



**WEST VIRGINIA SECRETARY OF STATE**

**MAC WARNER**

**ADMINISTRATIVE LAW DIVISION**

**eFILED**

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Office of West Virginia  
Secretary Of State

**NOTICE OF PUBLIC COMMENT PERIOD**

AGENCY: Education TITLE-SERIES: 126-015

RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No

RULE NAME: Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities (2417)

CITE STATUTORY AUTHORITY: W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451, 376 S.E.2d 839 (1988); and, W. Va. Bd. of Educ. v. Bd. of Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

**COMMENTS LIMITED TO:**

Written

**DATE OF PUBLIC HEARING:**

**LOCATION OF PUBLIC HEARING:**

**DATE WRITTEN COMMENT PERIOD ENDS:** 03/11/2022 4:00 PM

**COMMENTS MAY BE MAILED OR EMAILED TO:**

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**PLEASE INDICATE IF THIS FILING INCLUDES:**

**RELEVANT FEDERAL STATUTES OR REGULATIONS:** No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

**INCORPORATED BY REFERENCE:** No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

Policy 2417 defines the expectations for programs of study for improving the English language proficiency of English learners (ELs) including those ELs with significant cognitive disabilities.

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN THE RULE AND A STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE:

Policy 2417 was last revised in 2017 to adopt English Language Proficiency (ELP) Standards for West Virginia schools and to establish statewide entrance and exit criteria and learning standards for students receiving English Learner (EL) services. The standards and exit criteria are required under the Elementary and Secondary Education Act (ESEA) of 1965 (as amended in 2015). ESEA section 1111(b)(2)(G); 34 CFR § 200.6 (h)(1), (5) requires states to develop alternate ELP Assessments for ELs with significant cognitive disabilities (ELSCDs). Policy 2417 is being revised to add ALT ELP Standards which will be the basis for the development of the required ALT ELP Assessments for ELSCDs. The ALT ELP Standards proposed in Policy 2417 were developed with explicit consideration of the range of learners who make up the ELSCD student population. The standards are further intended to support these students as they learn critical English language knowledge, skills, and competencies that are necessary to access, meaningfully engage in, and succeed in social and academic contexts in the same way as students with significant cognitive disabilities who are not ELs. The ALT ELP Standards were developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

There will be no economic impact on revenues of state government as a result of the proposed amendment of 126CSR15, Policy 2417.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

There will be no economic impact on special revenue accounts as a result of the proposed amendment of 126CSR15, Policy 2417.

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

There will be no economic impact on the state or its residents as a result of the proposed amendment of 1126CSR15, Policy 2417.

D. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2022 Increase/Decrease (use "-")	2023 Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0	0	0
<b>Personal Services</b>	0	0	0
<b>Current Expenses</b>	0	0	0
<b>Repairs and Alterations</b>	0	0	0
<b>Assets</b>	0	0	0
<b>Other</b>	0	0	0
<b>2. Estimated Total Revenues</b>	0	0	0

E. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

There will be no economic impact on revenues of state government, special revenue accounts, or the state or its residents as a result of the proposed amendment of 126CSR15, Policy 2417.

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.**

Yes

**Michele L Blatt -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**





**Policy 2417, Regulations and English Language Proficiency Standards for English Learners  
and Alternate English Language Proficiency Standards for English Learners  
with Significant Cognitive Disabilities  
List of Stakeholders**

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**West Virginia Department of Education**

**External Stakeholders**

- Norma Gaines, Federal Program Director, Monongalia County
- Lola Brown, Federal Program Director, Harrison County
- Elizabeth Hoh, Federal Program Director, Putnam County
- Lee Ebersole, Federal Program Director, Jefferson County
- Kim Burris, Federal Program Director, Mason County
- Sandy Sheatsley, Federal Program Director, Raleigh County
- Kellie Dafaunt, ESL Teacher, Kanawha County
- Veronica Coleman, ESL Teacher, Kanawha County
- Rachel Brown, Special Education Teacher, Kanawha County
- Rachel Bossie, Special Education Teacher, Kanawha County
- Rebecha Catlett, Special Education Teacher, Berkeley County
- Jill Leathers, Special Education Teacher, Berkeley County
- Tammy Scarborough, ESL Teacher, Raleigh County
- Naomi Wilson, ESL Teacher, Cabell County
- Lesley Morgan, ESL Teacher, Harrison County

**Internal Stakeholders**

- Melanie Purkey, Federal Programs Officer, Office of Federal Programs and Support
- Mami Itamochi, Coordinator, Office of Federal Programs and Support
- Michelle Leftwich, Coordinator, Office of Federal Programs and Support
- Elizabeth McCoy, Program Specialist, Office of Federal Programs and Support
- Sonja Philips, Coordinator, Assessment Services, Office of Teaching and Learning
- Mimi Browning, Coordinator, Special Education Services, Office of Federal Programs and Support
- Deborah Nicholson, Coordinator, Middle and Secondary Learning Services, Office of Teaching and Learning

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 15  
REGULATIONS AND ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LEARNERS  
AND ALTERNATE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LEARNERS  
WITH SIGNIFICANT COGNITIVE DISABILITIES (2417)

**§126-15-1. General.**

1.1. Scope. -- This legislative rule defines the expectations for programs of study for improving the English language proficiency of English learners (ELs) including those ELs with significant cognitive disabilities.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; W. Va. Code §18-2-5 and §18-9A-22 and Public Law 114-95 Elementary and Secondary Act (ESEA) of 1965, as amended by *Every Student Succeeds Act of 2015*.

1.3. Filing Date. -- .

1.4. Effective Date. -- .

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR15, Policy, 2417, Regulations and English Language Proficiency Standards for English Learners (Policy 2417), filed June 15, 2017, and effective July 17, 2017.

**§126-15-2. Definitions.**

2.1. A student who is an English Learner (EL) in the State of West Virginia is classified according to the federal government definition as described in the ESEA. An EL is classified as one:

2.1.a. who is aged 3 through 21; and

2.1.b. who is enrolled or preparing to enroll in an elementary school or secondary school; or

2.1.c. who was not born in the United States or whose native language is a language other than English; or

2.1.c.1. who is a Native American or Alaska Native, or a native resident of outlying areas; and

2.1.c.2. who comes from an environment where a language other than English has had a significant impact on the individual's level of English Language Proficiency (ELP); or

2.1.c.3. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

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2.1.d. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

2.1.d.1. the ability to meet the challenging state academic standards;

2.1.d.2. the ability to successfully achieve in classrooms where the language of instruction is English; or

2.1.d.3. the opportunity to participate fully in society.

2.2. EL with significant cognitive disabilities (ELSCD) are individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs (IEP), and who are progressing toward ELP in speaking, reading, writing, and understanding. To be eligible for the Alternate ELP (ALT ELP) Assessment, students must meet the criteria for significant cognitive disability. For further information on the criteria for significant cognitive disabilities, refer to W. Va. 126CSR16, Policy 2419, Regulations for the Education of Students with Exceptionalities (Policy 2419).

2.3. ELP. The criteria for ELP (exit EL status) are:

2.3.a. student no longer meets the definition of an EL; and

2.3.b. student no longer participates in language assistance programs nor receives monitoring services as a former EL; and

2.3.c. student scores proficient on the West Virginia ELP Assessment or scores proficient on the ALT ELP Assessment.

### **§126-15-3. Regulations.**

3.1. Each county shall provide a parent or guardian with notification, detailing federally-defined criteria, that outlines the child's identification as an EL no later than 30 days after the beginning of the school year or within the first two weeks of placement for those children who have not been identified as ELs prior to the beginning of the school year but are identified an EL during such school year.

3.2. Each county shall use the ELP Standards or the ALT ELP Standards as a framework for providing an effective Language Instruction Educational Program (LIEP). LIEP shall be developed by the EL Committee. The purpose of the LIEP is to facilitate the student's achievement of English proficiency and the academic content standards as set forth in W. Va. 126CSR44A through 44U, Policy 2520 series, West Virginia College- and Career-Readiness Standards.

3.2.a. EL Committee is defined in 126CSR14, Policy 2340, West Virginia Measures of Academic Progress (WVMAP) (Policy 2340).

3.3. Each county shall provide effective teachers who meet West Virginia licensing requirements for teaching EL to deliver the LIEP and shall provide on-going, sustained, annual opportunities for professional development.

