with key vocabulary. Student may use cloze sentences. ▪ identify a classroom activity using a picture symbol (e.g., student associates paint brush symbol for to going to art class).
High	with prompting and support and using context, increasingly complex visual aids, reference materials, and knowledge of English:	A student may: ▪ identify and explain related vocabulary (ecosystem, photosynthesis, species) in a science unit.

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	respond to task requirements including synthesize, summarize, explain, compare, sequence, cause-effect.
• determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events.	

<table>
<tr><td colspan="3" style="background-color:#FFD966">ELP Standard 9-12.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.</td></tr>
<tr><td>ELP Level</td><td>Proficiency Descriptors
An English learner with significant cognitive disabilities can:</td><td>Example(s)</td></tr>
<tr>
<td>Low</td>
<td>with prompting and support:
• communicate simple information about an event or familiar topic.
• use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</td>
<td>A student may:
▪ indicate an item to buy in a "shopping unit."
▪ retell an adapted grade-level story.
▪ describe the steps in a familiar task.
▪ interact with peers on a topic or event.</td>
</tr>
<tr>
<td>Mid</td>
<td>with prompting and support:
• communicate simple information about an event or familiar topic.
• retell a short sequence of events.
• use some frequently occurring linking and temporal words and some common transitional words with emerging control.</td>
<td>A student may:
▪ retell a sequence of events in a story using sequence words, such as first, last and next.
▪ use sentence frames, cloze statements, or phrases on cards to sequence events.
▪ explain how characters in a narrative help one another achieve their goals; drawing similarities between interactions of characters and the student's own personal interactions.
▪ sequence picture symbols or photos to describe a class trip.
▪ provide details from several provided about a grade-level adapted novel or reading passage.</td>
</tr>
<tr>
<td>High</td>
<td>with prompting and support:
• communicate a few pieces of information about a familiar topic.
• retell a sequence of events or steps in a process.</td>
<td>A student may:
▪ provide details of a scaffolded telling of a grade-level adapted novel or reading passage.
▪ connect two ideas such as "Sun and water help plants grow and food helps people grow."
▪ respond to a unit of learning using sentence frames.</td>
</tr>
</table>

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	• use an increasing range of linking and temporal words and common transitional words and phrases with increasing control.	▪ develop an appropriate script for real situations (e.g., taking orders at a school-based business, delivering services, asking for directions/bus routes, answering the phone and taking a message.)

ELP Standard 9-12.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.		
ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • respond to simple questions (e.g., yes/no, wh-questions).	A student may: ▪ identify several nouns needed to write about a specific topic (e.g., math.) ▪ connect nouns for a speech with appropriate conjunctions. ▪ use appropriate pronouns when describing the placement of objects in the classroom.
Mid	with prompting and support: • recognize and use frequently occurring nouns, verbs, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences.	A student may: ▪ describe thought process for solving a math problem using cards showing appropriate nouns, verbs, adjectives, adverbs, prepositions, and conjunctions. ▪ use precise language to convey thoughts (e.g., knowing the difference between being upset, angry, or outraged). ▪ use extended definitions to explain terms (e.g., "mistake" as "doing something wrong."). ▪ select correct grammar when presented phrases with grammar errors.
High	with prompting and support: • recognize and use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional). • recognize and use simple clauses (e.g., independent, dependent, relative, adverbial). • produce simple, compound, and complex sentences.	A student may: ▪ describe a food web or familiar process with attention to language accuracy. ▪ ask for directions or bus routes using compound sentences. ▪ answer a phone call using correct grammar.

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Glossary[2]

Context: This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (e.g., memories). It is also defined as a frame (e.g., background information, schema) that surrounds an event being examined and provides resources for appropriate interpretation (Duranti & Goodwin, 1992). As Fillmore (1975) observed, "When you pick up a word, you drag along with it a whole scene." Cummins (2000) describes effects of context on communication:

- **Context-embedded communication:** Participants can actively negotiate meaning (e.g., by providing feedback that the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues.
- **Context-reduced communication**: Participants rely primarily on linguistic cues to meaning, and thus, successful interpretation of the message depends heavily on knowledge of the language itself (p. 68).

