Ohio's Learning Standards-Extended English Language Proficiency

Kindergarten

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Introduction to Ohio's Learning Standards-Extended: English Language Proficiency

Overview

Ohio's Learning Standards-Extended for English Language Proficiency have been developed for English learners with the most significant cognitive disabilities (hereafter, English learners with significant cognitive disabilities). They are guidelines for planning teams to use as they support students' English language development and complement extended standards in English language arts, mathematics, science, and social studies. As such, they promote equitable and inclusive educational opportunities for English learners. This document provides background and explanation of how the standards are organized for use by educators and school teams. Some key definitions are below.

English learners are students who are learning English as a second or additional language and require linguistic support to access and engage with the general education curriculum.

English learners with significant cognitive disabilities are individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their individualized education programs and who are progressing toward English language proficiency in speaking, reading, writing, and understanding. This working definition draws from a synthesis of the federal and state-level definitions of English learners and students with significant cognitive disabilities (ALTELLA, 2018).

Adaptive behavior is defined as the collection of conceptual, social, and practical skills that enable students to function in their everyday lives. Adaptive behavior is a required diagnostic criterion of all systems defining intellectual and developmental disabilities.

Educator specialists may use the extended standards to provide instruction aligned to the Ohio English Language Proficiency Standards as they strive to meet each child's individual education needs. Taking equity and culturally relevant practices into consideration, educator specialists provide instruction of skills that include, but are not limited to, nonverbal and verbal communication, self-management, fine and gross motor, and social and emotional. The extensions to the Ohio English Language Proficiency Standards provide points of access to develop functional language related to daily living and life skills across the domains of listening, speaking, reading, and writing. Individualized educational programs should include English language development skills, along with additional skills necessary to meet the individual education needs and transition planning goals of culturally and linguistically diverse students.

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BACKGROUND

Students who are English learners with significant cognitive disabilities are a small but important group of students with unique learning needs. With recognition of the expertise and experience needed to support this population of students, the Department worked with the Council of Chief State School Officers (CCSSO, 2019) to develop extensions, adjusted in terms of depth, breadth and complexity, and align to the state's current English Language Proficiency Standards.

The national working group, sponsored by the Council of Chief State School Officers, refined extensions to the ELPA21 English language proficiency standards through collaborative discussion, successive drafts, and numerous rounds of feedback. The group received input from multiple sources with relevant expertise and experience, including educators from state departments of education and other education entities; Teachers of English to Speakers of Other Languages (TESOL) and intervention specialists; and other scholars with knowledge of the student population, assessment and measurement and English language learning and acquisition. The guidelines that follow reflect the intersection of standards-related work related to English language proficiency and the learning and achievement of students with significant cognitive disabilities.

Ohio's Learning Standards-Extended for English Language Proficiency offer teachers instructional points of entry for use in lesson and unit planning. The points of entry are quality indicators to assure that common, agreed-upon expectations are available to schools providing instruction that is aligned with the state's challenging academic learning standards. The extended English language proficiency standards address the essential English language functions, skills and knowledge needed for each child. To this end, they are tools for educators to plan and implement specialized instruction and develop individualized education programs. They provide common points of reference for communication with educators, families, and students themselves around instruction and assessment.

Organization of the Standards

Ohio's Learning Standards-Extended for English learners with significant cognitive disabilities are aligned to the [English Language Proficiency Standards](#) that correspond to the content achievement standards that apply to all English learners. English language proficiency standards are specified for each of **six grade level bands**: Kindergarten; Grade 1; and Grade bands 2-3, 4-5, 6-8 and 9-12 (See Table 1).

- Ten English language proficiency standards are common across the grade-level bands. The standards reflect the language English learners need 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.

- Three English language proficiency levels for each standard at each grade-level band address the question, "What might the language use look like at each English language proficiency level as an English learner with significant cognitive disabilities progresses toward full participation in grade-appropriate activities?" The **three complexity levels** are: A, B and C (A is the most complex and C is the least, as shown below).

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←———————————→		**Least Complex**
1.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**1.3.a. Proficiency Indicator** With prompting and support: • tell or dictate simple information about familiar topics, stories, experiences or events.	**1.3.b. Proficiency Indicator** With prompting and support: • communicate simple messages about familiar topics, experiences or events.	**1.3.c. Proficiency Indicator** With prompting and support: • communicate simple information or feelings about familiar topics or experiences.

- The descriptions for each of the three English language proficiency levels reflect **targets of performance by the end of each English language proficiency level** in that grade band. However, students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each standard, the English language proficiency level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. As with Ohio's general English Language Proficiency Standards, 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 levels describe what a student knows and can do at a point in time in the student's English language development.
  - Highlighted under each learning standard complexity level are sample activities teachers may consider. These are provided in the interest of practical guidance. Intervention specialists and other educators may use these as starting points in the provision of effective standards-based instruction.

- Consistent with Ohio's general English Language Proficiency Standards, Ohio's Learning Standards-Extended for English Language Proficiency are **interrelated** and can be used separately or in combination with one another. Additionally, as in the original English

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Language Proficiency Standards, Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Language Strand of Ohio's Learning Standards for English Language Arts.

- These extended standards 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 English language proficiency standards for English learners with significant cognitive disabilities organized by modality and domain.

ACCESSIBILITY

Teachers are strongly encouraged to consider the linguistic assets and needs of English learners as they plan and implement specially designed instruction. Ohio's Learning Standards-Extended for English Language Proficiency do not specify the individual accommodations or supports necessary for students to access the curriculum. Teams should consider the unique learning needs of each student and designate appropriate supports and services in the individualized education program. Parents are valuable partners to include in discussions regarding assistive technology, accommodations, and other supports. Families should be provided with understandable communications, including qualified interpreters provided by the school.