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3.4. Each county shall annually address classroom and assessment EL accommodations through an EL Committee for each EL participating in the LIEP.

3.5. All public school students identified as ELs and ELSCDs shall participate in the WVMAP as set forth in Policy 2340 as determined by the EL Committee. Using the EL Assessment Participation Form, the EL Committee will annually determine the appropriate EL accommodations.

3.5.a. When the EL is a student with an exceptionality, as identified under Policy 2419 and/or Public Law 93-112, Section 504 of The Rehabilitation Act of 1973 (Section 504), the respective IEP Team/EL Committee or Section 504 Committee/EL Committee shall determine the student's appropriate WVMAP assessment participation as set forth in Policy 2340.

3.6. Each county shall conduct an annual assessment of EL's ELP using the West Virginia ELP Assessment or an annual assessment of ELSCD's ELP using the West Virginia Alternate Assessment during the testing window established by the West Virginia Department of Education (WVDE).

3.7. Each county Title III director shall be responsible for the collection and maintenance of EL student data using the West Virginia Education Information System (WVEIS).

3.8. Each county shall promote the engagement of parents of ELs in the educational program of their children.

3.9. Each county shall exit ELs from the LIEP based on criteria established by the WVDE and available through the WVDE Office of Federal Programs and Support.

### **§126-15-4. Incorporation by Reference.**

4.1. A copy of the Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the WVDE Office of Federal Programs and Support.

### **§126-15-5. Summary of the Standards.**

5.1. The WVBE has the responsibility for establishing high quality standards pertaining K-12 education programs (W. Va. Code §18-9A-22). The performance standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The performance standards document includes performance standards for ELP and ALT ELP, an explanation of terms, and objectives that reflect a rigorous and challenging curriculum.

### **§126-15-6. Severability.**

6.1. If any provision of this policy or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

**Regulations and English Language Proficiency (ELP) Standards for English Learners (ELs)  
and Alternate English Language Proficiency (ALT ELP) Standards for English Learners with  
Significant Cognitive Disabilities (ELSCDs) (Policy 2417)**

## **Introduction**

The ELP Standards, developed for Kindergarten, grade 1, and grade bands 2-3, 4-5, 6-8, and 9-12, highlight and amplify the critical language, knowledge about language, and skills using language that are in college and career-readiness standards and that are necessary for ELs to be successful in schools and in life. The ten ELP Standards highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELs as they develop competence in the practices associated with English language arts (ELA) and literacy, mathematics, and science. The five ELP levels for each of the ELP Standards address what an EL's language use looks like at each ELP level as a student progresses toward independent participation in grade-appropriate activities.

The ALT ELP Standards, for ELSCDs, were developed for Kindergarten, grade 1, and grade bands 2-3, 4-5, 6-8, and 9-12. ELSCDs are students who have been identified by IEP Teams as having significant cognitive disabilities and by an ELP screening instrument as needing English development services. ELSCDs are a diverse group of students who, for the purposes of developing the ALT ELP Standards are defined as students who are progressing and who have one or more disabilities that significantly affect their cognitive functioning and adaptive behavior.

## **Guiding Principles**

### **1. Potential**

ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output. Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, it is possible for ELs to achieve the standards for college- and career-readiness.

ELSCDs have the same potential to communicate in everyday school, community, and home environments and engage in a range of social and academic tasks as their peers who have significant cognitive disabilities but who are not ELs. Like non-EL peers, English language development (ELD) for ELSCDs must be specific to the individual child.

### **2. Funds of Knowledge**

ELs' and ELSCDs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their funds of knowledge) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELs and ELSCDs since the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. Awareness of

and sensitivity to students' funds of knowledge should be reflected in curriculum, instruction, and assessment because funds of knowledge affect students' interpretation of spoken and written texts, their interactions, and their use of language.

### **3. Diversity in EL Progress in Acquiring English Language Proficiency**

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, a student's level of development, and unique communication needs as they relate to different abilities. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An ELP level does not identify a student (e.g., Level 1 student), but rather identifies what a student knows and can do at a particular stage of ELD, for example, a student at Level 1 or a student whose listening performance is at Level 1. Progress in acquiring English may vary depending upon program type (e.g., based on the student's IEP or LIEP), age at which entered program, initial English proficiency level, native language literacy, and other factors. Within these ELP Standards, we assume parallel development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. Research has shown that ELs can develop literacy in English even as their oral proficiency in English develops.

Proficiency levels and progress toward proficiency will likely vary across domains (listening, speaking, reading, writing) due to differences in communication modes. Some students will demonstrate proficiency in a domain through related skills (e.g., a deaf student demonstrating receptive language skills through sign language and reading, and a hearing student demonstrating receptive language skills through listening and reading). There also are cultural aspects to communication, including nonverbal communication, that account for variability in acquiring ELP among ELSCDs.

### **4. Scaffolding**

ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

### **5. Simultaneous Development of Language and Content Knowledge**

ELSCDs can develop English language and content-area knowledge, skills, and abilities simultaneously. That said, while content-area knowledge, skills, and abilities are integrated with these standards, the focus of the standards for ELSCDs 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.

### **6. Students with Limited or Interrupted Formal Education**

ELs and ELSCDs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated timeframe.

### **7. Special Needs of ELSCDs**

ELSCDs have both ELD and disability-related needs. These students can benefit from ELD services that are specific to the individual child. Students may take slightly different paths toward ELP. Additionally, these students may access information and demonstrate ELP knowledge and skills differently. Consideration of ALT ELP Standards for ELSCDs should be part of the planning, discussion, collaboration, and documentation of the student's IEP. The EL teacher of record should be a member of the IEP Team for the ELSCD.

## **8. Access Supports and Accommodations**

Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or Section 504 Plans during classroom instruction and assessment, it is particularly useful to consider EL needs in relation to receptive and productive modalities.

ELSCDs, like all students with disabilities, have the right to receive instruction in the least restrictive environment with access to supports and accommodations as determined by the IEP Team. Educators should receive training to implement supports and accommodations as part of individualized, small, and whole group instruction (e.g., use of a scribe, if allowed: familiar test administrator) to ensure that they have access to instruction and assessment based on the ELP Standards. When identifying the access supports and accommodations that should be considered for these students, the IEP process should be used to consider communication needs in relation to receptive and productive modalities. The nature of the prompting and supports provided (e.g., type, intensity, duration) will depend on each student's language and disability needs.

## **9. Multimedia, Technology, and New Literacies**

Multimedia technology should be considered in the design of curriculum, instruction, and assessment processes for ELs and ELSCDs. New understandings of literacy (e.g., visual and digital literacies) have emerged around use of information and communication. Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards and consistent with the learning and instructional experiences of the students, should be integrated into the design of curriculum, instruction, and assessment for ELs and ELSCDs.

## **10. Collaboration**

Supporting EL and ELSCDs' communicative success requires collaboration to set high, realistic expectations. These standards are designed for collaborative use by English as a second language/ELD, special education, and content area educators in both ELD and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and parents/guardians/caregivers to improve students' learning experiences.

## OVERVIEW

### Program of Study

Policy 2417 sets forth the expectations for ELP for all West Virginia ELs, including ELSCDs, in K-12 schools. The curriculum is designed to address the needs of all ELs and ELSCDs studying to acquire English language proficiency regardless of their native language or the grade level or proficiency level at which they study.

### Organization of the ELP Standards and ALT ELP Standards

For the purposes of clarity, the ten ELP Standards are organized according to a schema that represents each standard's importance to ELs' participation in the practices called for by college and -career-readiness ELA and Literacy, mathematics, and science standards.

The ELP Standards for ELs and the ALT ELP Standards for ELSCDs are organized as shown below.

- ELP Standards are specified for each of six grade levels/grade bands: Kindergarten; grade 1; and grade bands 2-3, 4-5, 6-8, and 9-12.
- Ten ELP Standards are common across the grade levels/grade bands. The standards reflect the language necessary for ELs to engage in the central content-specific practices associated with ELA and literacy, mathematics, and science, as well as linguistic features that function in support the language necessary to engage in such content-specific practices.
- The levels 1–5 descriptors for each of the ten ELP Standards describe targets for EL performance by the end of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Standard, the levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.
- Three ELP levels for each ALT ELP Standard at each grade level/grade band address the question, “What might the language use look like at each ELP level as an ELSCD progresses toward full participation in grade-appropriate activities?” The three levels are: low, mid, and high.
  - The descriptions for each of the three ELP levels reflect targets of performance by the end of each ELP level in that grade or grade band. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each standard, the three ELP level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

Each of the ten original ELP standards was examined for its appropriateness for ELSCDs. All original standards were believed to be appropriate for ELSCDs except Standard 4. The essence of Standard 4 was kept, but the requirement to support oral and written claims with reasoning and evidence was deleted.

