

Ohio's Learning Standards-Extended English Language Proficiency



Grades 4 and 5

June 2021



**Department of
Education &
Workforce**

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.

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: <ul style="list-style-type: none"> • tell or dictate simple information about familiar topics, stories, experiences or events. 	1.3.b. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> • communicate simple messages about familiar topics, experiences or events. 	1.3.c. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> • 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

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.

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.

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 DOMAIN¹

Modalities ²	Domains	Corresponding English Language Proficiency Standards
<p>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).</p>	<p>Listening and Reading</p>	<p>(1) Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>(8) Determine the meaning of words and phrases in oral presentations and literary informational text.</p>
<p>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</p>	<p>Speaking and Writing</p>	<p>(3) Speak and write about grade-appropriate complex literary and information texts and topics.</p> <p>(4) Construct grade-appropriate oral and written claims.</p>

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

² Contingent upon accessibility to the learner.

<p>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).</p>		<p>(7) Adapt language choice to purpose, task, and audience when speaking and writing.</p>
<p>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).</p>	<p>Listening, Speaking, Reading, and Writing</p>	<p>(2) Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>(5) Conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>(6) Analyze and critique the arguments of others orally and in writing.</p>

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).

- **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).

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)).

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: <ul style="list-style-type: none"> 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.	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.
	<i>Limited set of strategies:</i> Refers to one or two different strategies the student successfully uses regularly (e.g., matching, pointing, nodding, yes or no responses).		

Standards with codification

Proficiency indicator

Three levels of complexity

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> communicate information compose written text about familiar texts, topics, experiences or events. 	9-12.SW.3.a. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> communicate information about familiar texts, topics and experiences.
	9-12.SW.3.a. Example A student may: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> sequence pictured events and identify words or phrases in a 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: <ul style="list-style-type: none"> identify a story when presented a literary or informational text. provide a response option or provide a 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.

Domains

Modality

Examples

Ohio’s English Proficiency Standards: Grades 4 and 5

NOTES:

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

<i>Learning Standard</i>	<i>Complexity A</i>	<i>Complexity B</i>	<i>Complexity C</i>
	Most Complex ←————→ Least Complex		
4-5.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-	4-5.1.a. Proficiency Indicators With prompting and support, use an increasing range of strategies to: Determine the main idea or theme. Identify some details that support the main idea or theme.	4-5.1.b. Proficiency Indicators With prompting and support, use an emerging set of strategies to: Identify the main topic or characters. Sequence information from read-alouds, simple written texts and oral	4-5.1.c. Proficiency Indicators With prompting and support, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.

Learning Standard	Complexity A	Complexity B	Complexity C
Most Complex		Least Complex	
appropriate listening, reading, and viewing.	Retell parts of a story from read-alouds, simple written texts and oral presentations.	presentations.	
4-5.1: Standard continued	4-5.1.a. Examples A student may: Use pictures to assist in a retell. Answer wh- questions about text. Locate answers to wh- questions in written text.	4-5.1.b. Examples A student may: Identify common sight word, colors, items, or phrases with limited prompting or among several options. Complete sentences. (For example, “In this story, the lion lived at the _____ (zoo).”) Identify the main topic by a one- or multiple-word oral or written response or gesturing, such as pointing to pictures or word/s that identify the main topic. Use pictures to assist in a retell. Pictures may be provided, or students may draw short sketches of what they visualize while listening to the teacher read. Answer wh- questions about text.	4-5.1.c. Examples A student may: Identify key vocabulary. (For example, “This is a lion. Can you point to another lion?”) With support and guidance, identify their name or environmental print. Choose from two pictures. (For example, “Which boy is on a red bike?”) Identify common sight words, colors, items, or phrases. (For example, which word is ...?)
4-5.2: An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions.	4-5.2.a. Proficiency Indicators With prompting and support: Participate in short conversations. Participate in short written exchanges Respond to others’ comments or ideas about familiar topics and texts.	4-5.2.b. Proficiency Indicators With prompting and support: Participate in short conversations. Participate in short written exchanges. Respond to simple questions about familiar topics and texts.	4-5.2.c. Proficiency Indicators With prompting and support: Participate in short conversations. Participate in short written exchanges about familiar topics.