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TABLE 1. ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LEARNERS WITH SIGNIFICANT COGNITIVE DISABILITIES.

Ohio English Language Proficiency Standards	
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 emphasize the importance of providing appropriate language supports across the academic content areas for a continuum of English language proficiency levels.

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 language and literacy, mathematics, and science.

Standards 1 through 7 begin with a focus on receptive skills and progress to include expressive language skills that are integrated within communication.

Standards 1 through 7 provide schools and teachers with linguistic guideposts for all teachers of English learners to apply Ohio's Whole Child Framework, which promotes consideration of the **linguistic, intellectual, and social development** necessary for each student to fully engage in learning and school.

Standards 8 through 10 focus on linguistic features, including discrete language skills and sentence-level elements (morphology and syntax). These language standards are the foundation for the academic language functions described in the seven standards that connect with each student's individualized education program.

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COMMUNICATION MODALITIES AND LANGUAGE DOMAINS

Ohio's Learning Standards-Extended for English Language Proficiency 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 below shows the standards organized by modality and domain. Additional information about the communication modalities and domains are provided in the ELPA21 Achievement Level Descriptors. Note that individualized education program teams are encouraged to have critical conversations around ways to address the modalities and language domains for English learners with significant sensory-related disabilities (for example, English learners with significant cognitive disabilities who are deaf and/or blind). What accessibility features and tools are needed by this student population? How do such supports impact the assessment and instruction of the communication modalities and language domains?

TABLE 2: ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS BY MODALITY AND DOMAIN[1]

Modalities[2]	Domains	Corresponding English Language Proficiency 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 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 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	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.

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

[2] Contingent upon accessibility to the learner.

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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).		(7) Adapt language choice 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 the socio-cultural aspects of communication as language proficiency develops (Phillips, 2008, p.96).	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. (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.

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Guiding Principles

The principles that guided the development of the original English Language Proficiency Standards (CCSSO, 2014, pp. 1-3) were refined for English learners with significant cognitive disabilities. Like the original English Language Proficiency 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 potential to communicate in English in the same way as non-English learner peers who have significant cognitive disabilities. English learners with significant cognitive disabilities should be provided with supports to use English in school, community, and home environments. They should have individualized education program goals and objectives that address engagement 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-English learner peers.

- **Funds of Knowledge:** As with all English learners, the primary language(s) and other social, cultural, and linguistic knowledge and experiences can help English learners with cognitive disabilities develop the social, cultural, and linguistic competencies required for effective communication in English. That is, English learners have "funds of knowledge" that are assets to be recognized and reinforced (Moll, Amanti, Neff, & Gonzalez, 1992). Awareness of and sensitivity to students' funds of knowledge should be reflected in curriculum, instruction, and assessment, because background knowledge and experiences affect students' interpretation of spoken and written texts, interactions, and use of language (Sato, 2017).

- **Variability in Acquiring English Language Proficiency:** A student's ability to demonstrate proficiency at a particular English language proficiency 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 English language proficiency level represents their typical current performance level, not a fixed status. A student's progress toward English language proficiency may vary depending on program type (for example, 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 likely will vary across domains (listening, speaking, reading, writing) due to differences in communication modes; some students will demonstrate proficiency in a domain through related skills (for example, 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 English language proficiency among English learners with significant cognitive disabilities (Christensen & Shyyan, 2018; Sato, 2017).

Ohio Department of Education & Workforce

- **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.

- **Recognizing and Addressing the Needs of Students with Limited or Interrupted Formal Education (SLIFE):** Older English learners with limited or interrupted formal education often lack basic language and literacy skills (for example, 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 time frame 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 (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. The English language proficiency standards provide common points of reference for planning, discussion and collaboration around specialized instruction that includes English language development to address the needs and assets of the whole child. Throughout the schooling of the English learner with disabilities, a Teacher of English to Speakers of Other Languages (TESOL) specialist or bilingual or English as a second language educator serves an important role, acting as a bridge to bring knowledge and skills around linguistic and cultural considerations that impact instruction. TESOL specialists are valuable members of the intervention teams that collaborate with families of English learners with disabilities.

- **Access to 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 individualized education program team. Educators should receive training to implement supports and accommodations as part of individualized, small- and whole-group instruction (such as scaffolding or visual organizers) and assessment (for example, use of a scribe, if allowed; familiar test administrator) to ensure they have access to instruction and assessment based on the English Language Proficiency Standards. When identifying the access supports and accommodations that should be considered for these students, the individualized education program 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 (such as 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 (for example, visual and digital literacies) have emerged around the use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the English language proficiency standards and consistent with the learning and instructional experiences of the student, should be integrated, as appropriate, considering the student's current modes of communication (for example, augmentative and alternative communication).

- **Neutral Approach:** These standards focus upon the language knowledge and skills English learners with significant cognitive disabilities need to develop 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 or promote a particular instructional approach or program.

- **Collaboration:** Supporting communicative success of English learners with significant cognitive disabilities requires significant collaboration with realistic expectations. These standards are designed for collaborative use by English language development, 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 or parents to improve students' learning experiences.

- **Parent Engagement:** Parents or guardians whose primary languages are languages other than English and who have limited English proficiency in one of the four domains of language proficiency (speaking, listening, reading, or writing) should be supported with communications and information in languages they can understand throughout their children's schooling and transitions.