**Table 1. Organization of the ELP Standards and ALT ELP Standards in Relation to Participation in Content-Area Practices**

ELP Standards and ALT ELP 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, with response to peers or reader comments and questions.
3	Speak and write about grade-appropriate literary and informational texts and topics.
4	Construct grade-appropriate oral and written claims <b>and support them with reasoning and evidence.</b> (NOTE: Bolded section is not included in ALT ELP Standards.)
5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
6	Analyze and critique the arguments of others orally and in writing.
7	Adapt language choices to purpose, task, and audience when speaking and writing.
8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Standards 1 through 7 involve the language necessary for EIs and ELSCDs to engage in the central content-specific practices associated with ELA and literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 concentrate on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

### **Organization of the ELP Standards by Modalities**

The ELP and ALT ELP Standards can be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for EIs and ELSCDs to meaningfully engage with their native English-speaking peers during content area instruction. Standards 9 and 10 address the linguistic structures of English and are framed in relation to the college- and career-readiness standards for the ELA domain.

Modalities	Domains	Standard	
<p><b>Receptive modalities:</b> This mode refers to the learner as a reader or listener/viewer working with text whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction.</p>	listening and reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<p><b>Productive modalities:</b> The mode places the learner as speaker and writer for a distant audience, one with whom interaction is limited or is not possible. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.</p>	speaking and writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<p><b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener and reader/writer, requiring two-way interactive communication 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.</p>	listening, speaking, reading, and writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

Kindergarten ELP and ALT ELP Standards

Standard 1

<p><b>By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ELP.K.1</p>	1	<p>With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).</p>
	2	<p>With prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.</p>
	3	<p>With prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.</p>
	4	<p>With prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.</p>
	5	<p>With prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, oral presentations, and retell familiar stories.</p>
<p><b>By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ALT ELP.K.1</p>	Low	<p>With prompting and support, use a very limited set of strategies to identify a few keywords from read-alouds, oral presentations, and picture books.</p> <p>Limited set of strategies refers to one or two different strategies the student successfully uses regularly (e.g., matching, point, nodding, yes or no responses).</p>
	Mid	<p>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.</p> <p>Emerging set of strategies refers to one or two different strategies to show understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).</p>
	High	<p>With prompting and support, use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• answer questions about key details.</li> <li>• retell basic information from read-alouds, oral presentations, and picture books.</li> </ul>

Kindergarten ELP and ALT ELP Standards

Standard 2

<p><b>By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, and respond to peer, audience, or reader comments and questions.</b></p>		
<p>ELP.K.2</p>	1	<p>Listen with limited participation in short conversations about familiar topics and respond to simple questions and some who, what, when, where (wh-) questions.</p>
	2	<p>Participate in short conversations about familiar topics and respond to simple questions and wh- questions.</p>
	3	<p>Participate in short conversations about familiar topics, follow some rules for discussion, and respond to simple questions and wh- questions.</p>
	4	<p>Participate in conversations and discussions about a variety of topics, follow increasing number of rules for discussion, and ask and answer simple questions.</p>
	5	<p>Participate in conversations and discussions about a variety of topics, follow rules for discussion, and ask and answer questions.</p>
<p><b>By the end of each English language proficiency level, an ELSCD is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, and respond to peer, audience, or reader comments and questions.</b></p>		
<p>ALT ELP.K.2</p>	Low	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• listen with limited participation in short conversation.</li> <li>• respond to simple yes/no questions about familiar topics.</li> </ul> <p>Limited participation includes eyes on speaker or text with teacher prompting and proximity for redirection. Limited participation also refers to being able to add something to the conversation through whatever modality the student is most comfortable using, even if this means the student is repeating sounds or words.</p>
	Mid	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• listen with some participation in short conversations.</li> <li>• respond to simple yes/no and wh- questions.</li> <li>• follow simple rules for discussion about familiar topics.</li> </ul>
	High	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• respond to more complex yes/no and wh- questions.</li> <li>• follow some rules for discussion about familiar topics.</li> </ul>

## Kindergarten ELP and ALT ELP Standards

## Standard 3

<b>By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ELP.K.3	1	Communicate simple information or feelings about familiar topics or experiences.
	2	Communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment.
	3	Communicate information or feelings about familiar topics, experiences, or events.
	4	Tell or dictate simple messages about a variety of topics or experiences.
	5	Make simple oral presentations and compose short written texts about a variety of topics, experiences, or events.
<b>By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ALT ELP.K.3	Low	With prompting and support, communicate simple information or feelings about familiar topics or experiences.
	Mid	With prompting and support, communicate simple information or feelings about familiar topics, experiences, or events.
	High	With prompting and support, tell or dictate simple information about familiar topics, experiences, or events.

## Kindergarten ELP and ALT ELP Standards

## Standard 4

**By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.**

ELP.K.4	1	Express a feeling or opinion about a familiar topic.
	2	Express an opinion or preference about a familiar topic.
	3	Express an opinion or preference about a familiar topic or story.
	4	Express an opinion or preference about a variety of topics or stories.
	5	Express an opinion or preference about a variety of topics or stories.
<b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims.</b>		
ALT ELP.K.4	Low	With prompting and support, indicate a feeling or opinion about a familiar topic showing limited control.
	Mid	With prompting and support, identify a feeling or opinion about a familiar topic showing emerging control.
	High	With prompting and support, express an opinion or preference about a familiar topic showing increasing control.

## Kindergarten ELP and ALT ELP Standards

## Standard 5

<b>By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.</b>		
ELP.K.5	1	With prompting and support, recall information from experience or from a provided source.
	2	With prompting and support, recall information from experience or use information from a provided source to answer a question.
	3	With prompting and support, recall information from experience or use information from provided sources to answer a question.
	4	With prompting and support, recall information from experience or use information from provided sources to answer a question.
	5	With prompting and support, recall information from experience or use information from provided sources to answer a question.
<b>By the end of each English language proficiency level, an ELSCD is able to conduct research, evaluate, and communicate findings to answer questions or solve problems.</b>		
ALT ELP.K.5	Low	With prompting and support, recognize information from experience or from a provided source.
	Mid	With prompting and support, recall information from experience or from a provided source to answer a question showing developing English language proficiency.
	High	With prompting and support, identify information from experience or from a provided source to answer a question showing increasing English language proficiency.

## Kindergarten ELP and ALT ELP Standards

## Standard 6

**By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.**

ELP.K.6	1	[Standard introduced at Level 4.]
	2	[Standard introduced at Level 4.]
	3	[Standard introduced at Level 4.]
	4	With prompting and support, identify a reason an author or speaker gives to support a point.
	5	With prompting and support, identify appropriate reasons an author or speaker gives to support main points.

**By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.**

ALT ELP.K.6	Low	Not appropriate at this proficiency level.
	Mid	Not appropriate at this proficiency level.
	High	Not appropriate at this proficiency level.

## Kindergarten ELP and ALT ELP Standards

## Standard 7

**By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.**

ELP.K.7	1	[Standard introduced at Level 4.]
	2	[Standard introduced at Level 4.]
	3	[Standard introduced at Level 4.]
	4	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.
	5	Show awareness of differences between informal, 'playground speech,' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.
<p><b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task and audience when speaking and writing.</b></p>		
ALT ELP.K.7	Low	Not appropriate at this proficiency level.
	Mid	With prompting and support, indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences.
	High	With prompting and support, show a developing awareness of the difference between appropriate language for the playground and language for the classroom.

## Kindergarten ELP and ALT ELP Standards

## Standard 8

<b>By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
ELP.K.8	1	With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	2	With prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	3	With prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events
	4	With prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.
	5	With prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.
<b>By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations, literary, and informational text.</b>		
ALT ELP.K.8	Low	With prompting and support, recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	Mid	With prompting and support, recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	High	With prompting and support, answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentation and read-alouds about familiar topics, experiences, or events.