Learning Standard	Complexity A	Complexity B	Complexity C
<p>Most Complex ←————→ Least Complex</p>			
<p>4-5.2: Standard continued</p>	<p>4-5.2.a. Examples A student may: Provide specific details about events or topics. Answer wh- questions about text. Write or dictate a short sentence about a topic. (For example, a short letter to someone.) Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion.</p>	<p>4-5.2.b. Examples A student may: Participate in short written exchange by providing multiple responses using task-specific word banks. Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion. Respond to wh- questions about the text. (For example, “Have you...?”) Sentence starters can be used to build another person’s response. Provide specific details about events or topics. Write or dictate a short sentence about topic. Using conversation frames, participate in a conversation about familiar topics, such as, “Should students wear uniforms?”</p>	<p>4-5.2.c. Examples A student may: Respond to simple questions about key words or events with yes or no responses, making a choice between two or three visual prompts or providing a picture to complete a sentence read by teacher. Participate in an oral exchange by repeating a model conversation with pictures such as, “Who has the green shirt? Mary has the green shirt. Who has the yellow shirt?” Participate in short written exchanges by choosing a word or picture from a bank. Use one or two words to respond to wh-questions. Participate in short written exchanges by ordering sentences. Provide a single written response to a question or make a comment using task-specific word banks.</p>
<p>4-5.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<p>4-5.3.a. Proficiency Indicators With prompting and support: Deliver short presentations or information. Compose written text about familiar texts, topics, and experiences.</p>	<p>4-5.3.b. Proficiency Indicators With prompting and support: Communicate simple information. Compose simple written text about familiar texts, topics, and experiences.</p>	<p>4-5.3.c. Proficiency Indicators With prompting and support: Communicate simple information about familiar texts, topics, events, or objects in the environment.</p>

<p>4-5.3: Standard continued</p>	<p>4-5.3.a. Examples A student may: Compose written texts about a text or topic using multiple simple sentences. Communicate information about texts with verbal prompting or by use of visual aids as prompts.</p>	<p>4-5.3.b. Examples A student may: Identify the topic of the text. (For example, “This story was about_____.”) With prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. Illustrate and label, dictate or compose a narrative or expository text. Narrative should include clear beginning, middle and end. Expository should include topic and one or two supporting details. Communicate using their preferred communication mode to share details from the story. (For example, “What is the character doing on this page?” “The girl is...”)</p>	<p>4-5.3.b. Examples A student may: Indicate if they liked or disliked a text or topic. Identify the correct feeling or emotion of a character. Identify the topic of presented text. (For example, “Was this about bicycles or trains?”) Upon request, indicate information the author shared in the text.</p>
<p>4-5.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>4-5.4.a. Proficiency Indicators With prompting and support: Express an opinion. Provide a few reasons or facts to support the opinion about a familiar topic.</p>	<p>4-5.4.b. Proficiency Indicators With prompting and support: Express an opinion. Provide one or two reasons or facts to support the opinion about a familiar topic.</p>	<p>4-5.4.c. Proficiency Indicators With prompting and support: Express an opinion about a familiar topic.</p>
	<p>4-5.4.a. Examples A student may: Provide an opinion and tell why they have that opinion. The student also may use a few details or facts from the text to support that opinion.</p>	<p>4-5.4.b. Examples A student may: State a preference and provide a reason to support that preference. State an opinion and provide a reason or fact to support the opinion. Respond to the following: At the end of the unit on maps, the student may be shown a political map and a topographical map and asked, “Which map would be more helpful if you were lost? Tell one reason why.”</p>	<p>4-5.4.c. Examples A student may: Provide a preference when asked to choose between two or three objects.</p>