Foundational Information

Information about English learners with significant cognitive disabilities served as a foundation for the development of these standards. Educators continue to learn about the diverse characteristics of these students, their instructional and assessment experiences and what college and career readiness means for them. See *A Framework for Understanding English Learners with Disabilities: Triple the Work* (Shyyan & Christensen 2018).

The following questions provide understanding of the continuum of English learners with significant cognitive disabilities. For a fuller discussion of the information that follows, as well as the standards development process, see *Establishing a Definition of English Learners with Significant Cognitive Disabilities* (Christensen, Gholson, & Shyyan 2018).

CHARACTERISTICS

English learners with significant cognitive disabilities are students:
- Who are progressing toward English language proficiency;
- Whose primary home languages are languages other than English (as per U.S. Department of Education, 2016); and
- Who have one or more disabilities that significantly affect their cognitive functioning and adaptive behavior (such as cognitive and practical/functional skills that affect daily life and functioning) (Christensen, Gholson & Shyyan, 2018; Shyyan & Christensen, 2018; Thurlow, Liu, Goldstone, Albus & Rogers, 2018).

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 them from using skills in one or more language domains (speaking, listening, reading, or writing). Moreover, disability categories alone do not reflect the nuance of culture (for example, how the student interacts, understands, or interprets information) and new language acquisition; nor do they account for these students' particular language needs as measured by progress toward English language proficiency.

1. 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 to achieve measurable gains, as well as specialized supports to acquire, maintain, generalize or transfer skills within and across multiple settings. Supports may include, but are not limited to, alternative or augmentative communication devices or 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 have implications for the methods and resources needed for assessment. 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 picture communication systems.

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

Students in this population may or may not respond to information that is presented to them in one or more domains (speaking, listening, reading, or 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 (for example, pointing, "thumbs up or thumbs down," gestures, eye gaze, look at or turn toward something to respond, use of pictures, signs or realia). Additionally, students' receptive and expressive communication skills likely reflect their multiple linguistic and cultural environments. Nonetheless, English learners with significant cognitive disabilities should be provided equal access to language and communication through appropriate supports that may include: (1) augmentative and alternative communication systems; and (2) specialized, individualized goals informed by the English Language Proficiency Standards. The Office of Civil Rights and Department of Justice Dear Colleague Letter (p. 24) affirms the obligation of schools to provide English learners with disabilities the appropriate supports to progress toward clear and effective communication in English that is comparable to similar monolingual peers with significant cognitive disabilities.

The English language proficiency standards for English learners with significant cognitive disabilities should enable the English proficiency needed to access and engage in instruction and achieve academically. Academic expectations, such as those reflected in Ohio's Learning Standards-Extended for English Language Proficiency must be linked to **postsecondary success**, whether that be postsecondary education, vocational training, or competitive integrated employment. Therefore, the English language proficiency standards for English learners with significant cognitive disabilities are important considerations to include in **transition** plans as the acquisition of language needed for college and career readiness.

3. What are some common misperceptions about English learners with significant cognitive disabilities?

To help understand the capabilities and needs of this special student population, common misperceptions that have been discovered as part of current studies are important to clarify. Some common misperceptions about English learners with significant cognitive disabilities, include the following:

- They belong only to specific disability categories defined by the IDEA. For example, an English learner may only be identified as a student with an intellectual disability or as a student with autism.
- They are all nonverbal.

- They are not able to learn English or a new language. They respond only to 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 levels of proficiency.
- They do not need to have English language proficiency goals listed in their individualized education programs.

There is much to be learned about the English learner with significant cognitive disabilities student population. Although it is a relatively small segment of the 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 that are most likely to provide students with fair, reliable, and valid assessments. Therefore, these standards are intended to be a "living work" — as new and better evidence emerges, these standards may be revised and refined accordingly.

4. How are these standards appropriate for English learners with significant cognitive disabilities?

With an eye toward equity, each of the state's 10 original English Language Proficiency Standards was examined for its appropriateness for English learners with significant cognitive disabilities. The proficiency level descriptors (as reflected in the three English language proficiency levels) were developed to reflect appropriate expectations for English learners with significant cognitive disabilities. Educators involved in the development of the extended standards generally believed there was sufficient distinction of observable student behaviors across the three levels of English language proficiency for a given standard. The 10 English language proficiency standards for English learners with significant cognitive disabilities are shown in Table 1 that follows.

The educators reviewing the original standards did not deem it appropriate to deny access of any of the standards for English learners with significant cognitive disabilities. However, there were some modifications, taking into account the definition of significant cognitive disability. For example, the essence of Standard 4 was kept, but the requirement to support oral and written claims with reasoning and evidence was deleted. Similar to Ohio's general English Language proficiency Standards, some of the English language proficiency levels are not reflected within a specific standard. That is:

- Standards 6 and 7 have proficiency level descriptors for levels 4 and 5 only;
- Standard 9 has descriptors for levels 3, 4, and 5 only;

- Standard 6, kindergarten, omits all three English language proficiency levels;
- Standard 7, kindergarten, omits the lowest English language proficiency level; and
- Standard 9, kindergarten, omits the lowest English language proficiency level.

5. What state resources exist for linguistically and culturally diverse students with significant cognitive disabilities?

Ohio is home to many agencies that support students with significant cognitive disabilities, a population that also may include students with intensive, complex disabilities and rare (low-incidence) disabilities. Statewide services include outreach programs that provide technical assistance, professional development, materials and resources to families and local school districts serving children who have significant cognitive, multiple disabilities, visual impairments, hearing impairments, deaf-blindness, autism, orthopedic impairment, or severe traumatic brain injury.