## Kindergarten ELP and ALT ELP Standards

## Standard 9

**By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.**

ELP.K.9	1	[Standard introduced at Level 3.]
	2	[Standard introduced at Level 3.]
	3	Retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., and, then).
	4	Retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words.
	5	Retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end, with support (including visual aids), using frequently occurring linking words.
<p><b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b></p>		
ALT ELP.K.9	Low	Not appropriate at this proficiency level.
	Mid	With prompting and support, retell a few events from experience or from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).
	High	With prompting and support, retell a simple sequence of events from experience or from a familiar story with increasing control of frequently occurring linking words.

Kindergarten ELP and ALT ELP Standards

Standard 10

<b>By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ELP.K.10	1	Recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to simple questions, with support (including context and visual aids).
	2	Recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh- questions; and produce a few simple sentences in shared language activities, with support (including context, visual aids).
	3	Recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities, with support (including context, visual aids).
	4	Recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple sentences in shared language activities, with support (context, visual aids).
	5	Use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives; and produce and expand simple sentences, in shared language activities and with increasing independence.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate and writing.</b>		
ALT ELP.K.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns and verbs.</li> <li>• respond to simple questions (e.g., yes/no) in shared language activities (e.g., conversation, read aloud, interaction).</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, verbs, and short phrases.</li> <li>• respond to simple questions (e.g., yes/no, wh- questions).</li> <li>• repeat simple sentences on familiar topics in shared language activities.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use frequently occurring nouns, verbs, and prepositions.</li> <li>• use and respond to question words.</li> <li>• produce simple and some compound sentences on familiar topics in shared language activities.</li> </ul>

Grade 1 ELP and ALT ELP Standards

Standard 1

<p><b>By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ELP.1.1</p>	1	<p>With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds, picture books, and oral presentations.</p>
	2	<p>Use an emerging set of strategies to identify key words and phrases in read-alouds, simple written texts, and oral presentations.</p>
	3	<p>Use a developing set of strategies to identify main topics, answer questions about key details from read-aloud texts, simple written texts, and oral presentations, and retell some key details or events from stories.</p>
	4	<p>Use an increasing range of strategies to identify main topics; ask and answer questions about an increasing number of key details in read-alouds, written texts, and oral presentations; and retell familiar stories or episodes of stories.</p>
	5	<p>Use a wide range of strategies to identify main topics; ask and answer questions about key details in read-alouds, written texts, and oral presentations; and retell stories, including key details.</p>
<p><b>By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ALT ELP.1.1</p>	Low	<p>With prompting and support, use a very limited set of strategies to identify a few keywords from read-alouds, oral presentations, and picture books.</p> <p>Limited set of strategies may include matching identical pictures, making a choice between two pictures, choosing the real item (realia).</p>
	Mid	<p>With prompting and support, use an emerging set of strategies to identify some key words and main topics from read-alouds, oral presentations and simple written texts.</p> <p>Emerging set of strategies may include using word phrases, sentence frames, pictorial sentence frames.</p>
	High	<p>With prompting and support, use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• answer questions about key details.</li> <li>• retell basic information from read-alouds, oral presentations, and simple written texts.</li> </ul>

Grade 1 ELP and ALT ELP Standards

Standard 2

**By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.**

ELP.1.2	1	Participate by listening to short conversations about familiar topics and respond to simple yes/no and some wh- questions.
	2	Participate in short conversations about familiar topics, take turns, and respond to simple and wh- questions.
	3	Participate in short discussions, conversations, and short written exchanges about familiar topics; follow rules for discussion; and ask and answer simple questions about the topic.
	4	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; respond to the comments of others and make comments of the student's own; and ask and answer questions.
	5	Participate in extended discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; build on and contribute to the comments of others; and ask and answer questions.

**By the end of each English language proficiency level, an ELSCD is able to participate in grade appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.**

ALT ELP.1.2	Low	With prompting and support: <ul style="list-style-type: none"> <li>• listen with limited participation in short conversations.</li> <li>• respond to simple yes/no questions about familiar topics.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• listen with some participation in short conversations.</li> <li>• respond to simple yes/no questions and wh- questions.</li> <li>• follow simple rules for discussion about familiar topics.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• respond to simple yes/no questions and wh-questions.</li> <li>• follow some rules for discussion about familiar topics.</li> </ul>

## Grade 1 ELP and ALT ELP Standards

## Standard 3

<b>By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ELP.1.3	1	Communicate simple information or feelings about familiar topics or experiences.
	2	Communicate simple messages about familiar topics, experiences, events, or objects in the environment.
	3	Deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.
	4	Deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.
	5	Deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.
<b>By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ALT ELP.1.3	Low	With prompting and support, communicate simple information or feelings about familiar topics or experiences.
	Mid	With prompting and support, communicate simple messages about familiar topics, experiences, or events.
	High	With prompting and support, tell or dictate simple information about familiar topics, stories, experiences, or events.

## Grade 1 ELP and ALT ELP Standards

## Standard 4

**By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.**

ELP.1.4	1	Express a preference or opinion about a familiar topic.
	2	Express an opinion about a familiar topic.
	3	Express an opinion about a familiar topic or story and give a reason for the opinion.
	4	Express opinions about a variety of texts and topics and give a reason for the opinion.
	5	Express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.
<p><b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b></p>		
ALT ELP.1.4	Low	With prompting and support, indicate a feeling or opinion about familiar topics or experiences.
	Mid	With prompting and support, indicate a feeling or opinion about familiar topics, experiences, or events.
	High	With prompting and support, express an opinion or preference about familiar topics, stories, experiences, or events.

## Grade 1 ELP and ALT ELP Standards

## Standard 5

**By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ELP.1.5	1	With prompting and support, participate in shared research projects, gathering information from provided sources and labeling information.
	2	With prompting and support, participate in shared research projects, gathering information from provided sources and summarizing some key information.
	3	With prompting and support, participate in shared research projects, gathering information from provided sources and summarizing information.
	4	With prompting and support, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.
	5	With prompting and support, participate in shared research projects, gathering information from provided sources and answering a question and/or summarizing information.
<p><b>By the end of each English language proficiency level, an ELSCD is able to conduct research, evaluate, and communicate findings to answer questions or solve problems.</b></p>		
ALT ELP.1.5	Low	With prompting and support: <ul style="list-style-type: none"> <li>participate in shared research projects.</li> <li>label information from provided sources showing limited control.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>participate in shared research projects.</li> <li>retell key information from provided sources showing emerging control.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>participate in shared research projects.</li> <li>answer a question from provided sources showing increasing control.</li> </ul>

## Grade 1 ELP and ALT ELP Standards

## Standard 6

<b>By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.</b>		
ELP.1.6	1	[Standard introduced at Level 2.]
	2	With prompting and support identify a reason an author or a speaker gives to support a point.
	3	Identify one or two reasons an author or a speaker gives to support the main point.
	4	Identify reasons an author or a speaker gives to support the main point.
	5	Identify appropriate reasons an author or a speaker gives to support the main point.
<b>By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.</b>		
ALT ELP.1.6	Low	With prompting and support, identify the main idea of a simple presentation of a familiar topic.
	Mid	With prompting and support, identify a key detail that supports the main idea of a simple presentation of a familiar topic.
	High	With prompting and support, identify key details that support the main idea of a simple presentation of a familiar topic.

## Grade 1 ELP and ALT ELP Standards

## Standard 7

<b>By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ELP.1.7	1	[Standard introduced at Level 3.]
	2	[Standard introduced at Level 3.]
	3	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.
	4	Show awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.
	5	Shift appropriately between informal, 'playground speech' and language appropriate to the classroom most of the time; use words learned through conversations, reading, and being read to.
<b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ALT ELP.1.7	Low	With prompting and support: <ul style="list-style-type: none"> <li>• indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences.</li> <li>• indicate awareness of the appropriate language for the playground and for the classroom.</li> </ul>
	Mid	With prompting and support, show a developing awareness of the difference between appropriate language for the playground and language for the classroom.
	High	With prompting and support, show awareness of the difference between appropriate language for the playground and language for the classroom.

## Grade 1 ELP and ALT ELP Standards

## Standard 8

<b>By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
ELP.1.8	1	With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	2	With prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	3	Answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events, using sentence-level context and visual aids.
	4	Answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms.
	5	Answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes).
<b>By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations, literary, and informational text.</b>		
ALT ELP.1.8	Low	With prompting and support, recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.
	Mid	With prompting and support, answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.
	High	With prompting and support, answer and sometimes ask simple questions to help determine the meaning of some less-frequently occurring words and phrases in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.