<p>4-5.5: An English learner with significant cognitive disabilities can conduct research, evaluate, and communicate findings to answer questions or solve problems.</p>	<p>4-5.5.a. Proficiency Indicators With prompting and support: Participate in shared research projects. Recall information from experience. Retell key ideas and information from provided sources.</p>	<p>4-5.5.b. Proficiency Indicators With prompting and support: Participate in shared research projects. Recall information from experience Record some information from provided sources.</p>	<p>4-5.5.c. Proficiency Indicators With prompting and support: Participate in shared research projects Label information from provided sources.</p>
	<p>4-5.5.a. Examples A student may: Make observations and provide information from provided visual aids. (For example, when provided a picture of a penguin, the student can state that penguins are black and white.) Select and make observations and provide information from provided visual aids. (For example, when provided a choice of nature magazines or pictures, the student can select and describe the picture of a penguin.) After reading silently or aloud with the teacher, identify relevant facts in print. Student may paraphrase or direct quote. If studying penguins, sort several picture cards into those that are not penguins and those that are penguins using established criteria, such as penguins are black and white and have webbed feet. Respond to, “Can you tell me a detail about penguins?” Given a model to follow, provide some citations, like a title or author name of a more than one type of source. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page.</p>	<p>4-5.5.b. Examples A student may: Recognize or identify pictures or words about the topic of research. This will look different for students depending on their needs. Make observations and provide key details from provided visual aids. Identify relevant facts in print. Student may copy and include quotations to show direct quote. Respond with a single word or short phrase to “What color is the penguin?”</p>	<p>4-5.5.c. Examples A student may: Identify which one, two or three choices relate(s) to the topic or activity choices may have to be very distinctly different.</p>
<p>4-5.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.</p>	<p>4-5.6.a. Proficiency Indicators With prompting and support: Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.</p>	<p>4-5.6.b. Proficiency Indicators With prompting and support: Identify a reason an author or speaker gives to support a main idea. Agree or disagree with the author or</p>	<p>4-5.6.c. Proficiency Indicators With prompting and support: Identify a point an author or speaker makes.</p>

		speaker.	
	<p>4-5.6.a. Examples A student may: Respond to wh- questions. (For example, “What does the speaker or author want to happen?” “Why does the speaker/author want...?”) Respond using sentence frames such as: “The author or speaker believes....and I agree with him/her because....” Organize the author/speaker’s points by completing a graphic organizer. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page.</p>	<p>4-5.6.b. Examples A student may: When prompted with questions such as, “What does the speaker feel about X or Y? How do you know?” provide a reasonable response. Given two or more pictures, identify which one represents the speaker’s or author’s topic. Point to a picture showing the speaker’s or author’s feelings about the topic. (For example, “Can you find a picture or word in the text to show why the author is sad?”) Given categories (informative, persuasive and entertain), match texts to their categories. May use pictures of covers of familiar books.</p>	<p>4-5.6.c. Examples A student may: When given descriptions of a preference of the speaker, respond to the following, “Does the speaker feel X or Y?” or “Is the speaker happy or sad?” When given three possible points, indicate which point the author made.</p>
<p>4-5.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.</p>	<p>4-5.7.a. Proficiency Indicators With prompting and support and showing increasing control: Use an increasing number of learned words, sounds, expressions, and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.)</p>	<p>4-5.7.b. Proficiency Indicators With prompting and support and showing increasing control: Use some learned words, sounds, expressions, and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.)</p>	<p>4-5.7.c. Proficiency Indicators With prompting and support and showing increasing control: Recognize the meaning of some words learned through conversations, reading, and being read to.</p>