The Ohio Center for Autism and Low Incidence (OCALI) provides high-quality professional development and education-related resources in collaboration with Ohio's 16 state support teams. The OCALI Center for Teaching Diverse Learners provides education-related resources and professional development options.

6. What is the role of the Teacher of English to Speakers of Other Languages (TESOL) specialist working with IEP teams?

Ohio students who are identified as English learners receive language development programs to support their linguistic needs and access to the general education program. Generally, instructional decisions for English learners with significant cognitive disabilities are made by the student's IEP team which includes the parents and guardians. An EL coordinator or TESOL specialist should be part of the IEP teams as it has the obligation to determine the student's placement as well as the educational program for English language development instruction. It is important for TESOL specialists to note that language acquisition for learners with significant cognitive disabilities is often distinguished by specific, individual communication needs, e.g., response mode, evolving communication systems and opportunities for meaningful communication exchanges. The wide range of communication needs for this population includes recognizing students who may have a limited symbolic communication system. Given the potential multilingual continuum of communication needs and assets, it is important for TESOL specialists to assist IEP teams and families to: (1) identify a communication system for English learners with significant cognitive disabilities; (2) support and move students through the stages of communication; and (3) improve their language abilities in English with recognition of the important of the home or primary language (Ahumada & Williams, 2000).
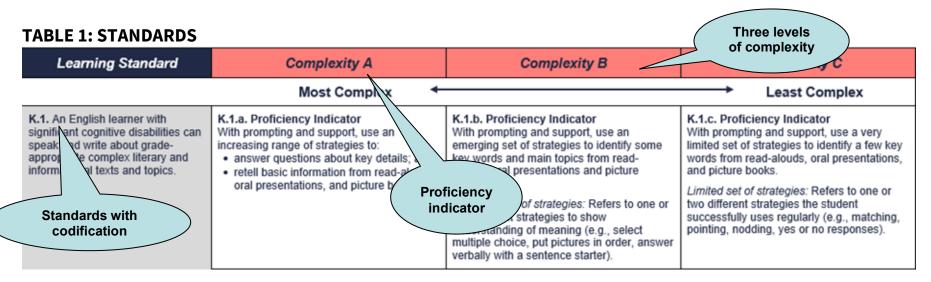
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7. What are statutory references that support the development of these Ohio Learning Standards-Extended, for ELP?

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (2015), required states to annually assess English proficiency of all students identified as English learners, including those with the most significant cognitive disabilities (Section 3111(b)(2)(G)). States have worked to develop alternate assessments of English language proficiency for English learners with significant cognitive disabilities. (ESEA section 1111(b)(2)(i); 34 CFR § 200.6(h)(1), (5)). These assessments are based on English language proficiency standards that include knowledge and skills derived from the four recognized domains of speaking, listening, reading and writing (ESEA section 1111(b)(1)(F); 1111(b)(2)(G); 34CFR §§ 200.2(b)(2), (b)(4), (b)(5), 200.6(h)(2)).

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Navigating the Ohio Learning Standard Extensions

The graphics below illustrate the components of Ohio's Learning Standards-Extended for English Language Proficiency.

TABLE 1: STANDARDS

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		Least Complex
K.1. An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	K.1.a. Proficiency Indicator 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.	K.1.b. Proficiency Indicator 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. *...set of strategies:* Refers to one or more strategies to show understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).	K.1.c. Proficiency Indicator 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).

Three levels of complexity

Standards with codification

Proficiency indicator

TABLE 2: STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		Least Complex
	PRODUCTIVE MODALITY		
	Speaking and Writing		
9-12.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	9-12.SW.3.a. Proficiency Indicator With prompting and support: • deliver presentations or information. • compose written text about familiar texts, topics, experiences or events.	9-12.SW.3.a. Proficiency Indicator With prompting and support: • communicate information • compose written text about familiar texts, topics, experiences or events.	9-12.SW.3.a. Proficiency Indicator With prompting and support: • communicate information about familiar texts, topics and experiences.
	9-12.SW.3.a. Example A student may: • write (summarize or sequence) about an informational text • 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.	9-12.SW.3.a. Example A student may: • sequence pictured events and identify words or phrases in 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.	9-12.SW.3.a. Example A student may: • identify a story when presented a literary or informational text. • select 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.

Modality

Domains

Examples

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Ohio's English Proficiency Standards

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Notes:
- The proficiency descriptors describe **end-of-level** skills. However, it is recognized students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each standard, the three English language proficiency level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

- Students may need **prompting** and **support to demonstrate communication behaviors and engagement.** For some students, physical prompting (for example, hand-over-hand assistance) may be appropriate. Others may benefit from verbal rather than physical prompts.

- Generally, students should be able to use their **preferred methods of communication** to respond, which may include augmentative and alternative communication systems.

- A student may point to a visual, use **alternative communication or symbols**, or use a head nod or gesture.

- Nonverbal responses may include **self-generated language**.

- Students may **support communication with nonverbal cues**. A student also may answer verbally using simple one word or word approximations (with no detail) or two- to three-word phrases.

- **Written responses may include drawing**, copying, or labeling, production of letters, words, numbers, and phrases.

- More information can be found in the Alternate English Language Learning Assessment project's publication, [Nonverbal Communication in Diverse Classrooms: Intercultural Competence Considerations for Supporting English Learners With Significant Cognitive Disabilities](#).