Grade 1 ELP and ALT ELP Standards

Standard 9

<b>By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.</b>		
ELP.1.9	1	[Standard introduced at Level 2.]
	2	With support (including visual aids, modeled sentences), retell an event and present simple information, using, with emerging control, some frequently occurring linking words.
	3	With support (including modeled sentences), retell (in speech or writing) a simple sequence of events in the correct order, and present simple information, using, with developing control, some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).
	4	Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., next, after) to signal event order and some frequently occurring linking words (and, so) to connect ideas.
	5	Recount a more complex sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it, using frequently occurring conjunctions and connecting words.
<b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b>		
ALT ELP.1.9	Low	With prompting and support: <ul style="list-style-type: none"> <li>• communicate a familiar event or simple information about a familiar topic.</li> <li>• with emerging control of some frequently occurring linking words.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• retell a simple sequence of events.</li> <li>• communicate simple information about a familiar topic with developing control of some frequently occurring linking words.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• retell two or three events in sequence of events.</li> <li>• communicate simple information about a familiar topic with increasing control of some temporal words (e.g., next after) and some frequently occurring linking words.</li> </ul>

## Grade 1 ELP and ALT ELP Standards

## Standard 10

<b>By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ELP.1.10	1	With support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, and very simple sentences; and respond to simple questions.
	2	With support (including visual aids and sentences), recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or), and produce simple sentences.
	3	With support (including modeled sentences), use some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions and conjunctions, and produce and expand simple sentences in response to prompts.
	4	Use an increasing number of singular and plural nouns with matching verbs, verb tenses (e.g., present, past), and frequently occurring prepositions and conjunctions, and produce and expand simple and some compound sentences in response to prompts.
	5	Use singular and plural nouns with matching verbs, verb tenses (e.g., present, past, future) and frequently occurring prepositions and conjunctions, and produce and expand simple and compound sentences in response to prompts.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate and writing.</b>		
ALT ELP.1.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns and verbs.</li> <li>respond to simple questions (e.g., yes/no, wh- questions).</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, verbs, prepositions, and conjunctions.</li> <li>produce simple sentences on a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use an increasing number of nouns, verbs, prepositions, and conjunctions.</li> <li>produce simple and compound sentences on familiar topics.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 1

<b>By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b>		
ELP.2-3.1	1	Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.
	2	Use an emerging set of strategies to identify the main topic or message/lesson (of a story) and some key words and phrases in read-alouds, simple written texts, and oral presentations.
	3	Use a developing set of strategies to identify the main topic or message, answer questions about and retell some key details in read-alouds, simple written texts, and oral presentations.
	4	Use an increasing range of strategies to determine the main idea or message and identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, and oral presentations; and retell a variety of stories.
	5	Use a wide range of strategies to determine the main idea or message and tell how key details support the main idea in read-alouds, written texts, and oral communications; and retell a variety of stories.
<b>By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing.</b>		
ALT ELP.2-3.1	Low	With prompting and support, use a very limited set of strategies to, identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.
	Mid	With prompting and support, use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic or characters.</li> <li>• sequence information from read-alouds, simple written texts, and oral presentations.</li> </ul>
	High	With prompting and support, use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• answer questions about key details.</li> <li>• retell parts of a story from read-alouds, simple written texts, and oral presentations.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 2

**By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.**

ELP.2-3-2	1	Listen to and occasionally participate in short conversations about familiar topics and respond to simple yes/no and some wh- questions.
	2	Participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh- questions.
	3	Participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond and contribute to the comments of others; and ask questions to gain information or clarify understanding.
	4	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute own ideas; and ask and answer questions about the topic or text.
	5	Participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express personal thoughts; and ask and answer questions about the topic or text.
<p><b>By the end of each English language proficiency level, an ELSCD is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b></p>		
ALT ELP.2-3-2	Low	With prompting and support: <ul style="list-style-type: none"> <li>• listen with occasional participation in short conversations.</li> <li>• respond to simple yes/no questions about familiar topics.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• listen to and participate in short conversations.</li> <li>• respond to simple yes/no and wh- questions.</li> <li>• follow simple rules for discussion about familiar topics.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• ask and answer simple questions to exchange ideas or information, or to clarify for understanding.</li> <li>• follow some rules for discussion about familiar topics.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 3

<b>By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ELP.2-3.3	1	Communicate simple information about familiar texts, topics, experiences, or events.
	2	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.
	3	Deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.
	4	Deliver short oral and compose written narratives and informational texts about a variety of texts, topics, experiences, or events.
	5	Deliver oral and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.
<b>By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ALT ELP.2-3.3	Low	With prompting and support, communicate simple information about familiar texts, topics, experiences, or events.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information.</li> <li>• compose simple written text about familiar texts, topics, experiences, or events.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• deliver short presentations or information.</li> <li>• compose written text about familiar texts, topics, experiences, or events.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 4

<b>By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ELP.2-3.4	1	Express an opinion about a familiar topic.
	2	Express an opinion about a familiar topic or story.
	3	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.
	4	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.
	5	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.
<b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ALT ELP.2-3.4	Low	With prompting and support, express a preference about a familiar topic.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• express a preference.</li> <li>• provide one reason for the preference about a familiar topic or story.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• express a preference.</li> <li>• provide more than one reason for the preference about a familiar topic or story.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 5

<b>By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.</b>		
ELP.2-3.5	1	With prompting and support at Grade 2 and without prompting and support at Grade 3, carry out short individual or shared research projects, gathering information from provided sources and labeling information.
	2	With prompting and support at Grade 2 and without prompting and support at Grade 3, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.
	3	With prompting and support at Grade 2 and without prompting and support at Grade 3, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in orderly notes.
	4	With prompting and support at Grade 2 and without prompting and support at Grade 3, carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.
	5	With prompting and support at Grade 2 and without prompting and support at Grade 3, carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.
<b>By the end of each English language proficiency level, an ELSCD is able to conduct research, evaluate, and communicate findings to answer questions or solve problems.</b>		
ALT ELP.2-3.5	Low	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• label information from provided sources.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• recall information from experience.</li> <li>• record key information from provided sources.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• recall information from experience.</li> <li>• sort information from provided sources into categories.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 6

<b>By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.</b>		
ELP.2-3.6	1	With prompting and support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words and phrases.
	2	With prompting and support (at Grade 2), identify a reason an author or a speaker gives to support the main point.
	3	Tell how one or two reasons support the main point an author or a speaker makes.
	4	Tell how one or two reasons support the specific points an author or a speaker makes.
	5	Describe how reasons support the specific points an author or a speaker makes.
<b>By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.</b>		
ALT ELP.2-3.6	Low	With prompting and support, analyze and critique the arguments of others orally and in writing.
	Mid	With prompting and support, identify a reason an author or speaker gives to support the main point of a familiar topic.
	High	With prompting and support, tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.

## Grade 2-3 ELP and ALT ELP Standards

## Standard 7

<b>By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ELP.2-3.7	1	Recognize the meaning of some words learned through conversations, reading, and being read to.
	2	Show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.
	3	Compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.
	4	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.
	5	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
<b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task and audience when speaking and writing.</b>		
ALT ELP.2-3.7	Low	With prompting and support, recognize the meaning of some words learned through conversations, reading, and being read to.
	Mid	With prompting and support, use some learned words, sounds, expressions, and gestures, appropriate for social and academic contexts (e.g., playground, classroom) showing developing control.
	High	With prompting and support, use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts. (e.g., playground, classroom) showing increasing control.

## Grade 2-3 ELP and ALT ELP Standards

## Standard 8

<b>By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
ELP.2-3.8	1	Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in the student's native language.
	2	Ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in the student's native language.
	3	Determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.
	4	Determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).
	5	Determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes).
<b>By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations, literary, and informational text.</b>		
ALT ELP.2-3.8	Low	With prompting and support, recognize the meaning of a few frequently occurring words in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.
	Mid	With prompting and support, answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple written texts about familiar topics, experiences, or events.
	High	With prompting and support, determine the meaning of some less-frequently occurring words and phrases, some content-specific words, and some idiomatic expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences, or events.