<p>4-5.7 Standard continued</p>	<p>4-5.7.a. Examples A student may: Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.) Initiate a greeting or farewell using appropriate words and timing to respond to a peer.</p>	<p>4-5.7.b. Examples A student may: Respond appropriately to, for example, “How old are you?” Student’s response is a number, not the name of a color. When indicating choice of food to eat, indicate with a picture or say the name of a food, not an animal. (For example, when the student feels cold, indicate cold, not “sleepy.”) Given a picture of a teacher, choose the best title: Mrs. Smith, Mr. Smith, Dr. Smith. Given choices, write a closing and signature for a friendly letter. Given two word or phrase choices, select the better greeting, title, or vocabulary. Given a situation, choose the better vocabulary, tone, or gesture. Use the correct word(s) in the correct context.</p>	<p>4-5.7.c. Examples A student may: Match appropriate greetings, vocabulary, tone, or mechanics (upper case and lower case) to situations and people. Use appropriate words and timing to respond to an adult. (For example, greeting or farewell.)</p>
<p>4-5.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>4-5.8.a. Proficiency Indicators With prompting and support and using context, visual aids, reference materials, and knowledge of English: determine the meaning of frequently occurring words and phrases, general academic and content-specific words, and an increasing number of expressions in texts about familiar topics, experiences, or events.</p>	<p>4-5.8.b. Proficiency Indicators With prompting and support and relying some on context, visual aids, reference materials and communicative experience: determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.</p>	<p>4-5.8.c. Proficiency Indicators With prompting and support and relying heavily on context, visual aids, and communicative experience: recognize the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.</p>

<p>4-5.8 Standard continued</p>	<p>4-5.8.a. Examples A student may: Given verbal directions to find the total number of pets at the pet store, combine the number of dogs, cats, and birds to find the total number. The student is demonstrating knowledge of the math term, total.</p>	<p>4-5.8.b. Examples A student may: respond appropriately to beginning formulaic expressions such as “time for lunch,” go to the bathroom,” and “time to go.” match a word to a picture.</p>	<p>4-5.8.c. Examples A student may: give, look at or point to the ‘red’ shirt when shown red and blue. identify environmental print such as universal signs for bathroom and stop signs.</p>
<p>4-5.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.</p>	<p>4-5.9.a. Proficiency Indicators With prompting and support: communicate a few pieces of information about a familiar topic. retell a short sequence of events. use an increasing range of temporal words and linking words and some transitional words and phrases with increasing control.</p>	<p>4-5.9.b. Proficiency Indicators With prompting and support: communicate simple information about an event or familiar topic. retell two events in sequence. use some frequently occurring linking words with emerging control.</p>	<p>4-5.9.c. Proficiency Indicators With prompting and support: communicate simple information about an event or familiar topic. use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</p>
	<p>4-5.9.a. Examples A student may: arrange three to five pictures in correct sequence or order simple sentences about topic or task in correct order. dictate steps in a task with prompting (Do you do anything after...? What happened next?) communicate the details in an event using first, next, etc.</p>	<p>4-5.9.b. Examples A student may: with prompting, retell the events of an experience in order or put two pictures in the correct order. retell the sequence of events in a story or arrange two pictures in the correct order. identify pictures that relate to the topic of discussion. given print or spoken words, arrange them in the correct order. arrange two pictures in correct sequence or order simple sentences about a topic or task in correct order.</p>	<p>4-5.9.c. Examples A student may: indicate which picture is related to the current events described in an article. given an array of photos, indicate which photos best describe the events read about in the current event article. put two events in order when asked what happens first and what happens next.</p>