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
K.1. An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.1.a. Proficiency Indicator** 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.	**K.1.b. Proficiency Indicator** 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. (For example, select multiple choice, put pictures in order, answer verbally with a sentence starter.)	**K.1.c. Proficiency Indicator** 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. (For example, matching, pointing, nodding, yes or no responses.)
	K.1.a. Examples A student may: • Match antonyms or synonyms from the read-aloud, oral presentation or picture book. (For example, "The dog is big, show me an animal that is not big.") • Put items in the correct sequence of events, based on the read-aloud, oral presentation or picture book, when provided with a field of three items. • Orally complete a sentence starter based on the read-aloud, oral presentation or picture book. (For example, "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,	**K.1.b. Examples** A student may: • Match pictures that are related by a concept (for example, opposites) based on the read-aloud, oral presentation or picture book. • Label or identify key vocabulary words, items and 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 picture cards (from a field of three). • Answer a cloze or fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation or picture book.	**K.1.c. Examples** 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 or other items from the read-aloud, oral presentation or picture book.

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		**Least Complex**
	oral presentation or picture book when provided with visual support as well as additional cues.		
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.	**K.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Respond to more complex yes or no and wh- (who, what, and concrete where) questions. • Follow some rules for discussion about familiar topics.	**K.2.b. Proficiency Indicator** With prompting and support: • Listen with some participation in short conversations. • Respond to simple yes or no and wh- questions. • Follow simple rules for discussion about familiar topics.	**K.2.c. Proficiency Indicator** With prompting and support: • Listen with limited participation in short conversations. • Respond to simple yes or 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 student is repeating sounds or words.
	K.2.a. Examples A student may: • Respond to a question. (For example, "What is the cat's name?") • Indicate a desire to take a turn. (For example, raises hand.) • Respond to wh- questions. • Participate in a short, multi-turn conversation.	**K.2.b. Examples** A student may: • Respond to simple questions. (For example, "Do you want to eat?" "Are you ready for lunch?" "What do you want to eat?") • Respond to simple wh- questions (who, what and some concrete and familiar where). (For example, "What is your name?" or labels of familiar daily objects, such as familiar foods.) • Sort pictures into various categories such as clothing, foods, or animals. Higher-level skills might include sorting	**K.2.c. Examples** A student may: • Match similar pictures as directed orally. (For example, pictures of animals or people.) • Choose between two options about familiar topics, experiences, or events. • Respond to a simple, familiar yes or no question. (For example, "Are you ready for lunch?")

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
		farm animals from zoo animals or vegetables from meat. • Indicate a desire to take a turn. (For example, raises hand.)	
K.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.3.a. Proficiency Indicator** With prompting and support: • Tell or dictate simple information about familiar topics, experiences, or events.	**K.3.b. Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics, experiences, or events.	**K.3.c. Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics or experiences.
	K.3.a. Examples A student may: • Select from options or respond in writing or orally to questions. (For example, "Tell me what you want to do now," or "Tell me what the boy in the story did.") • Respond to a question that asks about familiar topics, experiences, or events. (For example, "What did you do last summer?" or "Tell me about a game you like to play.")	**K.3.b. Examples** A student may: • Identify and provide basic information about a topic, experience, or event. (For example, student identifies the happy or sad person in the story; the student explains how they can tell the person is happy or sad.) • Respond to a simple question that asks about familiar experiences. (For example, "What do you like to do on the playground?" or "What do you like to do at school?")	**K.3.c. Examples** A student may: • Indicate a feeling. (For example, 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. (For example, "Do you want to go outside?" or "Do you want water or milk?") • Point to a picture or object as directed. (For example, "Point to the bear in the story.")
K.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims.	**K.4.a. Proficiency Indicator** With prompting and support:	**K.4.b. Proficiency Indicator** With prompting and support:	**K.4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about a familiar topic showing limited control.

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → **Least Complex**		
	• Express an opinion or preference about a familiar topic showing increasing control.	• Identify a feeling or opinion about a familiar topic showing emerging control.	
	K.4.a. Examples A student may: • Use one or more words to express an opinion or preference. (For example, the student says "hot dog" with words or word approximations or AAC output when asked, "Are hot dogs or hamburgers better?") • Answer questions about an opinion or preference.	**K.4.b. Examples** 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 them.	**K.4.c. Examples** A student may: • Respond yes or no to a question. • Select from two choices (to communicate a feeling or opinion) when asked a question. (For example, "Which do you like, frogs or butterflies?") • Select from the two picture options to respond to questions. (For example, "Do you want to use the red crayon or the blue crayon?" or "Joe is crying. Is he happy or sad?")
K.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**K.5.a. Proficiency Indicator** With prompting and support: • Identify information from experience or a provided source to answer a question showing increasing control.	**K.5.b. Proficiency Indicator** With prompting and support: • Recall information from experience or a provided source to answer a question showing developing control.	**K.5.c. Proficiency Indicator** With prompting and support: • Recognize information from experience or a provided source.
	K.5.a. Examples A student may: • Identify information that is relevant to the topic of shared research. (For example, "Which one is an animal?" Student responds, "dog.")	**K.5.b. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from a field of two or three choices. (For example, when provided with a picture of a dog and two other	**K.5.c. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from two choices. (For example, when provided with a picture

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
	• Choose from multiple pictures of animals those that are dogs or choose multiple examples of dogs from pictures (from pictures of a German Shephard and Chihuahua). • Name or choose multiple examples of animals, classifying or sorting activities. (For example, animals with feathers or animals on a farm.) • Use more complex sentences and compound sentences.	animals, such as a lion and a zebra, the teacher asks, "Which one is a dog?") • Sequence events or classify or categorize information. (For example, show student three pictures of dogs and ask, "How are all of these pictures alike?" Student responds, "They are dogs.") • Respond to the following: The teacher gives example or non-example and then the student can repeat. (For example, "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. (For example, "Which is a non-living thing?" when provided with a picture of a cat, dog, and rock.) • Use simple sentences and some compound sentences.	of a loaf of bread and a dog, the teacher asks, "Which one is a dog?")
K.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**K.6.a. Proficiency Indicator** Not appropriate at this proficiency level.	**K.6.b. Proficiency Indicator** Not appropriate at this proficiency level.	**K.6.c. Proficiency Indicator** Not appropriate at this proficiency level.