## Grade 2-3 ELP and ALT ELP Standards

## Standard 9

<b>By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.</b>		
ELP.2-3.9	1	Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.
	2	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., and, then).
	3	Recount a short sequence of events, and present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., and, but, next, after) to connect ideas or events.
	4	Recount a sequence of events, using temporal words (before, after, soon), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., because, and, also) to connect ideas or events.
	5	Recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., because, and, also) to connect ideas and provide a concluding statement.
<b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b>		
ALT ELP.2-3.9	Low	With prompting and support: <ul style="list-style-type: none"> <li>communicate simple information about an event or familiar topic.</li> <li>use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>communicate simple information about an event or familiar topic.</li> <li>retell two events in sequence.</li> <li>use some frequently occurring linking words with emerging control.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>communicate a few pieces of information about a familiar topic.</li> <li>retell a short sequence of events.</li> <li>use some temporal words and common linking words with increasing control.</li> </ul>

## Grade 2-3 ELP and ALT ELP Standards

## Standard 10

<b>By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ELP.2-3.1	1	With support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions.
	2	With support (including visual aids and modeled sentences), recognize and use some frequently occurring collective nouns (e.g., group), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts.
	3	With support (including modeled sentences), use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences.
	4	Use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.
	5	Use collective and commonly occurring abstract nouns (e.g., childhood), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ALT ELP.2-3.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns and verbs.</li> <li>respond to simple questions (e.g., yes/no, wh- questions).</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, verbs, adjectives, adverbs, and conjunctions.</li> <li>produce simple sentences on a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use an increasing number of nouns, verbs, adjectives, adverbs, and conjunctions.</li> <li>produce simple and compound sentences (and at Grade 3, some complex sentences) on familiar topics.</li> </ul>

Grade 4-5 ELP and ALT ELP Standards

Standard 1

<p><b>By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ELP.4-5.1</p>	1	Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.
	2	Use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.
	3	Use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.
	4	Use an increasing range of strategies to determine the main idea or theme and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.
	5	Use a wide range of strategies to determine two or more main ideas or themes and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.
<p><b>By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ALT ELP.4-5.1</p>	Low	From read-alouds, simple written texts, and oral presentations, with prompting and support, use a very limited set of strategies to identify a few keywords and phrases.
	Mid	From read-alouds, simple written texts, and oral presentations, with prompting and support, use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic or characters.</li> <li>• sequence information.</li> </ul>
	High	From read-alouds, simple written texts, and oral presentations, with prompting and support, use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine the main idea or theme.</li> <li>• identify some details that support the main idea or theme.</li> <li>• retell parts of the story.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 2

<b>By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b>		
ELP.4-5.2	1	Participate in short conversational and written exchanges about familiar topics, actively listening to others and respond to simple questions and some wh- questions.
	2	Participate in short conversational and written exchanges about familiar topics, actively listening to others and respond to simple questions and wh- questions.
	3	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of the student's own, and asking and answering questions about the topic or text.
	4	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing the student's own, asking and answering relevant questions, and adding relevant information and evidence.
	5	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing the student's own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.
<b>By the end of each English language proficiency level, an ELSCD is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b>		
ALT ELP.4-5.2.2	Low	With prompting and support: <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges about familiar topics.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to simple questions about familiar topics and texts.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to others' comments or ideas about familiar topics and texts.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 3

**By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.**

ELP.4-5.3	1	Communicate simple information about familiar texts, topics, events, or objects in the environment.
	2	Deliver short oral and compose written texts about familiar texts, topics, and experiences.
	3	Deliver short oral and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.
	4	Deliver short oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.
	5	Deliver oral and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.

**By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.**

ALT ELP.4-5.3	Low	With prompting and support, communicate simple information about familiar texts, topics, events, or objects in the environment.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information.</li> <li>• compose simple written text about familiar texts, topics and experiences.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• deliver short presentations or information.</li> <li>• compose written text about familiar texts, topics and experiences.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 4

<b>By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ELP.4-5.4	1	Express an opinion about a familiar topic.
	2	Construct a simple claim about a familiar topic and give a reason to support the claim.
	3	Construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.
	4	Construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.
	5	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.
<b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ALT ELP.4-5.4	Low	With prompting and support, express an opinion about a familiar topic.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• express an opinion.</li> <li>• provide one or two reasons or facts to support the opinion about a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• express an opinion.</li> <li>• provide a few reasons or facts to support the opinion about a familiar topic.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 5

**By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ELP.4-5.5	1	Recall information from experience and/or gather information from a few provided sources and label some key information.
	2	Recall information from experience and/or gather information from provided sources and record some information.
	3	Recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.
	4	Recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.
	5	Recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.
<p><b>By the end of each English language proficiency level, an ELSCD is able to conduct research, evaluate, and communicate findings to answer questions or solve problems.</b></p>		
ALT ELP.4-5.5	Low	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• label information from provided sources.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• recall information from experience.</li> <li>• record some information from provided sources.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• participate in shared research projects.</li> <li>• recall information from experience.</li> <li>• retell key ideas and information from provided sources.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 6

<b>By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.</b>		
ELP.4-5.6	1	Identify a point an author or speaker makes.
	2	Identify a reason an author or speaker gives to support a main point and agree or disagree.
	3	Tell how one or two reasons support the specific points an author or speaker makes or fails to make.
	4	Describe how reasons support the specific points an author or speaker makes or fails to make.
	5	Explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identify which reasons and evidence support which points.
<b>By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.</b>		
ALT ELP.4-5.6	Low	With prompting and support, identify a point an author or speaker makes.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• identify a reason an author or speaker gives to support a main idea.</li> <li>• agree or disagree with the author or speaker.</li> </ul>
	High	With prompting and support, tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.

## Grade 4-5 ELP and ALT ELP Standards

## Standard 7

<b>By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ELP.4-5.7	1	Recognize the meaning of some words learned through conversations, reading, and being read to.
	2	With emerging control, adapt language choices to different social and academic contents and use some words learned through conversations, reading, and being read to.
	3	With developing control, adapt language choices according to purpose, task, and audience and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.
	4	With increasing ease, adapt language choices and style (includes register) according to purpose, task, and audience and use a wider range of general academic and content-specific words and phrases in speech and writing.
	5	Adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.
<b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task and audience when speaking and writing.</b>		
ALT ELP.4-5.7	Low	With prompting and support, recognize the meaning of some words learned through conversations, reading, and being read to.
	Mid	With prompting and support, use some learned words, sounds, expressions, and gestures, appropriate for social and academic contexts (e.g., playground, classroom) showing developing control.
	High	With prompting and support, use an increasing number of learned words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) showing increasing control in speech and writing.

## Grade 4-5 ELP and ALT ELP Standards

## Standard 8

<b>By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
<b>ELP.4-5.8</b>	1	Recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in the student's native language.
	2	Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in the student's native language.
	3	Determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).
	4	Determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.
	5	Determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.
<b>By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations, literary, and informational text.</b>		
<b>ALT ELP.4-5.8</b>	Low	With prompting and support 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.
	Mid	With prompting and support relying heavily on context, visual aids, 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.
	High	With prompting and support and using context, visual aids, reference materials, and knowledge of English, determine the meaning of frequently occurring words and phrases, general academic and content-specific words, and an increasing number of expressions in texts about familiar topics, experiences, or events.