<p>4-5.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>4-5.10.a. Proficiency Indicators With prompting and support: Recognize and use an increasing number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions. Produce simple and compound sentences and a few complex sentences on familiar topics.</p>	<p>4-5.10.b. Proficiency Indicators With prompting and support: Recognize and use a small number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions. Produce simple sentences on a familiar topic.</p>	<p>4-5.10.c. Proficiency Indicators With prompting and support: Identify the meaning of words by pointing to or giving teacher a picture related to the word. Indicate the correct one of two pictures: one is of a man walking; another has a man swimming. The student is asked, “Which man is walking?” Given a sentence with a preposition, choose the appropriate picture. (For example, “The book is on the table,” or “The book is under the table.”) Identify the meaning of words by indicating a picture related to the word.</p>
	<p>4-5.10.a. Examples A student may: Identify sight words by matching word to picture (puts the word “dog” under the picture of the dog). When shown a more complex picture, can describe the picture upon request (“Blue shirt on table”). When given a picture, compose a grammatically correct sentence that describes the picture using the given word bank.</p>	<p>4-5.10.b. Examples A student may: When given five picture cards, point to appropriate card when prompted. Identify meaning of words by pointing to or giving teacher a picture related to the word. Using complex pictures, identify given vocabulary words. For example, students are given a picture of a zoo. The student circles or points to different objects when prompted such as, “Where is the zebra?” or “Where is the man?” Complete cloze prompts. Identify sight words by matching word to picture (puts the word “dog” under the picture of the dog). When shown a more complex</p>	<p>4-5.10.c. Examples A student may: Identify the meaning of words by pointing to or giving teacher a picture related to the word. Indicate the correct one of two pictures: one is of a man walking; another has a man swimming. The student is asked, “Which man is walking?” Given a sentence with a preposition, choose the appropriate picture. (For example, “The book is on the table,” or “The book is under the table.”) Identify the meaning of words by indicating a picture related to the word.</p>

		<p>picture, can describe the picture upon request (“Blue shirt on table”).</p> <p>Listen to the speaker and appropriately respond to simple questions about familiar items or events. (For example, “What did you eat for lunch?” or “Who is your teacher?”)</p>	
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GRADE BAND 4-5 BY MODALITIES

<i>Learning Standard</i>	<i>Complexity A</i>	<i>Complexity B</i>	<i>Complexity C</i>
Most Complex		←————→	Least Complex
RECEPTIVE MODALITY			
Listening and Reading			
<p>4-5.LR.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>4-5.LR.1.a. Proficiency Indicator With prompting and support, use an increasing range of strategies to: Determine the main idea or theme. Identify some details that support the main idea or theme. Retell parts of a story from read-alouds, simple written texts and oral presentations.</p>	<p>4-5.LR.1.b. Proficiency Indicator With prompting and support, use an emerging set of strategies to: Identify the main topic or characters. Sequence information from read-alouds, simple written texts and oral presentations.</p>	<p>4-5.LR.1.c. Proficiency Indicator With prompting and support, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.</p>

Learning Standard	Complexity A	Complexity B	Complexity C
Most Complex		Least Complex	
	<p>4-5.LR.1.a. Example A student may: Use pictures to assist in a retell. Answer wh- questions about text. Locate answers to wh- questions in written text.</p>	<p>4-5.LR.1.b. Example A student may: Identify common sight word, colors, items, or phrases with limited prompting or among several options. Complete sentences. (For example, “In this story, the lion lived at the _____ (zoo).”) Identify the main topic by a one- or multiple-word oral or written response or gesturing such as pointing to pictures or words that identify the main topic. Use pictures to assist in a retell. Pictures may be provided or students may draw short sketches of what they visualize while listening to the teacher read. Answer wh- questions about text.</p>	<p>4-5.LR.1.c. Example A student may: Identify key vocabulary. (For example, “This is a lion. Can you point to another lion?”) With support and guidance, identify their name, environmental print. Choose from two pictures. (For example, “Which boy is on a red bike?”) Identify common sight words, colors, items, or phrases. (For example, which word is ...?)</p>
<p>4-5.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.</p>	<p>4-5.LR.8.a. Proficiency Indicator With prompting and support and using context, visual aids, reference materials, and knowledge of English:</p> <ul style="list-style-type: none"> Determine the meaning of frequently occurring words and phrases, general academic and content-specific words, and an increasing number of expressions in texts about familiar topics, experiences, or events. 	<p>4-5.LR.8.b. Proficiency Indicator With prompting and support and relying some on context, visual aids, reference materials and communicative experience:</p> <ul style="list-style-type: none"> Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events. 	<p>4-5.LR.8.c. Proficiency Indicator With prompting and support and relying heavily on context, visual aids, and communicative experience:</p> <ul style="list-style-type: none"> Recognize the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.