Ohio **Department of Education & Workforce**

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————————→		**Least Complex**
K.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**K.7.a. Proficiency Indicator** With prompting and support: • Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**K.7.b. Proficiency Indicator** 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 the classroom.	**K.7.c. Proficiency Indicator** Not appropriate at this proficiency level.
	K.7.a. Examples 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. (For example, school versus playground.) • Use learned words appropriate for social and academic contexts. (For example, playground and classroom language.)	**K.7.b. Examples** A student may: • Choose an answer appropriate for the task when presented with two or three choices. (For example, the teacher says, "Time for lunch," and the student chooses a picture of food, not a picture of a swing.) • Indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Identify how to appropriately address a teacher versus a friend.	**K.7.c. Examples** N/A
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.	**K.8.a. Proficiency Indicator** With prompting and support: • Answer simple questions to determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	**K.8.b. Proficiency Indicator** 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.	**K.8.c. Proficiency Indicator** 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.
K.8: Standard continued	**K.8.a. Examples**	**K.8.b. Examples**	**K.8.c. Examples**

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
	A student may: • Repeat one word or word approximations or one to three words in response to simple questions. (For example, wh- questions or "Show me....") • Match or select pictures related to key words or phrases from the story. • Select a response from options. (For example, for prepositional phrases — a picture of a ball in different positions.)	A student may: • Match or point to a picture after the teacher gives examples. • Select a response from choices for definitions. (For example, "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. (For example, teacher says, "The dog is furry. Show me a picture of something furry in the book.")	A student may: • Touch words or items in a book as they are read. • Point to pictures that correspond with frequently used vocabulary in the text. (For example, the teacher says "truck" and the student points to a picture of a truck.)
K.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**K.9.a. Proficiency Indicator** With prompting and support: • Retell a simple sequence of events from experience or a familiar story with increasing control of frequently occurring linking words.	**K.9.b. Proficiency Indicator** With prompting and support: • Retell a few events from experience or a familiar story with developing control of some frequently occurring linking words (such as *and* or *then*).	**K.9.c. Proficiency Indicator** Not appropriate at this proficiency level.
	K.9.a. Examples 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.	**K.9.b. Examples** A student may: • Use phrases or a string of words to communicate an idea in writing or orally. (For example, using a picture exchange communication system, picture cards, visuals, augmentative alternative communication device, word(s), or word approximations.) • Point to an event that happened in the story from given choices. • Describe what is happening in a picture on a familiar topic or with a familiar	**K.9.c. Examples** N/A

Ohio | **Department of Education & Workforce**

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		**Least Complex**
		context. (For example, using a picture exchange communication system, picture cards, word(s), or word approximations.) • Retell a familiar experience, event or what happened in a story, but the retell may not be in correct sequence.	
K.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.	**K.10.a. Proficiency Indicator** 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.	**K.10.b. Proficiency Indicator** With prompting and support: • Recognize and use a small number of frequently occurring nouns, verbs, and short phrases. • Respond to simple questions. (For example, yes or no and wh- questions.) • Repeat simple sentences on familiar topics in shared language activities.	**K.10.c. Proficiency Indicator** With prompting and support: • Recognize and use a small number of frequently occurring nouns and verbs. • Respond to simple questions in shared language activities. * (For example, yes or no.) *Shared language activities include conversation, read-alouds, and interaction.

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————→ Least Complex		
	K.10.a. Examples A student may: • Provide a complete sentence verbally and the teacher writes the sentence for the student. Sentences could include imperative sentences. (For example, "Go!" or "Write!") • Engage in shared language activities. (For example, for prepositions where students follow directions, teacher provides Simple Simon Says directions such as, "Put your hand over your head.")	**K.10.b. Examples** 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. (For example, "Today is Monday.")	**K.10.c. Examples** A student may: • Respond to the following: The teacher points to a picture of a house and says, "This is a house. What is this called?" Student responds, "House." • Student is shown pictures or models of different types of homes. • Student repeats the name of each object after teacher models.

KINDERGARTEN STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————→ Least Complex		
	RECEPTIVE MODALITY		
	Listening and Reading		

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————→		**Least Complex**
K.LR.1: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.LR.1.a. Proficiency Indicator** 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.	**K.LR.1.b. Proficiency Indicator** 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. (For example, select multiple choice, put pictures in order, answer verbally with a sentence starter.)	**K.LR.1.c. Proficiency Indicator** 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. (For example, matching, pointing, nodding, yes or no responses.)
K.LR.1: Standard continued	**K.LR.1.a. Examples** A student may: • Match antonyms or synonyms from the read-aloud, oral presentation or picture book. (For example, "The dog is big, show me an animal that is not big.") • Put items in the correct sequence of events, based on the read-aloud, oral presentation or picture book, when provided with a field of three items. • Orally complete a sentence starter based on the read-aloud, oral presentation or picture book. (For example, "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.	**K.LR.1.b. Examples** A student may: • Match pictures that are related by a concept (for example, opposites) based on the read-aloud, oral presentation or picture book. • Label or identify key vocabulary words, items and 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 three). • Answer a cloze or fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation or picture book.	**K.LR.1.c. Examples** 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 identify realia, people, labeled pictures, items, shapes or other items from the read-aloud, oral presentation or picture book.