Grade 4-5 ELP and ALT ELP Standards

Standard 9

<b>By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.</b>		
ELP.4-5.9	1	Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.
	2	Recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., and, then).
	3	Recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., next, because, and, also).
	4	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., after a while, for example, in order to, as a result).
	5	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.
<b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b>		
ALT ELP.4-5.9	Low	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• retell two events in sequence.</li> <li>• use some frequently occurring linking words with emerging control.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• communicate a few pieces of information about a familiar topic.</li> <li>• retell a short sequence of events.</li> <li>• use an increasing range of temporal words, linking words, and some transitional words and phrases with increasing control.</li> </ul>

## Grade 4-5 ELP and ALT ELP Standards

## Standard 10

<b>By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ELP.4-5.10	1	With support (including context and visual aids), recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions.
	2	With support (including visual aids and modeled sentences), recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunction; and produce simple sentences in response to prompts.
	3	With support (including modeled sentences), use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), and prepositional phrases; produce and expand simple and compound sentences,
	4	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.
	5	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ALT ELP.4-5.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns and verbs.</li> <li>• respond to simple questions (e.g., yes/no) in shared language activities.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions.</li> <li>• produce simple sentences on a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• recognize and use an increasing number of frequently occurring nouns, pronouns, verbs, preposition, adjectives, adverbs, and conjunctions.</li> <li>• produce simple and compound sentences and a few complex sentences on familiar topics.</li> </ul>

Grades 6-8 ELP and ALT ELP Standards

Standard 1

<p><b>By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ELP.6-8.1</p>	1	Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.
	2	Use an emerging set of strategies to identify the main topic and retell a few key details in oral communications and simple written texts.
	3	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.
	4	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text and explain how they are supported by specific textual details and summarize a simple text.
	5	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text and explain how they are developed by supporting ideas or evidence and summarize a text.
<p><b>By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</b></p>		
<p>ALT ELP.6-8.1</p>	Low	With prompting and support, use a limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.
	Mid	With prompting and support, use an emerging set of strategies to identify the main topic in and retell a few key details from oral communications and simple written texts.
	High	<p>With prompting and support, use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• summarize information from oral communications or simple written texts.</li> <li>• identify two or more central ideas or themes in oral presentations or simple written texts.</li> <li>• identify supporting details and how they support central ideas or themes in oral presentations or simple written texts.</li> </ul>

Grades 6-8 ELP and ALT ELP Standards

Standard 2

<p><b>By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b></p>		
<p>ELP.6-8.1</p>	1	Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh- questions.
	2	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.
	3	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express the student’s own; asking and answering relevant questions; and adding relevant information.
	4	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing the student’s own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.
	5	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing the student’s own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.
<p><b>By the end of each English language proficiency level, an ELSCD is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b></p>		
<p>ALT ELP.6-8.2</p>	Low	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to simple questions about familiar topics and texts.</li> </ul>
	Mid	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to simple questions and some wh- questions about familiar topics and texts.</li> </ul>
	High	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to the ideas of others or express one’s own ideas about familiar topics and texts.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 3

<b>By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ELP.6-8.3	1	Communicate simple information about familiar texts, topics, and experiences.
	2	Deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.
	3	Deliver short oral and compose written narratives or informational texts about familiar texts, topics, and experiences, developed with some details.
	4	Deliver oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with some specific details.
	5	Deliver oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with relevant details, ideas, or information.
<b>By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ALT ELP.6-8.3	Low	With prompting and support, communicate simple information about familiar texts, topics, and experiences.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information.</li> <li>• compose simple written text about familiar texts, topics, and experiences.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• deliver short presentations or information.</li> <li>• compose written text about familiar texts, topics, and experiences.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 4

**By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.**

ELP.6-8.4	1	Express an opinion about familiar topics.
	2	Construct a claim about familiar topics and give a reason to support the claim.
	3	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order and provide a concluding statement.
	4	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order and provide a concluding statement.
	5	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order and provide a concluding statement.
<b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ALT ELP.6-8.4	Low	With prompting and support, express an opinion about a familiar topic.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• provide information about a familiar topic.</li> <li>• provide one or two reasons or facts to support the information about a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• provide information about a familiar topic.</li> <li>• provide a few reasons or facts to support the information about a familiar topic.</li> </ul>

Grades 6-8 ELP and ALT ELP Standards

Standard 5

**By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ELP.6-8.5	1	Gather information from a few provided sources and label collected information.
	2	Gather information from provided sources and record some data and information.
	3	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.
	4	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.
	5	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

**By the end of each English language proficiency level, an ELSCD is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ALT ELP.6-8.5	Low	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• gather information from a few provided sources.</li> <li>• label information from provided source.</li> </ul>
	Mid	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• gather information from some provided sources.</li> <li>• record some information from provided sources.</li> <li>• retell information, using labeled illustrations, diagrams, or other graphics, as appropriate.</li> </ul>
	High	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• gather information from several provided sources.</li> <li>• retell information from provided sources.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 6

<b>By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.</b>		
ELP.6-8.6	1	Identify a point an author or a speaker makes.
	2	Identify the main argument and one reason an author or a speaker gives to support the argument.
	3	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.
	4	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.
	5	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.
<b>By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.</b>		
ALT ELP.6-8.6	Low	With prompting and support, identify a point an author or speaker makes.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>identify a main point an author or speaker makes.</li> <li>identify a reason an author or speaker gives to support a main idea.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>retell the main point an author or speaker makes.</li> <li>indicate whether author or speaker's main point is supported or not.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 7

<b>By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ELP.6-8.7	1	Recognize the meaning of some words learned through conversations, reading, and being read to.
	2	Adapt language choices according to task and audience with emerging control and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.
	3	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts and show developing control of style and tone in oral or written text.
	4	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases and maintain consistency in style and tone throughout most of oral or written text.
	5	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely and maintain an appropriate and consistent style and tone throughout an oral or written text.
<b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ALT ELP.6-8.7	Low	With prompting and support, recognize the meaning of some words learned through conversations, reading, and being read to.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• use language appropriate for a task and audience.</li> <li>• use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• use language appropriate for a purpose, task, and audience.</li> <li>• use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 8

**By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.**

ELP.6-8.8	1	Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.
	2	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.
	3	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).
	4	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.
	5	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

**By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations and literary and informational text.**

ALT ELP.6-8.8	Low	With prompting and support and relying heavily on context, visual aids, and communicative experience, recognize the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.
	Mid	With prompting and support and relying some on context, visual aids, reference materials, and communicative experience, determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences, or events.
	High	With prompting and support and using context, visual aids, reference materials, and knowledge of English, determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events.

<b>By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.</b>		
ELP.6-8.9	1	Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.
	2	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).
	3	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).
	4	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).
	5	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.
<b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b>		
ALT ELP.6-8.9	Low	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• retell a short sequence of events.</li> <li>• connect phrases or simple statements using some frequently occurring linking and temporal words and some common transitional words with emerging control.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• communicate a few pieces of information about a familiar topic.</li> <li>• retell a sequence of events or steps in a process.</li> <li>• use an increasing range of linking and temporal words and common transitional words and phrases with increasing control.</li> </ul>

## Grades 6-8 ELP and ALT ELP Standards

## Standard 10

<b>By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ELP.6-8.10	1	Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.
	2	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).
	3	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).
	4	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.
	5	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ALT ELP.6-8.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs.</li> <li>respond to simple questions (e.g., yes/no, wh- questions).</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases.</li> <li>produce simple and compound sentences on familiar topics.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use an increasing number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases.</li> <li>produce simple, compound, and complex sentences on familiar topics.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 1

**By the end of each English language proficiency level, an EL is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.**

ELP.9-12.1	1	Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.
	2	Use an emerging set of strategies to identify the main topic and retell a few key details in oral presentations and simple oral and written texts.
	3	Use a developing set of strategies to determine the central idea or theme in oral presentations and written texts and explain how it is developed by specific details in the texts; and summarize part of the text.
	4	Use an increasing range of strategies to determine two central ideas or themes and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.
	5	Use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

**By the end of each English language proficiency level, an ELSCD is able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.**

ALTELP.9-12.1	Low	With prompting and support, use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.
	Mid	With prompting and support, use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple written texts.</li> <li>• retell a few key details from oral presentations and simple written texts.</li> </ul>
	High	With prompting and support, use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• summarize information from oral presentations or simple written texts.</li> <li>• identify two or more central ideas or themes in oral presentations or simple written texts.</li> <li>• identify supporting details and how they support central ideas or themes in oral presentations or simple written texts.</li> </ul>

Grades 9-12 ELP and ALT ELP Standards

Standard 2

<p><b>By the end of each English language proficiency level, an EL is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b></p>		
<p>ELP.9-12.1</p>	1	Participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh- questions.
	2	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh- questions.
	3	Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing the student’s own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.
	4	Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express the student’s own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.
	5	Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express the student’s own clearly and persuasively, referring to specific and relevant evidence from texts or research to support the student’s ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.
<p><b>By the end of each English language proficiency level, an ELSCD is able to participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, with response to peers or reader comments and questions.</b></p>		
<p>ALT ELP.9-12.1</p>	Low	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to simple questions and some wh- questions about familiar topics and texts.</li> </ul>
	Mid	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations.</li> <li>• participate in short written exchanges.</li> <li>• respond to questions and wh- questions about familiar topics and texts.</li> </ul>
	High	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• participate in short conversations, written exchanges, and answer simple questions.</li> <li>• respond to the ideas of others or express one’s own ideas about familiar topics and texts.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 3