Learning Standard	Complexity A	Complexity B	Complexity C
Most Complex ←————→ Least Complex			
	4-5.LR.8.a. Example A student may: <ul style="list-style-type: none"> Given verbal directions to find the total number of pets at the pet store, combine the number of dogs, cats, and birds to find the total number. The student is demonstrating knowledge of the math term, total. 	4-5.LR.8.b. Example A student may: <ul style="list-style-type: none"> Respond appropriately to functional, formulaic expressions, such as, “time for lunch,” “go to the bathroom,” and “time to go.” Match a word to a picture. 	4-5.LR.8.c. Example A student may: <ul style="list-style-type: none"> Give, look at or point to the “red” shirt when provided two distinct color selections. Identify environmental print such as universal signs for bathroom and stop signs.
PRODUCTIVE MODALITY			
Speaking and Writing			
4-5.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	4-5.SW.3.a. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> Deliver short presentations or information. Compose written text about familiar texts, topics, and experiences. 	4-5.SW.3.a. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> Communicate simple information. Compose simple written text about familiar texts, topics, and experiences. 	4-5.SW.3.a. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> Communicate simple information about familiar texts, topics, events, or objects in the environment.

<p>4-5.SW.3 Standard continued</p>	<p>4-5.SW.3.a. Example A student may:</p> <ul style="list-style-type: none"> • Compose written texts about a text or topic using multiple simple sentences. • Communicate information about texts with verbal prompting or by use of visual aids as prompts. 	<p>4-5.SW.3.a. Example A student may:</p> <ul style="list-style-type: none"> • Identify the topic of the text. For example, “This story was about _____.” • With prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. • Illustrate and label, dictate or compose a narrative or expository text. Narrative should include clear beginning, middle and end. Expository should include topic and one or two supporting details. • Communicate using their preferred communication mode to share details from the story. (For example, “What is the character doing on this page?” “The girl is...”) 	<p>4-5.SW.3.a. Example A student may:</p> <ul style="list-style-type: none"> • Indicate if they liked or disliked a text or topic. • Identify the correct feeling or emotion of a character. • Identify the topic of presented text. (For example, “Was this about bicycles or trains?”) • Upon request, indicate information the author shared in the text.
<p>4-5.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>4-5.SW.4.a. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Express an opinion. • Provide a few reasons or facts to support the opinion about a familiar topic. 	<p>4-5.SW.4.b. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Express an opinion. • Provide one or two reasons or facts to support the opinion about a familiar topic. 	<p>4-5.SW.4.c. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Express an opinion about a familiar topic.
	<p>4-5.LR.4.a. Example A student may:</p> <ul style="list-style-type: none"> • Provide an opinion and tell why they have that opinion. The student also may use a few details or facts from the text to support that opinion. 	<p>4-5.LR.4.b. Example A student may:</p> <ul style="list-style-type: none"> • State a preference and provide a reason to support that preference. • State an opinion and provide a reason or fact to support the opinion. • Respond to the following: At the end of the unit on maps, the student may be shown a political map and a topographical map and asked, “Which 	<p>4-5.LR.4.c. Example A student may:</p> <ul style="list-style-type: none"> • Say or use a communication system to select a preferred object when requested.