Control: As used in these standards, refers to the degree to which a student may use a particular form with stability and precision.

Culture: (a) Different tools, thoughts, and experiences associated with a particular community of practice or certain situations (Brown, Collins, & Duguid, 1989); or (b) "an adaptive *process* [as opposed to an object that one might hold] that accumulates partial solutions to frequently encountered problems" (Hutchins, 1995). "Human growth and creativity tend to occur not within separate and isolated cultures, but within their meeting and intermixture" (Wax, 1993).

Discourse: Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures, and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

English language proficiency (ELP): "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes" (CCSSO, 2012). Also referred to by some as English language development (ELD), ELP embodies the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students' progress in acquiring English is to ensure full participation of ELLs in school contexts.

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[2] Because these ELP standards for English learners with significant cognitive disabilities are based on the ELP standards developed by CCSSO in 2014, this glossary is drawn from the 2014 CCSSO ELP standards document.

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Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science.

Frequently occurring words and phrases: As used in the MS ALT-ELP Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does *not* refer to the Top 100 High-Frequency Words (e.g., "the," "a," "and," "but"). The term "basic" is not used in the MS ALT-ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

Grade appropriate: As used in the MS ALT-ELP Standards, this refers to level of content and text complexity in relation to college and career ready (CCR) or similar standards' requirements for a particular grade level or grade band. Additionally, consistent with the original ELP Standards, grade bands are linked to the lower grade in the band. For example, for grade band 6-8, the reading expectations and texts are appropriate to 6th grade content.

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text).

Interactive language skills: Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality "refers to the learner as a speaker/listener and as a reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops" (Phillips, 2008).

Linguistic Output: Refers to the production of language. Educators should provide ELs with communicative tasks that require students to create the sustained output necessary for second language development (see Principle 7 in *Principles of Instructed Second Language Acquisition*).

Linking words (a.k.a. cohesive devices): Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea/argument to another. Examples include *however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further,* and *firstly.*

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Modalities (modes of communication): The means or manner by which communication takes place. This document identifies three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities.

Nonverbal communication: As used in the MS Alt-ELP Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the MS ALT-ELP Standards may include gestures, nods, thumbs up or down, facial expressions, or use of symbols.

Organize: In the MS Alt-ELP Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

Productive language skills: Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008).

Receptive language skills: Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008).

Recognize: As used in the MS ALT-ELP Standards, this verb refers to instances when a student might indicate the meaning of the words, using verbal communication or non-verbal communication.

Registers: Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983).

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Research: Research can be similar to unit studies often used in classrooms. For example, if it is zoo week, sources provided by the teacher to students could include books, a short video, and possibly toys to use as examples of animals, and pictures.

- **Short research project:** An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- **More sustained research project:** An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: This refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui & van Lier (2010).

Sentence structures: As used in the MS ALT-ELP Standards and the Proficiency Level Descriptors, language structures include simple, compound, and complex sentences, and the range of other language structures.

Simple: As used in the MS ALT-ELP Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source: As used in the MS ALT-ELP Standards, this refers to speech or text used largely for informational purposes, as in research.

Variety of topics: As used in the MS ALT-ELP Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in these standards, this includes pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, picture dictionaries, and tactile graphics.

Vocabulary: A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each ELP level.)

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Academic vocabulary

- **General academic words and phrases:** Vocabulary common to written texts but not commonly a part of speech; as used in the MS ALT-ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."

- **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language."

- **Tier Three words**. (Note: The MS ALT-ELP Standards do not suggest that vocabulary taught to ELs should be limited to only that defined by the CCRS.)

  - Tier One: Words acquired r everyday speech, usually learned in the early grades.
  - Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., "gallop" instead of "run"). They change meaning with use.
  - Tier Three: Domain-specific words that are specifically tied to content (e.g., "Constitution," "lava"). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.

Frequently occurring vocabulary: This includes common words and phrases, as well as idiomatic expressions.

Social vocabulary/language: Cummins (2000) refers to this as "surface proficiency" and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

Wh- questions: "Who," "what," "where," "when," "why," and "how" questions.

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