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex	← →	**Least Complex**
K.LR.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**K.LR.8.a. Proficiency Indicator** With prompting and support: • Answer simple questions to determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	**K.LR.8.b. Proficiency Indicator** 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.	**K.LR.8.c. Proficiency Indicator** 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.
K.LR.8: Standard continued	**K.LR.8.a. Examples** A student may: • Repeat one word or word approximations or one to three words in response to simple questions. (For example, wh- questions or "Show me….") • Match or select pictures related to key words or phrases from the story. • Select a response from options. (For example, for prepositional phrases — a picture of a ball in different positions.)	**K.LR.8.b. Examples** A student may: • Match or point to a picture after the teacher gives examples. • Select a response from choices for definitions. (For example, "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. (For example, teacher says, "The dog is furry. Show me a picture of something furry in the book.")	**K.LR.8.c. Examples** A student may: • Touch words or items in a book as they are read. • Point to pictures that correspond with frequently used vocabulary in the text. (For example, the teacher says truck and the student points to picture of a truck.)
PRODUCTIVE MODALITY			
Speaking and Writing			
K.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.SW.3.a Proficiency Indicator** With prompting and support: • Tell or dictate simple information about familiar topics, experiences, or events.	**K.SW.3.b Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics, experiences, or events.	**K.SW.3.c Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics or experiences.
K.SW.3: Standard continued	**K.SW.3.a Examples** A student may: • Select from options or respond in writing or orally to questions. (For example, "Tell me	**K.SW.3.b Examples** A student may: • Identify and provide basic information about a topic, experience, or event. (For	**K.SW.3.c Examples** A student may:

Ohio Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → **Least Complex**		
	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. (For example, "What did you do last summer?" or "Tell me about a game you like to play?")	example, student identifies the happy person in the story or the sad person, and the student explains how they can tell the person is happy or sad.) • Respond to a simple question that asks about familiar experiences. (For example, "What do you like to do on the playground?" or "What do you like to do at school?")	• Indicate a feeling. (For example, 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. (For example, "Do you want to go outside?" or "Do you want water or milk?") • Point to a picture or object as directed. (For example, "Point to the bear in the story.")
K.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims.	**K.SW.4.a. Proficiency Indicator** With prompting and support: • Express an opinion or preference about a familiar topic showing increasing control.	**K.SW.4.b. Proficiency Indicator** With prompting and support: • Identify a feeling or opinion about a familiar topic showing emerging control.	**K.SW.4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about a familiar topic showing limited control.
	K.SW.4.a. Examples A student may: • Use one or more words to express an opinion or preference. (For example, student says "hot dog" with words or word approximations, AAC output, etc. when asked "Are hot dogs or hamburgers better?") • Answer questions about an opinion or preference.	**K.SW.4.b. Examples** 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 them.	**K.SW.4.c. Examples** A student may: • Respond yes or no to a question. • Select from two choices (to communicate a feeling or opinion) when asked a question. (For example, "Which do you like, frogs or butterflies?") • Select from the two picture options to respond to questions. (For example, "Do you want to use the red crayon or the blue crayon?" or "Joe is crying. Is he happy or sad?")
K.SW.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**K.SW.7.a. Proficiency Indicator** With prompting and support: • Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**K.SW.7.b. Proficiency Indicator** 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.	**K.SW.7.c. Proficiency Indicator** Not appropriate at this proficiency level.

Ohio | Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
	K.SW.7.a. Examples 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. (For example, school versus playground.) • Use learned words appropriate for social and academic contexts. (For example, playground and classroom language.)	**K.SW.7.b. Examples** A student may: • Choose an answer appropriate for the task when presented with two or three choices. (For example, the teacher says, "Time for lunch," and the student chooses a picture of food, not a picture of a swing.) • Indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Identify how to appropriately address a teacher versus a friend.	**K.SW.7.c. Examples** N/A

INTERACTIVE MODALITY

Listening, Speaking, Reading, and Writing

Learning Standard	Complexity A	Complexity B	Complexity C
K.LSRW.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.	**K.LSRW.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Respond to more complex yes or no and wh- questions (who, what and concrete where). • Follow some rules for discussion about familiar topics.	**K.LSRW.2.b. Proficiency Indicator** With prompting and support: • Listen with some participation in short conversations. • Respond to simple yes or no and wh- questions. • Follow simple rules for discussion about familiar topics.	**K.LSRW.2.c. Proficiency Indicator** With prompting and support: • Listen with limited participation in short conversations. • Respond to simple yes or 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 student is repeating sounds or words.
K.LSRW.2: Standard continued	**K.LSRW.2.a. Examples** A student may: • Respond to a question. (For example, "What is the cat's name?")	**K.LSRW.2.b. Examples** A student may: • Respond to simple questions. (For example, "Do you want to eat?" "Are you	**K.LSRW.2.c. Examples** A student may: • Match similar pictures as directed orally. (For example, pictures of animals or people.)