		map would be more helpful if you were lost? Tell one reason why.”	
4-5.SW.7:	<p>4-5.SW.7.a. Proficiency Indicator With prompting and support and showing increasing control:</p> <ul style="list-style-type: none"> • Use an increasing number of learned words, sounds, expressions, and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.) 	<p>4-5.SW.7.b. Proficiency Indicator With prompting and support and showing increasing control:</p> <ul style="list-style-type: none"> • Use some learned words, sounds, expressions, and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.) 	<p>4-5.SW.7.c. Proficiency Indicator With prompting and support and showing increasing control:</p> <ul style="list-style-type: none"> • Recognize the meaning of some words learned through conversations, reading, and being read to.
	<p>4-5.SW.7.a. Example A student may:</p> <ul style="list-style-type: none"> • Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.) • Initiate a greeting or farewell using appropriate words and timing to respond to a peer. 	<p>4-5.SW.7.b. Example A student may:</p> <ul style="list-style-type: none"> • Respond appropriately to, for example, “How old are you?” Student’s response is a number, not the name of a color. • When indicating choice of food to eat, indicate with a picture or say the name of a food, not an animal. (For example, when the student feels cold, indicate cold, not “sleepy.”) • Given a picture of a teacher, choose the best title: Mrs. Smith, Mr. Smith, Dr. Smith. • Given choices, write a closing and signature for a friendly letter. • Given two word or phrase choices, select the better greeting, title, or vocabulary. • Given a situation, choose the better vocabulary, tone or gesture. • Use the correct word(s) in the correct context. 	<p>4-5.SW.7.b. Example A student may:</p> <ul style="list-style-type: none"> • Match appropriate greetings, vocabulary, tone, or mechanics (upper case and lower case) to situations and people. • Use appropriate words and timing to respond to an adult. (For example, greeting or farewell.)

INTERACTIVE MODALITY

Listening, Speaking, Reading, and Writing

4-5.LSRW.2:	<p>4-5.LSRW.2.a. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in short conversations. • Participate in short written exchanges. • Respond to others’ comments or ideas about familiar topics and texts. 	<p>4-5.LSRW.2.b. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in short conversations. • Participate in short written exchanges. • Respond to simple questions about familiar topics and texts. 	<p>4-5.LSRW.2.c. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in short conversations. • Participate in short written exchanges about familiar topics.
	<p>4-5.LSRW.2.a. Examples A student may:</p> <ul style="list-style-type: none"> • Provide specific details about events or topics. • Answer wh- questions about text. • Write or dictate a short sentence about a topic. (For example, a short letter to someone.) • Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion. 	<p>4-5.LSRW.2.b. Examples A student may:</p> <ul style="list-style-type: none"> • Participate in short written exchange by providing multiple responses using task-specific word banks. • Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion. • Respond to wh- questions about the text (For example, “Have you...?”) Sentence starters can be used to build another person’s response. • Provide specific details about events or topics. • Write or dictate a short sentence about topic. • Using conversation frames, participate in a conversation about familiar topics, such as, “Should students wear uniforms?” 	<p>4-5.LSRW.2.c. Examples A student may:</p> <ul style="list-style-type: none"> • Respond to simple questions about key words or events with yes or no responses, making a choice between two or three visual prompts or providing a picture to complete a sentence read by teacher. • Participate in an oral exchange by repeating a model conversation with pictures such as, “Who has the green shirt? Mary has the green shirt. Who has the yellow shirt?” • Participate in short written exchanges by choosing a word or picture from a bank. • Use one or two words to respond to wh- questions. • Participate in short written exchanges by using visual prompts or pictures. • Provide a single written response to a question or make a comment using task-specific word banks.