<b>By the end of each English language proficiency level, an EL is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ELP.9-12.3	1	Communicate information about familiar texts, topics, and experiences.
	2	Deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.
	3	With support (including modeled sentences), deliver short oral and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details
	4	Deliver oral and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.
	5	Deliver oral and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.
<b>By the end of each English language proficiency level, an ELSCD is able to speak and write about grade-appropriate complex literary and informational texts and topics.</b>		
ALT ELP.9-12.3	Low	With prompting and support, communicate information about familiar texts, topics, and experiences.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• communicate information.</li> <li>• compose written text about familiar texts, topics, experiences, or events.</li> </ul>
	High	with prompting and support: <ul style="list-style-type: none"> <li>• deliver presentations or information.</li> <li>• compose written text about familiar texts, topics, experiences, or events.</li> </ul>

Grades 9-12 ELP and ALT ELP Standards

Standard 4

<b>By the end of each English language proficiency level, an EL is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ELP.9-12.4	1	Express an opinion about a familiar topic.
	2	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim and provide a concluding statement.
	3	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.
	4	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement
	5	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.
<b>By the end of each English language proficiency level, an ELSCD is able to construct grade-appropriate oral and written claims and support them with reasoning and evidence.</b>		
ALT ELP.9-12.4	Low	With prompting and support, express an opinion about a familiar topic.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• provide information.</li> <li>• provide one or two reasons or facts to support the information about a familiar topic.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• provide information.</li> <li>• provide a few reasons or facts to support the information about a familiar topic.</li> </ul>

Grades 9-12 ELP and ALT ELP Standards

Standard 5

**By the end of each English language proficiency level, an EL is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ELP.9-12.5	1	Gather information from a few provided print and digital sources, and label collected information, experiences, or events.
	2	Gather information from provided print and digital sources and summarize data and information.
	3	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.
	4	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.
	5	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

**By the end of each English language proficiency level, an ELSCD is able to conduct research and evaluate and communicate findings to answer questions or solve problems.**

ALT ELP.9-12.5	Low	With prompting and support: <ul style="list-style-type: none"> <li>• gather information from a few provided sources.</li> <li>• label information from provided sources.</li> </ul>
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• gather information from some provided sources.</li> <li>• retell information, using illustrations, diagrams, or other graphics.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• gather information from several provided sources paraphrase information in a short written or oral report.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 6

**By the end of each English language proficiency level, an EL is able to analyze and critique the arguments of others orally and in writing.**

ELP.9-12.6	1	Identify a point an author or a speaker makes.
	2	Identify the main argument and one reason an author or a speaker gives to support the argument.
	3	Explain the reasons an author or a speaker gives to support a claim and cite textual evidence to support the analysis.
	4	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.
	5	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

**By the end of each English language proficiency level, an ELSCD is able to analyze and critique the arguments of others orally and in writing.**

ALT ELP.9-12.6	Low	With prompting and support, identify a point an author or speaker makes.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• identify a main point an author or speaker makes.</li> <li>• identify a reason an author or speaker gives to support a main idea.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• retell the main point an author or speaker makes.</li> <li>• indicate whether author or speaker's main point is supported or not.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 7

<b>By the end of each English language proficiency level, an EL is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ELP.9-12.7	1	Recognize the meaning of some words learned through conversations, reading, and being read to.
	2	Adapt language choices to task and audience with emerging control and use some frequently occurring general academic and content-specific words in conversation and discussion.
	3	Adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.
	4	Adapt language choices and style according to purpose, task, and audience, use a wider range of complex general academic and content-specific words and phrases, and adopt and maintain a formal style in speech and writing, as appropriate.
	5	Adapt language choices and style according to purpose, task, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.
<b>By the end of each English language proficiency level, an ELSCD is able to adapt language choices to purpose, task, and audience when speaking and writing.</b>		
ALT ELP.9-12.7	Low	With prompting and support, recognize the meaning of some words learned through conversations, reading, and being read to.
	Mid	With prompting and support: <ul style="list-style-type: none"> <li>• use language appropriate for a task and audience.</li> <li>• use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing.</li> </ul>
	High	With prompting and support: <ul style="list-style-type: none"> <li>• use language appropriate for a purpose, task, and audience.</li> <li>• use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 8

<b>By the end of each English language proficiency level, an EL is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
ELP.9-12.8	1	Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in the student's native language.
	2	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in the student's native language.
	3	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).
	4	Determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.
	5	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events, using context, complex visual aids, reference materials, and consistent knowledge of morphology.
<b>By the end of each English language proficiency level, an ELSCD is able to determine the meaning of words and phrases in oral presentations and literary and informational text.</b>		
ALT ELP.9-12.8	Low	With prompting and support and relying heavily on context, visual aids, and communicative experience, recognize the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.
	Mid	With prompting and support and using context, visual aids, reference materials, and knowledge of English, determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences, or events.
	High	With prompting and support and using context, increasingly complex visual aids, reference materials, and knowledge of English, determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events.

Grades 9-12 ELP and ALT ELP Standards

Standard 9

<p><b>By the end of each English language proficiency level, an EL is able to create clear and coherent grade-appropriate speech and text.</b></p>		
<p>ELP.9-12.9</p>	1	<p>Communicate basic information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.</p>
	2	<p>Recount a short sequence of events in order and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).</p>
	3	<p>Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).</p>
	4	<p>Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</p>
	5	<p>Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</p>
<p><b>By the end of each English language proficiency level, an ELSCD is able to create clear and coherent grade-appropriate speech and text.</b></p>		
<p>ALT ELP.9-12.9</p>	Low	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• use a narrow range of frequently occurring vocabulary and simple sentences with limited control.</li> </ul>
	Mid	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• communicate simple information about an event or familiar topic.</li> <li>• retell a short sequence of events.</li> <li>• use some frequently occurring linking and temporal words and some common transitional words with emerging control.</li> </ul>
	High	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• communicate a few pieces of information about a familiar topic.</li> <li>• retell a sequence of events or steps in a process.</li> <li>• use an increasing range of linking and temporal words and common transitional words and phrases with increasing control.</li> </ul>

## Grades 9-12 ELP and ALT ELP Standards

## Standard 10

**By the end of each English language proficiency level, an EL is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.**

ELP.9-12.10	1	Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.
	2	With support (including modeled sentences), use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences.
	3	With support (including modeled sentences), use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences.
	4	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.
	5	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.
<b>By the end of each English language proficiency level, an ELSCD is able to make accurate use of standard English to communicate in grade-appropriate speech and writing.</b>		
ALT ELP.9-12.10	Low	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.</li> <li>respond to simple questions (e.g., yes/no, wh- questions).</li> </ul>
	Mid	With prompting and support, recognize and use frequently occurring nouns, verbs, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences.
	High	With prompting and support: <ul style="list-style-type: none"> <li>recognize and use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional).</li> <li>recognize and use simple clauses (e.g., independent, dependent, relative, adverbial).</li> <li>produce simple, compound, and complex sentences.</li> </ul>

**W. Va. 126CSR15, Policy 2417, Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities**

**Comment Response Form**

**Comment Period Ends: March 11, 2022**

**NOTICE:** *Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.*

The following form is provided to assist those who choose to comment on Policy 2417, Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities. Additional sheets may be attached, if necessary.

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Please check the box below that best describes your role.

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- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> County Board Member  | <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Superintendent       | <input type="checkbox"/> Principal                  | <input type="checkbox"/> Parent/Family     | <input type="checkbox"/> Legislator       |
| <input type="checkbox"/> Central Office Staff | <input type="checkbox"/> Teacher                    | <input type="checkbox"/> Community Member  | <input type="checkbox"/> Other            |

COMMENTS/SUGGESTIONS
§126-15-1. General.
§126-15-2. Definitions.
§126-15-3. Regulations.
§126-15-4. Incorporation by Reference.
§126-15-5. Summary of the Standards.
§126-15-6. Severability.

**W. Va. 126CSR15, Policy 2417, Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities**

**Comment Response Form**

**ELP Standards and ALT ELP Standards**

Please identify grade/band (K, 1, 2-3, 4-5, 6-8, 9-12), Standard (ELP or ALT ELP), and Standard number (1 through 10) prior to comment (i.e., Grade K - ELP Standard 3. Comment.).

Please direct all comments to:

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