Ohio | Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————→		**Least Complex**
	• Indicate a desire to take a turn. (For example, raises hand.) • Respond to wh- questions. • Participate in a short, multi-turn conversation.	ready for lunch?" "What do you want to eat?") • Respond to simple wh- questions (who, what and some concrete and familiar where) (For example, "What is your name?" or labels of familiar daily objects, such as familiar food.) • Sort pictures into various categories such as clothing, foods, or animals. Higher-level skills might include sorting farm animals from zoo animals or vegetables from meats. • Indicate a desire to take a turn. (For example, raises hand.)	• Choose between two options about familiar topics, experiences, or events. • Respond to a simple, familiar yes or no question. (For example, "Are you ready for lunch?")
K.LSRW.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**K.LSRW.5.a. Proficiency Indicator** With prompting and support: • Identify information from experience or a provided source to answer a question showing increasing control.	**K.LSRW.5.b. Proficiency Indicator** With prompting and support: • Recall information from experience or a provided source to answer a question showing developing control.	**K.LSRW.5.c. Proficiency Indicator** With prompting and support: • Recognize information from experience or a provided source.
K.LSRW.5: Standard continued	**K.LSRW.5.a. Examples** A student may: • Identify information that is relevant to the topic of shared research. (For example, "Which one is an animal?" Student responds, "dog.") • Choose from multiple pictures of animals those that are dogs or choose multiple examples of dogs from pictures (pictures of a German Shephard and Chihuahua). • Name/choose multiple examples of animals classifying or sorting activities. (For example, animals with feathers or animals on a farm.) • Use more complex sentences and compound sentences.	**K.LSRW.5.b. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from a field of two or three choices. (For example, when provided with a picture of a dog and two other animals, such as a lion and a zebra, the teacher asks, "Which one is a dog?") • Sequence events or classify or categorize information. (For example, show the 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. (For example, "The ice	**K.LSRW.5.c. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from two choices. (For example, when provided with a picture of a loaf of bread and dog, the teacher asks, "Which one is a dog?")

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → **Least Complex**		
		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. (For example, "Which is a non-living thing?" when provided with a picture of a cat, dog, and rock.) • Use simple sentences and some compound sentences.	
K.LSRW.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**K.LSRW.6.a. Proficiency Indicator** Not appropriate at this proficiency level.	**K.LSRW.6.b. Proficiency Indicator** Not appropriate at this proficiency level.	**K.LSRW.6.c. Proficiency Indicator** Not appropriate at this proficiency level.

Department of Education & Workforce

Glossary

Context: This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (for example, memories). It also is defined as a frame (for example, 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 actively can negotiate meaning (for example, by providing feedback 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 primarily rely 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: "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, English language proficiency embodies the belief that language development is ongoing. Multiple pathways to English language proficiency are possible, but the end goal for students' progress in acquiring English is to ensure full participation of English learners in school contexts.

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. (See *Appendix A of the CCSS for English Language Arts & Literacy*.)

Frequently occurring words and phrases: As used in the English Language Proficiency Standards, this refers to words and phrases commonly used in the classroom and everyday language used in schools. It is important to note this does not refer to the Top 100 High-Frequency Words (for example, "the," "a," "and," "but"). The term "basic" is not used in the English Language Proficiency 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 English Language Proficiency Standards, this refers to level of content and text complexity in relation to college and career ready or similar standards' requirements for a particular grade level or grade band. Additionally, consistent with the original

Ohio Department of Education & Workforce

English Language Proficiency 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 sixth-grade content. (See *Appendix A of the CCSS for English Language Arts & Literacy and Defining the Core*.)

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). (See *Appendix A of the CCSS for English Language Arts & Literacy*.)

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 or listener and as a reader or 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 English learners 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 (or cohesive devices): Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea or 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.

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. (See page 6 of the *English Language Proficiency Standards* for more information.)

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

Organize: In the English Language Proficiency 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 or 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,

Department of Education & Workforce

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 English Language Proficiency Standards, this verb refers to instances when a student might indicate the meaning of the words, using verbal communication or nonverbal 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).

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, or toys 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: As defined in *Appendix A of the CCSS for ELA & Literacy*, 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 they otherwise would not be able to perform alone, with the goal of fostering the students' capacities to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so they can successfully engage in activity beyond their current abilities 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. (See *Walqui & van Lier* (2010) for more information.)

Sentence structures: As used in the English Language Proficiency Standards and proficiency level descriptors, language structures include simple, compound, and complex sentences and the range of other language structures.

Simple: As used in the English Language Proficiency 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 English Language Proficiency Standards, this refers to speech or text used largely for informational purposes, as in research.

Variety of topics: As used in English Language Proficiency Standards, this refers to a range of topics that may be either familiar or unfamiliar to the student (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 proficiency level descriptors for specific vocabulary expectations by the end of each English language proficiency level.)

Academic vocabulary (See also *Appendix A of the CCSS for ELA & Literacy*, p. 33):

- General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in English Language Proficiency 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." As defined in Language Standard 6 of the *CCSS for English Language Arts & Literacy*, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."
- Tier Three words. (Note: The English Language Proficiency Standards do not suggest that vocabulary taught to English learners should be limited to only that defined by the Common Core State Standards.)
  - Tier One: Words acquired through everyday speech, usually learned in the early grades.
  - Tier Two: Academic words that appear across all types of text. These often are precise words that are used by an author in place of common words (for example, "gallop" instead of "run"). They change meaning with use.
  - Tier Three: Domain-specific words that are specifically tied to content (for example, "Constitution," or "lava"). These typically are 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 or 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.

Department of Education & Workforce

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Department of Education & Workforce

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