<p>4-5.LSRW.5:</p>	<p>4-5.LSRW.5.a. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in shared research projects. • Recall information from experience. • Retell key ideas and information from provided sources. 	<p>4-5.LSRW.5.b. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in shared research projects. • Recall information from experience record some information from provided sources. 	<p>4-5.LSRW.5.c. Proficiency Indicator With prompting and support:</p> <ul style="list-style-type: none"> • Participate in shared research projects • Label information from provided sources.
<p>4-5.LSRW.5 Standard continued</p>	<p>4-5.LSRW.5.a. Examples A student may:</p> <ul style="list-style-type: none"> • Make observations and provide information from provided visual aids. (For example, when provided a picture of a penguin, can state that penguins are black and white.) • Select and make observations and provide information from provided visual aids. (For example, when provided a choice of nature magazines or pictures, the student can select and describe the picture of a penguin.) • After reading silently or aloud with the teacher, identify relevant facts in print. Student may paraphrase or direct quote. • If studying penguins, sort several picture cards into those that are not penguins and those that are penguins using established criteria, such as penguins are black and white and have webbed feet. • Respond to, “Can you tell me a detail about penguins?” • Given a model to follow, provide some citations, like a title or author name of a more than one type of source. (For example, webpage, book, magazine.) 	<p>4-5.LSRW.5.b. Example A student may:</p> <ul style="list-style-type: none"> • Recognize or identify pictures or words about the topic of research. This will look different for students depending on their needs. • Make observations and provide key details from provided visual aids. • Identify relevant facts in print. Student may copy and include quotations to show direct quote. • Respond with a single word or short phrase to “What color is the penguin?” 	<p>4-5.LSRW.5.c. Example A student may:</p> <ul style="list-style-type: none"> • Identify which one, two or three choices relate(s) to the topic or activity choices may have to be very distinctly different.

	May be able to transfer some citations to a works cited page.		
4-5.LSRW.6:	4-5.LSRW.6.a. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> • Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic. 	4-5.LSRW.6.b. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> • Identify a reason an author or speaker gives to support a main idea. • Agree or disagree with the author or speaker. 	4-5.LSRW.6.c. Proficiency Indicator With prompting and support: <ul style="list-style-type: none"> • Identify a point an author or speaker makes.
	4-5.LSRW.6.a. Example A student may: <ul style="list-style-type: none"> • Respond to wh- questions. (For example, what does the speaker or author want to happen, why does the speaker/author want...?) • Respond using sentence frames such as: “The author or speaker believes....and I agree with him/her because....” • Organize the author/speaker’s points by completing a graphic organizer. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page. 	4-5.LSRW.6.b. Example A student may: <ul style="list-style-type: none"> • When prompted with questions such as, “What does the speaker feel about X or Y? How do you know?” provide a reasonable response. • Given two or more pictures, identify which one represents the speaker’s or author’s topic. • Point to a picture showing the speaker’s or author’s feelings about the topic, for example, “Can you find a picture or word in the text to show why the author is sad?” • Given categories (informative, persuasive and entertain), match texts to their categories. May use pictures of covers of familiar books. 	4-5.LSRW.6.c. Example A student may: <ul style="list-style-type: none"> • When given descriptions of a preference of the speaker, respond to the following, “Does the speaker feel X or Y?” or “Is the speaker happy or sad?” • When given three possible points, indicate which point the author made.

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

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,

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.

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Acknowledgements

Appreciation is expressed to the staff who collaborated across several offices within the Ohio Department of Education and Workforce to disseminate this guiding tool to support English learners with significant cognitive disabilities' access to the general education curriculum. Special thanks to Shawna Benson, program director for the Center for Teaching Diverse Learners at OCALI, whose vision and consultation have been essential to the development of the extended standards. Special thanks to Andrea Mallory from the Department's Office of Learning and Instructional Strategies, whose work led to the presentation of this document as part of the Ohio Learning Standards-Extended series.

Ohio's Learning Standards-Extended for English Language Proficiency would not be possible without the support of the Council of Chief State School Officers, which enlisted the services of Sato Education Consulting LLC and the National Center on Educational Outcomes to solicit substantive input from educators, states and other education entities on the content and organization of these standards. The design and content of these standards are based on the English language proficiency standards developed by the Council of Chief State School Officers in 2014 and reflect the best elements of the intersection of standards-related work related to English language proficiency and the learning and achievement of students with significant cognitive disabilities. These standards were refined through successive drafts, collaborative discussions, and numerous rounds of feedback, receiving input from multiple sources with relevant expertise and experience, including educators from state departments of education and other education entities; teachers of English learners with significant cognitive disabilities; and other scholars with knowledge of the student population, assessment, and measurement.

For additional information regarding Ohio's English Language Proficiency Standards, contact the Department's Office of Integrated Student Supports at lau@education.ohio.gov.